Dual Language Program Family Handbook

Alexandria City Public Schools (ACPS) is pleased to share this resource for families of current and potential dual language students: The **Dual Language Family Handbook**. This handbook is designed to provide families with useful information and available resources and services so they can support their child's success in the Dual Language Program. Please note this handbook contains only program highlights and an overview of important information. Complete details on policies, regulations, and practices may be found at www.acps.k12.va.us. Printed copies of ACPS policies and regulations are available to families who do not have online access.

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DUAL LANGUAGE IN ALEXANDRIA CITY PUBLIC SCHOOLS

The Spanish-English two-way dual language immersion program in Alexandria City Public Schools is designed for families who would like their children to learn another language while accessing the same high-quality academic instruction and curriculum as students throughout the school system. Alexandria City Public Schools offers K-8 Spanish-English two-way dual language programs at four schools: Mount Vernon Community School (whole-school, K-5), John Adams Elementary School (program strand, K-5), George Washington Middle School (program strand, 6-8), and Francis C. Hammond Middle School (program strand, 6-8).

What are the vision, mission, and goals of the Dual Language Program?

In keeping with the vision of Alexandria City Public Schools, the Dual Language Program aims to empower all students to thrive in a diverse and ever-changing world through the promotion of racial equity, multiculturalism, and multilingualism. The mission of the ACPS Dual Language Program is to provide an enriched educational experience in which all students attain high levels of academic achievement, bilingualism and biliteracy, and sociocultural competence.

Students in the ACPS Dual Language Program will:
➢ listen, speak, read and write in two (or more) languages;
➢ achieve high levels of academic achievement and social-emotional competence; and
➢ become lifelong cross-cultural learners and critical thinkers.

What is the program model in ACPS?

Currently, the Dual Language Program offers two elementary school models: 70:30 and 50:50. In schools adopting the 50:50 model, Science, Math and Spanish Language Arts are taught during the Spanish half of the day, while Social Studies and English Language Arts are taught in English. Depending upon the school and program model, Encore classes (Art, Music, PE, etc.) may be delivered in English or Spanish.

In the 70:30 model, seventy percent of the day is taught in Spanish. Students in the early grades of the 70:30 model may receive most core subjects (Math, Science, Social Studies and Language Arts) in Spanish, while English Language Arts and Encore are taught in English. As students move up in grade, the amount of Spanish instruction is gradually decreased. By third grade, equal amounts of instructional time are provided in each language.

In middle school, students in the Dual Language Program enroll in two courses taught in Spanish: Spanish Language Arts and Social Studies. Students who complete the required coursework are awarded one high school world language credit for each year of middle school, with the opportunity to obtain up to three high school world language credits.

Elementary School Dual Language Program Models

Elementary School	Program Model	Spanish Content	English Content
John Adams Elementary School	70:30 Dual language program strand within traditional school setting	Grades K-1: Spanish Language Arts, Math, Science, Social Studies Grades 2-5: Spanish Language Arts, Math, Science	Grades K-1: English Language Arts Grades 2-5: English Language Arts, Social Studies
Mount Vernon Community School	50:50 Full-school dual language program	Spanish Language Arts, Math, Science	English Language Arts, Social Studies

Middle School Dual Language Course Sequences
(Francis C. Hammond Middle School and George Washington Middle School)

6th Grade	7th Grade	8th Grade
Dual Language Spanish Language Arts I + Dual Language US History I	Dual Language Spanish Language Arts II + Dual Language US History II	Dual Language Spanish Language Arts III + Dual Language Civics and Economics
= 1 High School World Language Credit	= 1 High School World Language Credit	= 1 High School World Language Credit

Are dual language programs effective?

Research has shown that both native English speakers and native Spanish speakers in well-implemented dual language programs tend to excel academically, out-performing their peers in traditional educational settings. Students in dual language programs demonstrate significantly higher academic achievement than their peers not in dual language (Thomas & Collier, 2013).

Dual language is the only EL program and service delivery model that has shown full achievement gap closure for English learner (EL) students. EL students who participate in dual language programs become fully proficient in an additional language without sacrificing their English language development (Baker, 2011; Lindholm-Leary, 2009). Spanish-speaking students have the opportunity to become literate in their native language, thus enabling them to transfer skills and concepts to English (Baker, 2011). On state assessments as well as norm-referenced tests given in English, EL students in dual language typically score significantly higher than their peers in traditional ESL programs (Thomas & Collier, 2013).

Schools with dual language programs can expect both EL students and native English speakers being fully prepared for annual state assessments in academic subjects. Pass rates on standardized achievement tests are approximately equal for both groups by the end of elementary school (Thomas and Collier, 2012). In addition to high academic achievement and bilingualism, dual language instruction has been shown to enhance students' thinking skills and creativity.

STUDENT ENROLLMENT AND PROGRAMMATIC TRANSFER REQUESTS

Who is eligible to enroll in the Dual Language Program?

Given the sequential nature of the Dual Language Program and its alignment with instructional program requirements, students typically enter the program in kindergarten or first grade. Priority is given to applicants who reside in the school attendance zone. While Mount Vernon Community School has a full-school dual language immersion program in which all students who attend are automatically enrolled, John Adams Elementary School has a program strand within a larger traditional school setting.

Families interested in seeking a transfer to begin in kindergarten are encouraged to attend a Kindergarten Open House at the dual language school closest to their zoned school (West end-John Adams Elementary School; East end- Mount Vernon Community School). Any student seeking admission to the Dual Language Program in grades 2-8 will be assessed to ensure that the student possesses the Spanish language skills necessary to fully access and participate in the dual language curriculum. Families interested in seeking a programmatic transfer may contact the dual language coordinator for more information regarding program requirements, enrollment criteria, and expectations.

K-5 Programmatic Transfer Request Process

Student placement in the Dual Language Program is determined by a combination of factors, including the student's attendance zone, grade, and program capacity. In addition, the program design requires a balanced enrollment of students from homes in which English or another language is spoken, and homes in which Spanish is spoken.

Seats in the Dual Language Program for students who live outside of the attendance boundaries for Mount Vernon or John Adams are limited. Families may submit a programmatic transfer request to the Office of Student Placement if they are interested in applying to the Dual Language Program. All students must be registered at their in-boundary school before alternative student placement can be considered. In addition to the programmatic transfer request, John Adams Elementary School requires families to complete an application. Schools will receive transfers from outside of their attendance zone only if space is available for that year and grade level. Programmatic transfers are approved by the Superintendent or authorized designee.

If the number of students seeking programmatic transfers to the Dual Language Program exceeds the available spaces, then after July 1, all of the students with new programmatic transfer applications will enter a lottery for random selection. Siblings of students who have received programmatic transfers will be admitted if they meet dual language eligibility requirements.

Transportation is provided for families approved for an administrative transfer to the Dual Language Program. (See School Board Policy JC-R/JCD-R for more information about administrative/programmatic transfers.)

Can families zoned for a dual language school opt-out of the program?

Families who do not wish to enroll in the Dual Language Program may participate in a traditional school program if available at their school. In the case that families are zoned for a school that only offers dual language immersion, families may request a programmatic transfer to the school closest to their residence with capacity (seats) at the student's grade level.

FREQUENTLY ASKED QUESTIONS

What are the benefits of a dual language program?

Research demonstrates many benefits for students who participate in dual language, including:
- ➢ *Educational*: Students who learn literacy in one language can transfer those skills to their other language(s).
- ➢ *Cognitive*: Students who understand two languages show more cognitive flexibility, creative thinking and problem-solving abilities compared to monolingual students of the same age.
- ➢ *Sociocultural*: Understanding another language and interacting with students from diverse backgrounds promotes cultural awareness, more global thinking, and tolerance.
- ➢ *Economic*: Knowing two or more languages enhances employment opportunities when students enter the workforce.

How will the teacher help my student learn grade-level content in another language?

The best way to acquire a second language is through meaningful and authentic experiences. Academic content instruction provides this meaningful context, and forms a strong basis for the power of dual language education. In ACPS, dual language teachers use a variety of instructional strategies to make content comprehensible for all students, while also promoting students' development of bilingualism and biliteracy. Project GLAD® (Guided Language Acquisition Design) is the primary instructional approach adopted by ACPS to support content and language acquisition. Project GLAD® focuses on the effective implementation of six primary components related to content-based language instruction, which are essential to students' success: Focus and Motivation, Input, Guided Oral Practice, Reading/Writing, Extended Activities, and Assessment and Feedback. All dual language teachers become Tier I GLAD-certified within their first year with the program, and ongoing professional development in GLAD strategies is provided through the Dual Language Program.

Translating, or switching from one language to the other during instruction, is not an effective instructional strategy because it impedes students' willingness to engage 0with their other language. While teachers provide purposefully planned opportunities to make connections between the two program languages, a process referred to as "bridging" (Beeman and Urow, 2013), direct translation is highly discouraged, and teachers are generally expected to use the "target language," or language of instruction, during class time.

What will a typical school day look like?

In elementary school, students will be assigned to either a self-contained bilingual teacher (same teacher all day) or to two different teachers, one for Spanish and one for English. Throughout the day, your student will learn new content and practice speaking, listening, reading, and writing in both program languages. Teachers will model these language skills, and provide ample opportunity for students to practice. Students will learn language as the class sings songs, reads books, draws, labels, plays games, works on projects, carries out experiments, and speaks and writes about what they are learning. Students will learn in heterogeneous groups with students from different linguistics and cultural backgrounds. Because every day includes instructional time in both Spanish and English, students have opportunities to both be an "expert" and to learn from others.

What is expected of students in the Dual Language Program?

Dual language students are expected to work hard to learn the same rigorous academic content as all other ACPS students. In addition, dual language students are expected to:
  ➢ Participate actively in learning the two program languages.
  ➢ Show effort through participation during class activities, including classwork, teamwork, and independent work in both languages.
  ➢ Demonstrate respect for the diverse languages, cultures, and traditions represented by students and staff in the Dual Language Program.

How will my child be assessed?
Dual language students participate in PALS (Phonological Awareness Literacy Screening; grades K-3), the Virginia Standards of Learning (SOL) assessments (grades 3-12), and other district-required assessments. Students' learning English, who are identified as EL students, participate in the annual WIDA *ACCESS for ELLs* assessment to measure growth in their English language proficiency. The Spanish language proficiency of all dual language students is assessed in a variety of ways over the course of their dual language careers:
  ➢ Performance-based assessments (i.e., content-based speaking and writing tasks)
  ➢ Running records to monitor reading growth
  ➢ The STAMP, a standardized Spanish language proficiency assessment, that is administered in grades 2, 5, and 8
Finally, dual language students' content knowledge is assessed regularly using a variety of content and curriculum-based tests and measures.

How will my child be graded?

Progress reports will reflect student performance in each subject area (e.g., Math, Science, Social Studies, English Language Arts, Encore and Elective classes). In addition, K-2 Dual Language students receive a supplemental progress report in Spanish Language Arts, with a similar report in development for grades 3-5.

Help! I don't speak the language! How can I support my child?
You can help your child by:
  ➢ Encouraging friendships and building relationships with other families and classmates who speak the program languages.

➢ Taking advantage of opportunities for your child to use the program languages for authentic purposes outside of school (i.e., visiting local markets, festivals, cultural events)
➢ Understanding it takes time to learn a second language, and encouraging your child's resilience and effort.
➢ Asking your child to explain what he or she is learning and doing in school to you in your home language.
➢ Developing a strong relationship with your child's teacher, who can share resources and work with you to support your student's success.
➢ Encouraging your child to read at home in both of the program languages.

Some families may be interested in learning the program languages. This is great, and shows your student that you value language learning. However, parents are not expected to model the other language if they are not yet proficient in it. Children benefit more when their caregivers talk and read to them in the family's preferred language. This will develop a strong foundation for students in their home language, which helps students to acquire a new language.

What is homework like in the Dual Language Program?
Homework in the Dual Language Program is assigned in compliance with the ACPS homework policy (Out-of-School Assignments), with expectations for homework increasing as students move through grade-levels at school. Any homework assignments are expected to provide review and extension of previous instruction in the language of instruction. To encourage students to continue developing each of their languages, families are discouraged from translating homework. If students consistently struggle with homework assignments in one of the program languages, families are strongly encouraged to reach out to their children's teacher(s) for additional support.

What else can I do to support my child at home?
The best way to support your student's success in the Dual Language Program is to take an active role in their education. This can include many different actions, but consider the following:

➢ Make a good-faith commitment to continue in the Dual Language Program at a minimum through grade 5, with the option to continue through grade 8 and beyond.
➢ Ask questions and monitor your child's learning, including their progress in all subjects, completion of out-of-class work, on-task behavior, etc.
➢ Check your child's backpack daily for messages or information from their teacher, and maintain open lines of communication via email, phone calls, etc.
➢ When concerns or questions emerge concerning your child's progress and how to best support them, contact your child's teacher as a first step.
➢ Watch the school calendar for open houses, parent forums, and school events related to the Dual Language Program.
➢ Participate in your school PTA (Parent Teacher Association) as an advocate for dual language education.

What volunteer opportunities are available?
There are a wide variety of volunteer opportunities available for families in ACPS. Please contact your child's teacher for school-specific information. In addition, each school has a PTA (Parent Teacher Association) that regularly coordinates volunteer opportunities in collaboration with school staff. Examples of school-based volunteer activities include serving as a guest speaker or mystery reader, chaperoning field trips, or participating in other extracurricular events and experiences before, during, and after school.

ACPS requires that all volunteers entering school buildings complete an application process before beginning any volunteer duties. The application to become a school volunteer is accessible at the following link: https://apps.raptortech.com/Apply/NTc0Nzplbi1VUw==

If you have any questions about the application process or need assistance understanding or completing the application, please contact your child's school. There are staff available who can help you complete the required paperwork.

What if my child is struggling in the Dual Language Program?

Research indicates that it takes at least five to ten years to become biliterate. While every student's experience will be unique, the majority of ACPS students who are enrolled in the Dual Language Program successfully participate in the program at least through elementary school.

If families have concerns about possible learning issues beyond the expected challenges associated with learning a new language, these concerns are addressed through the ACPS Multi-Tiered Systems of Support (MTSS) Process. Typically, the following steps are taken as a part of the MTSS process:

The family contacts their child's teacher(s) regarding their concerns.

The family, teacher(s), and any necessary additional staff (i.e., counselor, administrator) convene to discuss concerns. The student may also be asked to attend. A plan for intervention/support is implemented.

After interventions have been implemented for a period of time (typically 4-8 weeks), the initial team meets to discuss progress and next steps.

If the family feels that the Dual Language Program is not an appropriate fit for their child's needs, they may choose to formally withdraw the student. It is recommended that this occurs at the end of the academic year in elementary school, and at the end of the quarter or semester in middle school.

Parents who wish to withdraw their child will be asked to complete a **Request for Withdrawal** form through the school registrar. Families withdrawing from a full-school dual language program must seek an administrative transfer and will be placed at the non-dual language school closest to their home address with capacity at their child's grade level.

Students who withdraw from the program and wish to re-enter must be assessed and meet language proficiency requirements, as described in the "Enrollment" section of this handbook.

We speak a language other than Spanish or English at home. Can our child benefit?

Yes! The Dual Language Program is a great place for students from all language backgrounds, because every teacher has been trained to use strategies that support second (or third) language learning. Multilingual students reap the same academic, cognitive, sociocultural, and economic benefits from dual language education as their bilingual peers.

What should I expect at a dual language parent-teacher conference?

Twice each school year, you will have a chance to meet with your child's teacher(s) to discuss your student's progress in the Dual Language Program. Just as in any other parent-teacher conference, you will learn about your student's progress in each subject area. In addition, you can ask about

your student's progress in the program languages. You can help the teacher by sharing information about anything at home that may affect your child's learning.

Before the conference, talk to your child about how they feel about school and whether there is anything they want you to talk about with the teacher(s). If you speak a language other than English and your child's teacher does not speak your home language, you may request an interpreter.

Make a list of questions before you go. For example:
     What are my child's strengths and weaknesses?
     Is my child making progress in English? Do they enjoy learning English?
     Is my child making progress in Spanish? Do they enjoy learning Spanish?
     Does my child complete assignments on time?
     Does my child participate in class?
     Does my child seem happy at school?
     What can I do at home to help?

How does enrollment in the Dual Language Program affect my child's access to Talented and Gifted (TAG) services and/or Honors classes?

Students in the Dual Language Program access Talented and Gifted services through different models, depending upon the grade level, such as through co-teaching between a general education teacher and TAG teacher, small group instruction with a certified TAG teacher, and enrollment in TAG-specific classes or courses (i.e., Math and English Language Arts). To the greatest extent possible, schools seek to hire bilingual staff who are able to deliver TAG services in the appropriate language of instruction (i.e., English or Spanish), according to the Dual Language Program's language allocation plan.

In addition, dual language immersion itself is a form of enrichment education that presents a level of challenge and rigor beyond what is available in a traditional school program. Through the development of bilingualism, students also develop advanced cognitive skills that include greater problem-solving abilities, flexibility/facility with multi-tasking, and conflict management and resolution.

Is the Dual Language Program appropriate for students with disabilities?

Dual language is an inclusive program for students with a range of learning needs. Research indicates that students with disabilities can benefit from participation in dual language programs. Students with disabilities who participated in dual language programs, on average, outperformed their peers with disabilities who were not in such programs (Myers, 2009; Thomas & Collier, 2012). Individual Education Plans (IEPs) take precedence over all program placement/withdrawal decisions. Prior to enrollment, families of students with disabilities may wish to contact the school-based special education administrative designee to discuss their child's individual needs, as well as the curriculum and supports available within the Dual Language Program.

How does enrollment in the Dual Language Program affect students' course selection in middle school and beyond?

The Dual Language Program is currently available in grades K-8. Students who continue their dual language studies into middle school enroll in two courses: Dual Language Spanish Language Arts (elective) and Dual Language Social Studies/Civics (core class). Dual language social studies coursework follows the Virginia state standards and is based upon an enhanced curriculum that

incorporates cross-curricular connections and integrated instruction with dual language Spanish language arts.

In addition, successful completion of dual language middle school coursework awards 1 high school World Language credit each year. If students successfully complete three years of middle school dual language coursework, they will acquire 3 high school World Language credits. These 3 credits meet the World Language credit requirement for students to receive an Advanced Studies Diploma upon high school graduation. After middle school, students have the opportunity to continue their Spanish dual language studies into high school, or have greater flexibility to study another language or to enroll in other advanced electives (i.e., Career and Technical Education, Advanced Placement courses) over the course of their high school careers.

How long will it take my child to learn the program languages?

In the Dual Language Program, your student will be learning the target languages through the core academic subject areas (i.e., math, science, social studies and language arts). This provides a meaningful context and a purpose for language learning. Similar to when young children learn their first language, students learning a new language usually follow a series of predictable stages.

Students encountering a new language for the first time may experience a "silent period" that lasts anywhere from one day to six months or more. During this time, they are acquiring receptive understanding, and should not be forced to speak. Most students understand more language than they can produce orally or in writing. Even as they develop greater levels of language proficiency, children may be reluctant to "perform" in their other language for adults at home. As they acquire spoken and written language, they will continue to rely on their first language when searching for words, and their grammar and pronunciation may not yet sound native-like. Typically, students move from being able to say simple, concrete words and memorized phrases to engaging in longer conversations with more accuracy and confidence.

While language learning is a highly individualized process, students in dual language programs are generally expected to attain Novice Mid to Novice High levels of proficiency by the end of second grade, Intermediate Low to Intermediate Mid levels of language proficiency by the end of elementary school, and Intermediate Mid to Intermediate High levels of language proficiency by the end of eighth grade (see VDOE World Language Standards- Progress Indicators for Dual Language/Immersion Programs K-12, 2021). When dual language students reach the high school level, most will be ready for more advanced language study.
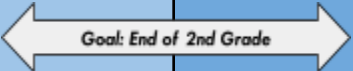
The stages of language acquisition and "can-do" statements described on the following pages provide a framework for understanding how students typically progress in learning a new language. However, language learning is an on-going, fluid process that differs for every student. Students may move between stages of language proficiency, depending on the linguistic and cognitive demands of the situation or task.

Stages of Second Language Acquisition*

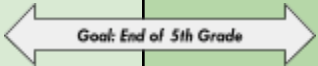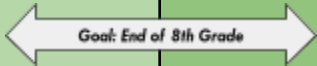| STAGE		GENERAL BEHAVIORS OF STUDENTS
NOVICE	**Low**	- May go through a silent period - Can point to objects, act, nod, or use gestures - Can say yes or no
	Mid	- Can produce isolated words and short, memorized phrases - Relies on context clues to understand - May speak hesitantly
	High	- Can engage in basic dialogue about familiar topics - Uses memorized phrases to ask and answer simple questions - Pronunciation, grammar and vocabulary are heavily influenced by the first language
INTERMEDIATE	**Low**	- Can engage in short conversations about familiar topics - Can respond using simple sentences - Makes frequent grammatical errors that often interfere with meaning
	Mid	- Can engage in simple conversations about concrete topics - Can respond to direct questions and requests for information - May pause frequently while searching for vocabulary and appropriate grammatical structures
	High	- Engages with confidence in simple interactions about familiar topics - Begins to produce longer responses, but may switch languages when struggling for words - Can state opinions and original thoughts - Makes frequent grammatical errors that sometimes interfere with meaning
ADVANCED		- Can converse fluently about a variety of social and academic topics - Understands grade-level classroom instruction - Vocabulary is less extensive than a native speaker's - Continues to make non-native grammatical errors that do not interfere with meaning

*Adapted from the American Council on the Teaching of Foreign Languages (ACTFL) Scale

ACTFL Can-Do Statements by Language Proficiency Level- Novice*

NOVICE LOW	NOVICE MID ← Goal: End of 2nd Grade →	NOVICE HIGH
Interpretive- *What can I understand, interpret or analyze from what I hear, view, read?*		
I can identify memorized or familiar words when they are supported by gestures of visuals in conversations, fictional texts, and informational texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations, fictional texts, and informational texts.	I can identify the topic and some isolated facts or elements and understand familiar questions from simple sentences in conversations, fictional texts, and informational texts.
Interpersonal- *How can I communicate for different purposes in conversations?*		
I can provide information by answering a few simple questions on very familiar topics; express some basic needs; and express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures or visuals.	I can request and provide information by asking and answering a few simple questions on very familiar topics; express basic needs related to familiar activities; and express preferences or feelings and react to those of others, using a mixture of practiced or memorized words and phrases, simple sentences, and questions.	I can request and provide information by asking and answering practiced and some original questions; interact with others to meet basic needs related to routine everyday activities; and express, ask about, and react to preferences or opinions on familiar topics using simple sentences and questions most of the time.
Presentational- *How can I present information for different purposes?*		
I can introduce myself; express my likes and dislikes; and name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present information about myself, my interests, and my activities; express my likes and dislikes on very familiar topics of interest; and present on very familiar topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can present personal information about my life and activities; express my preferences on familiar topics of interest; and present on familiar everyday topics, using simple sentences most of the time.

*Adapted from NCSSFl-ACTFL Can-Do Statements © 2017 (Ohio Department of Education)

ACTFL Can-Do Statements by Language Proficiency Level- Intermediate*

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Goal: End of 5th Grade	*Goal: End of 8th Grade*	
Interpretive- *What can I understand, interpret or analyze from what I hear, view, read?*		
I can identify the topics and related information from simple sentences in short conversations, fictional texts, and informational texts.	I can understand the main idea and key or related information in short, straightforward conversations, fictional texts, and informational texts.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length fiction texts and informational texts, and conversations and discussion.
Interpersonal- *How can I communicate for different purposes in conversations?*		
I can request and provide information in conversations on familiar topics; interact with others to meet basic needs in familiar situations; and express, ask about and react with some details to preferences and opinions of others by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and some researched topics; interact with others to meet my needs in a variety of familiar situations; and exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics by using sentences and series of sentences, and asking a variety of questions.	I can exchange information in conversations and some discussions on a variety of familiar and some researched topics; interact with others to meet my needs in a variety of situations sometimes involving a complication; and explain preferences, opinions, and emotions and provide advice on a variety of familiar and researched topics using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.
Presentational- *How can I present information for different purposes?*		
I can present personal information about my life, activities, and events; express my preferences on familiar topics of interest and explain why I feel that way; and present on familiar topics using simple sentences.	I can tell a story about my life, activities, events, and other social experiences; state my viewpoint about familiar topics and give some reasons to support it; and give straightforward presentations on a variety of familiar topics and some researched topics using sentences and series of connected sentences.	I can tell stories about my school, community events, and personal experiences; state my viewpoint on familiar or research topics and provide reasons to support it; and give detailed presentations on a variety of familiar and some researched topics using a few short paragraphs, often across various time frames.

*Adapted from NCSSFl-ACTFL Can-Do Statements © 2017 (Ohio Department of Education

How can I learn more about dual language?

Visit the ACPS Dual Language website:
https://www.acps.k12.va.us/dual-language/

Questions other parents have posed about dual language are answered here:
https://www.cal.org/twi/toolkit/PI/P_QA/parent_qs.htm

This website has resources in English and Spanish about how parents can help their children in school: https://www.colorincolorado.org/raising-bilingual-kids

Practical advice for parents on raising multilingual children can be found here:
https://multilingualparenting.com/articles/

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George Washington Middle School
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703-706-4500

For interpretation services, please call Language Line, and they will connect you with an interpreter for your preferred language: 1-833-611-1667

Alexandria City Public Schools