

Language Policy

The mission of Corrales International School is to achieve within the framework of the International Baccalaureate curriculum, excellence in multilingual education, promote international understanding, and model its core values of respect, responsibility, connection with the environment, and joy of learning.

CIS is authorized by Ibo sch to offer students the Primary Year Program (PYP) and Middle School Years Program (MYP) to students in grades K-10. Both programs require students to engage in a rigorous global curriculum as well as the study of a second language. CIS's target or second language is Spanish (Family handbook page #7).

Language Philosophy

Corrales International School is committed to language acquisition for all students in all classes, across all subjects. The development of spoken and written language skills is critical to strengthening communication and is an expression of culture in our school. We value the linguistic diversity of our school community and are dedicated to supporting mother-tongue development and the acquisition of additional language (English or Spanish). Alignment with the IB philosophy promotes multilingualism and increases cognitive abilities, including problem-solving, creativity, and memory, as well as a learner's ability to communicate in diverse environments.

In the PYP (K-6), all teachers are language teachers. They are responsible for teaching language within and across subject areas. Language learning and teaching is an ongoing partnership between CIS and other schools in the area. For example, there is an exhibition collaboration with other schools, such as New Mexico International School and The International School at Mesa del Sol in the Albuquerque area. Parental and community support for this collaboration has been vital to its success (2022-2023). PYP communication with the parents is at least in the target and common language (English and Spanish) because most of our academic community is Latino-Hispanic, Chicano-American, Mexican, or Caribbean descent.

In the MYP (7-10), English serves as the primary language of instruction, learning, and communication. However, our commitment to language diversity remains strong, as evidenced by the inclusion of students from various linguistic backgrounds such as Malaysian, Chinese, Kenyan, and German. The students also participate in the Spanish language Acquisition course, further promoting multilingualism and cognitive development.

CIS is an authorized charter of Albuquerque Public Schools. Therefore, we must follow the NM Public Department of Education English Language Learner (ELL) Policy. CIS requires the Home Language Survey provided to all incoming students to assess student language needs. The assessment is to determine appropriate language support. Students are evaluated annually by the test coordinator, who uses the WIDA assessment to measure English language proficiency. Corrales International School adheres to the following:

- APS English Language Learner Program Guide (Public Schools required)
- APS ELLs and World Languages Policy for Elementary, Middle Schools, and High Schools (Public School requirement)
- State of New Mexico's Training that may include "Handbook for Teachers and Administrators for Educating New Mexico's English Language Learners"

Mother Tongue Support

Corrales International School supports all students' continued development of mother-tongue language skills. Corrales International School provides the following services:

- Bilingual Language Educational Assistants who provide services to ELL students, room parents, and other CIS family members to strengthen the relationship between home, school, and language minority communities. Workers are cultural liaisons and assist ELLs in the classroom.
- Reading Specialist Interventionalist (Tesol trained)
- Language Acquisition Teacher (Tesol trained)
- Oral interpretation and written translation for families speaking a language other than English
- At Corrales International School, we are committed to the language development of our ELL students. That's why we dedicate class time to them four times weekly for MYP.
- Class time dedicated to ELL students daily for PYP
- Instructional materials in the student's primary language are provided to enhance student concept learning and development.

PYP Language of Instruction (policy-corrales.org)

Spanish is the primary language of instruction for students participating in the one-way immersion program. In this program, students are first taught to read in Spanish. Then, parents are not just asked, but are integral to the process, to read to their children daily in English, allowing the students to decode the text in English. CIS requires all parents to read to and with their children in English for at least 30 minutes daily, acknowledging the crucial role parents play in their children's education.

Students in the one-way immersion Spanish program receive a balanced and comprehensive education. Kindergarten and first grade receive 90% of their instruction in Spanish and 10 percent of their instruction in English. From 2nd to 3rd grade the students receive 50% of their instruction in Spanish and 50% in English, ensuring they are proficient in both languages. This balance is carefully designed to provide students with a strong foundation in both languages, making them confident and competent communicators.

K-1 Grades: 90% Spanish 10% English

2nd Grade: 50% Spanish 50% English

3rd Grade: 50% Spanish 50% English

4th Grade: 50% Spanish 50% English

5th Grade: 50% Spanish 50% English

6th Grade: 300 minutes per week (1 hour per day)

Our International Baccalaureate Program of Inquiry (POI) integrates Guided Language Acquisition Design (GLAD) strategies to create an authentic context for learners to develop and use language through inquiry. Overall, language is used as the primary vehicle for inquiry and GLAD strategies are used to further develop vocabulary and cognitive development of core content knowledge and skills.

All PYP teachers are considered language teachers.

- Teachers model proficient literacy behaviors.
- Teachers and students work together to practice and develop literacy and communication skills in both languages (K-5).
- Students are expected to demonstrate literacy and communication skills in both languages independently and in group settings.

Within the above structure, students work to meet grade-level standards in reading, writing, speaking, listening, and media literacy. The scope and sequence of specific skills

are prescribed by the U.S. Common Core Standards and the New Mexico State Standards (revised 2024).

MYP Language of Instruction (policy-corralesis.org)

The primary language of instruction in Corrales International School's MYP is English. All teachers are considered language teachers in English.

- Teachers model proficient literacy behaviors.
- Teachers and students work together to practice and develop literacy and communication skills.
- Students are expected to demonstrate literacy and communication skills independently and in group settings.

Language Acquisition in the MYP

Studying a second language, particularly Spanish, is a journey that we fully support. It aims to foster an appreciation for and understanding other languages and cultures and to provide a skill base for further language learning. The Spanish language acquisition course offered in the MYP Years 2-5 (7th-10th grade) is a structured program where students learn to speak, listen, read, and write in Spanish, progressing through a series of 6 language comprehension phases prescribed by the IB MYP. This sustained language acquisition study over the five years of the program is a testament to our unwavering commitment to linguistic development.

Language Practices

- English courses are designed around the Common Core, New Mexico State Standards, and the MYP *Language & Literature Aims and Objectives*. Language Acquisition instruction adheres to New Mexico state standards and the MYP *Language Acquisition Aims and Objectives*.
- Preferred Bibliographic Style
- MLA is the typical style of citation of sources in student work for all departments

Language Expectations

- While in class, students are expected to speak and write in complete sentences using academic language. The language of instruction is to be used during class

time, with translating devices permitted. However, we deeply respect and encourage the use of any language of choice outside of class, creating an inclusive and supportive learning environment where all student's language preferences are valued and respected.

Within this structure, students work to meet grade-level standards in reading, writing, speaking, listening, and media literacy. The scope and sequence of specific skills is prescribed by the Common Core Curriculum and Corrales International School teachers are expected to follow these standards (revised 2024).

Language Support Services in both programs

Specialized support for student language development is available through the following programs:

- **English as a Second Language Program** – Students are placed included in all regular content classes and then receive assistance from our bilingual language assistants at specific times throughout the day and/or after school. The purpose of bilingual language assistants (three) is to support and accelerate English acquisition.
- **Special Education** – Students with special needs receive services from special education professionals typically outside of general education class times according to Corrales International School's SEN/Inclusion policy.
- **Gifted and Talented** – Teachers use strategies that further encourage vocabulary development, reading, writing, and inquiry across the curriculum, and exposure to various forms of literature and informational text in the target and common language (Spanish and English).

Mother-Tongue Provisions

At Corrales International School, we recognize that a strong level of knowledge and understanding in the students' mother tongue is vital to the student's development of an additional language. The majority of CIS ELLs speak Spanish. We encourage parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance in his/her culture. In addition,

resources are available to support mother tongue development and assist in communication with these families.

- Written parent communication is translated on an as-needed basis
- Written parent communication in both languages (K-12)
- Student conferences and Next Step Plan meetings are translated as needed.
- The Computer Lab includes reading materials printed in numerous languages.
- All PYP faculty is bilingual-biliterate
- MYP sped assistants and the Language Acquisition teacher are bilingual biliterate in Spanish
- All Activities at CIS and invitations encourage our community to encourage inclusion and equity of access to our IB program, inspire multilingualism, and cheer for parents support in activities that involve language practices such as personal projects, exhibitions, IB nights, international day, etc, in Spanish.

Assessment (Language Accommodations)

- Standardized assessments are given in English and Spanish, as part of the accommodations required by the state and established in our norms/policy.
- Subject area assessments are given in the language of instruction, with appropriate accommodations made for language proficiency.
- APS has policies in place to accommodate the needs of ELLs. As well, ELLs are required to take the New Mexico English Language Development Assessment each spring to monitor English proficiency.
- PYP and MYP is an inclusive program. Students with special educational needs will receive accommodations and modifications for assessments as stated in Individual Education Plans or 504 Accommodation Plans.

Technology Learning Center and Language

At Corrales International School, we ensure that all students have access to the school's Computer on Wheels (COW), a mobile lab available before, during, and after school. This resource allows students to access academic documentation in English, Spanish, or any other language, supporting their learning process. Additionally, all CIS students have



access to Library Cards and can download e-books free of charge. We encourage students to access print materials in their mother tongue and second language, further enhancing their learning experience.