

ENGLISH LANGUAGE AND FAMILY HOME LANGUAGE ACQUISITION

PHILOSOPHY

In order to develop a model comprehensive child development program Umatilla-Morrow County Head Start, Inc. believes it is necessary to address a child's total learning environment to include health, social, emotional, cognitive and physical development to include assisting children with the acquisition of English language skills while supporting the home language. We believe parents are the primary educators of their children, having the greatest influence on and responsibility for their children and are the primary language models for the preferred home language. We also recognize the importance of the first five years of a child's development and the importance of assisting parents in supporting language development during this time.

POLICY

Each child, regardless of age or ability develops positively in a success-oriented environment. Each child learns through repetition, new experiences, and self-selected and individualized activities. Each child learns at a different rate and in different ways in the least restrictive environment. Therefore, UMCHS center staff will provide support and instruction in English as well as support or instruction in the home language whenever possible.

All education and support staff working with Dual Language Learning children and families will work with those families with respect for their language preferences. In addition, staff will ensure that English language instruction is individualized for each child and their family and targets children's individualized goals and works toward demonstration of the English Language Development skills outlined in the Head Start Child Development and Early Learning Framework. To assist in ensuring comprehensive services the following will be implemented:

1. Parents will be surveyed upon enrollment to determine the preference and dominance of the family and child's language
2. There will be on-going dialog with parents about their child's progress in bilingual skills, both formally and informally, through Comprehensive Parent/Staff Conferences, home visits, center visits, phone conversations, etc.
3. Child goals will be written to ensure skill-building for children who are developing bilingually and that are based on observations and assessments.

4. To the extent possible, staff will provide skill-building in the classroom in English and the child's primary language through the use of bilingual education staff, parents and volunteers.
5. Education Managers will review classroom lesson plans and environment to ensure language instruction and support.
6. Bilingual staff assigned to centers will use appropriate language instruction, translation, and support strategies and will plan weekly with the teacher/CFA for appropriate activities
7. The Education Managers and Education & Disabilities Director will monitor outcomes measures related to English language acquisition and the English Language Acquisition developmental area according to TS Gold and determine appropriate strategies with each teaching team to ensure individualized results for identified children.
8. The Education Managers and Education & Disabilities Director will utilize the English Language Acquisition developmental area of TS Gold when a child's primary language is indicated as something other than English at enrollment. Classroom staff will utilize observations and strategies during home visits and classroom time as a guide to ensure that adequate supports for children and families are purposefully implemented where necessary.