



LifeSpan

Day Care You Can Trust For Children.

ENTITIES AFFECTED: LifeQuest LifeQuest Nursing Center Mosser Nursing Home x LifeSpan Day Care TogetherCare LifeQuest Foundation LifeQuest Enterprises Inc.	FUNCTION: To ensure that all facilities implement practices that support and encourage home language, while assisting with English language acquisition.		
	TITLE: Home Language Policy		POLICY No.: LSDC -0005
	ORIGINATION DATE:	11/2017	BY: Nicole Fetherman
	REVISION DATE: REVISION DATE: REVISION DATE:		BY: BY: BY:
			DO

Policy Title: Home Language Policy

Purpose: The children and families served in Early Childhood Education programs reflect the ethnic, cultural, and linguistic diversity of the community. Each child deserves an education that is responsive to their families, communities, and racial, ethnic, and cultural backgrounds. For young children to develop and learn optimally, the early childhood professional must be prepared to meet their diverse development, cultural, linguistic, and educational needs. Early childhood educators should encourage the use of home language learning while fostering the acquisition of English in order to strengthen ties between programs and families.

Parents and educators must recognize that children actively attempt to understand their world through their own language and culture. For this reason, children learn best when they acquire skills in a meaningful context. Identifying what children already know and building on their prior learning, regardless of language, will help promote an environment that engages all children in learning.

1. Procedures

a. Strategies for supporting Home Language in the classroom:

Plan authentic integrated activities that allow children to value and appreciate their identities

- Routinely integrate accurate art, music, children’s literature, games, and foods into the classroom representing a variety of cultures
- Include children in planning and preparation of activities
- Schedule trips, classroom visits, art, music, and storytelling activities guided by parents that reflect children’s home culture and languages
- Singing songs, telling and reading stories using the home language of children enrolled in the classroom
- Talking about traditions from other racial, ethnic, and cultural backgrounds
- Pair nonverbal communication like gestures and facial expressions with English words
- Use read- alouds and storytelling to increase literacy
- Implement opportunities for peer learning and interaction using informal conversations and book sharing and encouragement of use of language
- Differentiate instruction and use graphic organizers to assist all learners
- Increase writing opportunities and explicit teach English sentence structure and vocabulary

b. Organize the physical environment to reflect the diversity of cultures in the classroom

- Create a welcoming environment
- Furnish the classroom with multicultural dolls, authentic art, children’s literature, music, authentic dramatic play props, games, and posters
- Choose accurate materials which avoid stereotypical associations or inaccurate portrayals
- Display family portraits, collages, and life-size drawings of the children and families.
- Develop prop boxes of multicultural items
- Arrange the classroom to maximize social interaction, and encourage children to use their home language
- Label shelves, materials, and toys in the home language of children enrolled in the classroom

c. Build lines of communication among linguistically and culturally diverse families and educators

- Invite parents and community members to share stories, wisdom, and cultural traditions.
- Plan events that include parent and community members participation, such as multicultural dramatic play events, community feasts, and celebrations
- Encourage parents to maintain and share their home language and customs
- Share suggestions with colleagues during professional development activities, faculty meetings, and informal interactions
- Use technology, such as translation apps to communicate with children and families in their home language like Google translate and Talking Points
- Provide assessment results in the home language of families

2. LSDC Center Administration, in conjunction with teaching staff, will conduct self assessment using CLAD inventory and resources.
3. LifeSpan implements a Spanish curriculum once per week with ages 2 and up using *Trampolin* curriculum. This introduces Spanish vocabulary through the use of songs, rhymes and storytelling.
4. LifeSpan staff will utilize technology to assist in translation services and to ensure positive and respectful communication with families. Our primary resources are: Google translate and Talking Points.
5. LifeSpan adheres to the Nondiscrimination Statement as posted on our website, family handbook and posted in all facilities.

Resources:

Head Start Dual Language Learners Toolkit

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/teachers-caregivers-family-service-staff>

Environments Just4 Me Labels- classroom labels in English and Spanish

http://www.environments.com/media/blfa_files/EIJ4M238.pdf

Colorin Colorado- resources for teachers, families and schools for teaching dual language learners

<http://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development>

Northampton Community College- CLAD inventory and resources materials

<https://www.northampton.edu/early-childhood-education/ece-student-resources/clad-resource-packet.htm> http://webapp.northampton.edu/CLAD/resources/files/CLAD_Inventory.pdf