



# NOW ENROLLING!

Volume 4, Issue 1

2006

## Wayne County

### Head Start

The mission of WCHS is to optimize the potential and diverse strengths of children, families, and communities for a better tomorrow.



## Bienvenido

### Welcome!

The display of words of "welcome" in Head Start sites is important in fostering an environment of trust and assurance for families. Trust and assurance is critically important for families whose home language is other than English.

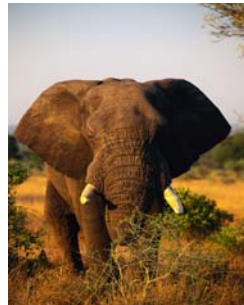
The Diversity Committee of WCHS has identified the need to have greetings of "welcome" displayed at sites in the home languages of enrolled families. The presence of familiar words creates a positive atmosphere for families and children.

- Mirësevini (Albanian)
- Dobrodošli (Bosnain)
- Bienvenue (French)
- Добро пожаловать (Russian)

## "There is an Elephant on the Road"

I had arrived at Colombo airport in Sri Lanka. The air was very heavy and full of new smells! I was tired, the airline had lost my luggage, and it was 2 am.

On the drive from the airport, the road was dark and around the next bend was an elephant. There were lots of elephants! It was a celebration. WOW! Elephants everywhere!



This was my first time traveling outside Australia. I was to be Administrator for Australian Charity's Children's Village in the jungle. I had no idea what I would discover and learn in the months to come.

I was to set up and organize a preschool for the village children. I had a building to live in, but no running water or electricity. How do you wash at the well without removing your clothes? All of the people in the village homes near our well watched every day to see if the foreign lady could do this! Are the giant spiders in my house dangerous? Apparently not, because the guard laughed

as he swept them outside.

Many families from the surrounding village wanted their children to attend the preschool. I had to interview them and choose which were the poorest. That was difficult! How do you choose, when you go into a home with a dirt floor and it is spotless, how do you choose?

The families were very generous with fruit and vegetables arriving at my door every morning. Nothing was wasted in the community. A palm throng would never be left on the ground, it was used as a broom or

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## "IDEIA - Individuals with Disabilities Improvement Act of 2004"

Formerly IDEA, IDEIA is to make sure all children with disabilities have available to them a free and appropriate public education (FAPE). This includes special education and related services designed to meet the child's

needs and prepare them for further education. IDEIA assures the rights of children with disabilities and their parents are protected.

Part B of IDEIA is for special education and related

services for children between 3 and 21 years of age.

The procedural safeguards you should be aware of are:

- Parents have the right to participate in all

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## “IDEIA” (continued)

meetings about their child.

- Parents have the right to examine all of their child’s education records.
- Parents have the right to obtain an independent education evaluation for their child.
- Parents have the right to have written notice when the school suggests a change or refuses to change the child’s program.
- Parents have the right of legal requirements such as Due Process.
- Tests and evaluations must be

given in the child’s native language or mode of communication.

- Tests and evaluations must not be culturally or racially discriminatory .

You should be aware of the following requirements for parental consent:

1. Informed parent consent must be given before an initial evaluation can take place.
2. Before special education and related services can begin, informed consent from the parent must be obtained.

3. Within 60 days of receiving the consent of a parent, the evaluation procedures must take place to determine if a child is a child with a disability.



(From Pamela Wright and Peter Wright, IDEA 2004 Wright’s Law 2005 - 2006.)

Lisa McFolley  
Disabilities/Mental Health Specialist-  
Wayne County Head Start

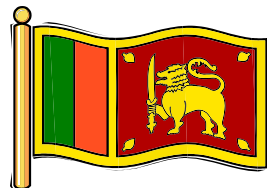
## “There is an Elephant on the Road” (continued)

roofing! The children from the temple would follow me around just to listen to me talk. They were not allowed to talk to me, as I was female and they were male.

Riding my bike home from a meeting one afternoon, there was a rainstorm. I was wet through and through. My dress became sheer. How was I to ride past the well and the local me-

chanics store? Funny now, but not then!

There was so much in Rambukka to discover and learn.



Robwyn English  
Child Care Partnership Specialist  
The Guidance Center Head Start

(Ms. English was born and raised in Australia. She studied Early Childhood Education in her native country and has practiced in a variety of multicultural and multilingual settings. Undoubtedly, she has many more stories to share.)

## “Albanian in the Classroom Curriculum”

Use of children’s home language within the preschool environment can be meaningful and assuring. Words in Albanian include:

Art Area

**Vëndi për art** (vendi per art)

House Area

**Vëndi ku është shtëpia** (vendi koo ushtuh shteepe yah)

Block Area

**Vëndi ku bëhen ndërtime** (vendi koo buhen ndertcameh)

Toy Area

**Vëndi ku janë lodrat** (vendi koo yan-uh lo drat)

Book Area

**Vëndi ku janë librat** (vendi koo yan-uh librat)

Hello

**Përsëndetje** (per sheh nde tyeh)

Goodbye

**Mirë u pafshim** (mir oo paf shim)

Friends

**Shokë** (shookeh)

Lunch

**Dreka** (dreh kah)

## “Native Curriculum in Early Childhood Classrooms”

Typically, the American holidays of Halloween and Thanksgiving promote blatant stereotyped images of Native Americans, as can be seen on greeting cards or commercial store displays. These images have embedded themselves in school culture and curriculum.

Books and materials for young children mix up and misrepresent Native American Nations, as if they are all one culture. The book *Amazing Grace* (Hoffman, 1991) shows a young girl dressed as Hiawatha (Iroquois) wearing a headdress of the plains nations.

Native peoples are depicted as primitive or living only in the past. In the 1990 edition of *My First Picture Dictionary*, the word Indian is defined in the past tense and depicted with an historic picture of Chief Joseph.

For the sake of all our children, teachers and schools absolutely must acknowledge and begin to rectify these huge problems. In looking at the problems so blatantly confronting one social group in educational practices, teachers can begin to see similar issues among other groups. As teachers

learn more about specific cultures, they learn to ask the right questions.

Four areas of concern with current practices in the early childhood field are:

1. Omission of authentic Native American materials.
2. Inaccurate portrayals or information.
3. Stereotyping of Native American peoples.
4. Cultural insensitivity.

(continued below)

## “Native Curriculum in Early Childhood Classrooms” (continued)

Omission of Native cultures from the curriculum leads non-Native children to assume that Indian people don't exist today. Lack of knowledge leaves children vulnerable to stereotypic images that they encounter.

Well-meaning teachers introduce projects that are culturally inappropriate. They equate the making of totem poles, “tom-toms”, dream catchers,

rattles, and brown paper vests with hands-on learning. These activities demean Native cultures and perpetuate stereotypes.

The learning environments for all children will improve as teachers become more informed about specific issues in diversity. The goals for teachers are:

- Learn to accurately evaluate cur-

riculum materials.

- Integrate authentic and contemporary Native literature and materials into experiences relevant to children's lives.
- Seek persons/ resources knowledgeable about Native peoples.

Jones, G.W. & Moomaw, S. (2002). *Lessons from Turtle Island*. Redleaf Press.

## “Native Curriculum Resources”

Children's books that reflect authentic Native folktales or the contemporary Native experience include:

*Ma'ii and Cousin Horned Toad* (Navajo or Diné), by Shonto Begay. 1992. NY: Scholastic.

*The Story of the Milky Way* (Cherokee), by J. Bruchac & G. Ross. 1995. NY: Dial Books.

*Did You Hear Wind Sing Your Name?* (Oneida), by S. DeCotaeu Orié. 1995. NY: Walker and Co.

*Kyle's Bath* by P. Eyvindson. 1994. Winnipeg: Pemmican Publishers.

*Old Enough* by P. Eyvindson. 1993. Winnipeg: Pemmican Publishers.

*On Mother's Lap* (Inuit) by A. H. Scott. 1993. NY: Scholastic

*Jingle Dancer* (Muscogee or Creek) by C Leitch Smith. 2000. NY: Morrow

*Navajo ABC: A Diné Alphabet Book* by L. Tapahonso & E. Schick. 1995. NY: Simon & Schuster.

*Where Did You Get Your Moccasins?* (Cree) by B. Wheeler. 1992. Winnipeg: Peguis Publishers.

More information at [www.oyate.org](http://www.oyate.org)

Look for our next edition  
in Winter, 2007

Send Your Contributions To:  
Attn: Kimberly Crafton  
Wayne County Head Start  
30712 Michigan Avenue  
Westland, MI 48186  
Or email [kcrafton@co.wayne.mi.us](mailto:kcrafton@co.wayne.mi.us)

Phone: 734-727-7620  
Fax: 734-727-7640  
Toll Free: 866-534-5437

We are on the web!

[www.waynecounty.com/hcs/hstart](http://www.waynecounty.com/hcs/hstart)



**Robert A. Ficano**  
County Executive

## Nutrition News!

"Arabic Slice" is a website that offers information and recipes featuring the traditional foods of the Arab World. It can be found at [www.arbicslice.com](http://www.arbicslice.com)

One simple dish for children's preparation is  
Khiyar Bil Laban or Tzatziki

14oz natural yogurt                      1/2 cucumber, peeled 1  
clove garlic, finely chopped              1t salt

1. Finely chop the cucumber and add to garlic.
2. Place yogurt in a bowl and mix in the cucumber, garlic, and salt.
3. Serve chilled with pita bread. Serves 4.

Wayne County Head Start

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## "Community Resources for Language Translations"

In the Metro Detroit area, the following agencies provide language interpretation and/or translation services.

When using professional services, best practice is to have a person literate in the desired language proof-read materials before they are distributed.



### LANGUAGE CENTER

#### INTERNATIONAL

Attn: Ellen Wang

24445 Northwestern Hwy, Suite 101

Southfield, MI 48075

248-355-5506

248-355-5576 fax

[www.languagecenter.us](http://www.languagecenter.us)

### PALS INTERNATIONAL

Attn: Gina Saylor

900 Wilshire Dr. Suite 105

Troy, MI 48084

248-362-2060

[www.palsintl.com](http://www.palsintl.com)

### INTERNATIONAL TRANSLATION BUREAU

Att: Dr. Mariano Pallares

16125 W. 12 Mile

Southfield, MI 48076

248-559-1677

[www.itbtranslations.com](http://www.itbtranslations.com)

### IRIS DESIGN & PRINT

Attn: Roy Freij

13530 Michigan Ave. Suite 316

Dearborn, MI 48126

313-581-9000

313-581-9393 fax

[www.irisdesign.net](http://www.irisdesign.net)

### MULTILINGUAL SERVICES

Attn: Gladys de Francisco

31153 Plymouth Suite 106

Livonia, MI 48150

734-513-0886

