



## HAPPY BOSS'S DAY

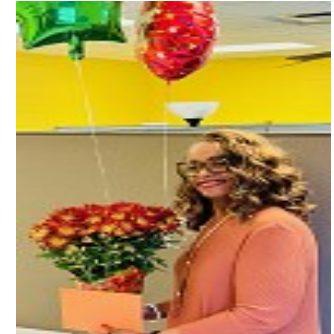
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Just a day in a year is not enough to thank you for everything you do for the Institute of Community Services Project Head Start. Being a boss is not an easy job. Thanks to Mrs. Eloise McClinton, each service area director, and center directors. Mrs. Beard and Ms. Miller, we are so grateful to you for your love and support.



Have a very joyous day!!



### WORLD MENTAL HEALTH DAY: The Importance of Mental Health in Today's World

**What is World Mental Health Day?** It is an international day for global mental health education, awareness and advocacy against social stigma that was celebrated on October 10, 2023. The theme for 2023 is mental health is an universal human right.

Why is mental health so important? **Mental health** just like our physical health, should always be given the care and attention it deserves. Mental health has to do with how we feel, think and act and can have direct effects on our physical health.

Did you know that ....

- At least 1 in every 5 U.S. adults struggle with mental illness.
- More than 1 in 5 youth (ages 13-18) have had or still live with some “seriously debilitating” form of mental illness.
- Nearly 1 in 25 U.S. adults lives with a serious mental illness (severe depression, schizophrenia or bipolar disorder).

**Early childhood mental health** is the same as social and emotional well-being. It is a child's developing capacity to express and regulate emotions, form trusting relationships, explore, and learn — all in the cultural context of family and community. The mental health of children and the adults that care for them is essential for school readiness.

*Source: Administration for Children and Families/ECKLC, Wikipedia.org*

#### Quote of the Month

*“Kindness is the language that the deaf can hear and the blind can see.”*

*Mark Twain*

**Eloise McClinton, Executive Director**

**Linda Harris-Beard, Child Development Director**

**Coretta Miller, Curriculum Instructional Manager**

**Jaqueline Mora, Disability Services Manager**

**Mary Lewis, Mental Wellness/Transition Manager**

# OCTOBER AWARENESS MONTH

## PREGANANCY AND INFANT LOSS

**The loss of a baby during pregnancy remains a sad reality for many families. Learn what the Centers for Disease Control and Prevention (CDC) is doing to understand the preventable causes of stillbirth.**

A stillbirth is the death of a baby before or during delivery. Both miscarriage and stillbirth describe pregnancy loss, but they differ according to when the loss occurs. In the United States, a miscarriage is usually defined as loss of a baby before the 20th week of pregnancy, and a stillbirth is loss of a baby at 20 weeks of pregnancy and later.

About 1 pregnancy in 100 at 20 weeks of pregnancy and later is affected by stillbirth, and each year about 24,000 babies are stillborn in the United States.<sup>1</sup>

The causes of many stillbirths are unknown. Stillbirth occurs in families of all races, ethnicities, and income levels, and to women of all ages. But there are things that a woman can do before and during pregnancy to increase her chance of having a healthy baby:

- Be sure that medical conditions, such as high blood pressure and diabetes, are under control before and during pregnancy.
- Avoid smoking cigarettes during pregnancy.
- Strive to reach and maintain a healthy weight before pregnancy.

CDC works to learn more about who might have a stillbirth and why. CDC tracks how often stillbirth occurs and looks at the causes of stillbirth. Knowledge about the potential causes of stillbirth can be used to create recommendations, policies, and services to help prevent stillbirth.

**Source:** *N, MacDorman MF, Gregory EC. Fetal and perinatal mortality: National Center on Birth Defects and Developmental Disabilities. Center for Disease Control and Prevention.*

**September was National Childhood Cancer Awareness Month. Thank you to each Central and Brickerton Office staff who dressed in GOLD to honor children and survivors affected by childhood cancer.**

See photos below.



**Willie Green**



**Talisha Woods**



**L to R: Karen M. Pignes, Paula Noble, Evelyn Thigpen, Jaqueline Mora, Marjorie Taylor, Linda H. Beard, Lela Stevens and Delores Reaves.**



**Annette Mitchell and Delores Reaves**

# Individualized Education Programs (IEPs): Tips for Teachers

The Individualized Education Program (IEP) is the educational road map for children with disabilities that outlines the exact education, services, and supplementary aids that will be provided for each child. It is important to understand the referral process.

Students who require extra help and support might be eligible for special services that provide individualized education programs (IEPs) in public schools, free of charge to families. Understanding your role in educating a student with an IEP will benefit both you and the student.

The Individuals with Disabilities Education Act (IDEA) makes teachers of students with special needs responsible for planning, implementing, and monitoring educational plans to help the students succeed in school. The IEP describes the goals set for a student for the school year, and any special support needed to help reach those goals.

The IDEA requires states to provide free appropriate public education to students who are eligible for special education from ages 3 to 21, in the “least restrictive” environment. This means that kids with disabilities should learn alongside their classmates who don’t have disabilities as much as possible.

## How Are Students Evaluated?

The referral process generally begins when a teacher, parent, or doctor is concerned that a child may be having trouble in the classroom.

The first step is to gather specific data regarding the student's progress or academic problems. This may be done through:

- a conference with parents
- observations of the student
- analysis of the student's performance (attention, behavior, work completion, tests, classwork, homework, etc.)

This information helps teachers and school personnel decide on the next step. Strategies specific to the student could be used to help them be more successful in school prior to any formal testing. If this doesn't work, the child can receive an educational assessment, which could identify a specific learning disability or other health problem.

***Note: The presence of a disability doesn't automatically guarantee a child will get services. To be eligible, the disability must affect how the child does at school.***

To decide on eligibility, a team of professionals will consider their observations, as well as how the child does on standardized tests and daily work such as tests, quizzes, classwork, and homework.

## Who's on the Team?

The professionals on the evaluation team can include:

- classroom teachers
- occupational therapist
- physical therapist
- psychologist
- special educator
- speech therapist
- vision or hearing specialist
- others, depending on the child's specific needs
- ICS Disability Service Manager and/or Wellness Manager

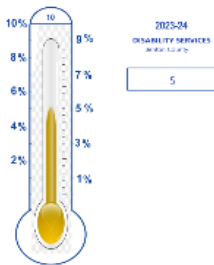
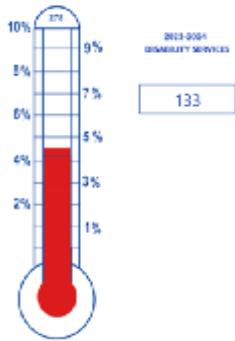
If more testing is needed, parents will be asked to sign a permission form that details who is involved in the process and the types of tests they use. These tests might include measures of specific school skills, such as reading or math, as well as more general developmental skills, such as speech and language.

After the team members finish their assessments, a comprehensive evaluation report is developed. It includes an educational classification and outlines the skills and support the child will need.

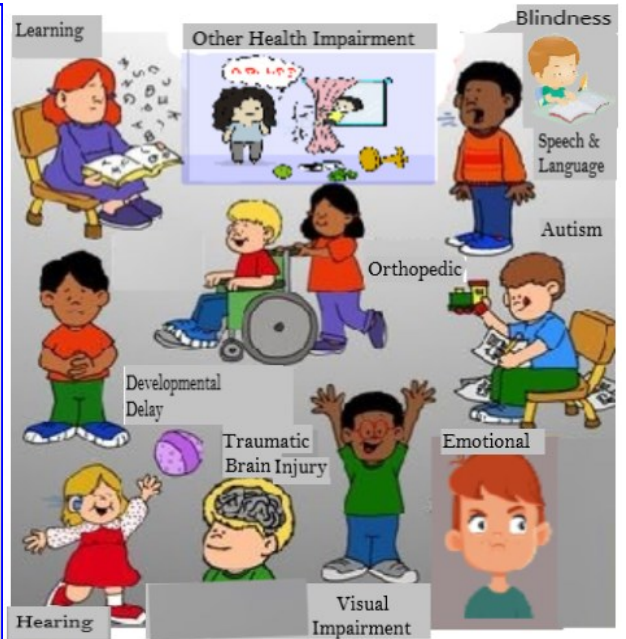
The parents can review the report before the IEP is developed. If they disagree with it, they will have the chance to work with the school to come up with a plan that best meets the child's needs.



# 13 IDEA Categories



- Other Health Impairment
- Emotional/Behavioral
- Intellectual Disability
- Specific Learning Impairment
- Deafness/Blindness
- Visual Impairment
- Orthopedic Impairment
- Hearing Impairment
- Developmental Delay
- Speech/Language Impairment
- Autism
- Traumatic Brain Injury
- Multiple Disabilities



## INCLUSION OF CHILDREN WITH DISABILITIES

Head Start Program Performance Standards (HSPPS) state Head Start and Early Head Start programs are required to ensure that at least 10% of enrollment slots are occupied by children with disabilities.

## ICS MISSION STATEMENT

ICS ENRICHES AND STRENGTHENS CHILDREN, FAMILIES, AND COMMUNITIES FOR FUTURE SUCCESS.

## IN RECOGNITION OF COMMUNITY COLLABORATION

### Oak Hill Regional Community Development Corporation

Congratulations to the Oak Hill Regional Community Development Corporation who celebrated their Ten (10) Year Anniversary banquet in Hernando, Mississippi on Saturday October 7, 2023. Thank you for serving and providing affordable health care to Mississippi communities. The Institute of Community Services Project Head Start has several employees who serve on the committee board some are pictured below.



Left to Right: Linda Lee, Catherine Johnson, Tisha Marion Dean, Nettie Brassell, Sharita Smith, Katelly Ramsey. Representing ICS Head Start Centers in the DeSoto, Lafayette and Panola counties as well as Central Office in Holly Springs, Mississippi. Not pictured is Abigail Means.



Pictured L to R: Tisha Marion Dean, Katelly Ramsey, Berta Taylor, Catherine Johnson, Nettie Brassell, Sharonda Lee, Linda Lee, and Dr. Michael Miner, Executive Director.