

1308 Children with Disabilities - Module Five

*This Head Start Standards Training Module includes parts of 1308.19 -
1308.21 and part of appendix to part 1308
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§ 1308.20

- (8) Family goals and objectives related to the child's disabilities when they are essential to the child's progress.

(f) When Head Start develops the IEP, the team must include:

- (1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services;
- (2) The child's teacher or home visitor;
- (3) One or both of the child's parents or guardians; and
- (4) At least one of the professional members of the multidisciplinary team which evaluated the child.

**"... the IEP ... team must include ...
One or both of the child's parents
or guardians ..."**

(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.

(h) The grantee may also invite other

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date or facilitate their participation. In that case, document its efforts to secure the parents' participation, through records of phone calls, letters in the parents' native language or visits to parents' homes or places of work, along with any responses or results; and arrange an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.

(k) Grantees must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program in accordance with the IEP and arranging for the provision of related services. If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.

Subpart F—Nutrition Performance Standards

§ 1308.20 Nutrition services.

individuals at the request of the parents and other individuals at the discretion of the Head Start program, including those component staff particularly involved due to the nature of the child's disability.

(i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.

(j) Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. The grantee must:

- (1) Notify parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendees, time and location of the IEP meeting far enough in advance so that there is opportunity for them to participate;
- (2) Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program;
- (3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed;
- (4) Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a

(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.

(b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians must be consulted on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing and feeding themselves.

(c) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times with classmates.

(d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.

Subpart G—Parent Involvement Performance Standards

§ 1308.21 Parent participation and transition of children into Head Start and from Head Start to public school.

(a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:

"The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis."

Test Questions:

Select the response that is the most correct.

1. A meeting must be held at a time convenient for the parents and staff to develop the IEP (1308.19)

- a. within the first week of a child's admission to Head Start.
- b. within 20 calendar days of a determination that the child needs special education and related services.
- c. within 45 calendar days of a determination that the child needs special education and related services.
- d. within 30 calendar days of a determination that the child needs special education and related services.

2. Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. (1308.19)

- a. By letting the parents know that if they do not attend, services to their child will not be rendered.
- b. Because it is only at this meeting the parents will sign the needed forms so that services can be provided to the child.
- c. By making every effort to assure that the parents understand the purpose, and are encouraged to provide information about their child.
- d. So that the parents can tell the staff exactly what needs to be done for the child.

3. The plan for services for children with disabilities must include activities to help children with disabilities (1308.20)

- a. participate in meal and snack times with classmates.
- b. to not participate in snack times with classmates due to the poorer quality of food served.
- c. have their parents provide the meals and snacks the child will need while at the Center.
- d. participate in meals and snacks in a private dining area separate from their classmates.

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| (2) Provide information to parents on how to foster the development of their child with disabilities. | (4) Provide follow-up assistance and activities to reinforce program activities at home. |
| (3) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP. | (5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support. |

- (6) Inform parents of their rights under IDEA.
- (7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.
- (8) Identify needs (caused by the disability) of siblings and other family members.
- (9) Provide information in order to prevent disabilities among younger siblings.
- (10) build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.

guidance is not binding on Head Start grantees or delegate agencies. It provides assistance and possible strategies which a grantee may wish to consider. In instances

"... assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year."

where a permissible course of action is provided, the grantee or delegate agency may rely upon this guidance or may take another course of action that meets the applicable requirement. This programmatic guidance is included as an aid to grantees because of the complexity of providing special services to meet the needs of children with various disabilities.

(b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.

(c) Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.

APPENDIX TO PART 1308—HEAD START PROGRAM PERFORMANCE STANDARDS ON SERVICES TO CHILDREN WITH DISABILITIES

This appendix sets forth guidance for the implementation of the requirements in part 1308. This guidance provides explanatory material and includes recommendations and suggestions for meeting the requirements. This

Section 1308.4 Purpose and scope of disabilities service plan

Guidance for Paragraph (a) In order to develop an effective disabilities service plan the responsible staff members need to understand the context in which a grantee operates. The Head Start program has operated under a Congressional mandate, since 1972, to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities. Head Start has exceeded this mandate and serves children in integrated, developmentally appropriate programs. The passage of the Individuals With Disabilities Education Act, formerly the Education of the Handicapped Act, and its amendments, affects Head Start, causing a shift in the nature of Head Start's responsibilities for providing services for children with disabilities relative to the responsibilities of State Education

Agencies (SEA) and Local Education Agencies (LEA).

"... to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities."

Grantees need to be aware that under the IDEA the State Education Agency has the responsibility for assuring the availability of a free appropriate public education for all children with disabilities within the legally required age range in the State. This responsibility includes general supervision of educational programs in all agencies, including monitoring and evaluating the special education and related services to insure that they meet State standards, developing a comprehensive State plan for services for children with disabilities (including a

description of interagency coordination among these agencies), and providing a Comprehensive System for Personnel Development related to training needs of all special education and related service personnel involved in the education of children with disabilities served by these agencies, including Head Start programs.

Each State has in effect under IDEA a policy assuring all children with disabilities beginning at least at age three, including those in public or private institutions or other care facilities, the right to a free appropriate education and to an evaluation meeting established procedures. Head Start is either:

The agency through which the Local Education Agency can meet its obligation to make a free appropriate public education available through a contract, State or local collaborative agreement, or other arrangement; or

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Test Questions:

Select the response that is the most correct.

4. **Staff must carry out the following task.** (1308.21)

- a. Provide follow-up assistance and activities to reinforce program activities at home.
- b. Stay away from the Center during programming times to develop independency on the part of the disabled child.
- c. Give a written daily report to the parents on the child's progress.
- d. Insist that the parent participate in the daily therapeutic tasks assigned to their child.

5. **Head Start grantees, in cooperation with the child's parents,** (1308.21)

- a. must have school involvement in therapy while the child in the the Head Start Program.
- b. must work together to determine the best school placement for the child.
- c. must monitor school care of the child for 3 months after the child has transitioned into the school.
- d. must notify the school of the child's planned enrollment prior to the

date of enrollment.

6. The Head Start program has operated under a Congressional mandate, since 1972, (1308 Appendix)

- a. to make available, at a minimum, five percent of its enrollment opportunities to children with disabilities.
- b. to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities.
- c. to make available, at a minimum, fifteen percent of its enrollment opportunities to children with disabilities.
- d. to make available, at a minimum, twenty percent of its enrollment opportunities to children with disabilities.

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The agency in which the family chooses to have the child served rather than using LEA services.

Regardless of how a child is placed in Head Start, the LEA is responsible for the identification, evaluation and provision of a free appropriate public education for a child found to be in need of special education and related services which are mandated in the State. The LEA is responsible for ensuring that these services are provided, but not for providing them all. IDEA stresses the role of multiple agencies and requires their maintenance of effort.

The Head Start responsibility is to make available directly or in cooperation with other agencies services in the least restrictive environment in accordance with an individualized education program (IEP) for at least ten percent of enrolled children who meet the disabilities eligibility criteria. In addition, Head Start continues to provide or arrange for the full range of health, dental, nutritional, developmental, parent involvement and social services provided to all enrolled children. Head Start has a mandate to recruit and enroll income-eligible children and children with disabilities who are most in need of services

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and to coordinate with the LEA and other groups to benefit children with disabilities and their families. Serving children with disabilities has strengthened Head Start's ability to individualize for all children. Head Start is fully committed to the maintenance of effort as required for all agencies by the IDEA and by the Head Start Act (Section 640(a)(2)(A)). Head Start is committed to fiscal support to assure that the services which children with disabilities need to meet their special needs will be provided in full, either directly or by a combination of Head Start funds and other resources.

"Serving children with disabilities has strengthened Head Start's ability to individualize for all children."

These Head Start regulations facilitate coordination with the IDEA by utilizing identical terms for eligibility criteria for the most part. However, Head Start has elected to use the term "emotional/behavioral disorder" in lieu of "serious emotional disturbance," which is used in the IDEA, in response to comments and concerns of parents and professionals. Children who meet State-developed criteria under IDEA will be eligible

for services from Head Start in that State.

In order to organize activities and resources to help children with disabilities overcome or lessen their disabilities and develop their potential, it is essential to involve the education, health, social services, parent involvement, mental health and nutrition components of Head Start. **Parents, staff and policy group members should discuss the various strategies for ensuring that the disabilities service plan integrates needs and activities which cut across the Head Start component areas before the plan is completed.**

Advance planning and scheduling of arrangements with other agencies is a key factor in assuring timely, efficient services. Local level interagency agreements can greatly facilitate the difficult tasks of locating related service providers, for example, and joint community screening programs can reduce delays and costs to each of the participating agencies.

Guidance for Paragraph (b)

The plan and the annual updates need to be specific, but not lengthy. As changes occur in the community, the plan needs to reflect the changes which affect services.

Guidance for Paragraph (c)

Grantees should ensure that the practices they use to provide special services do not result in undue attention to a child with a disability. For example, providing names and schedules of special services for children with disabilities in the classroom is useful for staff or volunteers coming into that classroom but posting them would publicize the disability of the individual children.

Guidance for Paragraph (d)

Staff should work for the children's greater independence by encouraging them to try new things and to meet appropriate goals by small steps. Grantees should help children with disabilities develop initiative by including them in opportunities to explore, to create, and to ask rather than to answer questions. The children need opportunities to use a wide variety of materials including science tools, art media and costumes in order to develop skills, imagination and originality. They should be included on field trips, as their experience may have been limited, for example, by an orthopedic impairment.

Just as a program makes available pictures and books showing children and adults from representative cultural, ethnic and occupational groups, it should provide pictures and books which show children and adults with disabilities, including those in active roles

"... provide pictures and books which show children and adults with disabilities, including those in active roles."

Staff should plan to answer questions children and adults may have about disabilities. This promotes acceptance of a child with disabilities for him or herself and leads to treating the child more normally. Effective curricula are available at low cost for helping children and adults understand disabilities and for improving attitudes and increasing knowledge about disabilities. Information on these and other materials can be obtained from resource access projects contractors, which offer training and technical assistance to Head Start programs.

There are a number of useful guides for including children with disabilities in regular group activities while providing successful experiences for children who differ widely in

Test Questions:

Select the response that is the most correct.

7. The Local Education Agency (LEA) is responsible (1308 Appendix)

- a. for quality control of Head Start care to children with disabilities.
- b. for ensuring that these services are provided, but not for providing them all.
- c. for ensuring that these services are provided, and for providing them all.
- d. for providing staff to take care of Head Start child who have disabilities.

8. Before the disabilities plan is completed the outlined strategies must be (1308 Appendix)

- a. discussed by parents, policy groups and staff.
- b. approved by the local education agency.
- c. approved by the state education agency.
- d. approved by all Head Start staff who are involved in working with disabled children.

9. Staff should work for the children's greater independence (1308 Appendix)

- a. by keeping the parents from participating in the therapeutic programs for disabled children.
- b. by keeping disabled children in small groups separate from the other children.
- c. by having the children only participate in Head Start for no more than half time per day.
- d. by encouraging them to try new things and to meet appropriate goals by small steps.

Last Name _____

First _____ Initial _____

Location _____

Answers: 1-a, 2-a, 3-a, 4-a, 5-d, 6-b, 7-b, 8-a, 9-d