Subpart F—Nutrition Performance Standards

§ 1308.20 Nutrition services.

(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:

1. Support parents of children with disabilities entering from infant/toddler programs.

2. Provide information to parents on how to foster the development of their child with disabilities.

3. Provide opportunities for parents to observe large group, small group and individual activities described in their child’s IEP.

4. Provide follow-up assistance and activities to reinforce program activities at home.

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.

(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 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 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.

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 (IDEA) has increased the level of services offered to children with disabilities. The IDEA requires Head Start programs to ensure that all children with disabilities are fully included in their general education programs, to the maximum extent appropriate. This requires the development of effective service plans that address the unique needs of each child with a disability. The service plan must be developed in cooperation with the child’s parents and other relevant professionals. The plan should outline the specific services and supports that will be provided to meet the needs of the child, including interventions to prevent the development of disabilities among siblings. The plan should also include strategies for building parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.