

CHAPTER 2
EARLY CHILDHOOD EDUCATION

Interim

2.1 PURPOSE AND SCOPE

The Bakersfield City School District SELPA, Kern County Consortium SELPA and the Kern Regional Center will actively and systematically seek out all children with disabilities from birth to age five to refer, assess and determine eligibility for special education services.

An Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) will be developed by a multidisciplinary team to identify the child's needs and plan appropriate services for the child and the family. BCSD and County Office will work cooperatively with the Kern Regional Center and other appropriate public agencies to provide all necessary services.

2.2 IDENTIFICATION AND REFERRAL

Child find activities may include:

1. Assigning liaisons to local hospitals and hospitals with neonatal intensive care units;
2. Contacting local parent organizations and support groups;
3. Distributing early intervention materials to agencies and individuals providing medical, social and educational services in the community;
4. Community-wide health and developmental screening;
5. Producing and distributing public service announcements;
6. Producing pamphlets, brochures and other written communication; and,
7. Making presentations to local professional groups, philanthropic organizations and other organizations established to inform and/or to serve culturally diverse populations.

Regional centers and districts shall coordinate local child find activities with each other and other public agencies.

Primary referral sources include, but are not limited to, hospitals, including prenatal and postnatal care facilities, physicians, parents, child care programs, districts, public health facilities, other social services agencies and other health care providers.

Kern Regional Center and districts shall inform primary referral sources of the following:

1. Eligibility criteria for early intervention services;
2. Types of early intervention services available through the Early Start Program;
3. Contact persons and telephone numbers for regional centers and districts; and,

4. Federal requirement that a referral shall be made to the Kern Regional Center or district within two (2) working days of identification of an infant or toddler, who is in need of early intervention services.

The Kern Regional Center, county office, or district that receives an oral or written referral for early intervention services shall ensure that:

1. The date of the referral is documented in the infant's or toddler's record;
2. A service coordinator is assigned; and,
3. Written notice is provided and consent is requested.

(17 CCR 52040, 52060)

2.3 EARLY START PROGRAM DESCRIPTION

The Early Start Program (ESP) is a collaboration between the Kern Regional Center (KRC) and the Bakersfield City School District SELPA (BCSD). The ESP provides infant support and services specifically designed to meet the unique needs of infants, from birth to three years of age, and their families. The primary purpose of an early education program is to enhance development of the infant in the context of his or her family. To meet this purpose the program shall focus upon both the infant *and* his or her family, and may include home visits, group services, family involvement, and/or parent education activities. Services shall be provided in the natural (home, community) environment whenever possible.

Early Start Programs shall include, as program options, home-based services and group services.

Home-based and group services will be provided through a transdisciplinary team consisting of a group of professionals from various disciplines and the parent.

Credentialed personnel with expertise in vision and hearing will be the primary providers of services to infants and toddlers with blindness and deafness whenever possible.

The frequency of home-based services shall typically be once or twice a week, depending on the needs of the infant and the family.

Early education services may also be provided through both home visits and group settings with other infants, with or without the parent. The frequency of group services shall not exceed three hours a day for up to, and including, two days a week, and shall be determined on the basis of the needs of the infant and the family.

The frequency of home visits or parent involvement/education activities provided in conjunction with group services shall typically range from one to eight times per month.

(EC 56424-56426.2)

2.4 ASSESSMENT TO DETERMINE ELIGIBILITY

Each infant or toddler referred for evaluation for early intervention services shall have a timely, comprehensive, multidisciplinary evaluation of his or her needs and level of functioning in order to determine eligibility.

The determination of eligibility for an infant or toddler shall be made by qualified personnel of the BCSD as per *Memo of Understanding* and contract between BCSD and KRC. The determination shall be made with the participation of the multidisciplinary team including the parent. Evaluation and assessment shall be based on informed clinical opinion and include:

1. A review of pertinent records related to the infant or toddler's health status and medical history provided by qualified health professionals, who have evaluated or assessed the child.
2. Information obtained from parental observation and report.
3. Evaluation by qualified personnel of the child's level of functioning in each of the following areas:
 - a. cognitive development
 - b. physical and motor development, including vision and hearing
 - c. communication development
 - d. social or emotional development
 - e. adaptive development
4. No single procedure shall be used as the sole criterion for determining a child's eligibility.
5. Standardized tests or instruments may be used as part of the evaluation, and if used, they shall be selected to ensure that, when administered to an infant or toddler with impaired sensory motor or speaking skills, the tests produce results that accurately reflect the infant's or toddler's aptitude, developmental level, or any other factors the test purports to measure and not the infant's or toddler's impaired sensory, motor or speaking skills unless those skills are the factors the test purports to measure. The tests must be validated for the specific purpose for which they are used.
6. Procedures and materials for evaluation and assessment of infants and toddlers shall be selected and administered so as not to be racially or culturally discriminatory.
7. Infants or toddlers with solely low incidence disabilities shall be evaluated and assessed by qualified personnel of the LEA whose professional preparation, license or credential authorization are specific to the suspected disability.
8. Kern Regional Center, LEA's and multidisciplinary teams shall not presume or determine eligibility, including eligibility for medical services provided through the Department of

Health Services, for any other state or local government program or service when conducting evaluations or assessments of an infant or toddler or their family.

(17 CCR 52082; GC 95016)

2.5 ASSESSMENT FOR SERVICE PLANNING

Assessment for service planning for eligible infants or toddlers shall identify all of the following:

1. The child's unique strengths and needs in each of the above areas.
2. Early intervention and other services appropriate to meet the needs.
3. If the family consents to a family assessment, the resources, priorities and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of an infant or toddler with a disability.

Assessment for service planning shall be based on age appropriate methods and procedures that may include any of the following:

1. A review of information related to the child's health status and medical history provided by qualified health professionals, who have evaluated or assessed the child.
2. Development observations by qualified personnel and the parent.
3. Other procedures used by qualified personnel to determine the presence of a developmental delay, established risk condition, or high risk for a developmental disability.
4. Standardized tests or instruments.

Assessments of family resources, priorities and concerns related to enhancing the development of the infant or toddler shall be voluntary on the part of the family. The family assessment shall:

1. Be conducted by qualified personnel trained to utilize appropriate methods and procedures;
2. Be based on information provided by the family through a personal interview;
3. Incorporate the family's description of its resources, priorities and concerns related to enhancing the development of the child; and
4. Be conducted in the language of the family's choice or other mode of communication unless it is not feasible to do so.

Evaluations and assessments for service planning shall be conducted in natural environments whenever possible.

(17 CCR 52086)

2.6 TIMELINE FOR COMPLETION OF EVALUATION AND ASSESSMENT

The evaluation and assessment for eligibility for each child shall be completed within 45 days of the date that the regional center or SELPA received the referral.

In the event of exceptional circumstances, which make it impossible to complete the initial evaluation and assessment for eligibility within 45 days of receiving a referral, the service coordinator shall inform the parents and document the reasons for the delay. An interim IFSP will be developed. Services agreed upon in the interim IFSP will be implemented. The interim IFSP will include the name of the service coordinator and timelines for completing assessments.

(17 CCR 52086)

2.7 ELIGIBILITY

The term “eligible infant or toddler with a disability” means infants and toddlers from birth through two years of age, for whom a need for early intervention services is documented by means of assessment and evaluation and who meet one of the following criteria:

1. Infants and toddlers with a developmental delay in one or more of the following five areas: cognitive development; physical and motor development, including vision and hearing; communication development; social or emotional development; or adaptive development.
2. Infants and toddlers with established risk conditions, who are infants and toddlers with conditions of known etiology or conditions with established harmful developmental consequences.
3. Infants and toddlers who are at high risk of having substantial developmental disability due to a combination of biomedical risk factors, the presence of which is diagnosed by qualified clinicians recognized by, or part of, a multidisciplinary team, including the parents.

If standardized, normed or criterion referenced instruments are used as part of the evaluation, a significant difference between a child’s current level of functioning and the expected level of development for his or her age shall be established when the child’s age equivalent score falls one third below age expectation.

(17 CCR 52022; GC 95014)

2.8 DEVELOPMENT OF THE IFSP

An initial IFSP shall be developed by the regional center and/or LEA for each eligible infant or toddler, within 45 days of the receipt, by either the regional center or LEA, of the oral or written referral.

A periodic review of the IFSP shall be conducted every six months or more frequently if service needs change, or if the parent requests such a review.

All IFSP meetings shall be conducted in settings and at times or by means that are reasonably convenient to the parent and in the language of parent's choice unless it is clearly not feasible to do so.

Meeting arrangement shall be made with, and written notice provided to, the parent and other members of the multidisciplinary team in a timely manner to ensure attendance at the IFSP meeting.

Each initial IFSP meeting and each annual IFSP meeting shall include the following participants:

1. The parent of the infant or toddler;
2. The service coordinator; and,
3. The person(s) who conducted the evaluations or assessments.

If requested by the parent, each initial IFSP meeting and each annual IFSP meeting shall include the following participants:

1. Other family members
2. An advocate or person outside of the family.

Each IFSP meeting shall include persons who will be providing services to the infant or toddler and family as appropriate.

(17 CCR 52102, 52104)

2.8. A Contents of the IFSP

The IFSP must be in writing and contain:

1. A statement of the infant's or toddler's present levels of development in the following areas:
 - a. physical development,
 - b. cognitive development,

- c. communication development,
 - d. social or emotional development, and
 - e. adaptive development.
2. A statement of the family's resources, priorities, and concerns relating to enhancing the development of the family's infant or toddler with a disability.
 3. A statement of the major outcomes expected to be achieved for the infant or toddler and the family, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.
 4. A statement of specific early intervention services necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services.
 5. A statement of the natural environments in which early intervention services shall appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment.
 6. The projected dates for initiation of services and the anticipated duration of the services.
 7. The identification of the service coordinator from the profession most immediately relevant to the infant's or toddler's family needs (or who is otherwise qualified to carry out all applicable responsibilities), who will be responsible for the implementation of the plan and coordination with other agencies and persons.
 8. The steps to be taken to support the transition of the toddler, with a disability, to preschool or other appropriate services.

The contents of the IFSP must be fully explained to the parents and informed written consent from the parents must be obtained before early intervention services as described in the plan can be provided. If the parents do not provide consent with respect to a particular early intervention service, then the early intervention service to which consent is obtained shall be provided.

(17 CCR 52106)

2.8. B Review of the IFSP

The IFSP shall be evaluated once a year and the family must be provided a review of the plan at 6-month intervals (or more often where appropriate based on infant or toddler and family needs).

The IFSP team will review the degree to which progress toward achieving the outcome is made and document all modifications and revisions of the outcomes or services as necessary.

(17 CCR 52102)

2.9 TRANSITION REQUIREMENTS FOR EARLY INTERVENTION

To ensure a smooth transition for toddlers receiving early intervention services to preschool or other appropriate services, the following requirements must be met:

1. The families of such toddlers will be included in the transition plans.
2. At 30 months of age, the ESP teacher and/or Psychologist will notify the parent that the child will shortly reach the age of eligibility for preschool services.
3. An IEP meeting will be held before the third birthday that ensures smooth and effective transition to a preschool program so that the child is in their preschool program on their third birthday. The IFSP transition planning meeting will be convened among the ESP teacher and/or Psychologist, and the family at least 90 days (and at the discretion of all parties, up to 6 months) before the child is eligible for the preschool services, to discuss the transition steps and timelines, dates for transition activities and any such services that the child may receive.
4. In the case of a child who may not be eligible for such preschool services, with the approval of the family, reasonable efforts will be made to convene a conference among the lead agency, the family, and providers of other appropriate services for children who are not eligible for preschool services.
5. Procedures must occur to review the child's program options for the period from the child's third birthday through the remainder of the school year.

(17 CCR 52112; EC 56426.9)

2.10 PRESCHOOL CHILDREN (AGE THREE TO FIVE) WITH DISABILITIES

2.10. A Identification and Referral

Preschool children age three to five with disabilities will be identified through

1. Child Find activities listed in previous sections.
2. Direct referrals from parents, preschools, physicians, members of the community, and Kindergarten teachers.
3. Children who are in transition from the Early Start Program.

Children who have been participating in the Early Start Program and are eligible to participate in preschool program will experience a smooth transition to preschool programs in the district. Representatives of the district will participate in all transition planning conferences to ensure a smooth transition.

2.10. B Evaluation and Assessment

Assessment procedures, as described in Chapter 1 are applicable to preschool children from three to five years of age.

The assessments will be conducted by a transdisciplinary team including early childhood specialists, speech and language specialists, and other professional disciplines.

The team will use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent that may assist in determining whether the child has a disability.

Special attention will be given to:

1. Assessing children with developmentally appropriate assessments.
2. Assessing children in natural environments.
3. Assessing children to identify participation in appropriate preschool activities.
4. Involving preschool personnel in observing and assessing children.

When standardized tests are considered invalid for children between the ages of three and five years, alternative means, for example, scales, instruments, observations, and interviews shall be used as specified in the assessment plan.

(EC 56441.11, 56441.6, 56426.6)

2.10 C Eligibility

The special education eligibility criteria listed in Chapter 1 shall apply to preschool children, between the ages of three and five years. A preschool child qualified as a child who needs early childhood special education services if the child meets the following criteria:

1. Is identified as having one of the following disabling conditions, or an established medical disability:
 - a. autism
 - b. deaf-blindness
 - c. deafness
 - d. hearing impairment
 - e. mental retardation

- f. multiple disabilities
 - g. orthopedic impairment
 - h. emotional disturbance
 - i. specific learning disability
 - j. speech or language impairment in one or more of voice, fluency, language and articulation
 - k. traumatic brain injury
 - l. visual impairment
 - m. established medical disability
2. Needs specifically designed instruction or services
 3. Has needs that cannot be met with modification of a regular environment in the home or school, or both, without ongoing monitoring or support as determined by an IEP team.

A child is not eligible for special education services if the child does not otherwise meet the eligibility criteria and his or her educational needs are due primarily to:

1. Unfamiliarity with the English language;
2. Temporary physical disabilities;
3. Social maladjustment; or,
4. Environmental, cultural, or economic factors.

Refer to Chapter 6 for specific criteria for disabilities (a) through (l).

Established medical disability is defined as a disabling medical condition or congenital syndrome that the IEP team determines has a high predictability of requiring special education services.

(EC 56441.11, 56333-56339; 5 CCR 3030, 3031)

2.10. D Individualized Education Program

The requirements for developing, implementing, and reviewing IEPs described in Chapter 2 are applicable to preschool children, age three to five.

An early education program for preschool children with disabilities shall include specially designed services to meet the unique needs of preschool children and their families. To meet this purpose, the program focus is on the young child and his or her family and shall include both individual and small group services, which shall be available in a variety of typical age-appropriate environments for your children, including the home, and shall include opportunities for active parent involvement.

A preschool teacher, who has observed the child in an appropriate preschool environment, will be a member of the IEP team.

The IEPs of preschool children will describe how the disability affects the child's participation in appropriate activities.

(EC 56441.2)

2.10. E Services for Preschool Children with Disabilities

Services serving preschool children with disabilities and their families shall be provided in coordination with other state and local agencies.

Services will be provided at public expense, under public supervision and without cost to the parents.

Early education services for preschool children may be provided to individuals or small groups and shall include:

1. Observing and monitoring the child's behavior and development in his or her environment.
2. Presenting activities that are developmentally appropriate for the preschool child and are specially designed, based on the child's exceptional needs, to enhance the child's development. Those activities shall be developed to conform to the child's IEP and shall be developed so that they do not conflict with his or her medical needs.
3. Interacting and consulting with the family members, regular preschool teachers, another service provider, as needed, to demonstrate developmentally appropriate activities necessary to implement the child's IEP in the appropriate setting, and necessary to reinforce the expansion of his or her skills in order to promote the child's educational development. These interactions and consultations may include family involvement activities.
4. Assisting parents to seek and coordinate other services in their community that may be provided to their child by various agencies.
5. Providing opportunities for young children to participate in play and exploration activities, to develop self-esteem, and to develop pre academic skills.

6. Providing access to various developmentally appropriate equipment and specialized materials.
7. Providing related services that include parent counseling and training to help parents understand the special needs of their children and their children's development.

Appropriate settings for these services include any of the following:

1. The regular public or private nonsectarian preschool program;
2. The child development center or family day care home;
3. The child's regular environment, that may include the home;
4. A special site where preschool programs for both children with disabilities and children, who are not disabled, are located close to each other and have an opportunity to share resources and program;
5. Special education preschool program, with children, who are not disabled, attending and participating, for all or part of the program; or,
6. A public school setting which provides an age-appropriate environment, materials, and services.

Early education services shall be provided by a transdisciplinary team. Responsibilities of early education staff shall include consultation with regular preschool program providers, consultation with other specialists, assessment services, and direct services.

Services may be provided by any of the following methods:

1. Directly by a local educational agency, (SELPA);
2. Through an interagency agreement between a local educational agency and another public agency;
3. Through a contract with another public agency;
4. Through a contract with a nonpublic, nonsectarian school or nonpublic, nonsectarian agency; or
5. Through a contract with a nonsectarian hospital.

(EC 56441.3, 56441.4, 56441.8)

2.10. E Instructional Adult-to-Child Ratio

Appropriate instructional adult-to-child ratios for the group services shall be dependent on the needs of children with disabilities between the ages of three and

five years, inclusive, who require special education and related services, the number of children per instructional adult shall be less than one to six for preschool children with disabilities in general.

Group services for children, identified as severely disabled, shall not exceed an adult-to-child ratio of one to five.

Duration of group services will not exceed four hours, unless determined otherwise in the child's IEP.

(EC 56441.5)

2.10. G Transition from Preschool to Kindergarten or First Grade

As the preschool age child approaches the age to enter the elementary school environment, the child's preparation is geared toward readiness for kindergarten and later school success.

Prior to transitioning a child with disabilities from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the child shall be conducted to determine if the child is still in need of special education services.

It is very important that the gains made in the special education program are not lost by too rapid a removal of individualized programs and supports for these children.

As part of the transitioning process, a means of monitoring continued success of the child shall be identified by the IEP team for those children of kindergarten or first grade equivalency who are determined to be eligible for less intensive special education programs.

As part of the exit process from special education, the present performance levels and learning style shall be noted by the IEP team. This information shall be made available to the assigned regular education teacher upon the child's enrollment in kindergarten or first grade as the case may be.

(EC 56445)

**ESP to Preschool
Transition Timeline Chart**

Child turns 3	<i>ESP Service Case Carrier Transition Planning IFSP Review (District Attends)</i>	<i>ESP Service Case Carrier Begin Observation Process</i>	<i>District Initiates Assessment Plan</i>	<i>District Holds Transition (IFSP) IEP (before 3rd Birthdate)</i>	<i>District Child Begins Preschool</i>
January	September	October	November	Nov/Dec	January <i>(immediately after break)</i>
February	September	October	Nov/Dec	Jan/Feb	February
March	October	Nov/Dec	January	Feb/March	March
April	Nov/Dec	January	February	March/April	April
May, June, July, August	February	March	April	May/August	Aug./Sept. <i>(beginning of school year)</i>
September	February	March	April/May	Aug/Sept	Aug./Sept. <i>(beginning of school year)</i>
October	April	May	August	Sept./Oct.	October <i>(following 3rd Birthday)</i>
November	May	June	September	Oct./Nov.	November <i>(following 3rd Birthday)</i>
December	June	August	October	Nov/Dec.	January <i>(immediately after Winter break)</i>

TRANSITION

<p>BCSD</p>	<p>Will be responsible for new referral from 33 months of age.</p> <p>Complete assessment for eligibility and complete as necessary for new referral.</p> <p>If a referral comes to the ESP, all information will be forwarded to BCSD within 2 days of receipt for completion of referral and eligibility of preschool services.</p>		<p>45 day timeline in effect for this referral</p>
<p>BCSD</p>	<p>Schedule IEP dates and send notice of meeting to all appropriate agencies, family and staff.</p>	<p>To be determined with family and sending program.</p>	<p>Joint Meeting with transition IFSP and initial IEP done concurrently at the same meeting sharing information.</p>
<p>BCSD</p>	<p>Transition IFSP Initial IEP</p> <p>Minimal in Attendance:</p> <ul style="list-style-type: none"> • Service Coordinator, • Administrative Designee Educator, and • Family Representative <p>Optional in Attendance:</p> <ul style="list-style-type: none"> • Receiving and sending teachers • Speech & Language Specialist • Nurse • OT/PT • Other agency representatives, as appropriate 	<p>At the transition IEP</p>	<p>IEP agenda and summary sheets. Clear definition of Service Coordinator's role.</p>

TRANSITION

<p>BCSD</p>	<p>Assign Case Carrier</p>		
<p>BCSD</p>	<p>Explore option(s) and arrange visitation(s) to appropriate program(s) with family</p>	<p>Determine with receiving site(s) and family</p>	<p>Coordination with Program Manager</p>
<p>BCSD</p>	<p>After IEP</p> <p>Monitor progress of the child in the new setting for after placement by contact with the parent and service providers.</p>	<p>After the IEP is complete.</p>	

Eligibility

It is BCSD's responsibility to determine eligibility for Part B Special Education Services.

1. ESP will provide a **transition packet** of info including an *Exit Summary*, medical information and developmental data.
2. The district needs to write up an **initial psycho-educational report** which discusses the basis upon which eligibility was determined. For example, combination of
 - Review exit summary and other information provided by ESP
 - Observe the child
 - Interview of ESP program providers and child's family as needed
 - Additional assessment (if needed)
3. The district needs to convert ESP documents into a Special Education Confidential file folder.

*The ESP Case Carrier, as designated on the IFSP,
needs to follow the transition process from beginning through actual
placement into preschool program.*

Search & Serve Fact Sheet

INTRODUCTION

Federal law and State law ensure that “all individuals with exceptional needs have available to them a free, appropriate public education which includes special education and related services to meet their unique needs.”

The 48 school districts in Kern County, the Kern County Superintendent of Schools Office, the Kern County Consortium SELPA, the Bakersfield City School District SELPA and the Kern High School District SELPA have joined together to provide special education services for all eligible children living in the geographical area of Kern County.

Search and Serve is an ongoing, cooperative effort that involves state and local agencies of the Department of Mental Health, Rehabilitation; Health, and Human Services, the County Superintendent of Schools, all public and non-public schools, Kern Regional Center and community agencies that provide services to children. A vital part of the **Search and Serve** effort is the assistance from the community members, state and local organizations, business firms, social and civic groups, parents, and students themselves.

The **Search and Serve** office will screen each contact and make a referral to the most appropriate source of evaluation and services for the child. The referral could be directed to a speech pathologist, the local school district, the Kern County Superintendent of Schools Office or other educational and community resources.

PROGRAMS OFFERED WITHIN THE SPECIAL EDUCATION LOCAL PLANNING AREAS (SELPA)

Instruction and services provided to children and young adults who require special interventions because of a disability may be provided in several ways. The specialized support for the child may be part of the general education setting, provided by the classroom or preschool teacher. The child -and his teacher- may receive support and specialized instruction from one or more related service specialists that would encourage progress.

The child may receive direct and indirect instructional services in order to overcome or help reduce the impact of the disability. There may be consultation to the parents and teachers in areas such as assessment, curriculum, and classroom management. The specialist may provide monitoring of student progress and assistance in coordinating the special education services and the general education programs. The child may leave the general education setting for part of the day to receive instruction in specialized strategies and curriculum.

Students with more intensive educational needs may require special classes or centers with teachers who have specialized training. Special classes provide instruction where the severity of the disability may prevent participation in the general school programs for a majority of the school day. Placement in the special classes or centers occurs only when the impact of the disability prevents success in general education classes only when the use of other supports and services is not sufficient.

The public school is obligated to address the child's needs before placement in a non-public school program. A non-public school is considered when the public school programs determine that there is a need to consider alternative programs because there are unique circumstances that require this type of intervention.

The state provides residential schools for students who are deaf or blind or deaf and blind and whose needs are of such severity that they cannot have success in any local public school setting.

SEARCH AND SERVE

The Kern County SELPAs ensure that eligible children with disabilities will have the opportunity to participate in programs and receive appropriate special education services.

Children and young people from infancy through twenty-one years of age with suspected special education needs can be assessed and, if eligible, will have specialized educational programs and services.

ELIGIBILITY

A child or young adult who has a suspected or identified disability may be referred. The student may have one or more of the following disabilities:

- deaf
- deaf and blind
- severe hard of hearing
- severe language delays
- blind
- partially sighted
- physical disability or medical condition
- learning disability
- mental retardation
- emotional disturbance
- speech and language delays
- severe or chronic health problems affecting educational progress
- traumatic brain injury

CONFIDENTIALITY

Confidentiality of Information – In maintaining confidentiality of student data, established district procedures define student data as confidential when it contains “Personally Identifiable Information” (name, school, address, parent that can be related to a specific individual). Information will not be shared with anyone not having a direct need or role in the child’s educational program.

Access – The parents have the right to inspect and review any education records of their child, provided that the student is less than 18 years of age, or qualifies as a dependent of the parent(s). A student 16 years and older (who has completed the 10th grade) shall have the same access rights to his/her own records as does the parent.

And we need your help...

Many Kern County children with disabilities (*birth to 21 years*) need the free educational and therapeutic services provided by Kern County school districts. We need your help to find these children!

Everyone in the community that is concerned with the welfare of children is able to participate in the Search and Serve process.

The Search and Serve office accepts contacts and screens children who may have a disability or are suspected of having a disability. The child is then referred to an appropriate educational resource for evaluation or services. This is provided at no cost to the parent.

Contacts with the Search and Serve office may be made by any person concerned about a child. Parent involvement and agreement is obtained prior to any further action. Information is confidential and the privacy of children and parents is protected.

If you know of a child who has one or more of the following disabilities, (*of you suspect they have*) please let us know! We’re here to help.

- *autism*
- *learning disabilities*
- *deafness or hearing impairment*
- *total or partial blindness*
- *speech or language difficulties*
- *physical or orthopedic disabilities*
- *developmental disabilities*
- *mental retardation*
- *emotional disturbance*
- *multiple disabilities*