## Child Find/Search and Serve Notice

### Every Child is Entitled to a Free Appropriate Public Education

<table>
<thead>
<tr>
<th>Districts within the East San Gabriel Valley Special Education Local Plan Area (SELPA) offer programs for youngsters between the ages of birth and 21 years of age who have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Communication problems</td>
</tr>
<tr>
<td>● Learning difficulties</td>
</tr>
<tr>
<td>● Physical disabilities</td>
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<tr>
<td>● Severe disabilities</td>
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<tr>
<th>Los distritos dentro del Plan Local de Educacion Especial del East San Gabriel Valley (SELPA) ofrecen programas para jóvenes desde su nacimiento hasta los 21 años de edad que tienen:</th>
</tr>
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<tbody>
<tr>
<td>● Problemas de comunicacion</td>
</tr>
<tr>
<td>● Difficultades en el Aprendizaje</td>
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<td>● Incapacidades fisicas</td>
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<td>● Incapacidades severas</td>
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</tbody>
</table>

If you think your child needs special help in school, call his/her school or district of Special Education at the appropriate number listed below.

Ann Keyes, Director  
(626) 963-1611 Ext. 329

### Risk Factors

The following factors may place children at greater risk for health and developmental concerns:

- Prematurity or low birth weight
- Vision or hearing difficulties
- Prenatal exposure or other types of exposure to drugs, alcohol, or tobacco
- Poor nutrition or difficulties eating (lacks nutritious foods, vitamins, proteins, or iron in diet)
- Exposure to lead-based paint (licking, eating, or sucking on lead-base painted doors, floors, furniture, toys, etc.)
- Environmental factors, such as abuse or neglect

### Behaviors and Relationships

Some of the following behaviors may be cause for concern in any child:

- Avoids being held, does not like being touched
- Resists being calmed, cannot be comforted
- Avoids or rarely makes eye contact with others
- Does not play with others
- Acts aggressively on a regular basis, hurts self or others

### Hearing

- Has frequent earaches
- Has had many ear, nose, or throat infections
- Does not look where sounds or voices are coming from or react too loud noises
- Talks in a very loud or very low voice, or has an unusual sound
- Does not always respond when called from across a room even when it is for something that
the child is usually interested in or likes
  - Turns body so that the same ear is always turned toward a sound.

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*(continued)*

**Seeing**
  - Closes one eye or tilts head when looking at an object
  - Has difficulty following objects or looking at people when talked to
  - Has difficulty focusing or making eye contact
  - Usually holds books or objects very close to face or sits with face very close to television

**Moving**
  - Has stiff arms or legs
  - Pushes away or arches back when held close or cuddled
  - Shows poor coordination and falls or stumbles a lot when running, has difficulty turn pages in a book
  - By age four, has difficulty standing on one foot for a short time
  - By age five, does not skip or hop on one foot, has difficulty drawing simple shapes

**Thinking**
  - By age four, does not answer simple questions, such as “What do you do when you are hungry? Or “what color is this?”
  - By age five, does not understand the meaning of today, yesterday, or tomorrow

**When a child is referred for a special education assessment testing:**

A multidisciplinary team, including at least one teacher or specialist knowledgeable in the area of suspected disability, conducts assessments. A variety of assessment tools and strategies are used to gather relevant information.

An assessment shall be administered by qualified personnel who are appropriately trained to administer and interpret test results. Qualified personnel should be competent in both oral and written skills in the student’s primary language or mode of communication, as well as have knowledge and understanding of the student’s cultural and ethnic background. If an interpreter must be used the assessment report must document this condition. (Title 5, CCR 3023)

No single score or product of scores or test procedures shall be used as the sole criterion for the decision of the IEP Team as the student’s eligibility for special education.

For pupils with suspected learning disabilities, a regular education teacher shall participate in the assessment, and at least one team member, other than the pupil’s regular teacher, shall observe the pupil’s academic performance in the regular classroom setting. In the case of a child who is less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age. (CCR 3030 j (C3-4), EC56341 (7)(c))

Assessment results are documented and contain all required information in a written report that is shared with the team at the IEP team meeting.
When a student receives special education services, the child is reassessed/reviewed for determination of needed evaluation data at least every three years to determine continued eligibility, or more frequently when requested by parent or teacher. (EC 56381 (a)(2))

All assessments must be completed and an Individualized Education Plan (IEP) developed within 60 calendar days after receipt of the signed assessment plan (EC 56043(c)). Vacations or off track days longer than 5 consecutive school days are not counted as part of the 60 calendar days. The number of days prior to the off school time is added to the days starting upon the student’s return to total the 60 calendar days (EC 56043 (f)(1). The evaluation process is not completed until the IEP team meeting is held and the appropriate IEP pages written.

**Areas of eligibility for special education:**

Students may qualify for special education services under any of the following eligibility categories:

1. Hearing impairment  
2. Concomitant hearing and visual impairments  
3. Language or speech disorder/Visual Impairment  
4. Intellectual disabilities(previously Mental Retardation)  
5. Other health impairments  
6. Autistic-like behaviors  
7. Visual Impairment  
8. Severe orthopedic impairment  
9. Serious emotional disturbance  
10. Specific Learning Disabilities