

## CHILD FIND

In accordance with Regulation Governing Special Education Programs for Children with Disabilities in Virginia, the Patrick County Public Schools wish to announce the availability of special education services for those children who qualify.

Special Education services are available in Patrick County Public Schools for those (age birth to 21 inclusive) who are eligible in the following exceptionalities:

- \* **“Autism”** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be diagnosed as having autism if the criteria in this definition are satisfied.
- \* **“Deafness”** means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, which adversely affects educational performance.
- \* **“Deaf-blindness”** means hearing and visual impairments occurring at the same time, the combination of which causes severe communication and other developmental and educational problems that cannot be accommodated in special education programs solely for children with deafness or blindness.
- \* **“Hearing Impairment”** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance, but which is not included under the definition of “deafness” in this section.
- \* **“Intellectual Disability”** means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child’s educational performance.

- \* **“Multiple Disabilities”** means two or more impairments at the same time (such as intellectually disabled, blindness, learning disabled, orthopedic impairment, etc.) the combination of which causes such serious educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- \* **“Orthopedic Impairment”** means a severe orthopedic impairment which adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g. club foot, absence of some member), impairments caused by some disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations and fractures or burns which cause contractures).
- \* **“Other Health Impaired”** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome.
- \* **“Emotional Disability”** is defined as follows: 1) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to marked degree, which adversely affects educational performance: a. an inability to learn which cannot be explained by intellectual, sensory or health factors; b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c. inappropriate types of behavior or feelings under normal circumstances; d. a general pervasive mood of unhappiness or depression; or e. a tendency to develop physical symptoms or fears associated with personal or school problems. 2) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability.

- \* **“Specific Learning Disability”** means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor disabilities or intellectual disabilities, or emotional disabilities or of environmental, cultural or economic disadvantage.
- \* **“Speech or Language Impairment”** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.
- \* **“Visual Impairment”** means a visual impairment that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.
- \* **“Developmental Delay”** means a disability affecting a child ages two through six: 1) who is experiencing development delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and 2) who, by reason thereof, needs special education and related services.
- \* **“Traumatic Brain Injury”** means an acquired injury to the brain, caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Children who exhibit impairments in the above listed categories should be referred for possible special services. Those who qualify will be provided a free and appropriate education as specified under the “Individuals With Disabilities Education Act”. Parents of children who may qualify for services under IDEA or Section 504 of the Rehabilitation Act of 1973 should contact the school’s principal or Elizabeth Minter, Director of Special Education at (276)694-3163.