

TERMS DEFINING DISABLING CONDITIONS

Scott County Public Schools provides a free, appropriate public education for all identified children with disabilities, ages 2-21, inclusive. This right is guaranteed by Individuals with Disabilities Education Act (IDEA). If you have a child, or know of a child, who you suspect may be disabled according to the definitions below, and who, because of such disability needs special education and related services, please contact the Director of Special Education, 340 East Jackson Street, Gate City, Virginia 24251 or call 386-6118. Also, if you or someone you know needs this information in another language, please feel free to contact the Director of Special Education at the same address and telephone number.

Definitions of disabling conditions are as follows:

AUTISM SPECTRUM DISORDERS -A child may be found eligible for special education and related services as a child with autism if there is an adverse effect on the child's educational performance due to documented characteristics of autism and the child has any of the Pervasive Developmental Disorders, also referenced as autism spectrum disorder, such as Autistic Disorder, Asperger's Disorder, Rhett's Disorder, Childhood Disintegrative Disorder, or Pervasive Developmental Disorder – Not Otherwise Specified including Atypical Autism. Children with a medical diagnosis of autism spectrum disorders must be found eligible for special education and related services under IDEA before an Individualized Education Program (IEP) is developed. Children who are suspected of having a disability should be referred to their local school division for evaluation and to initiate the process for determining eligibility.

DEVELOPMENTAL DELAY means a disability affecting a child ages two through six, inclusive:

- Who is experiencing developmental 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, or (ii) who has an established physical or mental condition that has a high probability of resulting in developmental delay;**
- The delay(s) is not primarily a result of cultural factors, environmental or economic disadvantage, or limited English proficiency; and**
- The presence of one or more documented characteristics of the delay has an adverse affect on educational performance and makes it necessary for the**

student to have specially designed instruction to access and make progress in the general educational activities for this age group.

EMOTIONAL DISABILITY means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors;
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- inappropriate types of behavior or feelings under normal circumstances;
- a general pervasive mood of unhappiness or depression; or
- a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes students who are schizophrenic. The term does not apply to students who are socially maladjusted unless it is determined that they have emotional disturbance.

INTELLECTUAL DISABILITY - A child may be found eligible for special education and related services as a child with an intellectual disability if there is an adverse effect on the child's educational performance due to documented characteristics of intellectual disabilities which are described as a significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Children must be found eligible for special education and related services under IDEA before an Individualized Education Program (IEP) is developed. Children who are suspected of having a disability should be referred to their local school division for evaluation and to initiate the process for determining eligibility.

LEARNING DISABILITY - Specific learning disabilities are heterogeneous in nature, often differing markedly from one person to the next. The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective March 27, 2002) define the term as follows:

“Specific Learning Disability” means a disorder in one or more of the basic psychological processes involved in understanding or in 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 learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage.

MULTIPLE DISABILITIES - A child may be found eligible for special education and related services as a child with multiple disabilities if there is an adverse effect on the child's educational performance due to documented characteristics of multiple disabilities which are described as simultaneous impairments (Such as intellectual disability with blindness, intellectual disability with orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments (this term does not include deaf-blindness). Children must be found eligible for special education and related services under IDEA before an Individualized Education Program (IEP) is developed. Children who are suspected of having a disability should be referred to their local school division for evaluation and to initiate the process for determining eligibility.

OTHER HEALTH IMPAIRMENT - According to IDEA, "other health impairment" means having limited strength, vitality or alertness. This includes a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment and which adversely affects a child's educational performance.

Chronic or acute health problems that fall under "other health impairment"

<ul style="list-style-type: none">▪ Asthma▪ Hemophilia▪ Lead Poisoning▪ Leukemia▪ Nephritis▪ Sickle Cell Anemia	<ul style="list-style-type: none">▪ Tourette Syndrome▪ Attention Deficit/Hyperactivity Disorder▪ Diabetes▪ Epilepsy▪ Heart Condition
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ORTHOPEDIC IMPAIRMENT means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital abnormalities (e.g., club foot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contracture).

SENSORY DISABILITIES - “Sensory disabilities” can involve any of the five senses, but for educational purposes, it generally refers to a disability related to hearing, vision, or both hearing and vision.

Sensory disabilities affect access – access to visual and/or auditory information. Most content information is presented visually and/or auditorily in the classroom. It is important that children experiencing a vision and/or a hearing loss are appropriately identified to ensure access to education.

Overviews:

Deaf – Blind

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009) defines the term as follows:

“Deaf-Blindness” means hearing and visual impairments occurring at the same time, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. 34 CFR § 300.7 (c) (3); 8VAC20-81-10.

Hearing Impairment – Deafness

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009) defines the term as follows:

“Hearing Impairment” means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section. 34 CFR § 300.7 (c) (5) .

"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the child’s educational performance. 34 CFR § 300.7 (c) (3).

Visual Impairment – Blindness

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009) defines the term as follows:

VISUAL IMPAIRMENT INCLUDING BLINDNESS means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (34 CFR §300.8(c) (13).

SPEECH - LANGUAGE IMPAIRMENT - Speech-language impairments can impact the way a student communicates. Speech errors include errors when producing specific sounds that are not a result of normal development or language acquisition, dysfluency (stuttering), or motor speech issues. Students may also receive therapy for improving the understanding and use of spoken or written language, pragmatics, and meta-linguistic skills. Students with swallowing disorders or dysphagia can also receive services from speech-language pathologists in Virginia public schools.

Students must meet Virginia eligibility criteria to be found eligible for services as a student with a speech language impairment or can receive speech-language therapy as a related service if included in the student's IEP.

TRAUMATIC BRAIN INJURY means an acquired injury to the brain caused by a medical condition, including stroke, anoxia, infectious disease, aneurysm, brain tumors, and neurological insults resulting from medical or surgical treatments. It also includes injury relating to 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 apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Cualquier persona que necesita la información educacional debe llamar este número, 386-6118.

Please contact the following person if you suspect that your child has a disability:

Brenda Robinette
Director of Special Education
340 East Jackson Street
Gate City, VA 24251
276-386-6118

NONDISCRIMINATION POLICY

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1972; Title IX Regulation 1964 and Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Genetic Information Nondiscrimination Act (GINA) of 2008 and all other Federal, State, School rules, laws, regulations, and policies, Scott County Public Schools shall not discriminate on the basis of race, color, religion, national origin, political affiliation, gender identity, sexual orientation, gender/sex (including pregnant and parenting students), age, marital status, disability, or genetic information in any educational program including vocational education for career and technical students, daily activities or extra-curricular activities, or the admission to such programs or activities, and provides equal access to the Boy Scouts and other designated youth groups. Contact Brenda Robinette Nondiscrimination Compliance Officer, Jason Smith, Jennifer Frazier, Tammy Quillen, or Reagan Mullins at 276-386-6118, Scott County School Board Office for further information pertaining to nondiscrimination or to file a complaint.

POLÍTICA DE NO DISCRIMINACIÓN

En cumplimiento de la Orden Ejecutiva 11246; Título II de las Enmiendas de Educación de 1976; Título VI de la Ley de Derechos Civiles de 1972; Título IX Reglamento de 1964 y Aplicación de las Enmiendas a la Educación de 1972; Artículo 504 de la Ley de rehabilitación de 1973; la Ley de No Discriminación de Información Genética (GINA) de 2008 y todas las demás reglas federales, estatales, escolares, leyes, regulaciones y políticas, las Escuelas Públicas del Condado de Scott no discriminarán por motivos de raza, color, religión, origen nacional, afiliación política, identidad de género, orientación sexual, género / sexo (incluidos los estudiantes embarazadas y padres), edad, estado civil, discapacidad o información genética en cualquier programa educativo, incluida la educación vocacional para estudiantes profesionales y técnicos, actividades diarias o actividades extracurriculares, o la admisión a dichos programas o actividades, y proporciona igualdad de acceso a los Boy Scouts y otros grupos de jóvenes designados. Póngase en contacto con Brenda Robinette Nondiscrimination Compliance Officer, Jason Smith, Jennifer Frazier, Tammy Quillen o Reagan Mullins al 276-386-6118, Scott County School Board Office para obtener más información relacionada con la no discriminación o para presentar una queja.