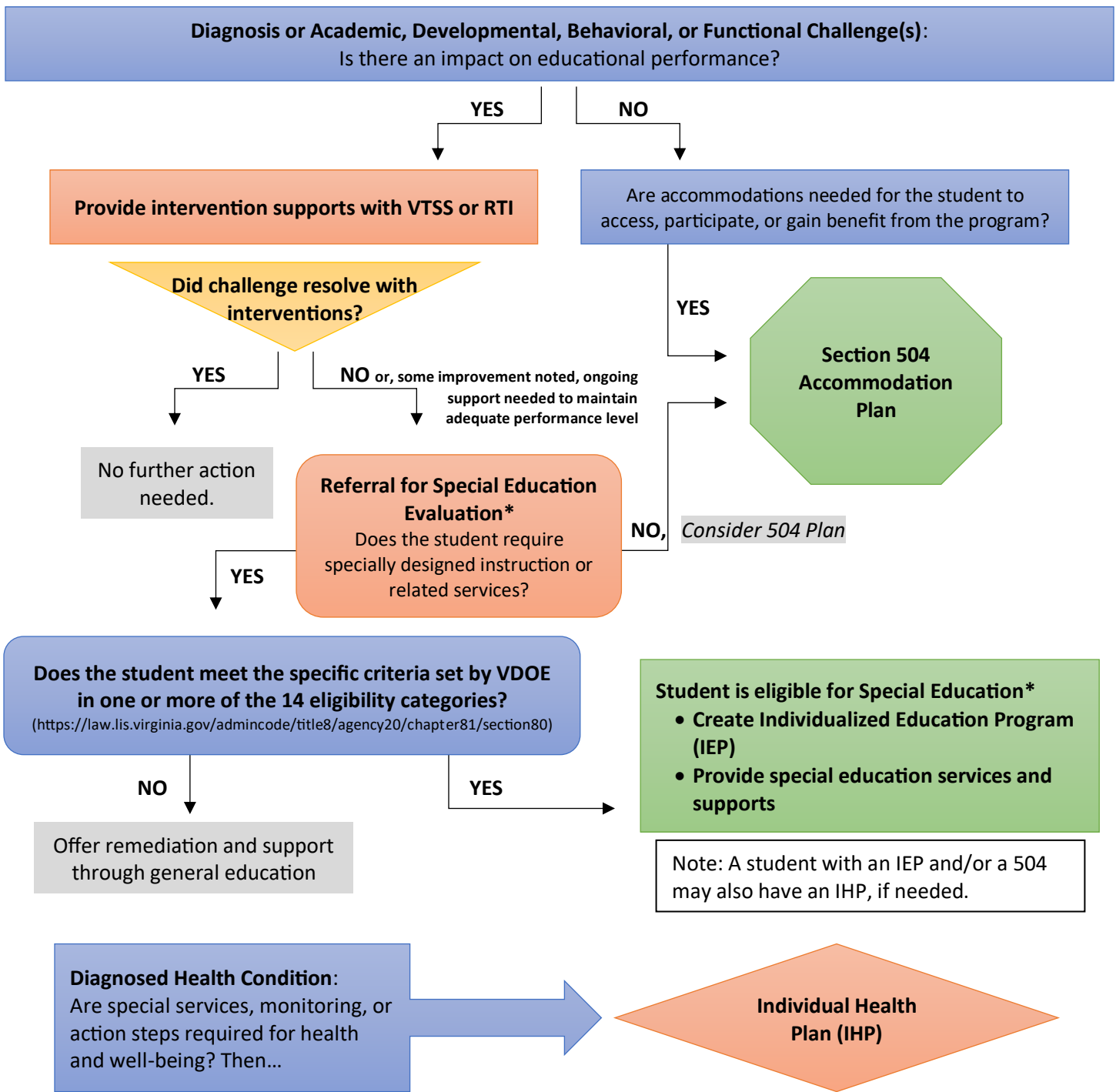


Decision Tree: How to Assist and Support Students through Interventions



When a parent, teacher, another person, or a school-based team thinks a student has a health condition, learning difficulty, or other challenges that are affecting the student's ability to learn, the school should take a proactive approach to determine the type of support and/or services that will help meet the student's needs. This could be a range of informal and/or formal services provided by one or more of the following: Individual Health Plan (IHP), 504, Individualized Education Program (IEP), or school-initiative Virginia Tiered System of Supports (VTSS) or Response to Intervention (RTI). Use the decision tree below to help determine what is the appropriate solution(s).

Note: Use of interventions should not unnecessarily delay a child's evaluation for special education.



*Parental Consent Required.

Glossary: How to Assist and Support Students through Interventions



Eligibility Categories

A student must meet specific criteria adopted by the Virginia Department of Education for one or more of the disability categories listed below, **and** the student's disability must affect his or her educational performance to be found eligible for special education: autism; deafness; deaf-blindness; developmental delay (if school division allows the use of this category); emotional disability; hearing impairment, including deafness; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment, including blindness.

Individualized Education Program (IEP)

A written statement for a student with a disability that is developed, reviewed, and revised in a team meeting in accordance with this chapter. The IEP specifies the individual educational needs of the student and what special education and related services are necessary to meet the student's educational needs. (VA 34CFR 300.22)

Individual Healthcare Plan (IHP)

If an IHP is needed for any identified health condition such as asthma, diabetes, seizure disorder, severe allergy, etc., the parent will need to collaborate with the student's health care provider and provide required physician orders for school personnel. The parents or guardians, health care provider, student (if appropriate), and school nurse should develop an individualized healthcare plan (IHP) to outline what needs to be done during the school day. The IHP should be shared with all persons who interact with the student at school. (www.vdh.virginia.gov/school-age-health-and-forms/school-health-guidelines-and-resources) Note: An IHP does not provide any procedural safeguards for the student.

Referral

Anyone may request an evaluation at any time by writing to the special education administrator. Within three business days, the special education administrator must decide whether to evaluate the student, request a review by the school-based team, or to deny the request. If the special education administrator refers the evaluation request to the school-based team, within 10 business days of its receipt of the referral, the team must decide whether to evaluate.

Response to Intervention (RTI)

RTI is a comprehensive student-centered assessment and intervention framework used to identify and address individual student difficulties before referral to special education. Note: RTI should not unnecessarily delay a student's evaluation for special education. (www.doe.virginia.gov/support/virginia_tiered_system_supports/response_intervention)

Section 504 Accommodation Plan

Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, is a civil rights law that prohibits discrimination against individuals with disabilities. A Section 504 Plan is designed by the Section 504 Committee to provide reasonable accommodations to enable an eligible student to access school related activities and programs.

Virginia Tiered Systems of Supports (VTSS)

VTSS is a data-driven, decision-making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students. See <https://vtss-ric.org> for more information.

Detailed information about Virginia special education regulations can be found at www.doe.virginia.gov/special_ed.

PEATC's mission focuses on building positive futures for Virginia's children by working collaboratively with families, schools and communities to improve opportunities for excellence in education and success in school and community life.

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