

EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistently with applicable state and federal laws and regulations. All staff, students, parents, and other interested persons are directed to the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*.

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the District may use one or more of the criteria below:

- A. The “pattern of strengths and weaknesses” model as set forth in New Hampshire State Board of Education rule Ed 1107.02(a)(1) and in federal regulation 34 C.F.R. §§ 300.307(a)(1) and 300.309(a)(2)(ii).
- B. The “response to intervention” (RTI) model as set forth in Ed rule 1107.02(a)(2) and federal regulation 34 C.F.R. §§ 300.307(a)(2) and Ed rule 1107.02(a)(2).
- C. Other alternative research-based procedures as described in 34CFR 300.307 (a)(3).

The District will find the child eligible if the child satisfies any of the models, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in N.H. Department of Education rule 1107 and 34 C.F.R. §§300.301 - .311, as applicable.

Legal References:

RSA 200:59, Screening and Intervention for Dyslexia and Related Disorders

34 C.F.R. §§ 300.307-.311

N.H. Dept. of Ed. Admin. Rule Ed 1107.02(b), Evaluation Requirements for Children with Specific Learning Disabilities

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