

IFEA

LEARNING DISABILITIES EVALUATIONS

As required by the New Hampshire Rules for the Education of Children with Disabilities (NH Rules) (Ed 1107.02 (b)), the Rochester School Department shall comply with all evaluation requirements and procedures as outlined in the NH Rules, Part Ed 1107 Evaluation.

Students who are referred to special education with "Learning Disabilities" (LD) as the suspected disability shall have been provided scientific, research-based instruction from qualified professionals. Prior to evaluating a student to determine eligibility for special education as a student with LD, the student shall have participated in Tier II or Tier III interventions delivered by adequately trained interventionists for no less than **18 weeks**. (Exceptions to this might include students with medical problems or students who are new to the district and experiencing extremely weak academic skills)

Progress monitoring shall be done every three to four weeks while participating in a Tier II intervention, and every one to two weeks while participating in a Tier III intervention to collect sufficient data for the Team. (Faded measures may be used if the student is significantly below grade level). If progress is not indicated after six weeks during participation in a specific intervention, changes shall be made which may include:

- 1) Change the intervention program
- 2) Increase the amount of instructional time
- 3) Decrease the size of the group
- 4) Other strategies deemed appropriate by the Team

If student progress fails to result in movement toward achieving benchmarks or peer performance levels after no less than 18 weeks of Tier II or Tier III interventions, the IEP Team shall meet and recommend a special education evaluation to determine eligibility for special education. **Written consent from parent/guardian is required prior to any special education evaluation.**

A student may also be evaluated if his/her response to intensive intervention produces meaningful growth toward the benchmarks, but it is believed that this growth rate can only be maintained if the student continues to receive intensive intervention over a lengthy period of time utilizing resources beyond those available within the regular education setting.

Procedures and protocol for policy compliance shall be determined by Management Team.

Adopted:

April 9, 2009