
Screening for Dyslexia and Related Disorders

NHED FACT SHEET



New Hampshire

Department of Education

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RSA 200:59 was amended to require all public and chartered public school students to be screened for potential indicators of Dyslexia and other related disorders using an evidence-based screener.

The Bureau of Student Support is issuing the following guidance in relation to children with disabilities. For general guidance on the screening, please refer to [Screening and Intervention for Dyslexia and Related Disorders | Department of Education \(nh.gov\)](#).

This guidance also does not substitute for legal advice and LEAs are always encouraged to consult with their legal counsel when deciding how to proceed in a specific factual scenario.

Do students already on IEPs need to be screened?

Yes, the law is explicit in that **ALL** students in public school in kindergarten through 3rd grade shall be screened. This includes students who are already identified as a child with a disability.

Additionally, students who are placed, by the IEP team in a separate alternative education environment outside of the public school are still considered a public school student and required to be screened

The Secondary Assessment

When any student is determined to not meet relevant benchmarks based on the screener, a secondary assessment must be completed within 30 days. This includes children already on IEPs or are in the process of determining whether they are a child with a disability.

The Secondary Assessment and Special Education Evaluations

The Department recognizes that there are specific assessments that are being utilized for the secondary assessment that are also commonly used for special education evaluations. The secondary assessment is not considered part of an evaluation under IDEA. However, if a student is referred for special education or is already receiving special education and is being reevaluated, the IEP team may agree to utilize the information from the secondary assessment and include it when determining eligibility for special education. The agreement should be documented and included in the written prior notice.

The IEP team is not required to utilize the information when determining special education eligibility. The team may choose to reissue the assessment or utilize a different assessment entirely. If reissuing the same assessment as part of the special education evaluation process, the Department strongly recommends

following the testing protocols established by the publisher of the assessment to ensure integrity and validity of the data collected.

Evidenced Base Intervention

The law states that the school shall provide age-appropriate, evidenced-based intervention strategies for any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders. This also applies to students with IEPs. The IEP may be sufficient as an intervention strategy if a student has an IEP with specially designed instruction in the specific area of need determined by the assessment and it meets the requirements of evidence-based intervention strategies.

If the child with a disability is not currently receiving evidence-based intervention strategies in the identified areas, the IEP team should convene to determine whether to address the need through the IEP or through a different method, such as MTSS and or RTI.

Exemptions

Nothing in the law permits exemptions for any subset of students. Any concerns regarding a child's inability to access the screener or assessment even with accommodations or modifications would be determined at the individual level by the IEP team and included in the student's IEP. At no time should a broad decision be made to exempt a subset of students based on their disability.

Parent Notification

The school is required to notify the parents or guardians of children with disabilities in the same manner they notify other parents of the screener results.

