



The Bureau is providing this information as district personnel have reached out regarding options they may consider when planning for the evaluation process to determine eligibility, during the state of emergency. Whereas the rules regarding timelines, meeting participants and required documentation have not changed, the Bureau is presenting this information with that in mind. The following are three case scenarios which districts may use in considering how to proceed with the evaluation process. These scenarios are just examples and are not exhaustive. Please feel free to reach out to the Bureau should you have additional questions about the evaluation process.

These scenarios are based on the understanding that:

- 1) The district has already followed the referral process in accordance with Ed 1106.01 and that the team has decided to move toward a determination of eligibility. Whereas none of the language in the NH Standards regarding the referral process has changed, the understanding is that the referral process is occurring as it is normally.** The district has the choice in mode of communication with IEP team members to conduct the special education process and may conduct the referral process via virtual meeting or by teleconference.
- 2) The district is adhering to the NH Standards, specifically with respect to Ed 1107 such as qualified examiners and required evaluations per table 1100.**

To clarify, nothing in the NH Standards has changed with respect to required evaluations, qualified examiners or timelines, therefore, you will see references to existing practices, such as using existing evaluations, in the scenarios below.

Scenario A: Referral received from Early Supports and Services
During the disposition of referral meeting the team should review and take into consideration all materials available to them before proceeding forward. This may include a review of class progress or data around how well the student is currently accessing the preschool classroom activities as well as any evaluations already completed with the student. For preschool students, this may include POMS data and ESS provider notes or evaluations.
<i>Option 1: Evaluate the student in person</i>
After reviewing the data above, if the team decides that further evaluations are needed to make a determination, evaluate the student in person. For example, you might have the student come into the school or other agreed on location to complete the evaluations keeping safety/health precautions in mind.
<i>Option 2: Virtual evaluations or gathering of information</i>
Where available, use evaluation tools that can be completed virtually and /or with information gathered from the parent, caregiver or service provider.
<i>Option 3: Use existing evaluations</i>
Review the existing evaluations, which may include a review of class progress or data around how well the student is currently accessing the preschool classroom activities. Review evaluations from ESS if they provide the information needed. If the team determines that the existing evaluations are sufficient (see #2 above regarding evaluation process), the team may use them to make a determination of eligibility.
<i>Option 4: Contract with an outside entity</i>
If the team decides that more data is needed, the district may contract with an outside entity to provide the evaluative service; including but not limited to ESS, an area agency or contractor.
<i>FOR ANY OF THE OPTIONS ABOVE: If the parent fails to produce the child for evaluations, and the team follows the determination process outlined in Ed 1108.01, the team may determine that there is insufficient information to deliberate and the student may be found ineligible. The team may need to begin the referral process in the</i>



future, if the student is referred again.

Scenario B: New Referral

During the disposition of referral meeting the team should review and take into consideration all materials available to them before proceeding forward. This may include a review of class progress or data around how well the student is currently accessing the general curriculum, as well as any evaluations already completed with the student.

Option 1: Evaluate the student in person

After reviewing the data above, if the team decides that further evaluations are needed to make a determination, evaluate the student in person. For example, you might have the student come into the school or other agreed on location to complete the evaluations keeping safety/health precautions in mind.

Option 2: Virtual evaluations or gathering of information

Where available, use evaluation tools that can be completed virtually and /or with information gathered from the parent, caregiver or service provider.

Option 3: Use existing evaluations

Review the existing evaluations, which may include a review of class progress or data around how well the student is currently accessing the general curriculum. Review evaluations if they provide the information needed. If the team determines that the existing evaluations are sufficient in describing relevant functional, developmental, and academic information about the child (see #2 at the top regarding evaluation process), the team may use them to make a determination of eligibility.

Option 4: Contract with an outside entity

If the team decides that more data is needed, the district may contract with an outside entity to provide the evaluative service; including but not limited to area agencies or contractors.

FOR ANY OF THE OPTIONS ABOVE: If the parent fails to produce the child for evaluations, and the team follows the determination process outlined in Ed 1108.01, the team may determine that there is insufficient information to deliberate and the student may be found ineligible. The team may need to begin the referral process in the future, if the student is referred again.

Scenario C: Reevaluation

During the evaluation planning meeting the team should review and take into consideration all materials available to them before proceeding forward. This may include a review of class progress or data around how well the student is currently accessing the general curriculum, as well as any evaluations already completed with the student.

Option 1: Evaluate the student in person

After reviewing the data above, if the team decides that further evaluations are needed to make a determination, evaluate the student in person. For example, you might have the student come into the school or other agreed on location to complete the evaluations keeping safety/health precautions in mind.

Option 2: Virtual evaluations or gathering of information

Where available, use evaluation tools that can be completed virtually and /or with information gathered from the parent, caregiver or service provider.

Option 2: Review existing evaluations

Review the existing evaluations, which may include a review of class progress or data around how well the student is currently accessing the general curriculum. If the team determines that the existing evaluations are sufficient (see #2 above regarding evaluation process), and the team may use them to make a determination of eligibility.



Option 3: Contract with an outside entity

If the team decides that more data is needed, the district may contract with an outside entity to provide the evaluative service; including but not limited to area agencies or contractors.

FOR ANY OF THE OPTIONS ABOVE: If the parent fails to produce the child for evaluations, and the team follows the determination process outlined in Ed 1108.01, the team may determine that there is insufficient information to deliberate and the student may be found ineligible. The team may need to begin the referral process in the future, if the student is referred again.