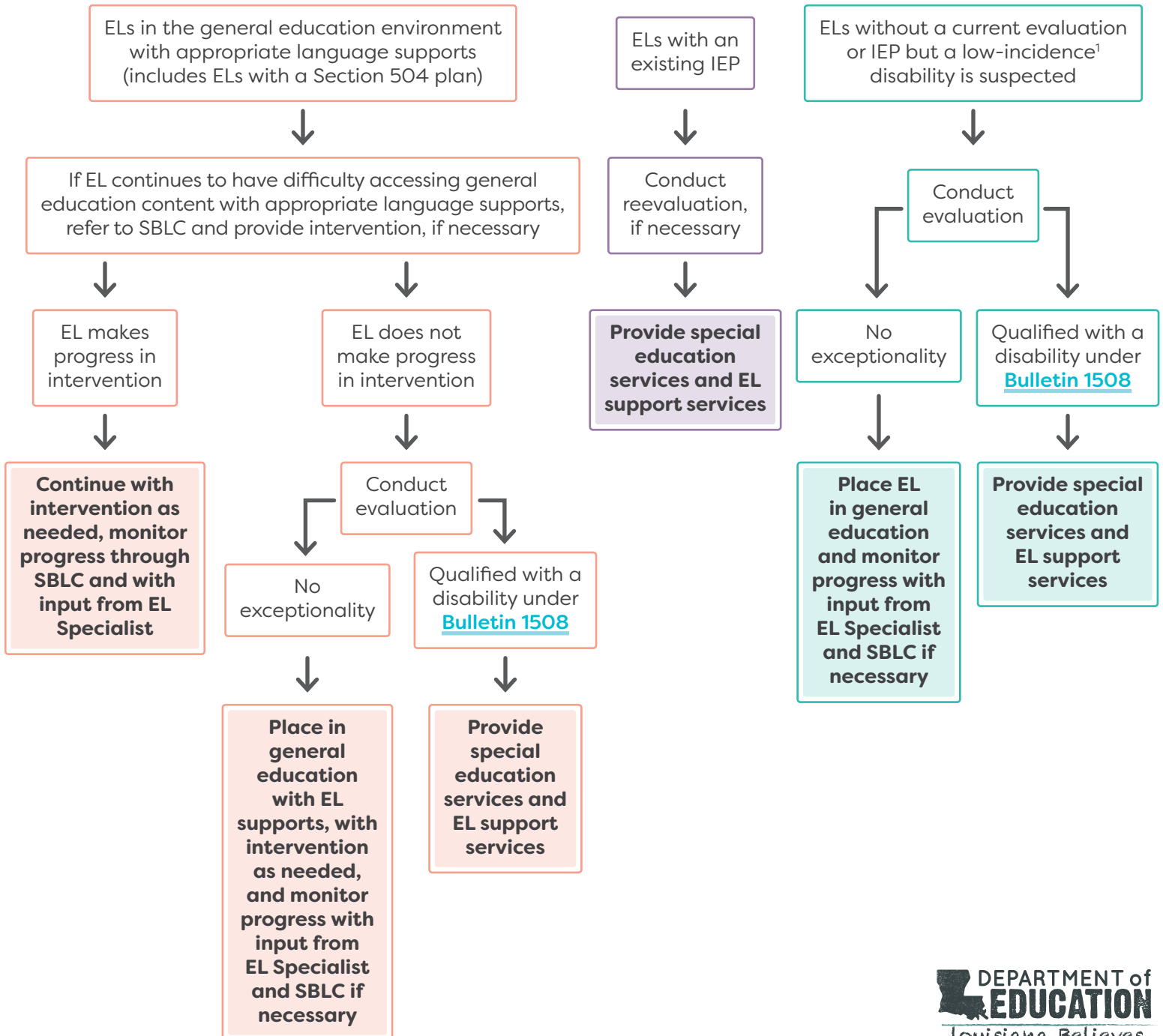




IDENTIFYING AND SUPPORTING ELs WITH DISABILITIES FLOWCHART

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities. If an EL is suspected of having one or more disabilities, the school system must evaluate the EL promptly to determine the presence of a disability and what services the student may require. Special education evaluations may not be delayed because of a student's EL status or because of the services they receive, and the student's EL status cannot be the basis of determining the presence of a disability. Special education and IEP teams, SBLC, and EL supervisors/specialists should work collaboratively to ensure all students are receiving the supports and services they need to meet rigorous academic goals.

Student has been identified as an EL through the [EL Identification Process](#).



¹ Louisiana's [Bulletin 1508](#) states, "An immediate referral may be made to pupil appraisal services for an individual evaluation of those students suspected of having low incidence impairments such as hearing impairment, visual impairment, deaf-blindness, traumatic brain injury, intellectual disability (moderate or severe), multiple disabilities, and some students with severe autism, orthopedic impairments and/or significant health issues; or based on substantial documentation by school building level personnel of any student suspected of being likely to injure him/herself or others. Screening activities should be completed during the evaluation for these students," (p. 7).