

## STUDENTS WITH DISABILITIES WHO ARE ALSO ENGLISH LEARNERS

This section will inform the participation decision for students who are dually identified as students with disabilities and as English learners (SwD/EL).

### Identification of Dually Identified Students (SwD/EL)

All new students should be screened as potential ELs. If students qualify for both EL and SwD services, they must be provided both types of service. Students who receive both types of services may receive all three levels of Accessibility Features and supports in the classroom and on state assessments.

### Eligibility for Accommodations

The decision trees on pages 15 and 20 give guidance on the steps in the decision regarding identification of and assessment of students with disabilities and English learners, respectively.

Two groups of educators are involved in selecting instructional and testing accommodations for a SwD/EL student—the IEP team or 504 Committee and the EL instructional team. It is recommended that these teams work cohesively to ensure the most informed and appropriate testing accommodations for the student. When the two groups meet in isolation, they may make contradictory decisions about accommodations that cause logistical and preparation problems for the student and the instructors.

Students who are dually identified as SwD/EL, but withdrawn from EL services by the parent or guardian, are eligible for EL accommodations despite the parent’s withdrawal from services.

### Participation and Exemption Decisions

Students who are dually identified must take content area tests in reading and mathematics to measure academic achievement and must also take tests in reading, writing, speaking, and listening to measure English language acquisition.

To measure academic achievement, students take either the general assessments or the alternate assessments. The decision regarding whether to take the general test or the alternate test is made separately for each individual content area. SwD/ELS may be eligible for an exemption from ELA and SAT testing if they are recently arrived to the country (see pages **Error! Bookmark not defined.** and 17).

The Accessibility Form (found in Appendix A) must be completed for each SwD/EL student and entered into TIDE/DLM/PAN. Copies should be placed in the student, district, or school file prior to the administration of the test.

The Department of Education expects that a student’s accommodations and supports on the Accessibility Form and entered in the TIDE/DLM/PAN database will be available, offered, and provided on the days of testing.