

Aurora Public Schools
ELA-Special Ed Instructional Interventions Process

SPECIAL EDUCATION CASE MANAGER RESPONSIBILITIES CHECK SHEET

Student Name _____ **Teacher** _____ **Grade** _____

Concerns	_____ If referring teacher comes to you with concerns, refer teacher to the ELA teacher to receive the ELD Student Characteristics Form	Date completed __
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Phase I	_____ If requested, provide assistance to general education teacher and/or ELA teacher in completing the Student Summary Sheet	Date completed _____
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Phase II	_____ Review Referral Packet from general education and ELA teachers	Date completed _____
	_____ Referral Packet includes:	
	✓ Cultural and Environmental Influences Interview	
	✓ Student Summary Sheet	
	✓ Any applicable student work samples and observations	
	_____ Determine appropriateness of referral as a team	Date completed _____
	_____ If referral accepted, then	Date completed _____
	✓ Secure Parental Permission to Assess	
	✓ Provide parent with copy of Parent Rights and Procedural Safeguards	
	✓ Schedule date of initial staffing	
	✓ Determine with the special education team who will conduct specific assessments	

Phase III	_____ Collaborate with ELA teacher to determine whether the student's level of English language proficiency warrants non-verbal assessment or English-based assessment	Date completed _____
	_____ Conduct assessments using District-approved assessments	Date completed _____
	_____ Specify the language used during the assessment within the IEP program.	Date completed _____
FYI:	If assessment is English-language dependent, then the results can only be used to identify what the student can do NOT what the student cannot do	

Phase IV	_____ Within the Special Education team, determine who will facilitate student's initial special education meeting	Date completed _____
	_____ If student does not qualify -	Date completed _____
	✓ Facilitate discussion between general education and ELA teacher(s) to use data and instructional info from special ed assessments to guide the ELA student's instructional programming within general ed setting	
	✓ Facilitate conversation around the student's need for instructional accommodations and/or modifications	
	_____ If student does qualify -	Date completed _____
	✓ Facilitate the development of the student's Individual Educational Program (IEP)	
	✓ Solicit input from general education and ELA teachers relative to appropriate accommodations/modifications	
	✓ Collaborate with ELA teacher regarding the provision of ELA services	
	✓ Implement IEP	
	✓ Generate and distribute a Student Profile for general education teacher(s)	