

**Aurora Public Schools**  
**ELA-Special Ed Instructional Interventions Process**

**REFERRING TEACHER RESPONSIBILITIES CHECK SHEET**

**Student Name** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Concerns**

\_\_\_\_\_ Obtain copy of ELA Student Characteristics Form for review from ELA teacher and notifies Principal of concerns Date completed \_\_\_\_\_

**Phase I**

- \_\_\_\_\_ Complete Instructional Strategies Form Date completed \_\_\_\_\_
- \_\_\_\_\_ Collaborate with student's ELA teacher to secure the following information that will be recorded on the Student Summary Sheet Date completed \_\_\_\_\_
  - ✓ Student's language proficiency
  - ✓ Student's progress on ELD continuum (Is there one year's growth and/or other evidence of growth based on the ELD Continuum?)
  - ✓ Student's current IPT level and IPT scores over time
- \_\_\_\_\_ Request assessment data from Title I/Read-to-Achieve, if applicable Date completed \_\_\_\_\_
- \_\_\_\_\_ Complete Cultural and Environmental Influences Interview (with interpreter, if necessary) Date completed \_\_\_\_\_
- \_\_\_\_\_ Collect student work samples Date completed \_\_\_\_\_
- \_\_\_\_\_ Complete the Student Summary Sheet with the information from the following sources: Date completed \_\_\_\_\_
  - ✓ Information from ELA teacher (See above)
  - ✓ Home Language Survey
  - ✓ Infinite Campus Attendance Report
  - ✓ Student assessment data (MAPs, DERA, Clay, CSAP)

**Phase II**

- \_\_\_\_\_ Present completed Referral Packet to Special Ed Team Date completed \_\_\_\_\_
- \_\_\_\_\_ Referral Packet includes:
  - ✓ Content Instructional Strategies Form
  - ✓ Cultural and Environmental Influences Interview
  - ✓ Student Summary Sheet
  - ✓ Any applicable student work samples
- \_\_\_\_\_ Actively participate in referral process Date completed \_\_\_\_\_
- \_\_\_\_\_ Determine area of referral to address student's concerns Date completed \_\_\_\_\_

**Phase III**

\_\_\_\_\_ Provide information requested by assessors Date completed \_\_\_\_\_

**Phase IV**

- \_\_\_\_\_ Actively participate in student's special education initial meeting Date completed \_\_\_\_\_
- \_\_\_\_\_ Be prepared to summarize the student's current functioning within the classroom Date completed \_\_\_\_\_
- FYI If student does not qualify -
  - ✓ Use data and instructional info from special ed assessments to guide ELA student's instructional programming within general ed setting
  - ✓ Continue instructional collaboration with ELA teacher
  - ✓ Determine and implement instructional accommodations and/or modifications
- FYI If student does qualify -
  - ✓ Participate in the development and implementation of student's Individual Educational Program (IEP)
  - ✓ Maintain collaborative ELA support/instruction