***The Role of the Learning Specialist in the Tigard-Tualatin EBIS Process***

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| **Activity/Intervention** | **Required Paperwork** | **Acceptable Special Education Staff****Involvement** | **Unacceptable Special Education Staff Involvement** |
| **EBIS**: GroupInterventions | Note: There are EBIS forms that will be filled out by the team at this level of intervention | * Consult, collaborate, and brainstorm regarding academic and behavioral program development
* Teach regular education skill groups that include some students on IEP's
* Collect and organize progress monitoring data for students in skill groups
 | * Include students in a designated special education instructional group
* Conduct observations of individual students
* Serve as EBIS case manager
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| **EBIS**: Individual Interventions in Regular Education Settings | Note: There are EBIS forms that will be filled out by the team at this level  | * Same as above
 | * Same as above
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| **EBIS**: Individual Interventions in Special Education Settings | * Team Meeting Notice
* Consent for Evaluation (limited scope and timeframe)
* SPED Referral **OR** Prior Notice (depending on response to intervention
 | * Include non-special education student in a designated special education group for diagnostic teaching and progress monitoring
* Take over as EBIS case manager
 | * Conduct observations of individual students
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| **Special Education**:Referral and Evaluation Planning | * SPED Referral
* Meeting Notice
* Minutes of Evaluation Planning Meeting
* Consent for Evaluation
 | * Assume duties associated with special education referral management, including formal assessment and individual observations
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