***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**: Group  Interventions | 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 |
| **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 |
| **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 |
| **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 |  |