



South Lebanon Elementary

An Ohio Integrated Systems Model School

"Helping Your Child Succeed"

Our Vision

As a school community, recognizing that each student is unique, we will find strategies and action steps to ensure that they **S**ucceed, **L**earn, **E**xcel.

Our Mission

To help students learn to the best of his/her ability and plan modifications or interventions as needed throughout the school year. With the collaboration of various support staff, combining to evaluate academic concerns, a plan of action is established to assist students in need of academic support.

"No Child Left Behind" - Ohio Laws

General Education Operating Standards (OH)

Pre-referral intervention (3301-51-06) (A, 2): "Each school shall provide intervention to resolve concerns for the preschool or school age child prior to conducting a full & individual evaluation".

Use of intervention data in eligibility decision (3301-51-06) (A, 3): "Each district shall use data from interventions to determine eligibility for special education services, instructional practices, and access to the general curriculum".

Use of intervention data for determining appropriate instructional practices (33-51-06) (D): "Requirement to review existing evaluation data, including data from previous interventions, including interventions required by rule, 3301-35-06 of Administration code".

What is OISM?

Previously, the intervention process at South Lebanon was known as the **Intervention Assistance Team** or **Intervention Based Assessment Team**. The state of Ohio has now changed the name of this initiative to the **Ohio Integrated Systems Model**. As an Ohio Integrated Systems Model (OISM) school, we incorporate both positive behavior supports (behavior) and intervention based supports (academics) to establish interventions to help students succeed in the classroom setting.

A team collaborative problem-solving approach is used to determine specific, research-based interventions. Through this format, the team can define specific concerns, address student needs and develop an individual plan of action to monitor intervention progress and meet educational goals.

The team includes the classroom teacher, consultants in the school (counselor, psychologist, speech/language pathologist, intervention specialist, etc.), building administrator and the child's parent or guardian.

This is an ongoing process, that allows for flexible use of resources in the school environment.

Levels of Intervention

Level One

- Informal discussion
- Consultation between parent and teacher
- Modifications
- Documentation of concerns, baseline, strategies, class comparison, intervention results
- Paperwork completed as needed

Level Two

- Parent and teacher consult with intervention team members for ideas/strategies
- Continuation of documentation
- More intensive interventions/progress monitoring
- Direct intervention support provided by specialists as needed, with indirect support provided through consultation

Level Three

- Once successful interventions are identified, the interventions are evaluated. If interventions are determined to be unique, specialized, and significantly different from typical educational supports, eligibility for special education will be determined.

Frequently Asked Questions

Q: Why is so much data collection and documentation needed? Can't we just identify the child?

A: This process is not a quick fix or a short cut to special education. There must be clear evidence that a child has needs that cannot be met in the regular classroom without specialized resources. A benefit of the intervention process is that this information follows the child through each grade level, allowing teachers to know what works well for that child.

Q: How can special education teachers have time for their caseload and work with students through this process?

A: The team designs the interventions and decides what should occur. Interventions using peers, parents, and self-monitoring should occur before seeking outside help from specialists. Remember that special education is a service, not a place.

Q: How are general educators involved in the process? Isn't this just a special education problem?

A: General education and special education were never meant to be separate systems. All children in a building are the responsibility of **ALL** educators. Since interventions begin in the regular classroom, classroom teachers are the first to implement interventions. General educators hold a high stake in the intervention process, as they initially implement interventions and know the educational needs of the child.

Q: Can't a parent just write a request to have their child tested?

A: Parents can request assistance for their child, however state law no longer allows for parents to request for testing. The team documents interventions that are implemented for each child. Assessment is based on curriculum and classroom performance, not on standardized tests.



If you need more information regarding OISM, or have questions or concerns, please contact one of the following individuals:

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