

Chapter 3

SIT Process: Preventing Unnecessary Referrals to Special Education

Each Seattle Public Schools building has established/will establish a SIT process. SIT is a function managed by general education personnel to support the success of students in general education classrooms.

One of the main purposes of SIT is to identify and attempt interventions in general education classrooms to support students' access to general education curriculum and activities and their achievement of district standards.

SIT team members meet, discuss challenges students are having, brainstorm potential interventions, select one, and develop an intervention plan that includes data collection. Once implemented over a reasonable period of time, the SIT team reconvenes to review the intervention plan and determine:

- (a) If the intervention was successful in addressing the child's needs;
- (b) If the intervention needs to be adjusted; or
- (c) If a new intervention needs to be attempted.

Only after general education resources have been exhausted is a student from SIT to be referred for special education evaluation. SIT is not a direct path to special education referral.

If a SIT team does refer a student for special education evaluation, that recommendation **MUST** be forwarded to the building administrator. The building administrator is to make a final determination whether:

- (a) All general education resources have been exhausted;
- (b) Appropriate data have been collected and attached to the referral;
- (c) The assessment plan is appropriate and will result in a comprehensive evaluation; and
- (d) The child will be referred for evaluation.

If, and only if, these requirements are met will the student be referred for special education evaluation (with the exception of a student with a visible/readily identifiable disability and in need of specially designed instruction).

The intent of this process is to prevent the inappropriate referral of students to special education.

When a team refers a student, they are saying that they suspect the student has a disability and needs specially designed instruction.

This is significantly different than a team realizing that the student has difficulty in general education and is in need of intervention. General education interventions (e.g., accommodations, tutoring, Chapter supports, bilingual support, peer-conflict mediation, behavioral contracts and daily behavior reports, counseling, and social skills groups) are to be attempted first and if and only if they are ineffective and the team suspects the student has a disability, should a child be referred to special education for evaluation.