There's a different path for teachers and Student Support Teams to realistically manage pre-referral interventions in general education classrooms.

Our Mission

Over the years, the number of special education referrals have spiked—we’re over identifying mild to moderate students for special education services (students who can be helped in general education) while seeing a drop in their academic performance and graduation rates.

The purpose of Partnering4StudentSuccess® (P4SS) is to address the root cause; reducing the referrals to special education by managing effective interventions well before a formal evaluation takes place.

Software Solution: Reduce Ineligible Referrals

SI&A is an award-winning software and service company. We've developed the Partnering4StudentSuccess software to standardize the pre-referral process—making it easy and efficient.

- Consistent pre-referral process
- A tool for timely oversight
- An easy workflow-driven process
- Auto-populated student data
- Prompts teachers and teams for next steps
- Fidelity checks
- Securely manage student records in one electronic file
- Exhaustive research-based intervention library
- Aligns with PBIS

We're helping more teachers help their students. Let us show you how.

SCHEDULE A DEMO TODAY!  800.487.9234

86.5% of students got the intervention that worked!
Help your financials

Special education referrals are steadily increasing along with special education costs. We believe this isn’t a special education issue, but a general education issue.

In our research and development, we found:

- We’re over identifying mild to moderate students\(^1\)
- Teachers refer to special education because they don’t know what else to do\(^2\)
- Parents see special education (IEPs) as the only means to get extra help for struggling learners
- Special education costs are on average two times more than general education\(^3\)
- Once students enter special education, there is only a 7.5% exit rate to leave and return to general education\(^4\)

Help your students

- 75% of students referred into special education are considered mild to moderate\(^5\)
  - Mild to moderate students have better overall outcomes when they remain with their peers in the general education classroom\(^6\)
- Less than 70% graduation/completion rates for the mild to moderate students in special education (nationally)\(^7\)
  - The lowest of any subgroup
- Less success for special education graduates by almost any indicator: \(^8\)
  - Less successful independent living
  - Less community participation
  - Less successful marriage
  - Lower employment
  - Increased contact with law enforcement

Sources: