

Transitioning Students with Special Learning Needs into Diocese of St. Petersburg High Schools

INFORMATION SHEET

Purpose: To insure that a support system is in place to specifically accommodate each student with special learning needs and allow for a smooth transition into one of the Diocese of St. Petersburg High Schools.

Responsibilities and Procedures:

1. **High School selection:** feeder schools assist parents in choosing the high school that can best meet their child's specific needs and encourage parents to attend Open House for the purpose of gathering information and meeting the Coordinator for Students with Special Learning Needs
2. **Diagnostic Testing and Documentation:** feeder schools initiate the process for initial or updated testing if needed. Diagnostic Testing must be current within five years of entry into high school.
3. **Parent/guardian:** are responsible for submitting all documentation to the high school Special Needs Coordinator no later than two weeks prior to the high school placement test.

a. **Required diagnostic testing:**

- 1) WISC-IV*
- 2) Woodcock-Johnson Psycho-educational Battery of Tests, Cognitive and Achievement*

*Equivalent assessment tools may be acceptable (please check with HS Special Ed Coordinator) .

b. **Additional documentation:**

- 1) For students with any medical condition requiring accommodations, a letter, dated within one year of entry, from the diagnosing physician stating the diagnosis, treatment plan and classroom recommendations, as applicable, is required.
- 2) School records:
 - a) Most current report card
 - b) Most current ITBS scores
 - c) Student Support Plan

- d. Required **Release to Exchange Confidential Information** signed by the parent
 - e. **Application Process:** Parents complete the application process at the high school. Parents should disclose their child's special learning needs on the application, whether they are or aren't seeking placement/ services in the Program for Students with Special Learning Needs.
5. **Placement Test:** the student will take the high school placement test.
6. **Acceptance notification:** following Coordinator for Students with Special Learning Needs' review of the documentation, placement test scores, and input from pertinent sources, a letter of acceptance will be set to the parent/guardian, and a transition meeting will be scheduled with the Student Support Team. Suggested participants include the Administrator, Guidance Counselor, Special Needs Teacher/Special Needs Coordinator from the feeder school, parent and student.
7. **Transition Meeting:** the purposes of the meeting are:
- a. Receive input form the Special Education Teacher/ Coordinator , parent and student
 - b. Discuss student's strengths and weaknesses
 - c. Respond to parent's and student's questions and concerns
 - d. Determine placement options
 - e. Formulate initial Student Support Plan

Time Frame:

- | | |
|--------------------------------------------------------------------------------------|------------------------------------|
| 1. Apply to high school | - October of 8 th grade |
| 2. Submit testing & documentation | - Between October and December |
| 3. Data reviewed by Teacher/ Coordinator for Students with Special Learning Needs' – | - Between October and February |
| 4. Take Placement Test | - December |
| 5. Transition invitations sent | - March |
| 6. Transition Meeting held | - April |

____ 5. Records reviewed by Coordinator for Special Learning Needs/ Special

Education Teacher

____ Student accepted into Special Learning Need Program/
Services

____ Student to be monitored by guidance counselor

____ Alternative placements recommended

e.g.: _____

____ 6. Transition Meeting invitation sent: _____

____ 7. Transition Meeting Held: _____