

A Guide for Families of Students with Disabilities

OVERVIEW

Students with disabilities participate in the High School Admissions process in the same way as their non-disabled peers. This applies to all students with Individualized Education Programs (IEPs) that recommend they attend programs in a community school setting. Students that are recommended to attend high school in a specialized District 75 program or New York State Approved non-public school program that serves students with disabilities are placed in schools through a separate process.

Students with disabilities, subject to the same eligibility requirements as non-disabled students, may apply to all schools and/or programs listed in the Directory of New York City High Schools. Students with disabilities may take the Specialized High Schools Admissions Test (SHSAT) and may apply for all audition programs, including Fiorello H. LaGuardia High School of Music & Art and Performing Arts, a specialized performing/visual arts high school.

HIGH SCHOOL VS MIDDLE SCHOOL SPECIAL EDUCATION SERVICES

At the high school level, your student may receive a combination of different service delivery models for different subject areas. Students attend general education classes except where they need additional supports that can not be obtained in the general education classroom. This information will be outlined in your child's IEP. Students receiving Integrated Co-Teaching (ICT) or Special Class services do not necessarily attend class together each period of the day.

It is important to think about your child's post-secondary goals and the type of diploma he/she hopes to attain. The IEP should reflect the special education supports and services that the student needs to achieve his/her diploma objective. Also, it is important to remember that your child's participation in the general education curriculum and participation in State testing influences your child's diploma objectives. Students with disabilities must meet New York State established criteria for earning a diploma (see below).

TRANSITION FROM DISTRICT 75 TO COMMUNITY HIGH SCHOOL

There are students attending District 75 middle schools who are preparing to transition into a community high school. These students should participate in the High School Admissions process. However, prior to attending a community high school, these students will need to have an IEP meeting to develop a new IEP that recommends special education services in a community high school. It is important to speak with the school psychologist, your student's teachers, and the entire IEP team to discuss if a community school program is appropriate for your child.

CONTINUING DISTRICT 75 PROGRAM NEEDS

Students in District 75 middle school programs who continue to require a District 75 program do not participate in the High School Admissions process. They are notified of their high school placement in May or June by their District 75 school. Students in District 75 inclusion programs remaining in District 75 inclusion programs will participate in a District 75 administered application process for high school inclusion programs. Applications are provided by your District 75 school and are due in December. You will be notified of your child's placement in early spring.

THE HIGH SCHOOL ADMISSIONS PROCESS FOR STUDENTS WITH IEPs

The student's application shows information about his/her current special education services as well as the student's 7th grade attendance data, reading and math standardized test scores, and subject grades.

You can find out more about the programs and services available at certain schools through your child's guidance counselor, the High School Directory, high school fairs and parent workshops. Parent coordinators, principals, assistant principals, school open houses and the DOE website can also provide helpful information.

Students with disabilities may apply to any high school, and schools are expected to develop flexible special education supports for all students who are matched to their schools. All service delivery models (e.g. Special Class) may not be available in all schools. Once a student is accepted to a high school, the IEP team at the school may convene within 30 days of the first day of school to develop an IEP that will recommend a service delivery model to meet the special education needs of your child at that school.

DIPLOMA REQUIREMENTS

You and your child should start discussing goals for high school and the special education services your child requires during annual reviews throughout middle school. Beginning at age 15 or younger (if appropriate), your child's IEP must include appropriate post-secondary goals. At this time, you must also consider and discuss with school personnel the type of diploma your child may be able to attain, which can include:

Diploma Type	Requirements	Post-secondary Options
Advanced Regents	Minimum 44 credits; Pass 8 Regents exams with a 65% or better (1 ELA, 2 Math, 1 Global, 1 US History & Government, 2 Science, 1 Language other than English)	4-year college/university; competitive employment, military services
Regents	Minimum 44 credits; Pass 5 Regents exams with a 65% or better (1 ELA, 1 Math, 1 Global, 1 US History & Government, 1 Science)	4-year college/university; competitive employment, military services
Local	Minimum 44 credits; Pass 5 Regents exams with a 55% or better (1 ELA, 1 Math, 1 Global, 1 US History & Government, 1 Science) or 6 Regents Competency Tests (1 Reading, 1 Writing, 1 Math, 1 Global, 1 US History & Government, 1 Science)	4-year college/university; competitive employment, military services
IEP	Achieve educational goals specified on the IEP	Not acceptable for certain types of employment, college or military services

ACCESSIBILITY FOR LIMITED MOBILITY

An accessible site is a facility where architectural barriers do not exist or have been removed to allow students with limited mobility access to programs and activities. Both functionally and partially accessible sites exist. Site accessibility is listed in the High School Directory.

WHAT TO CONSIDER

During the High School Admissions process, we recommend that you consider the following:

- *Admissions Priorities:* Priority is the first thing to consider when deciding whether to list a school on the application. Each school has a different set of priorities in the way that students are matched, often based on where the student lives. The admissions priorities for each school are listed in the Directory on the left side of the school profile.
- *Priority:* Students are placed in groups based on meeting priority criteria. After students in the first priority group are matched, students in the second group will be offered matches, depending on space availability.
- *Admissions Method:* You and your child should understand the school's admissions method. It is recommended to list programs with different admissions methods.
- *Special Education Services:* Learn about the special education services currently available at the school. These can be found in the High School Directory. Keep in mind, however, that schools develop new programs and services to meet the needs of students each year.
- *Student Population:* How many students attend the school? How many students with disabilities?

ADDITIONAL RESOURCES

- Directory of NYC Public High Schools
- DOE Publications website: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>