

A Guide for Families of Students with Disabilities

Overview

Students with Individualized Education Programs (IEPs) participate in High School Admissions in the same way as their non-disabled peers. Students with IEPs that recommend a specialized District 75 program or New York State Approved non-public school program for students with disabilities, follow a separate process. However, all of these students are welcome to submit an application for high school if their IEP for the following year may recommend programs and/or services in a community school.

Students with disabilities may apply to all programs listed in the *Directory of NYC Public High Schools*, subject to the same admissions requirements as their peers. They may take the Specialized High Schools Admissions Test (SHSAT) and apply for all audition programs, including Fiorello H. LaGuardia High School of Music & Art and Performing Arts, a specialized performing/visual arts high school. Testing accommodations will be provided during the SHSAT administration, per the student's IEP or 504 plan. For more information about special education services, go to www.nyc.gov/schools/Academics/SpecialEducation/programs.

High School Admissions for students who may be eligible for Specialized Programs

Students who are eligible for an Autism Spectrum Disorder (ASD), Bilingual Special Education or Intellectual Disability (ID) program should work with their guidance counselors to complete their high school application. There is a separate eligibility process for specialized programs. Students and families interested in specialized programs should request eligibility information from the contacts listed on the last page of this document in addition to participating in High School Admissions.

Transition from District 75 to Community High School

Students attending District 75 middle schools, who are preparing to transition into a community high school, should participate in High School Admissions. If your student is transitioning to a community high school, this should be discussed and planned at the 8th grade IEP meeting.

Continuing District 75 Program Needs

The District 75 Placement Office will notify you of your high school placement in May or June.

Students remaining in District 75 inclusion programs will participate in a District 75-administered application process for high school inclusion programs. Applications are provided by each District 75 school and are due in December. You will be notified of your child's placement in early spring.

High School Special Education Services

At the high school level, your student may receive a combination of different service delivery models for different subject areas. 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. Remember that your child's participation in the general education curriculum and in State testing influences your child's diploma goals. Students with disabilities must meet New York State established criteria for earning a diploma (see below).

High School Admissions for Students with IEPs

A student's application shows information about his/her current special education services, 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 whose IEPs or 504 Plans specify testing accommodations are eligible to receive these accommodations on school-based admissions tests and/or auditions, as long as the accommodations do not change the skills the test or audition seeks to measure. Families should work with their child's current school to ensure that the schools to which their children are applying know about the accommodations needed.

Students with disabilities may apply to any high school, and all schools are expected to develop appropriate special education supports for all students who are matched to them.

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. These options are outlined on the next page.

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Students in New York City must complete a minimum of 44 credits of coursework in specific subject areas and pass New York State Regents exams to graduate from high school with a diploma. Eligible students with disabilities may also earn a commencement credential as an alternative to earning a high school diploma. These credentials are not equivalent to a diploma but provide students with the opportunity to demonstrate their preparation for entry-level work. The diploma and credential options are described below. For additional information on graduation requirements and diploma options, visit www.nyc.gov/schools/RulesPolicies/GraduationRequirements or talk to your child's guidance counselor.

Diploma or Credential	Requirements*
Advanced Regents Diploma	<ul style="list-style-type: none"> • Earn 44 credits, distributed among required subject areas. • Pass nine exams with scores of 65 or higher, including English, Global History, U.S. History, three math Regents exams, two science Regents exams, and the NYC Languages Other Than English (LOTE) exam.**
Regents Diploma	<ul style="list-style-type: none"> • Earn 44 credits, distributed among required subject areas. • Pass five Regents exams with scores of 65 or higher, including English, Global History, U.S. History, one math Regents exam, and one science Regents exam.
Local Diploma	<ul style="list-style-type: none"> • Earn 44 credits, distributed among required subject areas. • Pass five Regents exams with scores of 55 or higher, including English, Global History, U.S. History, one math Regents exam, and one science Regents exam. <ul style="list-style-type: none"> ○ Students who entered high school prior to September 2011 may fulfill exam requirements using a combination of Regents exams and Regents Competency Tests (RCTs). ○ In specific circumstances, eligible students may graduate with one or two Regents exam scores of 45-54, provided that these scores are compensated by scores of 65 or higher on other required Regents exams.
Career Development and Occupational Studies (CDOS) Commencement Credential For students with IEPs who participate in standard assessments	This credential recognizes students' preparation for entry-level work through career development and work-based learning experiences. Students must complete 216 hours in career and technical education (CTE) or other career exploration and preparation courses, including at least 54 hours of work-based learning. The CDOS Commencement Credential is not equivalent to a high school diploma.
Skills and Achievement Commencement Credential For students with IEPs who participate in NYSAA	This credential recognizes students' skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-school living, learning, and working. The Skills and Achievement Commencement Credential is not equivalent to a high school diploma.

* Starting in 2013-2014, some students will be expected to take English and math Regents exams aligned to the Common Core. Talk to your child's guidance counselor about how these and other graduation requirements apply to your child.

** Students with IEPs specifying that their disability prevents them from learning a foreign language may be exempt from the LOTE course and exam requirements.

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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, and we encourage you to visit the site to see if it meets the physical needs of your child.

What to Consider

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

Admissions Methods & Admissions Priorities: For more information about Admissions Methods and Admissions Priorities, see the *2014-2015 Directory of New York City Public High Schools*.

Enrollment Demand: How many students applied the previous year? How many seats are available?

Special Education Services: All schools are expected to meet the needs of all students who are offered admission. Some students will require a specialized program which is not available at all community schools. The following are specialized programs:

- **ASD Nest:** An integrated class setting (reduced class size) in community schools for high functioning students on the autism spectrum. For an inquiry form for ASD programs please contact Paul Byas at PByas@schools.nyc.gov.
- **Barrier-free:** A school building that is accessible to students who have limited mobility, serious health issues, or use a wheelchair or other mobility device.
- **District 75 Program:** There are specific eligibility criteria and a separate admissions process for specialized programs. For more information, contact Stacy Minondo at SMinond@schools.nyc.gov or visit www.nyc.gov/schools/Offices/District75.
- **Bilingual Special Education:** A special program for students with disabilities who require bilingual instruction as indicated on their IEP. For additional information about bilingual special education programs please contact Blanca Ferdinand at BPerez4@schools.nyc.gov.
- **Special Program for Students with Intellectual Disability (ID) Classification:** A special class or program in a community school for students who are classified as ID and who are being alternately assessed. For information or a referral form for an ID program please contact Phyllis Rochester at PRochester@schools.nyc.gov.

Please note that there is a separate eligibility determination process for specialized programs and that having a particular classification does not, in and of itself, mean that your child meets eligibility requirements. For additional information please contact the staff listed above.

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এই নথির অনূদিত সংস্করণ পেতে হলে অনুগ্রহ করে নিচের ওয়েব সাইটে খোঁজ করুন।	С переводом этого документа на русский язык можно ознакомиться на указанном ниже вебсайте.
請到下面的網站查詢翻譯成您的母語的文件。	Por favor visite la página web que se encuentra debajo para obtener una versión traducida de este documento.
Tanpri, al sou sit wèb pi ba a pou w jwenn dokiman sa a tradwi an kreyòl ayisyen.	برائے مہربانی اس دستاویز کی ترجمہ شدہ اشاعت کے لیے مندرجہ ذیل ویب سائٹ کا دورہ کریں۔
www.nyc.gov/schools/ChoicesEnrollment/High	

Last updated 9/19/13