

Students with disabilities participate in high school admissions in the same way as their non-disabled peers. Students in 8th grade whose Individualized Education Program (IEP) Teams develop IEPs with a recommendation for special education services within a district school submit applications during the annual high school admissions process in December. Students with disabilities may apply to all programs listed in the [New York City High School Directory](#). The Directory outlines each school's admissions requirements, which are applicable to all students. Additional information on the high school admissions process may be found at www.nyc.gov/schools/ChoicesEnrollment/High and information on special education programs and services may be found at www.nyc.gov/schools/Academics/SpecialEducation/programs.

Applying to High School

Students with disabilities may apply to any high school program, and all schools are expected to deliver special education supports and services to meet students' needs. The high school application shows information about students' current recommended special education instructional program and support services, prior year attendance data, reading and math standardized test scores, and subject area grades. Students and families can learn more about the programs and services available at each high school by meeting with guidance counselors, reviewing the [New York City High School Directory](#) or other resources provided by the NYCDOE, and attending high school admissions [events and workshops](#) and school [information sessions](#).

Test- or Audition-Based Admissions Schools (Including Specialized High Schools)

Students with disabilities who are interested in applying to schools with admissions criteria that include tests and/or auditions may receive certain testing accommodations, as specified on their IEPs, as long as the accommodation does not impact what the test or audition is trying to measure. Review the [New York City High School Directory](#) for information about admissions criteria and test and audition dates, and, for information on testing accommodations, visit <http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/accommodations.htm>.

Students who are interested in applying to one of the Specialized High Schools must take the Specialized High Schools Admissions Test (SHSAT) and, if specified in their IEPs, may receive testing accommodations on the exam. To apply for Fiorello H. LaGuardia High School of Music & Art and Performing Arts, a specialized high school for performing/visual arts, students must participate in the school's audition process but are not required to take the SHSAT. The only accommodations that are not permitted for tests or auditions are ones that change what is being measured. Students and their families should review the [Specialized High Schools Student Handbook](#) to learn more about the Specialized High Schools admissions process and related testing accommodations.

Special Education Specialized Programs in District Schools

Special education specialized programs provide targeted services and supports for students with autism spectrum disorders (ASD), students with intellectual disabilities, and students recommended for bilingual special education. Specialized programs are not available in all schools, and students must meet specific eligibility requirements. Therefore, students who are continuing in a specialized program or entering one for high school should work with their guidance counselors to also complete the regular high school application to ensure they apply to district schools that have the program the IEP Team has determined best meets the student's needs. Students may receive both a specialized program offer and a district high school offer. In these cases, students and families should carefully consider which program option best meets the student's academic and personal goals. See below for additional information about specialized programs. You may also visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or contact specializedprograms@schools.nyc.gov for information about the application process.

- **ASD Nest and ASD Horizon** programs are offered within some district schools and include a therapeutic component, coordinated and provided by a multi-disciplinary team.
- **Academics, Career, Essential Skills Program for Students with Intellectual Disabilities** (ACES-ID) are offered within some district schools for eligible students who are classified by the IEP Team as having an "Intellectual Disability" and participate in New York State Alternate Assessments (NYSAA).

- **Bilingual special education** programs are provided for students whose IEPs recommend special education supports and services in a language other than English to meet the needs of students with emergent English language skills. Currently, bilingual special education programs are offered in Spanish, Chinese, and Yiddish.

Functionally Accessible Schools or Programs for Students with Mobility Impairments

Fully or partially accessible buildings are available for students with mobility impairment(s) to ensure they can enter and access the necessary areas of their school. A list of accessible schools can be found on the Office of Space Planning website at <http://schools.nyc.gov/Offices/OSP/Accessibility.htm>. Site accessibility is also described in the [Directory of NYC Public High Schools](#). Students and families are encouraged visit the school to determine whether the level of accessibility is appropriate to meet specific mobility needs.

Students in Specialized Schools (District 75)

In New York City, specialized schools for students with disabilities are managed by District 75. The transition to high school is a time when many IEP Teams, including the family, consider a transition to a more inclusive program in a district school, if appropriate. For additional information about District 75 schools, please visit www.nyc.gov/schools/Offices/District75 or email d75info@schools.nyc.gov.

- **Transitioning to a District High School:** current 8th graders in District 75 who are preparing to transition to a district high school participate in high school admissions. This transition should be discussed and planned for at the 8th grade annual review meeting. Students and families are encouraged to work with their guidance counselors and attend a high school fair to learn more about their district high school choices and options.
- **Continuing in District 75 for High School:** current 8th graders who will be transitioning to high school in a specialized District 75 school will get placement into high school through the District 75 Placement Office. Students will be notified of the high school placement in April or May. Current 8th grade students who have a recommendation of SETSS provided by a District 75 provider will be transitioning to high school in a specialized District 75 school and participate in an application and placement process managed directly by District 75. Applications are provided directly to students and are due in December. Students will be notified of their high school placement by the District 75 Placement Office in May or June.

Special Education Services and Supports in High School

When students transition to high school, the special education services, supports, and instructional strategies listed on their IEPs are provided in a variety of ways depending on their needs in each subject and/or functional area, and schools' instructional approach and academic program. For more information, please see our [Family Guide to Special Education](#).

Academic Planning and Post-Secondary Goals

Students and families are encouraged to think about post-secondary goals and engage with support staff at school to strategically plan for life after high school. Ideally, these discussions are held throughout middle school as students' 8th grade IEPs must specify post-secondary goals. Students, families, and school staff should work together to consider which academic program, assessment (standard vs. alternate), and graduation pathway best supports the student toward achieving those goals. Students' IEPs should reflect the specially designed instruction, supports, services, goals, and post-secondary objectives needed to meet specific graduation requirements.

Graduation Requirements

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. Students with disabilities are encouraged to pursue the most rigorous diploma option appropriate, based on their interests and goals. Eligible students with disabilities may also earn a commencement credential in addition to a diploma or as a standalone credential. These credentials are not equivalent to a diploma, but provide students the opportunity to demonstrate their preparation for entry-level work. For additional information on graduation requirements, visit <http://www.nyc.gov/schools/RulesPolicies/GraduationRequirements> and talk to your child's guidance counselor. The [Graduation Requirements Cards](#) are a quick reference for families to understand all the requirements.

For more information, call (718) 935-2399 or visit our website: www.nyc.gov/schools/ChoicesEnrollment/High

Last Updated: May, 2016