

SECTION 18E

E. TRANSFERRING STUDENTS TO ANOTHER HIGH SCHOOL & ALTERNATIVE HIGH SCHOOLS

Students may need to transfer into another high school for a variety of reasons. Remember that this is an important and nuanced decision, and all stakeholders should be consulted before taking action – the young person, parent, school/guidance counselor, the Coach's Supervisor, other staff supporting the youth, etc.

Should this become a goal, the Coach should select the "[Transfer student into a better-fit high school setting](#)" goal in the Online Platform and follow the Required Steps.

TYPES OF SCHOOL TRANSFERS

Transfer via the high school selection process:

First-time 9th graders who are unhappy with their high school match can go through the high school admissions process again to apply for a 10th grade seat at a new high school. See [Appendix F5 High School Selection Guide](#).

Transfer to an alternative high school setting: Transfer schools, YABCs, or a High School Equivalency (HSE/GED) Program

All of these models are tailored to serve overage, under-credited students and provide them with the supports they need to graduate in a condensed timeframe. See [Appendix F8 Alternative High School Selection and Application Guide](#) for a description of each type of alternative high school, the supports they provide, the application process, and coaching guidelines around enrollment and persistence.

When selecting a program:

- The Coach should refer to [Appendix F8 Alternative High School Selection and Application Guide](#).
- [One Degree](#) hosts a directory of all transfer schools, YABCs, and GED programs with other onsite opportunities.
- A list and description of screened transfer high schools can be found in [Appendix F9 Vetted List of Alternative Middle and High Schools](#).
- Coaches should motivate the student and help them apply. See "[Transfer student into a better-fit high school setting](#)" Goal for Potential Steps a Coach can take with the student.
- The Coach should visit the program with the young person.

Transfer to another traditional high school setting

Students can request a school transfer for medical, safety, or travel hardship. They can also request a guidance transfer if they are struggling with academics, behavior, social-emotional concerns or attendance, and a different school could address the problem. Since transfer high schools and other alternative settings mostly serve students age 16 and older, these types of transfers may be the best option for younger students who need a new school. For more information, refer to [Appendix F10 Requesting School Transfers](#).

Transfer to an international high school

If a student has newly arrived in the country and is an English Language Learner (ELL), they may want to consider an international high school. International schools are designed to meet the academic and social-emotional needs of newly-arrived immigrant students. They offer additional English as a New Language (ENL) supports and have some flexibility with Regents exams requirements. To enroll, students must list the school on their High School application or be placed through the [Family Welcome Center](#).

Transfer to a specialized setting including: Day Treatment Programs and non-public special education schools

Students who require intensive special education supports beyond what is available in a District 1-32 high school will need to consider a specialized setting. This should typically be the last-resort option, after considering a local diploma and an alternative high school (transfer school, GED program, etc.). In order to enroll in a specialized setting, students will need updated psychological testing and a current psychiatric or other specialized evaluation. They also likely will need a new recommendation on their IEP.

For more information on the different types of specialized settings available to students with disabilities and how to apply, see [Appendix F1 K-12 Educational Advocacy Manual](#) and [Appendix F10 Requesting School Transfers](#).

If a Coach is not sure which type of program to help a student pursue, they can visit a **Referral Center** for more information. Social workers at Referral Centers can counsel students on their options, refer students to schools with available seats, and help students enroll.

SELECTING THE BEST-FIT ALTERNATIVE HIGH SCHOOL

If an alternative high school transfer is needed, the next step is to figure out what type of alternative school/program would be a best fit: an GED program, transfer high school, or YABC school. See [Appendix F8 Alternative High School Selection and Application Guide](#) for more information. Key factors to consider when determining the type of alternative high school include:

□ Age, Number of Credits Earned, Regents Passed

For example: A student cannot remain in a YABC program or transfer high school past the end of the school year when they turn 21. If a young person transfers into a transfer high school at age 19 but does not earn a degree by age 21, they will have to leave the school and enroll in an GED program. Therefore, it is important to consider the student's age, number of credits, and Regents exams passed when considering options.

There is a rough visual guide in [Appendix F8](#) that provides guidelines around the type of school/program based solely on age and number of credits obtained.

□ Any special needs a student has and whether their needs can be met in that setting.

Not all transfer schools and YABCs provide the full range of IEP programs that may be available in other schools. To enroll in some transfer schools and YABCs, sometime the student's IEP needs to be adjusted. Coaches will need to weigh the potential benefits of a transfer school, such as the ability to earn credits in a shorter time frame, with a student's need for specialized services.

Students with significant mental health needs or learning disabilities may require a more specialized setting, such as a nonpublic school.

Once the type of alternative high school is established, the Coach should help the young person **find the best school/program** within that category. Refer to the [Appendix F8 Alternative High School Selection and Application Guide](#) for additional guidance.

FACTORS THAT SHOULD BE CONSIDERED WHEN SELECTING THE BEST-FIT HIGH SCHOOL/PROGRAM:

Location

- What borough(s) can the student reasonably travel to, and want to travel to)? Was the student's attendance at their previous school impacted by travel?

School quality (graduation rate, safety/climate, etc.)

- To assess key performance measures, including the graduation rate, climate, etc., look online at the schools' dashboard: <https://tools.nycenet.edu>
- Note: a graduation rate around/over ~50% for a transfer school is average/acceptable, as the 6-year graduation rate of overage/under credited students is closer to ~15%. Some schools may have lower rates than others because they accept students with little/no credits.
- Refer to the [One Degree Directory](#) for transfer schools with a 50%+ graduation rate and additional details on program structure, including schools with "trimester" schedules.

Student needs and whether they can be accommodated

- Does the student have an IEP or 504 Plan? If so, can the school of interest accommodate their needs?
- If the school cannot meet the needs as outlined in the student's plan, is getting the student's IEP/504 Plan reevaluated an option that makes sense?
 - The Coach should discuss with their Supervisor, and this conversation should be had with the school's team, the student, and the student's parent. The Case Planning team should also be looped in.

Student's interests

The student's interests should be placed front and center and be considered alongside the previous factors.

Some factors to consider include:

- Is the student motivated to attend a particular school that also meets the above criteria?
- Does the student want/need a paid internship?
- Is there a particular area of study or extracurricular that the student is passionate about that one school has and another doesn't?

All of the above can help inform this important and nuanced decision.

The remaining Required Steps for the "[Transfer student into a better-fit high school setting](#)" goal include:

- ☐ Create a vetted list of specific high schools/programs to visit with the young person (based on the above);
- ☐ Discuss plans with parent and with other key staff supporting youth's education
- ☐ Reach out to potential schools/programs to ask about open houses, process, eligibility criteria, services offered, etc.
- ☐ Visit potential schools/programs with young person (and/or have parent visit with young person)
- ☐ Follow-up with school/program and young person after visit(s) to debrief and hear their thoughts
- ☐ Apply to a best-fit school or GED program; support young person through any interviews
- ☐ Enroll in best-fit school or GED program; complete any paperwork
- ☐ Celebrate acceptance into the new school/program
- ☐ Follow up with young person before the first day of school to provide support/encouragement
- ☐ Follow up with young person after the first day to debrief/reflect on experience
- ☐ Follow up with young person after the first week to debrief/reflect on experience (if still enrolled at this point, check off goal as "completed")

If the young person is not accepted to a particular school or program, keep repeating the above steps until the student is accepted.

Transferring schools sometimes requires some advocacy from the Coach! The fact that the Coach is not giving up and sticking with the student throughout the entire process will help strengthen their relationship.

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