



THE SCHOOL DISTRICT OF
PHILADELPHIA

LeGare Consent Decree For 2017-2018



What is LeGare?



The LeGare Consent Decree (1995)



- Each student with a disability or English Language Learner (ELL) has an equal opportunity to attend a criteria based high school and or programs that are available to students in city wide and special admission schools
- Reasonable accommodations that do not alter the program substantially
- Students may not be excluded on the basis of admission criteria if they can participate successfully and given reasonable accommodations
- The family will be assisted by persons knowledgeable about high schools and the high school programs in considering a range of programs, in identifying the accommodations and supports needed for the student to be successful, and in recommending modifications and waivers of admission criteria

School Based Team and their Duties



- Principal or Designee
- School Counselor
- Special Education Liaison
- ESOL Teacher
- Teacher of Record
- School Nurse (504 Plan)

Assist families with the High School application process

School Based Team and their Duties

- Informing school based team and parents of HS Admissions Criteria & Timelines for Special Education and ELL students
- Conducting a Career Interest Survey for 8th grade Students with IEP's or 504 Plans (**IEP & 504 ONLY**)
- Coordinate the delivery of HS Admissions Application Materials to the Drop/Pick Up Boxes located at 440 (location to be determined)
- Providing both oral and written translation for parents who need it



School Based Team and their Duties

- Support the SEL & ESOL Teacher with HS Admissions & LeGare process
- Assist students with HS essay
- Provide students with a recommendation (if appropriate)
- Provide supporting documentation for HS Admission Criteria Waiver (if appropriate)



School Based Team and their Duties

- Assists Parents & Students with HS application process (if necessary)
- Assist in electronically inputting HS application. (Records of District Students will be forwarded to criteria based schools and or programs automatically. Non District Students should forward their most recent final report card and standardized test score results to criteria based schools and or programs).
- For any current District student that was not in the SDP the previous year, the records from the previous school MUST be obtained and forwarded to criteria based schools and or programs for consideration.
- Prepare Student Advocacy folders that are to be forwarded to the receiving high schools and to the 440 LeGare Review Team.





When to Start?

For 6th & 7th Graders

- Begin discussions about the High School Admissions process



What's Important?

- Grades
- Attendance & Punctuality
- Behavior
- PSSA scores



What Does Advocacy Look Like?



The High School Admissions Addendum Form

Provide examples of extenuating circumstances:

Attendance: student was absent for 30 consecutive days because he/she was hospitalized

Punctuality: student is taking a new medication that causes nausea and vomiting. Student comes to school late rather than missing the entire day

Behavior: student's behavior is improving due to a recently added behavior plan

Standardized Test Scores: student's test scores have improved due to an IEP amendment that indicates that student should take the PSSA with accommodations or ELL student's English language proficiency affected the PSSA reading score

It is NOT enough to just check off on the waiver box, you must provide supporting documentation OR the HS will NOT honor the waiver request



THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF STUDENT ENROLLMENT AND PLACEMENT
HIGH SCHOOL ADMISSIONS FORM ADDENDUM
Fall 2016 Admission

Name _____ ID _____ DOB _____

School Name _____

Check all that apply:

- ENGLISH LANGUAGE LEARNER: Attach documents indicating the current ESOL Level of the student.
- STUDENT WITH A DISABILITY (IEP): Attach Easy IEP at a Glance (or the complete IEP if you are a charter school)
- STUDENT WITH A 504/Chapter 15 SERVICE AGREEMENT
- Student is applying to a Special Admissions or City-Wide High School, or a CTE Program

Letters of recommendation, interviews and auditions are an important part of the advocacy process. Read the admission requirements for citywide and special admission schools, as well as CTE programs carefully. Letters of recommendation should be unique and address the qualities that the school is seeking in their applicants.

Check all that apply:

- Letter(s) of Recommendation
- Student is prepared to audition
- Student is prepared to present a portfolio
- Student Essay Attached

Recommendation for waiver of admissions criteria:

YOU CANNOT WAIVE EVERYTHING!

Check all that are appropriate AND attach supporting documentation.

- Attendance : _____
- Punctuality : _____
- Behavior : _____
- Grades : _____
- Standardized Test Scores : _____
- Other : _____

Waiver considered, but not appropriate

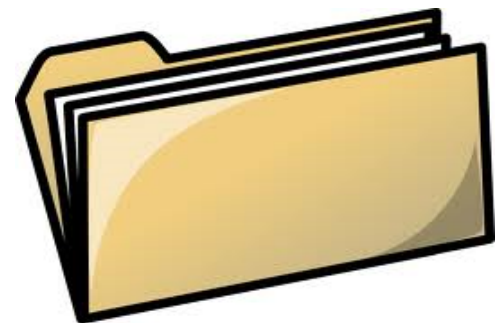
School teams must ensure that both parents and students are provided assistance, which may include reading and/or interpreting written materials, assistance in filling out questionnaires and applications, and accommodations for disabilities.

Assistance, including interpretation or translation in the home language, was provided to this student and his/her parent(s) in selecting appropriate programs

Updated October 2015

Preparing the Advocacy Folders

- MUST be placed in a straight cut tab folder
- On the tab of the folder PRINT the student's name as follows: Last name, First name
- Please prepare one folder per criteria based high school, one for 440, and one for YOU
- Dual Diagnosed - **Special Ed and ELL:** these folders go to the Office of Multilingual Curriculum & Programs



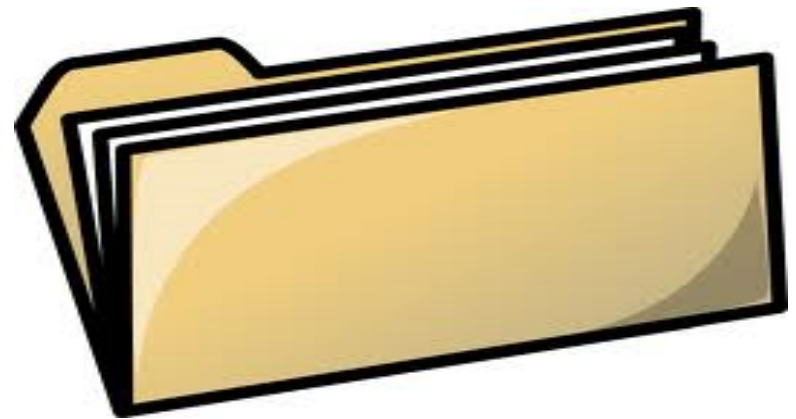
The Contents of A Students Advocacy Folder That Goes to the Schools Includes:

- Report Card & Data Transcript
- Addendum Form
- Easy IEP at a Glance or 504/Chapter 15 Service Agreement
- Supporting Documentation
- Student Essay
- Letters of Recommendation



The Contents of A Students Advocacy Folder That Goes 440 Includes:

- List of schools to which the student applied
- Report Card
- Addendum Form
- IEP at a Glance or
504 Service Agreement
- Student Essays
- Letters of Recommendation



NOTE

The students Advocacy Folder that goes to 440 is the same folder you keep a copy of.

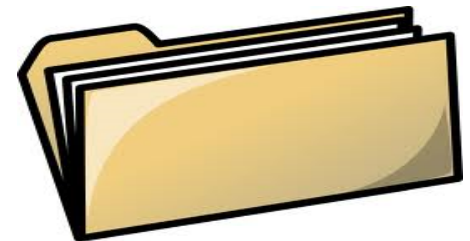
When Delivering Advocacy Folders:

Sending Schools **MUST** bring a copy of the Advocacy folders to the **Student Enrollment & Placement Office, 440 N Broad Street, Suite 111**. These will go to the 440 team.

Drop Boxes will be available for the following:

CRITERIA BASED High Schools Only (City Wide & Special Admission)

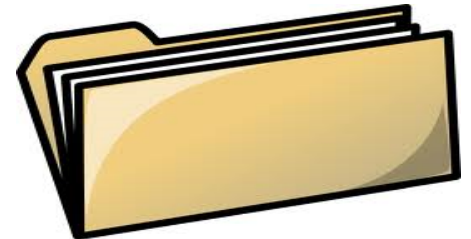
Specialized Services – Multilingual – 504. **All other folders are to be either hand delivered or mailed to each receiving criteria based high school.**



When Delivering Advocacy Folders:

- You do **NOT** need to provide Advocacy Folders for Students applying to Neighborhood Schools with CTE Programs. There is no admissions criteria for those programs.
- **Please also complete the coversheet, listing all the student names, ID numbers, support designation, sending school and your contact information (phone & e-mail).**

Dual IEP & ELL students are placed in the ELL box



Statement of Non-Participation

- If a student chooses to apply **ONLY** to Neighborhood High Schools, Charter Schools, or Non-District high schools, the parent **must** fill out the Statement of Non-Participation in LeGare Process
- If a family signs the Statement of Non-Participation, you do not need to put together an Advocacy Folder. All you need to do is send a copy of the Statement of Non-Participation to the 440 LeGare Team.

STATEMENT OF NON-PARTICIPATION IN LEGARE PROCESS

I, _____ have been provided information on the LeGare High School Admissions process for students with an IEP, 504 Plan & English Language Learners (ELL).
(First, Last Name of Parent)

I, _____ do not wish for _____
(First, Last Name of Parent) (First, Last Name of Child) to participate in the LeGare HS Admissions process. I understand this decision means my child will not:

- Submit an application for enrollment consideration to Special Admission or City-Wide high schools.
- Have his/her school submit an Advocacy folder to Special Admissions or City-Wide high schools for enrollment consideration.
- Be able to attend a Special Admissions or City-Wide high school.

I understand my child will be assigned to the neighborhood comprehensive high school.

(Signature of Parent)

(Signature of School Counselor)

Date

Date

School Counselor: please submit Statement for **IEP & 504 Plan** students to Office of Specialized Services Attn: Dr. Alton C. Strange

Please submit Statement for **ELL** students to Office of Multilingual Curriculum & Programs.
Attn: Rachel Lucks-Hecht

Sending School Office

Name of Sending School: _____ School Code: _____

Name of Student: _____ ID# _____

Please Check

IEP ___ 504 Plan ___ ELL ___

Updated September 2013

Impartial Review

If a Special Education or English Language Learner student is not accepted to any criteria based high school to which they applied, a 440 team that did not previously review the student advocacy folders will make a determination if the student can attend one of the schools provided reasonable accommodations can be made.

Students who do not receive an Impartial Review Letter are not eligible for Impartial Review.



Who is Ineligible for Impartial Review?

Examples of Ineligibility are:

- Students who have been placed on a school's waitlist
- Students who have been given provisional/conditional acceptance
- Students whose name was placed in the Lottery, but their name was not chosen in the Lottery
- Students who did not apply to a Special Admissions, City-Wide or Criteria-based school (i.e: CTE program in a comprehensive HS)
- Parent who has rescinded an acceptance to a selected high school

Points of Contact

If you have general questions, please email us!

General Questions: legare@philasd.org

High School and or Elementary/Middle School Selection:

schoolselect@philasd.org

Special Education Transition Coordinator:

lpmontanez@philasd.org

English Language Learners: lhulmes@philasd.org

504 Coordinator: lwwatson@philasd.org