The LeGare HS Application Process for ESOL Teachers
What is LeGare?
The LeGare Consent Decree (1995)

- Each student with a disability or English Language Learner (ELL) has an equal opportunity to participate in the high schools and high school programs that are available to students generally.

- 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 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 LeGare Team

- Principal or Designee
- ESOL Teacher
- Special Education Liaison (SEL)/Special Education Building Point of Contact
- Teacher of Record
- School Nurse (504 Plan)
School Based Team Duties

Assist families with the High School application process
Types of High Schools

- Special Admission
- Citywide
- Neighborhood
Timeline

For 6\textsuperscript{th} & 7\textsuperscript{th} Graders

- Begin discussions about the High School Admissions process
What’s Important?

- Attendance
- Punctuality
- Grades
- Behavior
- PSSA scores
HS Admissions Timeline for 8th Graders

Oct/Nov

- Schedule meeting for parents if this has not yet happened
  10/14/2014
- Discuss the LeGare process with 8th grade students and their families
  10/14/2014
- Begin collecting documents for the student advocacy folder
  10/14/2014
- Assist students with essay drafts and recommendation letters
  10/14/2014

Dec

- The application deadline closes
  12/12/2014
- Assist students and their families with scheduling of interviews and auditions
  12/15/2014
- Send folders to designated high schools and 440
  12/1/2013
- Prepare student advocacy folders for principal signature and final review
  12/1/2014
- Contact ESOL Manager for review
  12/1/2014
- Complete addendum form with waivers (if necessary)
  12/1/2014
What Does Advocacy Look Like?
The High School Admissions Form Addendum

THE SCHOOL DISTRICT OF PHILADELPHA
HIGH SCHOOL ADMISSIONS FORM ADDENDUM
Fall 2014 Admission

Name ____________________________ ID ____________________________ DOB ____________________________
Sending School ____________________________

Check all that apply:
☐ ENGLISH LANGUAGE LEARNER: Print and attach S21 History page from Custom Pollex.
☐ STUDENT WITH A DISABILITY (IEP): Print and Attach Easy IEP at a Glance
☐ 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 admissions schools, as well as CTE programs carefully. Letters of recommendation should 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? *(The essay is standard)

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

Schools 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

For Students with IEP’s ONLY:
Summary of Interest Inventory: (i.e. Web based Career evaluator: Contact Dr. Alton C. Strang for portal and login information)

OSS/SDP HS Admin Addendum
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 1 folder per school, 1 for 440, and 1 for YOU

- Dual Diagnosed - Special Ed and ELL - student folders go to the Office of Multilingual Curriculum & Programs
Individual School Advocacy
Folder Contents

- Transcript
- Addendum Form
- Easy IEP at a Glance or 504/Chapter 15 Service Agreement
- Supporting Documentation
- Student Essay
- Letters of Recommendation
Advocacy Folder Contents for 440 Team

- List of schools to which the student applied
- Transcript
- Addendum Form
- ESOL History Screen
- IEP at a Glance or 504/Chapter 15 Service Agreement
- Student Essays
- Letters of Recommendation
Delivery of Advocacy Folders: Sending Schools

Sending Schools:

- MUST bring Advocacy folders to 440 N Broad Street
- 1 Advocacy folder MUST be placed in EACH of the boxes designated by schools the students’ have applied to
  - You may bundle the individual students folders into a packet for each individual school (i.e.: students applying to CAPA)
- 1 Advocacy folder for each student MUST be placed in the boxes designated IEP, 504 Plan or ELL
  - Dual IEP & ELL students are placed in the ELL box

DUE DATE for Advocacy folders: Dec. 15-18
Which Schools Require Essays?

- Bodine
- Carver Engineering and Science
- Central
- Constitution
- Palumbo
Student Essays

One topic for all schools!

- Who am I?
- What do I want to get out of my experience?
- What I can contribute to the school?
Which Schools Require Writing Samples during the Interview?

- SLA
- SLA Beeber
Preparing for Essays and Interviews

Use instructional time!
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).

I, __________________________, do not wish for __________________________ 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 Attm: Dr.Alton C. Strange

Please submit Statement for ELL students to Office of Multilingual Curriculum & Programs, Attn: Rachel Luck-Hackett

________________________________________
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 high school to which they applied, a 440 team that did not previously review the student advocacy folders will make a determination. Students who do not receive an Impartial Review Letter are not eligible for Impartial Review.
Resources for High School Selection

www.philasd.org
Resources for High School Selection Cont.

- http://webgui.phila.k12.pa.us/offices/s/student-placement/forms4
Point of Contact

If you have any questions, please email us!

General Questions: legare@philasd.org
High School Selection: hsselection@philasd.org
Elementary/Middle School Selection: el-msselection@philasd.org
Special Education: astrange@philasd.org
English Language Learners: lhulmes@philasd.org
504 Plan: nhousman@philasd.org