

Le Monde French Immersion Public Charter School

Access and Inclusion Policy

Le Monde's mission is to educate children in a French immersion environment that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring.

Le Monde's Nondiscrimination Statement: Le Monde French Immersion Public Charter School does not discriminate on the basis of race, creed, color, national origin, gender, age, marital status, sexual orientation including gender identity, or non-program-related disability in providing access to student education programs, co-curricular activities, and employment opportunities.

Enrollment: Students are admitted to Le Monde in accordance with Oregon law related to charter school enrollment, on a space-available basis in grades K through 2nd grade. Generally, enrollment offers are granted based on a lottery, with priority preference given to those who are living in the Portland Public School District, followed by non-district Oregon residents, with limited other priorities as permissible by law.

Fees: Students will not be prevented from participating in school-sponsored activities and events by the charging of entrance or participation fees, except as permitted by Oregon law related to public charter schools.

Support After Enrollment: Le Monde aims to provide an inclusive environment, where students with different needs and abilities are able to learn and grow. Students with specific academic or behavioral needs will be provided with support as provided in this policy.

Identification of Academic and Behavior Concerns (See Language Policy for Language Learner Identification):

Tier 1: Classroom teachers will work to ensure that low-level concerns are regularly addressed in the classroom (often called "Tier 1"). Examples of such work include but are not limited to ensuring that all students are explicitly taught expectations, ensuring that routines are established and followed, and ensuring that any homework is limited in quantity and provided to students and their families.

Tier 2: Le Monde's Head of School, the Director of Student Support, and the student's teachers (classroom and English at a minimum) will meet on a regular basis but at least twice per year to identify students who need specific academic or behavioral supports beyond Tier 1. Parents, and where appropriate students, may collaboratively plan with school staff to determine requisite supports. Parents may also request a planning meeting to discuss student needs with school staff. The initial members involved in planning may include additional members to create the planning

team, including but not limited to specialists, outside providers, and others as needed for a specific student. The team may identify specific tiered interventions or supports that may be implemented in the general education environment to support the student. Examples of these Tier 2 types of support may include but are not limited to specific seating within the classroom, daily school-home notes, help with initiating tasks, or more frequent check-ins with a student for understanding. In the academic context the staff may opt to offer additional supports beyond Tier 2, such as limited after-school small group instruction or literacy support.

For some students, school staff or a student's parent or legal guardian may suspect a disability and make a referral for an evaluation for a Section 504 Plan or an Individualized Education Program (IEP) to meet the student's needs, in which case an appropriate team will be assembled to create such a plan as described below.

Section 504 Plans: When a referral is made for a Section 504 Plan, parents shall be provided with the attached Notice of Section 504 Parents/Student Rights form, provide consent to evaluate or deny consent to evaluate on the Section 504 Prior Notice and Consent to Evaluate under Section 504, and, if consent is granted, an evaluation will be conducted to determine whether the student is eligible for a Section 504 Plan. The team determines student eligibility, and if the student is eligible, develops a Section 504 Plan. The Section 504 planning team must include at least one parent, one of the student's teachers, and Le Monde's Director of Student Support as Le Monde's designated Section 504 Coordinator. The result of a Section 504 Plan is not specially-designed instruction, but does result in a formalized plan for the student's specific accommodations.

IEP: All Special Education and related services are provided by the Portland Public School District (PPS) with whom Le Monde cooperates on the delivery of services. PPS staff, parents, and at least one of the student's teachers will serve as the IEP team, which may also include others as determined to be appropriate. PPS, in its discretion, has the authority to determine which Special Education services and programs should be provided at Le Monde, if any, and whether students requiring Special Education services would be better served at a district school. The PPS staff will draft the IEP, and will coordinate with the school.

Student's Name

Date of Birth

Date

**Le Monde French Immersion Public Charter School
Section 504 Notice of Parent/Student Rights**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed about decisions relating to your child, and to inform you of your rights if you disagree with any of these decisions. **Please keep this explanation for future reference.**

Your rights include but are not necessarily limited to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of your child's disability.
2. Have Le Monde French Immersion Public Charter School (Le Monde) advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Refuse consent for the initial evaluation and initial placement of your child.
5. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the provision of regular education or Special Education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of non-disabled students are met. All Special Education and related services are provided by Portland Public Schools, with whom Le Monde cooperates in the delivery of services. Portland Public Schools, in its discretion, has the authority to determine which specialized Special Education services and programs should be provided at Le Monde, if any, and whether students requiring Special Education services would be better served at a district school.
6. Have your child educated in facilities and receive services comparable to those provided non-disabled students.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
8. Have education and related aids and services provided to your child without cost except for those fees imposed on the parents/guardians of non-disabled students.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records.
11. A response from the school to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the Le Monde refuses this request for amendment, you have the right to a hearing to challenge this refusal.
13. File a complaint following the procedures available at <http://lemondeimmersion.org> under Parent Resources, and access any remedies available under Oregon law.

Le Monde's Section 504 Coordinator is: C. David Maxey, M.A., Psychologist Associate Resident
Director of Student Support
David@LeMondeImmersion.org

Please inform Le Monde's Section 504 Coordinator if there are any changes to your child's condition, or if you have concerns about your child's progress or safety at school.

Copy given to parents on

by

Student's Name

Date of Birth

Date

**Le Monde French Immersion Public Charter School
Section 504 Prior Notice and Consent to Evaluate under Section 504**

To:

From: C. David Maxey, M.A., Psychologist Associate Resident
Director of Student Support
David@LeMondeImmersion.org

This letter is to provide you notice that the Le Monde French Immersion Public Charter School (Le Monde) proposes to evaluate your student and determine if your student is eligible for services under Section 504 of the Rehabilitation Act of 1973.

The team has concluded that the following assessments are necessary to determine if your child has a disability under Section 504 and needs a 504 Accommodation Plan:

- observation
- reviewing records
- consulting with school staff

Your written consent is necessary because this is an initial evaluation. You will be invited to participate in a meeting to review the evaluation results and to determine if your child is eligible for a plan under Section 504.

I understand that the granting of consent for evaluation is voluntary.

☐ Consent to evaluate is given.

☐ Consent to evaluate is denied.

Parent Signature

Date

Le Monde's Section 504 Coordinator is: C. David Maxey, M.A., Psychologist Associate Resident
Director of Student Support
David@LeMondeImmersion.org

If you have questions, please contact Le Monde's Section 504 Coordinator.

Thank you for working with us to provide appropriate services for your child.