



2025-2026 Student & Family Handbook

EINSTEIN

Charter Schools



The mission of Einstein Charter Schools is to nurture students to be academically **STRONG** as well as socially and emotionally resilient.

Student Centered Learning
Critical Thinking & Problem Solving
Collaborative Learning
Power of Curiosity
Real-World Connections



Four Schools, One Family

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Mission Statement

The mission of Einstein Charter Schools is to nurture students to be academically STRONG as well as socially and emotionally resilient.

General Policies and Procedures

Admissions and Enrollment

Admission Requirements

All Einstein schools participate in EnrollNOLA, the New Orleans common application and enrollment system (sometimes referred to as “OneApp”). Einstein follows the calendar and policies of EnrollNOLA as they relate to application, admission, readmission, and transfer of students. For more information, please visit <https://www.nolapublicschools.com> /or www.enrollnolaps.com

Documents for Registration

As per policy, all Einstein schools require documentation in order for a student to register at an Einstein school (once the student has been placed at or admitted to the school through the EnrollNOLAPS Common Application Process. To complete NOLA-PS registration, a student’s parent or guardian must provide copies of the following documentation:

- Birth certificate
- Immunization records
- Final report card
- Test scores
- Parent/guardian identification
- Proof of residence (see below for additional information on proof of residency)
- Social security card (optional)
- Individual Education Plan (IEP) or 504 Plan (if applicable)

A student may lose their seat at an Einstein school if they do not submit all required documentation by the registration deadline, as established by EnrollNOLA.

Proof of Residence Requirements

When a student initially registers at an Einstein school or if a student’s residence changes, the parent/guardian is responsible for providing one (1) form of proof of residence for the new address and one (1) LA state ID card or driver’s license. Acceptable forms include: lease or rental agreement; cable, internet service, telephone, Sewage and Water Board, or Entergy bill, and payroll check stub with home address.

Einstein reserves the right to request proof of residence documentation at any time. In the case that Einstein or an Einstein school requests proof of residence, the parent or guardian must provide one (1) form of proof of residence (acceptable forms are listed above) within five (5) business days. If the parent/guardian fails to do so, the student may be unenrolled from the Einstein school at that time. All students attending Einstein schools are required to reside in Orleans Parish.

Attendance

The school day begins at 8:00 AM and ends at 3:30 PM.

Einstein Charter schools comply with **RS 17:221**. Louisiana's attendance regulations outline the minimum and maximum age required by each state in which a student must be enrolled in and attend school.

Compulsory Attendance Policy

In compliance with state law, Einstein Charter Schools require all students of compulsory school age to attend school daily and on time. Regular school attendance is critical for academic success, and it is the shared responsibility of parents/guardians, students, and the school to ensure students attend regularly. This policy outlines attendance expectations, procedures for absences, and the consequences of non-compliance.

Attendance Requirements

1. **Compulsory Attendance Age:**

- **2020-2021 School Year:** Students who have reached the age of **seven (7)** must attend a public or nonpublic school or participate in an approved home study program until their **18th** birthday.
- **Starting in the 2022-2023 School Year:** Students who turn **five (5)** on or before **September 30** of the school year must attend school or be enrolled in an approved home study program. This requirement remains in effect until they turn **18** or graduate from high school, whichever comes first.

2. **Enrollment Before Age Five:** Any student under the age of five who is enrolled in kindergarten or another school program is subject to the same attendance requirements as older students.

Please note below the Compulsory Attendance Law which all Einstein schools are mandated to follow:

- A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.
- B. Penalties – Section 221 of Title 17 of the LA Revised Statutes states that the responsibility of a child's school attendance is placed with the child's parent or legal guardian. This responsibility includes awakening the child in sufficient time each morning and ensuring that the child, in fact, arrives at school at the appointed time. Any parent, guardian, or tutor found to be in violation of the compulsory school attendance law may be fined not more than two hundred-fifty dollars (\$250.00) and/or sentenced to thirty (30) days in jail or both.

Reporting Requirements

Reporting Requirements	<ul style="list-style-type: none">• Schools must also develop and implement a system whereby parents and/or guardians are provided verbal notification of truancy.• Further, if verbal notification cannot be provided, then the school shall provide written notification of truancy.
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Expectations for Parents/Guardians

Parents/guardians play a critical role in ensuring compliance with the compulsory attendance law. They are expected to:

- Ensure their child attends school daily, arrives on time, and remains for the full school day.
- Notify the school in writing when their child is absent, specifying the reason for the absence. In cases of illness or other excused absences, medical documentation may be required.
- Keep track of their child's attendance through the school's attendance records and report any discrepancies immediately.
- Cooperate with the school to resolve issues related to attendance, including participating in conferences or meetings if chronic absenteeism occurs.

Types of Absences

Absences for elementary and secondary students shall be classified into the following categories: excused absences, unexcused absences, and disciplinary absences (suspensions/expulsion).

1. **Excused Absences:**

- Absences which are not considered for purposes of truancy, including absences incurred due to extenuating circumstances, Illness or injury (with medical documentation if absent for more than three consecutive days)
 - i. Death in the immediate family including parent, sibling and grandparent.
 - ii. Court appearances or other legal obligations
 - iii. Family emergencies or other exceptional circumstances (at the discretion of the principal)
 - iv. Physical or emotional illness as verified by a state-licensed physician
 - v. Extended hospital stay as verified by a state-licensed physician
 - vi. Extended recuperation from an accident as verified by a state-licensed physician;
 - vii. Observation of a recognized holiday of the student's own faith with documentation provided;
 - viii. Visitation with a parent who is a member of the US Armed forces or National Guard and such parent has been called to duty for or is on leave from deployment to combat (these absences should not exceed 5 days per school year);
 - ix. Travel for educational purposes, including college and university visits, with the approval of the School Leader (Verification of the educational experience must be submitted upon return to school);
 - x. Death in the immediate family with documentation (these absences should not exceed 4 days);
 - xi. National catastrophe or disaster.
- Excused absences allow for the student to make up missed assignments and will not be counted against students in determining whether a student meets attendance requirements.

2. **Unexcused Absences:**

- Any absence not covered by the aforementioned excused reasons. Students with unexcused absences may be subject to disciplinary action, and the school reserves the right to require a conference with parents/guardians.

3. **Disciplinary Absences (Suspension/Expulsion):**

- Absence in which a student is not in attendance in the regular instructional setting due to disciplinary actions imposed by the school. The absence is **not** considered for purposes of truancy unless the student was assigned to an alternative site and is not in attendance at the

assigned alternative site.

Students are expected to attend school each day. **Absent students cannot participate in athletic practices or games the day of the event/activity.** Dated, original notes from a parent/guardian (a maximum of 10) or doctor must be submitted to the homeroom teacher/front office immediately upon return, following the absence.

Only absences that have been verified by the school social worker or designee are considered excused according to state law attendance requirements.

Support for Students

1. Intervention for Chronic Absenteeism:

- If a student is absent more than **5** days in a semester, the school will contact the parent/guardian via telephone or email to discuss the reasons for the absences. A meeting may be scheduled to create an **Attendance Improvement Plan** that outlines specific steps to address the root causes of absenteeism. Interventions may include counseling services, home visits, or referrals to community agencies.

2. School's Role:

- The school will track daily attendance and contact parents/guardians via telephone or email after **3 consecutive days of unexcused absences**. If a pattern of absences continues, a written notice will be sent. In the case of extreme or chronic absenteeism, the school may refer the family to the district's **Child Welfare and Attendance Office** for further intervention.

3. Make-Up Work for Excused Absences:

- Students who miss school due to excused absences are entitled to make-up work. Parents/guardians should request assignments from teachers, and students must complete missed assignments within a reasonable time frame (typically within the number of days missed).

Legal Consequences

1. Non-Compliance with Attendance Laws:

- Parents or guardians who fail to ensure regular attendance of their child may be subject to penalties under state law. These penalties may include:
 - Referral to a truancy officer
 - Participation in a truancy diversion program
 - Fines or other legal consequences

2. Court Intervention:

- In extreme cases of habitual absenteeism or non-compliance with state attendance laws, the school may file a formal complaint with the **Juvenile Court** system. Parents/guardians may be required to appear before a judge and comply with court-ordered measures to improve attendance.

Requesting Exemptions

Parents or guardians who believe their child has a legitimate reason for not attending school, such as religious beliefs or medical conditions, may request an exemption from the compulsory attendance law. Exemption requests must be submitted in writing to the principal, and proper documentation (e.g., medical records) may be required. Each case will be reviewed on an individual basis, and the final decision rests with the school administration.

Summary of Key Points:

- All students ages **5-18** are required to attend school regularly.
- Parents/guardians are responsible for ensuring their child's regular attendance.
- **Excused absences** require proper documentation.
- Chronic absenteeism will result in school intervention, and legal action may be taken if absences are not resolved.
- Make-up work will be provided for excused absences.

Attendance Interventions

- Students, Families, and Teachers have experienced trauma, secondary trauma, collective trauma, systemic trauma and may need additional support.
- We prioritize our capacity to provide consistent interventions and Einstein's internal capacity to effectively engage in distance learning as well as in person learning.
- The Social Worker/Attendance Compliance Personnel will utilize one or more interventions below to effectively re-engage habitually absent students into learning.

Number of Absences (one absence = one day of school)	Standard Attendance Interventions
2-9 Absences School Level Interventions	<ul style="list-style-type: none"> • Teacher/school makes various attempts to engage families by robocall, direct calls and document their attempts to address attendance issues; • Teacher makes a referral to school Social Worker/attendance compliance personnel using an internal tracker; • School Social Worker/attendance compliance personnel makes attempts through telephone call, letter, or home visit, attendance contract with family/guardian;
10+ Absences (Summons Conference Process)	<ul style="list-style-type: none"> • Teacher/school makes various attempts to engage families by robocall, direct calls and document their attempts to address attendance issues; • Attendance compliance personnel will create an Attendance Contract or schedule home visit & complete home visit log with documented plan; • Attendance compliance personnel will make a referral to Municipal Court after recommended school level interventions for absenteeism; • If attendance barriers/challenges are identified the summons request may be rescinded;

Attendance Requirements for Remote/Hybrid Instruction

- A. **Attendance** Attendance during remote or hybrid instruction is crucial and is monitored regularly. A student is considered "in attendance" when:
- Attendance is checked and recorded on each school day and at the beginning of each class

period in accordance with R.S. 17:232.B.(1).

- At least one of the following requirements is met:
 - The student logs into synchronous (live) online instruction at the designated time for the course in which they are enrolled. Specific login requirements and instructional expectations vary by grade level and will be communicated by the Local Education Agency (LEA).
 - The student provides evidence of participation in an asynchronous (self-paced) instructional activity. The LEA will define acceptable evidence of participation, which may include completing assignments, engaging in class discussions, or submitting required work.

B. Remote Attendance Policy The remote attendance policy applies to students enrolled in courses typically conducted in person but have temporarily shifted to remote delivery due to:

- The initiation of continuous learning,
- Situations that render the school site inaccessible for daily instructional activities, or
- A student's temporary inability to physically attend the school site.
- This policy ensures that learning can continue without interruption during unforeseen circumstances.

Attendance Requirements for Promotion

Students with more than 10 absences per year may be considered for retention.

Tardiness

Students are expected to arrive on time. Excessive tardies (3 or more) may result in disciplinary action and will be considered when determining compliance with attendance regulations.

Elementary and Middle School students are considered tardy starting at 8:15 AM. High School students are considered tardy beginning at 8:03 AM.

Students arriving to school after the stated school tardy time must be accompanied by a parent/guardian regardless of reason to be checked in by office personnel. Tardy students will receive appropriate disciplinary action for repeated tardiness.

Early Dismissal and Check-Out

Every instructional day is important to a student's success. Frequent early check-outs may impact a student's overall tardy and absence count. An early dismissal or check-out from a school day is also considered an absence in the classes missed. Early dismissal or check-out from school requires that the legal parent/guardian be present and provide a current form of legal identification at the time of the early dismissal or check out. Parent/legal guardian/designee must be listed on the student's emergency card.

- Students may not be checked out of school after 2:45 PM on a regular instructional day.

Withdrawal

Einstein kindly requests that parents/guardians inform the front office manager, data manager, and/or counselor at least one week prior to moving or transferring from the school, or as soon as possible. The parent must sign several forms before the withdrawal procedure can be finalized, and all financial and material obligations to the school must be resolved before the withdrawal will be completed. A student who seeks re-admittance to the school must go through the NOLAPS Common Application Process (NCAP) central enrollment system process.

Breakfast & Lunch

A breakfast and lunch program is available to all students each day. Breakfast and lunch will be served at no charge to all students, as all Einstein schools have been selected to participate in the USDA [Community Eligibility Provision Program \(CEP\)](#).

Special meals will be provided at no extra charge to students with dietary restrictions as documented by a doctor. The breakfast and lunch programs are available to everyone regardless of race, color, national origin, age, sex, or disability.

Communication

Contact Information

Parents/guardians are responsible for annually providing current and up-to-date contact information for the student. Each summer before a new school year begins, parents/guardians will be sent a form on which to update their contact information, and then return to school. In the case that phone numbers or addresses change during the year, the parent/guardian must complete an enrollment card/form to provide current contact information. In addition to phone numbers and addresses for the parent/guardian, emergency contact information must be provided for at least two other individuals who may be contacted in case of an emergency. All authorized contacts to whom the school is permitted to release the student to during or after the school day must also be indicated.

Emergency School Closure

Emergencies, including severe weather and other external factors, may occur throughout the school year. In extreme cases, Einstein may deem it necessary for school facilities to close, as to ensure the safety and wellbeing of students and staff. In the event that school closure is necessary, Einstein will alert parents via School Messenger, as well as post over local radio and/or television stations, the Einstein website at www.einsteincharterschools.com and on all Einstein social media channels.

If students are on campus and an emergency school closure is deemed necessary, parents will be notified via **SchoolMessenger (RoboCalls, Email, ClassDojo, etc)**. Einstein will also post immediate closure announcements on the Einstein website and social media channels.

Communication Devices

Cell Phone and Electronic Telecommunication Device Policy

Policy Overview

Pursuant to R.S. 17:239(A), starting with the 2024-2025 school year, students are **prohibited** from possessing electronic telecommunication devices, including cell phones, on their person during the instructional day at Einstein Charter Schools. **Students must turn in cell phones each morning upon arrival at school.** Cell phones will be returned to students prior to the end of the instructional day (at dismissal). This policy is designed to minimize distractions and maintain the integrity of the instructional environment.

Students may use the designated office telephone with permission. Student cell phones that are seen and/or heard will be confiscated and securely held in the office of the Dean of Students. Confiscated devices must be retrieved by a parent/legal guardian.

Einstein shall not assume any responsibility for theft, loss, or damage of an electronic device or unauthorized usage of any kind on the electronic device.

Should it be determined that a student's cell phone contains material subject to criminal laws, school personnel shall confiscate the phone and notify law enforcement.

Exceptions

Students who require electronic telecommunication devices as part of an Individualized Education Program (IEP), Individualized Accommodation Plan, Section 504 Plan, or Individualized Health Plan are exempt from this prohibition. These students may possess and use their devices in accordance with their specific plans.

Storage and Use

If a student brings an electronic telecommunication device to school, it must be turned off, turned in and will be stored in a designated area. The device may not be accessed or used during instructional time unless explicitly allowed under the aforementioned plans.

Enforcement and Consequences

Violation of this policy will result in the confiscation of the device and disciplinary action in accordance with the school's code of conduct. Repeated violations may result in further disciplinary measures, including parental notification, suspension of device privileges, or other appropriate actions.

Communication Devices During Testing

The possession of electronic devices is strictly prohibited during testing situations or other forms of student assessment. If a student is found in possession of an electronic device during an assessment, the assessment will cease, the device will be confiscated, and the student's assessment may be invalidated. Additional disciplinary action may be taken by the school administration.

Other Electronic Telecommunication Devices

Electronic telecommunication devices are not limited solely to cell phones; it also includes any device that has the capacity to electronically transmit or exchange data, including cellular watches. All electronic devices that have telecommunication ability are subject to the policies and consequences in place for cell phones (i.e. Apple Watches, tablets, etc.).

Damage to School Property

It is the policy of Einstein Charter Schools that a student found guilty or responsible for damage or loss to any property belonging to Einstein Charter Schools, a school, or a school employee shall be held accountable for making restitution for said damage. *Any student who is suspended for such an act shall not be re-admitted until arrangements for payment in full have been made for said damage.*

Examples of Chargeable Damage Include (but are not limited to):

- Breaking windows, doors, or locks
- Damaging or defacing desks, chairs, or classroom furniture
- Vandalizing walls, bathrooms, or lockers (e.g., graffiti, carvings)
- Misusing or breaking school-issued technology (e.g., laptops, tablets)
- Destroying library books or school-owned textbooks
- Tampering with fire alarms, extinguishers, or electrical fixtures

Emergency Situations

Emergency Contacts

It is the policy of Einstein Charter Schools that upon registration and every year thereafter, the parent/guardian will submit emergency contacts for each student who attends an Einstein school. It is the responsibility of the parent/guardian to notify the school if emergency contacts changes occur during the school year.

Evacuation of the Building

Procedures for quick and orderly evacuation of school buildings have been established and are posted in classrooms and other rooms.

Alternate off campus re-unification locations may be used. Notification to students' parents/guardians will be completed by phone, text, and/or email to the parent/guardian and/or emergency contact information provided during registration and/or annual information updates. Students are to familiarize themselves with procedures for evacuation and other emergency situations, and to obey instructions of teachers and staff in all situations. Because the orderly and rapid evacuation of buildings in an emergency is a serious and urgent matter, student misbehavior will not be tolerated and may result in disciplinary action.

In the event of an emergency that requires the evacuation of the school building —such as a fire, gas leak, bomb threat, or other hazardous condition Einstein Charter Schools Network follows strict procedures to ensure the safety of all students, staff, and visitors.

General Evacuation Procedures

1. When the alarm sounds or an evacuation is announced:

- Remain calm and listen carefully to staff instructions.
- Immediately stop all activities and leave personal belongings behind (unless instructed otherwise).
- Line up quickly and quietly.
- Exit the building through the nearest and safest exit route.
- Do not use elevators.
- Walk—do not run—to the designated evacuation area.

2. At the evacuation site:

- Remain with your assigned class or group.
- Do not leave the area or attempt to re-enter the building until directed by a school official.
- Teachers will take attendance and report any missing students to administration or emergency personnel

3. Special Needs & Accessibility:

- Students requiring assistance will be escorted by designated staff to ensure a safe and efficient evacuation.

Evacuation Reminders:

- Tampering with fire alarms or falsely initiating an evacuation is a serious offense and may result in disciplinary action, including suspension and legal consequences.
- Fire drills and emergency evacuation drills are conducted regularly throughout the school year. All students are required to participate and take them seriously.

Grievances

Grievance Policy

Einstein encourages students and parents/guardians to discuss their concerns and complaints through an informal conference with the appropriate teacher, staff member, assistant principal, or other school personnel. Concerns should be expressed as soon as possible to allow early resolution with the parties involved.

In the case that the student or parent/guardian is not satisfied with the outcome of the informal conference, the student or parent may initiate the formal process. At this time, they may submit a formal grievance in writing to the Principal. The formal written grievance must be submitted to the School Leader within ten (10) days of the incident or matter. The School Leader will then look into the grievance and claims to determine the appropriate action, and notify the person submitting the grievance in writing.

In the case that the student or parent/guardian is not satisfied with the outcome of the formal grievance result as resolved by the Principal, they may submit a formal appeal in writing. The formal written appeal must be submitted to the Einstein Central Office within three (3) days of receiving notification of the resolution from the Principal. A member of the Einstein Central Office team will determine the appropriate action and notify the person submitting the appeal in writing.

In the case that the student or parent/guardian is not satisfied with the outcome of the formal grievance result as resolved by the Einstein Central Office, they may submit a second formal appeal in writing to the Chief Executive Officer. The second formal written appeal must be submitted to the CEO within three (3) days of receiving notification of the resolution from the Einstein Central Office. The CEO will determine the appropriate action and notify the person submitting the appeal in writing.

The determination of the Chief Executive Officer is final.

If Einstein or its associated schools – through its Title I Programming – is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the Louisiana Handbook for School Administrators, which is available online at <https://bese.louisiana.gov/policy>. Parents may also request a copy of this bulletin by calling the department's toll free number at 1-225-342-5840.

Homework Assistance/Academic Tutoring

Homework assistance can be obtained 7 Days a Week 2 p.m. - Midnight. All services can be accessed from a Louisiana public library, from your home computer, or from your mobile device at <http://homeworkla.org/>

Immunization Records

As per Louisiana Law R.S. 17:170, each person entering any school (including elementary and secondary schools) within the state for the first time the time of registration or entry shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to a schedule approved by the office of public health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress.

The schedule shall include but not be limited to measles, mumps, rubella, diphtheria, tetanus, whooping cough, poliomyelitis, and haemophilus influenzae Type B invasive infections. The schedule may provide specific requirements based on age, grade in school, or type of school. At its own discretion and with the approval of the office of public health, Einstein may require immunizations or proof of immunity more extensive than required by the schedule approved by the office of public health.

A student transferring from another school system in or out of the state shall submit either a certificate of immunization or a letter from his personal physician or a public health clinic indicating immunizations against the diseases in the schedule approved by the office of public health having been performed, or a statement that such immunizations are in progress.

If booster immunizations for the diseases enumerated in the schedule approved by the office of public health are advised by that office, such booster immunizations shall be administered before the student may enter an Einstein school.

In the event of an outbreak of a vaccine-preventable disease at an Einstein school, the CEO (or his/her designee) is empowered, upon the recommendation of the office of public health, to exclude from attendance unimmunized students until the appropriate disease incubation period has expired or the unimmunized person presents evidence of immunization.

Medication Policy

A student who is taking prescribed medication during the school day must have authorized medication administration information on file in the office and with the school nurse. The form outlines the process for dispensing medication that parents and a student's physician must complete, sign, and return to the school before any prescribed medication may be administered to a student while on school campus.

Possession of medication by students on school property is strictly prohibited.. Asthma medication may be carried by the student with written documentation from the physician and on file with the school nurse. School nurses or trained school employees are allowed to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction whether or not such student has a prescription for epinephrine. Breathe sprays/sheets, scented lotions, and colognes pose a health threat and are not permitted at school.

Administration of Opioid Antagonists

Overview

Opioids are controlled substances such as oxycodone, morphine, fentanyl, and include street drugs such as heroin and synthetic substances laced with fentanyl. The misuse of prescription medications and illegal use of

street opioids has created a nationwide epidemic. Naloxone (Narcan) is an opioid antagonist that can be used to reverse the effects of opioid overdose. It is available in the forms of a nasal spray and intramuscular injection.

Purpose

To protect students from death by opioid overdose. The nationwide opioid epidemic influenced the passing of Louisiana House Bill 755 (Act 694) of the 2018 Regular Legislative Session to allow schools in Louisiana to maintain a supply of naloxone on campus to use in the event of an “actual or perceived opioid emergency.” The possession of naloxone in case of an emergency is not to condone opioid abuse, but merely to save lives. In addition, Act 378 of the 2024 Regular Legislative session provides that life-saving medications (a list to be provided by the Department of Education) may be prescribed in the name of a school for authorized school use and the school may maintain a stock supply of such medications.

Policy Limitations

Designated school staff, except school nurses, shall complete training on the use of naloxone. This training will cover identifying signs of opioid overdose, proper storage and administration of the medication, and emergency procedures following its use. Naloxone may only be administered on school grounds by the school nurse or trained staff. This policy does not apply to off-campus activities, including transportation, field trips, athletic events, or extracurricular programs.

Training and Intervention for Naloxone Administration

1. The school will designate at least two employees, other than the school nurse, to receive training on naloxone administration.
2. The school nurse will maintain a supply of naloxone in a locked, secure, and easily accessible location for use in suspected opioid overdose cases.
3. Naloxone will be clearly marked and stored securely, with the school nurse ensuring that all relevant staff are aware of its location.
4. Naloxone will be stored according to manufacturer instructions to avoid exposure to extreme temperatures and direct sunlight.
5. The school nurse will conduct and document regular inspections of the naloxone supply.
6. In the event naloxone is administered to a student, the nurse or staff member will document the administration.
7. The school nurse will replace used or expired naloxone stock as soon as possible.

Use of Naloxone

In the case of a suspected opioid overdose, the school nurse and other trained staff will follow this procedure:

1. Call 911.

2. Administer rescue breathing.
3. Prepare and administer naloxone.
4. Notify the school crisis response team, responsible for contacting parents and/or guardians.
5. Coordinate with emergency medical services and law enforcement as needed.
6. Encourage survivors to seek treatment.

Signs and Symptoms of Possible Opioid Overdose

- Decreased level of consciousness
- Respiratory depression
- Pinpoint pupils
- Pale or clammy skin
- Inability to talk or move
- Purple or blue fingernails and lips
- Vomiting or making gurgling noises

911 must always be called when naloxone is administered.

Epi-pen Policy

Purpose

The purpose of this policy is to ensure the safety and well-being of students with severe allergies at Einstein Charter Schools. This policy outlines the procedures for the administration of epinephrine auto-injectors (Epi-pens) to manage anaphylactic reactions on school premises, during school-related activities, and during transport to and from school.

Definitions

- **Epi-pen:** A brand of epinephrine auto-injector used to treat severe allergic reactions (anaphylaxis).
- **Anaphylaxis:** A severe, potentially life-threatening allergic reaction that requires immediate medical attention.

1. Authorization and Documentation

- **Parental Consent:** A written authorization from the student's parent or guardian is required for the student to carry and self-administer an Epi-pen.
- **Physician's Prescription:** A prescription from a licensed physician or authorized prescriber is required, specifying the necessity of the Epi-pen and the conditions under which it should be administered.

- **Individual Health Plan (IHP):** The school nurse, in collaboration with the parent/guardian and physician, will develop an Individual Health Plan for students with severe allergies. This plan will include specific instructions for the use of an Epi-pen.

2. Student & Staff Training

- **Staff Training:** All school personnel responsible for student supervision, will receive annual training on recognizing the signs of anaphylaxis, the proper administration of an Epi-pen, and emergency response procedures.
- **Student Training:** Students authorized to carry an Epi-pen will receive appropriate instruction on how to self-administer the medication and will be encouraged to inform an adult immediately after use.

3. Storage and Accessibility

- **Epi-pen Storage:** Epi-pens must be stored in a secure yet easily accessible location in the school, such as the nurse's office. A backup Epi-pen will be kept on site for each student with a prescription.
- **Student-Carried Epi-pens:** Students who are authorized to carry an Epi-pen must have it with them at all times, including during school-sponsored activities and on the school bus.

4. Emergency Procedures

- **Immediate Action:** In the event of a suspected anaphylactic reaction, the staff member will:
 1. Administer the Epi-pen immediately, according to the training received.
 2. Call 911 to request emergency medical services.
 3. Notify the school nurse, if available, and the student's parent or guardian as soon as possible.
- **Follow-up Care:** The student will be monitored continuously until emergency medical personnel arrive. The used Epi-pen will be given to the paramedics or disposed of according to medical waste procedures.

5. Liability Protection

- **Good Faith Administration:** School personnel who, in good faith and in accordance with this policy and applicable training, administer an epinephrine auto-injector shall be afforded immunity from liability as provided under Louisiana law.

6. Review and Compliance

- **Annual Review:** This policy will be reviewed annually by the school administration and nurse to ensure compliance with state laws and the latest medical guidelines.
- **Compliance Monitoring:** The school nurse will monitor compliance with this policy and report any issues or updates to the school administration.

7. Communication and Awareness

- **Parent/Guardian Notification:** Parents/guardians will be informed of this policy at the start of each school year and whenever changes are made.
- **School Community Awareness:** Information about managing allergies and anaphylaxis will be provided to the school community through newsletters, the school website, and informational sessions.

Non-Discrimination Policy

All Einstein schools admit students of any race, color, national origin, ethnic origin, disability, as defined in R.S. 51:2232, or natural/protective/cultural hairstyle to all the rights, privileges, programs and activities generally accorded or made available to students at the school. Einstein schools do not discriminate on the basis of race, color, national origin, or ethnic origin in its educational policies, admission policies, and athletic and other school-administered/sanctioned programs.

Parents Right to Know Information

The *Every Student Succeeds Act (ESSA)* was passed by the U.S. Congress and signed into law on December 10, 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

Under the *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. All Einstein schools receive Title I funding and we are happy to share this information with you upon your request.

Specifically, you may request the following:

1. Whether the teacher has met Louisiana teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Louisiana qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

We at Einstein are extremely proud of the quality of the teaching staff at all of our schools. All of our core content teachers have college degrees and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to ensure their teaching skills remain at the highest possible level.

If you would like to receive this information, please contact the Einstein Human Resources Department at (504) 503-0461 or my_tran@einsteincharterschools.org

Protection of Employees

Any individual, including any parent/guardian of a student attending an Einstein school, who physically assaults or threatens harm to any teacher, staff member, student, or employee of Einstein will not be allowed to enter the campus of any Einstein school.

Searches

Einstein Charter Schools reserves the right to inspect all school property at any time for weapons, drugs, alcohol, stolen goods, or other materials or objects, the possession of which is in violation of the Louisiana state, Orleans parish, or Einstein policy. Einstein property shall include, but is not limited to, building, desks, lockers, area, computer, and grounds.

Einstein reserves the right to conduct security checks of all students and visitors. These searches may include the use of hand-held or stationary metal detectors.

Student Fees

Einstein schools do not charge fees as a condition of or requirement before enrolling in the school, as all students who are placed as per the EnrollNOLA/OneApp process are admitted to the school.

Einstein schools do charge fees for specific items, events, or activities that are applicable to the student enrolled.

REQUIRED ELEMENTARY & MIDDLE SCHOOL STUDENT FEES		
Item or Activity	Fee Amount	Total
Student ID & Lanyard	\$15.00	\$55.00
Technology Usage	\$20.00	
Student Accident & Insurance	\$20.00	

REQUIRED HIGH SCHOOL STUDENT FEES		
Item or Activity	Fee Amount	Total
Student ID & Lanyard	\$15.00	\$85.00
PE Uniform	\$30.00	
Technology Usage	\$20.00	
Student Accident & Insurance	\$20.00	

OPTIONAL FEES & ITEMS FOR PURCHASE		
Item or Activity	Fee Amount	Total
PTO Annual Dues	\$15.00	\$15.00
<i>*Athletic teams or extracurricular activities may require additional fees. Students and parents will be notified of the fee(s) for the specific team/club/activity when joining.*</i>		

Student fees are due by September 30, 2025.

The parent(s)/guardian(s) of a student(s) who request financial assistance with student fees should request the “**Student Fee Financial Assistance Request Form**” from their school. The parent/guardian must complete the form in its entirety and return it to the school. (Incomplete forms will not be reviewed or approved.) Student fee assistance may only be requested for Required Student Fees.

Financial assistance is available for those who qualify; assistance includes full waiver, partial waiver, and payment plans. School administration will review each form to determine the appropriate assistance, if any. The parent/guardian will be notified of the assistance decision in writing and/or by phone, via the contact information that you provide on this form.

Student Privacy

Family Educational Rights and Privacy Act (FERPA) and Directory Information

The Family Educational Rights and Privacy Act (FERPA) is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. According to FERPA, parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that are believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- Consent to the disclosure of personally identifiable information, except to the extent that FERPA and the school board authorize disclosure without consent (see below for further information);
- File with the United States Department of Education a complaint concerning alleged failures by the Einstein Charter Schools Board to comply with FERPA.

Disclosure without Consent

Under FERPA, Einstein may disclose information from a student's education records without the written consent of the parent or eligible student, when the disclosure meets any of the conditions set forth by FERPA, and in accordance with State law. This includes, but are not limited to:

- A school official having access to student records is:
 - A person employed by Einstein in an administrative, supervisory, academic, research, or support staff position, including health and medical staff;
 - A person appointed or elected to the Einstein Board;
 - A person employed or under contract with the Board to perform a special task for the Board.
- A school official has a legitimate educational interest to access student records if the official is:
 - Performing a task that is specified in his or her position description or contract agreement;
 - Performing a task related to a student's education;
 - Providing a service or benefit related to the student or student's family, such as health care, counseling, job placement, or financial aid;
 - Maintaining the safety and security of Einstein property or school grounds; and/or
 - Performing other duties of legitimate educational interest as determined by Einstein's CEO or his designee on a case-by-case basis;
 - Disclosures to officials of another school, school system, or post-secondary education institution where the student seeks or intends to enroll will be made without any notification to the parent or student. The transfer of student records may include information on the date of any expulsion and the reason(s) for which the student was expelled.
- Einstein may disclose education records or information from education records, without the consent of a parent or guardian who is the subject of the records, to the State and local law enforcement officials and other officials within the juvenile system in accordance with the law.

All students are required to have a parent/guardian complete the Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) and Student Directory Information Opt Out Form during the initial registration process. (The Notification of Rights under the Family Educational Rights and Privacy Act [FERPA] and Student Directory Information Opt Out Form can also be found in the appendix.)

Transfer of Personally Identifiable Student Information

Due to the increasing awareness and concern about the commercial and criminal use of student information, the Louisiana Legislature now requires both the state Department of Education and Orleans Parish School Board to provide accurate information of various transfers of student information.

Please visit

<https://www.louisianabelieves.com/resources/library/data-center/protecting-student-privacy> for more information. To determine what constitutes personally identifiable student information, please see La. R.S. 17:3914(B)(1)(a-c).

Procedure of Inspection of Student Records

To inspect student records, requests must be made in writing to the **School Data Manager**. If additional assistance is needed, an additional request may be made in writing to Einstein Charter Schools.

Requests should be addressed to the Custodian of Student Records; Einstein Charter Schools, 4801 Maid Marion Drive, New Orleans, Louisiana 70128.

Amendment to Records

If, upon inspection of a student's records, a parent, legal guardian, or eligible student believes that the education records contain information that is inaccurate, misleading, or otherwise in violation of the student's rights of privacy, an amendment to the record may be requested by submitting the requested amendment in writing to Chief Executive Officer; Einstein Charter Schools, 4801 Maid Marion Drive, New Orleans, LA 70128. Any disagreement or amendment will be attempted to be resolved informally, when possible, through the Chief Executive Officer or his designee. Only the Chief Executive Officer or his/her designee may authorize an amendment to the education records of a student. If an amendment is not granted, the parent/guardian/eligible student may, within 30 days of the mailing of the notification, request a hearing. The hearing request must be made in writing to the CEO and mailed to the Einstein office address located above. If a hearing is granted, the decision made at such hearing by the CEO or his/her designee will be final.

Technology

Electronic Communication

Einstein provides age and grade appropriate classroom instruction regarding Internet and cell phone safety. This instruction shall include, but is not limited to: (1) safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant messaging, and other means of electronic communication; (2) risk of transmitting private personal information; (3) recognizing, avoiding, and reporting solicitations by sexual predator; (4) recognizing and reporting illegal activities and communications; (5) recognizing and reporting harassment and cyberbullying; (6) recognizing and avoiding unsolicited or deceptive communications; and (7) copyright laws on written materials, photographs, music, and video.

Electronic Communication Between Students

Communication between students must be appropriate and in accordance with all applicable state and federal laws. If any form of inappropriate communication occurs between students electronically, which includes sharing of information and/or communication via writing, images, signals, sounds, recordings, data, or intelligence of any kind that is transmitted or shared on any device or means, Einstein will take appropriate action. Inappropriate communication between students may include, but is not limited to communication that may be viewed as bullying, derogatory, threatening, harassing, sexual, lewd, discriminatory, or suggestive in nature. In the case that inappropriate or unlawful communication is suspected, Einstein will initiate a full investigation and will involve law enforcement, if/when appropriate.

Electronic Communication Between Staff and Students/Parents

Communication between students and parents with Einstein staff must be appropriate and in accordance with all applicable state and federal laws. All communication, whether in writing, orally, or electronically, is expected to be professional, deemed reasonable and acceptable by any outside person, and limited to information that is school-related. Improper or inappropriate communication between Einstein employees and students and parents may include, but is not limited to, communication that may be viewed as derogatory, threatening, harassing, sexual, lewd, discriminatory, or suggestive in nature, regardless of who initiates the communication.

Any electronic communication between Einstein staff members and students (whether via Einstein-provided or personal hardware or account) are considered Einstein work products and subject to public records. This includes sharing of information and/or communication via writing, images, signals, sounds, recordings, data, or intelligence of any kind that is transmitted or shared, including in physical or electronic form. As such, if Einstein employees use a personal cell phone or personal email address to communicate with students or parents, the employee implicitly agrees to provide Einstein access to the cell phone or emails if and/or when Einstein requests to do so.

School-Provided Technology

Einstein recognizes the importance of technology and the educational benefits available through the appropriate use of technology. As such, computer labs, tablets, and laptop computer carts will be used to support and enhance the educational program. An “Acceptable Use Policy” must be on file before a student may access these resources. (See appendix for the Acceptable Use Policy.)

Translation/Interpretation Services

Einstein Charter Schools has policies and procedures in place to ensure that lack of English language skills will not be a barrier to admission or participation in the educational or extracurricular programming of the school. Written translations and oral interpretations are available for Einstein students and their families.

Transportation

All Einstein schools provide free transportation to and from school to any student living in Orleans Parish more than one mile from their school. Provided transportation mainly consists of yellow school buses.

Transportation Rules

All students who ride Einstein-provided bus transportation must adhere to the following rules:

1. Stay seated when the bus is moving.
2. Keep your hands, feet, elbows, knees, books, pencils, and other objects to yourself.
3. Keep your voice low. If your voice can be recognized, you are too loud.
4. Nothing goes outside the windows, including body parts, or projectile objects like paper or water bottles, etc.
5. No teasing or name-calling.
6. No fighting or horseplay.
7. No eating or drinking on the bus.
8. Follow the bus driver's directions.
9. The following are not allowed on the bus: tobacco, matches, cigarette lighters, vapes, obscene language, obscene gestures, alcohol, drugs, pets, insects, or other animals, glass objects, weapons.
10. **Students may only ride assigned buses.** If route change is needed, the parent/guardian must contact their school's operations manager to request a bus route or pickup/dropoff stop change. **(Please note that changes are not immediate and will take time to process.)**

Consequences

Students who do not follow transportation rules will be issued consequence(s) that are appropriate to the severity of the offense. Consequences may include, but are not limited to:

1. Verbal warning from the driver
2. Driver referral to school administration/designee, who will then conduct a parent phone call
3. Driver referral to school administration/designee, who will then conduct a parent conference
4. Loss of bus privilege (duration is dependent upon the severity and frequency of the inappropriate behavior)
5. After School detention and/or Saturday School
6. In- and/or out-of-school suspension
7. Expulsion

A legal parent/guardian/designee must be at the bus stop with students under 2nd grade. Complaints regarding transportation or the bus driver should be communicated to the Einstein Central Office; complaints will then be directed to the appropriate personnel and entity.

No unauthorized rider is allowed access to board the school bus. An unauthorized rider is anyone other than a student, bus company employee or school/ district administration. Parents and/or guardians are never allowed to board a bus for any reason. The safety of all students is our top priority. We are committed to creating a secure and supportive environment for every student. To maintain this standard, we have established clear policies and procedures that everyone must follow.

Parental Conduct

Parental Conduct: To ensure the safety and orderliness of the school bus environment, parents are not permitted to board the school bus at any time. **Unauthorized boarding of the bus by parents or guardians is strictly prohibited.**

Consequences: Any parent or guardian who boards a school bus may be subject to having their child's bus privileges revoked. This measure is taken to ensure the safety of all students and to maintain a secure and orderly transportation system.

We appreciate your cooperation in adhering to these guidelines and helping us keep our students safe.

Truancy

As per Louisiana law R.S. 17:233, any student who is a juvenile and who is habitually absent from school or is habitually tardy is considered truant.

The School Principal (or his/her designee) shall notify the parent/guardian in writing on or before a student's third unexcused absence or unexcused occurrence of being tardy and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent/guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any school semester.

The term "**tardy**" shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

The School Principal/designee will make a Family In Need of Services referral to Juvenile Court when the school has established that the student is truant.

Uniform Policy

The specific school uniform policy for each Einstein school is available on the school website and from the school office.

- Shirts: All students are required to wear the school uniform shirt, embroidered with the official school logo. Shirt tails are to be tucked in and may not be worn outside of the pants.
- Bottoms: Pants are to be non-denim, uniform type slacks. Pants are to be the appropriate size for the students, must fit properly at the waist, and may be neither too tight nor too baggy. Bell-bottom, cargo, corduroy, patch-pocketed or jean type pants are not allowed as part of the uniform. Pants are to be hemmed (shoe-top length) and have no frayed edges or cut bottoms.
- Undershirt: Only plain white undershirts may be worn underneath uniform shirts
- Belts: Traditional solid black uniform belt
- Socks: Solid white or black crew socks
- Shoes: High School and Middle School require all black, closed-toe tennis shoes. Elementary school does not have a color requirement, however shoes must be closed-toe tennis shoes.
- Outerwear: In cold weather, students may wear the school sweatshirt, school jacket or a solid school color sweatshirt/jacket over their uniform shirts. No other outerwear may be worn when **inside** the building. All other outerwear must be taken off once you enter the building. **Students are not allowed to wear non-school issued hoodies at any time.**
- Accessories: Hats, caps, hoods, bandanas, handkerchiefs, visors, hair curlers, gloves, bonnets, headbands, and sunglasses (unless prescribed by a physician) may NOT be worn in the building or in class during the regular school day. Excessive jewelry or jewelry including hoop and dangling earrings may not be worn. Stud type earrings are allowed.
- Bookbags: Middle and High school students are only allowed to bring and/or carry mesh or clear book bags with them to and at school. Elementary school students can carry book bags of their choice.

The School Principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students, who violate dress and grooming standards established for such an activity, may be removed or excluded from the activity for a period determined by the School Principal or sponsor.

The School Principal has the authority to allow all or part of the student body to vary from dress code and establish a particular mode of attire for special occasion days or for a particular school-sponsored or school-related activities (i.e. Spirit Fridays).

Visitor Policy

For the safety and security of the educational environment at Einstein schools, all visitors must first stop at the security desk and/or front office before proceeding to any other area of the building. All visitors must sign in the visitor log when they arrive, and must sign out when they leave. In addition, visitors are required to wear a visitor's badge at all times while in the building.

Visitors are allowed on campus at the discretion of the school leader and Einstein reserves the legal right to limit or prohibit individuals on campus who harass, threaten, harm, or disrupt the safety and peace of the education environment.

To maintain a respectful and professional atmosphere conducive to learning, all visitors are expected to adhere to the following dress code guidelines while on campus:

- Clothing must be appropriate and not display offensive, vulgar, or suggestive language or images.
- Attire that promotes drugs, alcohol, violence, or hate speech is not permitted.
- Shirts, tops, and blouses must provide full coverage; no sheer or revealing clothing is allowed.
- Bottoms must be worn at the waist and provide adequate coverage.
- Footwear must be worn at all times.
- Hats, hoods, sunglasses, and other head coverings must be removed upon entry unless worn for religious or medical reasons.

Visitors who fail to meet these expectations may be asked to leave the campus at the discretion of school administration.

Volunteers & Chaperones

Volunteers and chaperones must be cleared through the Einstein Charter Schools Human Resources (HR) office and a background check with:

State Police - **IdentoGO Background Checks**

All individuals who are not full-time employees of Einstein Charter Schools and may have interactions with students, including the possibility of being alone with them, are required to undergo a background check. This encompasses various roles, such as field trip chaperones, part-time athletics coaches or trainers, assistant band directors or support staff, ongoing extracurricular or club volunteers, tutors, and community members who regularly volunteer in our schools.

To apply for a volunteer opportunity, individuals should reach out to the Front Office Manager at least 30 days before the anticipated event or beginning of student interaction. The Front Office Manager will issue all necessary forms to the individual, who must then complete and return them to the Front Office Manager. Afterwards, the Front Office Manager will forward the completed forms to the Einstein Charter Schools Human Resources office.

Human Resources will notify the school upon receipt of the background check results. Please note that background check processing times may vary, and it can take up to 2 weeks to receive the results. Therefore,

individuals are advised to submit their volunteer applications at least a month before the anticipated volunteer event or chaperone duty.

Prior to any interaction with students, all volunteers and chaperones must be approved by the Central Office, as these chaperones/volunteers are required to successfully pass a background check completed by a law enforcement agency.

These requirements must be met annually. If the Individual completed a background check for the 2024-2025 school year, they must be re-screened for the 2025-2026 school year.

Academics & Athletics

Advanced Placement

High school students may take Advanced Placement (AP) courses that are offered by the school. Upon completion of the AP course, students take an AP exam in May that is administered through the College Board. Depending on the score earned by the student and the specific requirements of the college or university, the student may earn college credit or advanced placement. Please check with the high school counselor to determine which AP courses are offered at each school.

Dual-Enrollment

Students shall be afforded the opportunity to participate in dual-enrollment programs, which provide the opportunity to enroll in courses offered by an accredited college or university for the purpose of earning both high school and college credit. The eligibility for dual-enrollment shall be subject to applicable policies, agreements, and regulations established by the school district, partnering educational institutions, and relevant governing bodies. The selection of courses, eligibility criteria, and enrollment procedures shall be determined by the school administration in accordance with these established guidelines. Participating students and their parents or legal guardians shall be provided with detailed information regarding the benefits, requirements, and potential limitations of dual-enrollment programs to make informed decisions. The school administration shall strive to foster a supportive environment that encourages and facilitates student participation in dual-enrollment opportunities, promoting academic advancement and college readiness.

English as a Second Language

Students whose primary language is not English will receive support services from an ESL teacher. The ESL teacher will service the students on a regular basis and work on current class work, and will work together with the regular education teacher to provide support for the student.

All Einstein schools offer language assistance services in person and over the phone. If in need of additional translation services, please contact the school leader. Additionally, important documents and parent communications will be translated before being mailed home or sent home with students. All students are required to have an up-to-date Home Language Survey completed during the initial registration process. (The Home Language Survey can be found in the appendix.)

Special Education

All students identified by an Individual Education Plan (IEP) receive special education services that are appropriate to their evaluation and IEP.

For more information regarding Parent/Student Rights in Identification, Evaluation, and Placement according to Section 504 of the Rehabilitation Act of 1973 & Title II of the American Disabilities Act of 1990, please refer to “Your Child’s Rights: 6 Principles of IDEA” in the appendix.

Gifted & Talented

Admission into Gifted and/or Talented classes is limited to those students who have been evaluated and meet the requirements for gifted as defined by the State of Louisiana. For more information, please visit <https://doe.louisiana.gov/school-system-leaders/diverse-learners/gifted-and-talented-students>.

Athletic/Extracurricular Event Conduct

Einstein is proud to offer a variety of athletic events that students may participate in and that students, families, and community members may attend. The following expectations regarding the conduct of participants and spectators at athletic events are to ensure the safety and enjoyment of all parties.

The following are prohibited from any and all individuals who attend Einstein athletic/extracurricular events:

- Fighting
- Damage to public or private property
- Throwing of objects
- Using or displaying obscenities
- Harassment of participants, game officials, or spectators
- Entering restricted areas without authorization
- Consuming or possessing any alcoholic beverages
- Using or possessing unlawful drugs or any weapons that may be injurious to self or others

Any person found in violation of the above conduct policy may be subject to having their event privileges revoked. Any fees associated will be forfeited.

Extracurricular Participation and Eligibility

Einstein recognizes that in order to develop well-rounded individuals, our students must have the opportunity to participate in extracurricular activities.

Service clubs provide leadership opportunities for our students while instilling in them the desire and the need for helping others. Academic clubs seek to extend the classroom curriculum in areas of interest to the students.

Performing groups encourage our students to explore and develop their creative talents. Einstein also offers a full range of athletic opportunities for our students.

All students are encouraged to participate in at least one activity. However, each student's primary responsibility is to perform to the best of his/her ability academically. Participation in extracurricular activities begin in the classroom. Absent students may not participate on days they are absent from school activities or events occurring during their suspension period. Students suspended or expelled from school due to behavioral concerns cannot participate in extracurricular activities while actively suspended or expelled. Participation in athletics, clubs, and other organizations is a privilege, and not a right.

A designated staff member monitors all students involved in extracurricular activities weekly for their current grades. Any students in these groups who have a 2.0 GPA will have an action plan that must be completed before they can be cleared for full participation.

- Students who have a D in a class will be required to attend 45 minutes of tutoring or study hall prior to attending practice. They may still participate in practice and games/events, as long as they complete the required amount of tutoring.
- Any student with an F on their current grades will NOT be allowed to participate in any practice or game/event until that F has been raised and removed from their grades. These students must still attend tutoring.
- The staff member who is monitoring the grades will communicate with affected students and sponsor the academic status of students who are not meeting grade requirements.

Field Trips

Field trips are taken to enrich the curriculum. Classes periodically visit educational destinations. Permission slips are sent home prior to each trip indicating date, amount, and special information. All due dates and timelines will be strictly enforced. Students not adhering to the student code of conduct will not be allowed to attend field trips.

The final authority to determine student participation in field trips rests with the principals, in accordance with applicable policies and regulations. Principals have the discretion to assess various factors, including academic standing, behavior, and safety considerations, when making decisions regarding student eligibility for field trip attendance.

Grading Policy

Grading Scale

Einstein Charter Schools shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. This grading scale shall also apply for advanced course work, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

K-12 Grading Scale			Honors, DE, & AP Scale
Grade	Percentage	Quality Points	Quality Points
A	100-90	4	5
B	89-80	3	4
C	79-70	2	3
D	69-60	1	2
F	59-0	0	0

Coursework Grading – 1 Grade - 8th Grade

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are converted to alphabetical grades for placement on the official documents: Roll Book and PowerSchool (which will print onto report cards). Please see the grading scale for conversion of percentage to letter.

The following grading category weights are to be followed:

1. 40% Formative-Quizzes, Classwork, Exit tickets
2. 30% Summative-Unit Assessments, Projects and Essays
3. 20% Quarterly Exams
4. 10% Home Practice, Participation and Minor Assignments

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion.

Coursework Grading - 9th Grade - 12th Grade

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are converted to alphabetical grades for placement on the official documents: Roll Book and PowerSchool (which will print onto report cards). Please see the grading scale for conversion of percentage to letter.

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Graduation/Senior Information

Graduation Ceremony Participation

Graduation is a joyous occasion that celebrates the accomplishments of students who have fulfilled all requirements. In order to participate in a school's graduation ceremony, students must meet all graduation requirements set forth by the Board of Elementary and Secondary Education, which includes, but is not limited to, passing all required courses and meeting all Final Exam/LEAP 2025 requirements. Details on Louisiana graduation requirements may be found at <https://www.louisianabelieves.com/courses/graduation-requirements>.

The principal possesses the discretion to determine whether a student is eligible to participate in the graduation ceremony, in accordance with established policies and applicable regulations. The principal's decision may be based on various factors, including academic requirements, disciplinary standing, and compliance with graduation guidelines. The school administration shall ensure that the criteria for participation are clearly communicated and consistently applied. For any inquiries or concerns regarding a student's eligibility for the graduation ceremony, individuals should direct their communication to the designated school administrator. Any appeal of the principal's decision will be reviewed by the CEO who makes a final determination after reviewing all facts, evidence and circumstances.

TOPS

In order for a student to qualify for college benefits through the Louisiana Taylor Opportunity Program for Students (TOPS), specific requirements as set by the Louisiana Office of Student Financial Assistance (LOSFA) must be met. Parents and guardians should consult the TOPS website (<https://mylosfa.la.gov/students-parents/scholarships-grants/tops/>) for requirements, specific information, and potential changes to the program.

Homebound Services

Homebound instruction shall be provided by a teacher on the eleventh school day following an absence of more than 10 consecutive school days for a qualifying illness.

Homebound instruction, at a minimum, shall be provided in the core academic subjects:

- A. English;
- B. Mathematics;
- C. Science; and
- D. Social studies.

A minimum of four hours of homebound instruction shall be provided per week, unless the student's health as determined by a physician requires less. Consideration shall be given to the individual need for services beyond the core academic subjects for students with disabilities.

Homebound services may be provided via a consultative model (regular or special education teacher when appropriate, consults with the homebound teacher delivering instruction) for students needing such services less than 20 days during a school year.

The proper form for homebound services may be obtained from the school nurse.

Homeless/Transitional Students

Students experiencing homelessness have the right to be enrolled in any Einstein Charter School and are not held to the same requirements for proof of residency, and instead can complete the Louisiana Student Residency Questionnaire Form, which is intended for students protected under the McKinney-Vento Act. The involuntary transfer of homeless students or students in temporary housing for poor attendance is prohibited by Title VII of the McKinney-Vento Homeless Assistance Act (42 USC 11431). See the NOLA-PS Homeless Assistance Enrollment Supports flyer for more information.

Placement & Promotion

Einstein policy regarding placement and promotion of students can be found in the Einstein Pupil Progression Plan, which may be viewed at www.einsteincharterschools.com

Plagiarism

Plagiarism is the act of taking the words of another person and using them as one's own. This includes copying words or ideas from a book, magazine or other print source, downloading material from the Internet and copying work from another student. In the last case, both the student who does the copying and the student who allows the copying are equally guilty. If plagiarism occurs, disciplinary action that is commensurate to the action, severity, and intent will be issued.

Pupil Progression Plan

Einstein Charter Schools' Pupil Progression Plan (PPP) contains a full description of the academic and promotional policies for all Einstein schools. This handbook contains many, but not all, of the policies contained in the PPP. If you would like to view the Einstein PPP, it is available online at www.einsteincharterschools.com

Remote Instruction Policy

Remote Instruction Policy

- A. **Remote Instruction** Remote instruction refers to an educational model where students and educators are not physically present in a traditional classroom environment. Instruction is delivered through the use of computers, technology, and the internet, allowing for both synchronous (live) and asynchronous (self-paced) learning. This model is often used during emergencies or when in-person learning is not feasible.
- B. **Hybrid Instruction** Hybrid instruction combines face-to-face, in-person teaching with remote learning. This model provides flexibility for students to engage in both types of instruction, ensuring continuity of education in a blended environment.
- C. **Attendance** Attendance during remote or hybrid instruction is crucial and is monitored regularly. A student is considered "in attendance" when:
- Attendance is checked and recorded on each school day and at the beginning of each class period in accordance with R.S. 17:232.B.(1).
 - At least one of the following requirements is met:
 - The student logs into synchronous (live) online instruction at the designated time for the course in which they are enrolled. Specific login requirements and instructional expectations vary by grade level and will be communicated by the Local Education Agency (LEA).
 - The student provides evidence of participation in an asynchronous (self-paced) instructional activity. The LEA will define acceptable evidence of participation, which may include completing assignments, engaging in class discussions, or submitting required work.
- D. **Remote Attendance Policy** The remote attendance policy applies to students enrolled in courses typically conducted in person but have temporarily shifted to remote delivery due to:
- The initiation of continuous learning,
 - Situations that render the school site inaccessible for daily instructional activities, or
 - A student's temporary inability to physically attend the school site.
 - This policy ensures that learning can continue without interruption during unforeseen circumstances.
- E. **Communication of Remote Learning Requirements** The requirements for attendance and participation in remote learning will be outlined in the LEA's official policy and communicated to students, parents, and legal guardians:
- At the beginning of each school year, and
 - Upon the initiation of remote instructional delivery, whether due to planned or emergency circumstances.

Parents and students will receive guidance on how remote instruction will be conducted, including expectations for attendance, participation, and completion of assignments.

Discipline

Behavior Infractions and Offenses

Tier I Offenses

Tier I offenses may result in the expulsion of the student committing the offense. Tier I offenses include, but are not limited to:

- Distribution of drugs
- Weapons
- Illegal sexual activity with another
- Battery with Weapon or Dangerous Substance or Implement
- Aggravated Assault with Tier One Weapon
- Battery on School Staff
- Battery with Documentable Injury

Tier II Offenses

Tier II offenses may result in the suspension of the student committing the offense. Tier II offenses include, but are not limited to:

- Possession of Drugs
- Theft (greater than \$500)
- Robbery
- Unlawful Entry
- Sexual Activity on School Premises
- Assault with a Dangerous Substance or Implement
- Dangerous Substances and Implements
- Offenses to School Safety & Security

Tier III Offenses

Tier III offenses may result in a detention or other school-issued consequence, including but not limited to: parent conference, Saturday detention, in-school intervention, and referral to RTI.

- Acts that Threaten the Safety of Others
- Drug Use and Alcohol Use/Possession
- Theft (less than \$500)
- Sharing Sexually Explicit Material
- Bullying and Intimidation

The Louisiana Department of Education School Behavior Report form (see appendix) provides a comprehensive listing of both prohibited behaviors and potential disciplinary consequences.

Consequences

Detention

Detention is defined as participation in restorative work during free periods, after school or on Saturdays in response to the commission of Tier III or related behavioral offenses. Detention held outside of the normal instructional day shall include prior parent notice.

Suspension

Suspension is defined as the loss of privileges to any and all school activities for the duration of the suspension period.

Suspensions shall be preceded by an informal conference conducted by the Dean of Students or his/her designee between the student, and, when practical, the teacher, supervisor or school employee who referred the student. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; he/she shall be given the opportunity to present his/her version and evidence in support of his/her defense.

- At the time of the suspension, the Dean of Students or his/her designee shall contact the parent/guardian by telephone or in person. The parent/ guardian shall then be officially notified of the reason(s) for suspension, the length of suspension, and the date and time when the student may return to school via the school's Suspension Form, which goes home with the student.
- Parents have a right to file an appeal to a suspension, within five (5) days, in writing, with the School Leader. The School Leader or his/her designee will determine whether to uphold, reverse, or modify the decision to suspend the student. Decisions of the School Leader may be appealed in writing to Einstein Charter Schools within five (5) days.

Expulsion

Einstein leaders cannot expel a student; leaders can recommend a student for expulsion. If a school leader recommends a student for expulsion, the student will be suspended pending a hearing for a recommendation for expulsion. The student will then have the expulsion hearing, during which the Student Hearing Office will determine if the recommendation will be upheld, reversed, or modified.

Expulsion is defined as the complete denial of all school services until the end of the school year.

- The student is entitled to a hearing to determine whether the student should be expelled. The Student Hearing Office of the Orleans Parish School Board shall hold the hearing within ten (10) school days after the principal or his/her designee determines that an act for which the consequences may be expulsion has occurred.
- The student or parent/guardian is entitled to file an appeal of the expulsion. The Student Hearing Office will hear the appeal. The Student Hearing Office will determine whether to uphold, reverse, or modify the decision to expel the student.

More information on processes and procedures of and contact information for the **Student Hearing Office** can be found here: <https://nolapublicschools.com/documents/school-leader-portal/yoc>

Discipline Procedures for Students with Disabilities

Discipline

If a school has documented reasons to believe that keeping a student in his/her current school is substantially likely to result in injury to the student or to others, the school should request an emergency hearing to ask a hearing officer to transfer the student to an *IAES* (interim alternative educational setting) for up to 45 school days. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45 day or code violation time period (If less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

The School's Manifestation Determination Review (MDR) Committee must determine whether the behavior is related or not related to the student's disability. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability. The parents/guardians must be notified of the review and at least three documented attempts to reach the parents/guardians must have been made by the school to include them in the meeting. If the parents/guardians do not respond or participate, documentation of their absence must be included. The MDR Committee reviews all relevant information in the student's file, including the IEP in making the determination.

Reporting Illegal Activities

Nothing in this handbook prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

Seclusion & Restraint Procedures for Students with Disabilities

Notification Requirements

Families must be notified within 24 hours if physical restraint/holding skills or seclusion is used on their child. Date, time, method and person contacting the guardian must also be documented (form for documentation included in Appendix). Copies of documentation should be signed by the person completing the form and the School Leader. Copies of documentation must be sent within 24 hours of action to the parent/guardian, Chairperson, Network Personnel (and if the student has an exceptionality), and School Leader.

Training Requirements

All school administrators and behavior facilitators are required to be trained in the network-approved safety training program. Einstein's approved safety training program is Non-Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI). Social workers, teachers, related service providers, nurses, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, and other school system personnel will be trained on an as needed basis.

Physical Restraint Guidelines

Physical restraint/holding is permitted only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. In a manner that causes NO PHYSICAL INJURY to the student.
4. Results in the least possible discomfort to the student.
5. Does not interfere in any way with a student's breathing or ability to communicate with others.
6. Does not involve the use of any form of mechanical restraint.
7. The student is not physically restrained/held in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
8. Applied only in a manner that is directly proportional to the circumstances and to the student's size, age, and severity of behavior.
9. When the school administration and Non-Violent Crisis Intervention (NCI) Team determine that physical restraint/hold is not effective, the student's parents/guardians will be notified. School administration will determine the appropriate action (e.g., contact the Sheriff's Department, Emergency Medical Services).

Physical Restraint/Hold is Prohibited

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the principal of the school in which the student is enrolled).

Monitoring & Documentation

Physical restraint/holding require monitoring, documentation, and analysis of data collected:

1. Continuous monitoring.
2. Documentation every five (5) minutes (with adjustments made accordingly).
3. Students are released/removed as soon as the reasons for the action have subsided.
4. Parent/guardian, Director of Special Education (if student with exceptionality (and Leader notified in writing (Restraint/Holding/Seclusion Report forms in Attachments)).
 - a. Within 24 hours of EACH incident of seclusion/restraint/holding
 - b. Reason for seclusion/restraint/holding
 - c. Description of procedures used

- d. Length of time of seclusion/restraint/holding
- e. Names and titles of school employees involved
- 5. Person/Employee who used seclusion/restraint/holding shall complete Seclusion/Restraint/Holding Report Form for each incident of restraint/seclusion/and holding.
- 6. Documentation of incidents of seclusion and/or holding shall be reviewed at least once every three (3) weeks for students whose challenging behavior continues or escalates.
- 7. When a student is involved in three (3) incidents in a single school year, convene the IEP team to review and revise the student's behavior intervention plan to include appropriate and necessary behavioral support.

Seclusion data must be analyzed at least annually. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

It is recommended that data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; and other factors, such as precipitating events and other observable factors.

Physical Restraint Documentation

If a student in your school becomes a danger to themselves or others AND is restrained by one or more staff members for any amount of time, you must complete Einstein's **Physical Restraints Form**.

Follow these steps after an incident involving a physical restraint is resolved:

1. Notify the parent(s)/guardian(s) of the student who was restrained on the same day that the incident occurred.
2. Document the incident using the Physical Restraints Documentation Form within 48 hours
3. Ask all participants and witnesses to review the documentation form and sign page 2.
 - a. Meet as a school leadership team with the participants/ witnesses to the incident and debrief what occurred. Determine as a group if procedures were followed according to CPI training standards and network policy.
 - b. Ask members to sign off on the conclusions of the debrief meeting. Participants that disagree may submit a separate statement regarding their conclusions.
4. A copy of the completed form with original signatures must be kept on file in the school director or principal's office.
5. A scanned copy of the completed form must also be sent to the Exceptional Student Support Team within 48 hours.
6. If a student has an IEP, a copy of the form should be given to the Special Education Reporting System (eSERS) Coordinator who will enter it in eSER.

Bullying

Einstein Charter School believes that all students have a right to a safe and healthy school environment. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion
- Students are expected to immediately report incidents of bullying to the principal or designee
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion
- Assignment to an alternative school

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form. More information regarding bullying and the bullying hotline can be found here: <https://nolapublicschools.com/families/report-bullying>

Title IX Policy and Procedures

Title IX states “[n]o Person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” 20 U.S.C. § 1681(a). Einstein Charter Schools does not discriminate on the basis of sex in the education program or activity that it operates, and Einstein is required by Title IX, as amended, not to discriminate in such a manner.

This Policy explains how to report a complaint of sexual harassment, the steps Einstein takes to investigate the complaint, the decision making process, and the appeal process.

I. Notification Regarding Reporting Allegations of Sexual Harassment

To all students, parents or legal guardians, employees, and applicants for employment, Einstein's Title IX Coordinator is:

Title IX Coordinator

My Tran

4801 Maid Marion Drive

New Orleans, LA 70128

Phone Number: (504) 202-1372

The Title IX Coordinator is the person authorized by Einstein to coordinate its Title IX compliance program. Any person may report sex discrimination, including sex harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or e-mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Any Einstein employee who knows or learns information concerning conduct related to sexual harassment or allegations of sexual harassment should immediately notify the Title IX Coordinator.

Reports may be made at any time (including during non-business hours) by using the Title IX Coordinator's telephone number or email address, or by mail to the Title IX Coordinator's office address, listed above. Inquiries about the application of Title IX may be directed to the Title IX Coordinator or to the Assistant Secretary of Education at the United States Department of Education, or both.

II. Definitions Under Title IX

"Actual knowledge" is present when the Title IX Coordinator, any official with authority to institute corrective measures, or ANY EMPLOYEE (excluding respondent) of Einstein has notice or receives a report or information or learns of sexual harassment or allegations of sexual harassment. Any employee with actual knowledge of sexual harassment or allegations of sexual harassment is required to make a report to the Title IX Coordinator.

"Complainant" means the individual who is alleged to be the victim of conduct that could constitute sexual harassment. A person may be a complainant even when no complaint is filed and no grievance is pending. At the time of filing, the complainant must be participating in or attempting to participate in the educational program or activity of Einstein.

"Decision-maker" means the persons tasked with the following: 1) the responsibility of making initial determinations or responsibility (also referred to as the "initial decision-maker" or 2) the responsibility to decide any appeal (also referred to as the "appeal decision-maker") in formal complaints of sexual harassment in the Title IX grievance process.

“Deliberate indifference” is when Einstein’s response is clearly unreasonable in light of known circumstances.

“Determination regarding responsibility” is the formal conclusion of the initial decision-maker on each allegation of sexual harassment as to whether the respondent did or did not engage in the alleged conducted constituting sexual harassment.

“Education program or activity” was previously defined as all the “operations of [Einstein]” The definition has been enlarged to include any location, event or circumstance over which Einstein exercised substantial control over both the respondent and the context in which the harassment occurs.

“Formal complaint” is a document filed by a complainant, the complainant’s parent/guardian, or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Einstein investigate the allegations.

“Respondent” means the individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. A person may be a respondent even when no complaint is filed and no grievance is pending.

“Sexual harassment” - Conduct “on the basis of sex” that meets one or more of the following:

1. An employee of Einstein conditioning the provision of an aid, benefit or service of Einstein on an individual’s participation in unwelcome sexual conduct (quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Einstein’s education program or activity;
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v) means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Domestic violence” as defined in 34 U.S.C. 12291(a)(8). “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction;
5. “Dating violence” as defined in 34 U.S.C. 12291(a)(10). “Dating violence” means violence committed by a person-
 - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - b. where the existence of such a relationship shall be determined based on a consideration of the following factors
 - c. the length of the relationship;
 - d. the type of relationship;
 - e. the frequency of interaction between the persons involved in the relationship; or

6. “Stalking” as defined in 34 U.S.C. 12291(a)(30). “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to- (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

“Supportive measures” are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to a complainant or a respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures will be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, increased monitoring or supervision, mutual contact restrictions between the parties, etc.

III. Reports of Sexual Harassment

Any person may report sex discrimination, including sex harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, by email, or by any other means that results in Einstein’s Title IX Coordinator receiving the person’s verbal or written report. Any Einstein employee who knows or learns information concerning conduct related to sexual harassment or allegations of sexual harassment should immediately notify Einstein’s Title IX Coordinator. Failure to report will subject the employee to discipline up to and including termination. Einstein shall follow all state laws regarding reporting allegations of criminal misconduct (i.e., sexual assault on a student) and all state laws and regulations regarding mandatory reporting.

IV. Response to Notice of Sexual Harassment

Einstein has specific obligations in responding to the notice of sexual harassment. Each of the procedural requirements set forth in the amended regulations are to ensure a fair process for both parties. Einstein must respond promptly to actual knowledge of sexual harassment in an education program or activity and respond in a manner that is not deliberately indifferent. Einstein must treat complainants and respondents equitably by offering supportive measures to a complainant and following a grievance process before imposing any disciplinary sanctions on a respondent.

- I. **Complainant.** The Title IX Coordinator will contact the complainant promptly (even if a formal complaint has not been filed) to:
 - A. discuss the availability of supportive measures;
 - B. consider the complainant’s wishes regarding supportive measures;
 - C. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - D. explain the process for filing a formal complaint.

The process for filing a formal complaint is described below in the section of the policy entitled “Formal Complaint Process.”

- II. **Respondent.** The Title IX Coordinator's response to the respondent will also protect the respondent's due process rights so as not to impact the respondent's access to education prior to the grievance process and a determination regarding responsibility. However, the regulations permit Einstein to immediately remove a respondent from the education program or activity on an emergency basis if Einstein conducts an individualized safety and risk analysis and determines that an emergency removal is necessary to protect any student or other individual from an immediate threat to physical health or safety. This provision shall not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act or regulations promulgated thereunder. An employee respondent may also be placed on administrative leave. In either instance, Einstein must provide respondents with notice and an opportunity to challenge the decision immediately after removal.

V. Formal Complaint Process

A. Basic Elements of Grievance Process

- a. The following are all components of Einstein's grievance procedure
 - i. Treat complainants and respondents equitably by providing remedies to a complainant after a determination of responsibility for sexual harassment has been made against a respondent, and by following this grievance process before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the Einstein's education program or activity. Remedies may include supportive measures but may also include disciplinary action against respondent.
 - ii. Provide an objective and impartial evaluation of all available evidence without making credibility determinations based on a party's status as complainant, respondent, or witness.
 - iii. The Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal process must not have a conflict of interest or bias for or against the complainant or respondent. Training is provided for these individuals on definition of sexual harassment, scope of Einstein's program or activity, how to conduct an investigation and grievance process, hearings, the use of any technology to be used at hearings, appeals and informal processes. Investigators are trained on how to prepare an investigation report. Decision-makers are trained on issues of evidence and questioning.
 - iv. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility has been made at the conclusion of the grievance process.
 - v. Einstein will strive to complete the grievance process upon initiation of a Formal Complaint within 45 days. If good cause exists for an extension of time, Einstein will provide notice to both parties of such extension and the reasons for the delay.

- vi. As a result of a determination that harassment has occurred, remedies may include disciplinary action up to and including suspension or termination of employment (if an employee) and suspension or expulsion (if a student).
- vii. Einstein has adopted the preponderance of the evidence standard to determine responsibility.
- viii. Procedures and permissible reasons for appeal by a respondent or a complainant are provided in this Policy.
- ix. Supportive measures available to complainants and respondents may include but are not limited to: stay-away or no-contact agreements; schedule changes; counseling; social work minutes. Supportive measures are intended to be a collaborative process with the complainant and/or respondent, and specific, reasonable requests by a complainant and/or respondent will be considered for implementation.
- x. Einstein disallows evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

B. Written Notice

Einstein provides a written notice to all known parties upon receipt of a formal complaint. The Notice shall be sent to the parties contemporaneously. The Notice includes all of the following:

1. Notice of the grievance process, including any informal resolution process;
2. Notice of the allegations potentially constituting sexual harassment as defined in Title IX with sufficient details (names, dates, conduct, location, etc.) to allow the respondent to prepare a response before any initial interview;
3. A statement that the respondent is presumed not responsible for the conduct and responsibility will be determined at conclusion of grievance process;
4. Notice of the parties' right to have an advisor (may be an attorney) and to inspect and review evidence, and that
5. The code of conduct prohibits knowingly making false statements or providing false information in the grievance process.

If a formal complaint is initiated (1) without knowledge of the respondent's identity or (2) by the Title IX coordinator without knowledge of the complainant's identity, and the identity of the complainant and/or respondent is later discovered through the Title IX investigation, Einstein shall provide an additional, updated Notice to all parties.

C. Dismissal of Formal Complaint

1. A complaint must be dismissed if the allegations do not constitute sexual harassment as defined even if proved, did not occur in Einstein's program or activity, or did not occur against a person in the United States.
2. A complaint may be dismissed if complainant notifies the Title IX Coordinator at any time that he/she wishes to withdraw the complaint or an allegation, if the respondent's enrollment or employment ends, or if specific circumstances prevent Einstein from gathering evidence (e.g.

passage of several years between complaint and alleged conduct, non-cooperation of complainant, etc.).

3. Notice of dismissal must be provided to both parties, including the reasons for dismissal.

D. Consolidation of Formal Complaints

Where allegations arise out of the same facts or circumstances, formal complaints can be consolidated against more than one respondent, by more than one complainant against one or more respondents, or by one party against another party.

E. Investigation

Einstein's investigative process:

1. Ensures that the burden of proof and gathering evidence rests on Einstein rather than the parties (note: certain treatment records cannot be obtained without voluntary, written consent; also parent consent may be sought under FERPA if applicable);
2. Provides an equal opportunity for each party to present witnesses and evidence;
3. Does not restrict either party's ability to discuss the allegations or gather and present evidence;
4. Provides the same opportunity to have others present during interviews or other proceedings, including an advisor (who may be an attorney) and ensures that any restrictions on advisor participation apply equally to both parties;
5. Provides written notice to a party who is invited or expected to attend and includes, the date, time, participants, purpose, and location of any investigative interview or other meeting with enough time to allow the party to prepare to participate;
6. Provides both parties and their advisors, if any, an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint, including evidence on which Einstein does not intend to rely and any exculpatory or inculpatory evidence from any source. This evidence will be provided prior to the completion of the final investigative report and in time to give the parties at least 10 days to submit a written response, which Investigator will consider before completing the investigation report; and
7. Includes preparation of a written investigation report that fairly summarizes the relevant evidence; report will be provided to the parties and their advisors at least 10 days before a determination of responsibility for review and written response.

F. Hearings and Written Questions

No hearing is required in K-12 educational institutions. School officials may determine that hearings will be held in certain circumstances, and under such circumstances written notice to the parties will be provided.

With or without a hearing, after Einstein has sent the investigative report to the parties and before reaching a determination regarding responsibility, the Decision-Maker must provide each party the opportunity to submit written, relevant questions that the party wants asked of another party or witness, provide each party with the answers, and provide for limited follow-up questions. The recent

amendments to Title IX provide restrictions, with limited exceptions, on certain types of questions related to the complainant. If the Decision-Maker determines that any submitted questions shall be omitted as irrelevant, the Decision-Maker will provide written notice and explanation as to why such question(s) were omitted.

G. Determination of Responsibility

The Decision-Maker cannot be the Investigator or the Title IX Coordinator. The Decision-Maker will issue a written determination of responsibility that:

1. Identifies the allegations that potentially constitute sexual harassment as defined in the amendments;
2. Describes Einstein's procedural steps taken from the receipt of the complaint to the determination;
3. Includes findings of fact supporting the determination;
4. Includes conclusions regarding application of the code of conduct to the facts;
5. Includes a statement of, and a rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions imposed upon the respondent, and whether remedies to restore or preserve equal access to Einstein's education program or activity will be provided to the complainant; and
6. Includes procedures for appeals.

H. Appeals

1. Both parties have the right to appeal a determination of responsibility and/or Einstein's dismissal of a complaint or any allegations for the following reasons:
 - a. A procedural irregularity that affected the outcome;
 - b. New evidence that was not reasonably available at the time of the determination regarding responsibility and could affect the outcome; or
 - c. Conflict of interest on the part of the Title IX Coordinator, Investigator, or Decision-Maker that affected the outcome
2. Einstein will ensure that written notice is provided to both parties of the appeal and provide both parties an equal opportunity to submit a written statement in support of, or challenging, the determination.
3. A written decision of the appeal will be provided to both parties simultaneously.
4. The decision-maker for the appeal (the Appeal Decision-Maker) cannot be the Title IX Coordinator, the Investigator or the initial Decision-Maker.

I. Informal Resolution

At any point during the formal complaint process, Einstein may offer to facilitate an informal process that does not require a full investigation as long as both parties receive written notice of their rights and the parties provide written, voluntary consent. Einstein cannot require the waiver of the right to an investigation and adjudication of formal complaints as a condition of employment or continuing

employment of an employee, or enrollment or continuing enrollment of a student. Einstein cannot offer to facilitate an informal resolution process unless a formal complaint has been filed. Einstein cannot offer informal resolution in the context of a complaint alleging that an employee harassed a student. At any point prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

J. Record Keeping

- A. Einstein must keep records related to reports of sexual harassment for a minimum of seven (7) years, including investigation records, disciplinary sanctions, remedies, appeals and records of any action taken, including supportive measures or the complainant's decision not to file a formal complaint under Title IX.
- B. Records should reflect that Einstein's response was not deliberately indifferent and that measures were taken to restore or preserve equal access to the education program or activity.
- C. If Einstein does not provide a complainant with supportive measures, it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.
- D. Einstein must also retain for seven (7) years any materials used to train Title IX Coordinators, Investigators, Decision-Makers and any employee designated to facilitate an informal process.
- E. Einstein must post training materials on its website.

K. Retaliation

- A. Retaliation is prohibited against any person for the purpose of interfering with Title IX rights or because the person participated, or refused to participate, in any manner in a proceeding under Title IX regulations.
- B. Complaints of retaliation may be reported and filed under the Title IX grievance process.
- C. Einstein must keep confidential the identity of a person who complains of or reports sexual harassment, including parties and witnesses, except as permitted by law to carry out the purpose of the regulations with regard to conducting an investigation into the complaint.

Einstein Charter Schools' Title II, IX and Age Act Grievance Procedure Personnel consist of the following individuals:

Position	Name	Email	Phone
Title IX Coordinator/Investigator	My T. Tran	my_tran@einsteincharterschools.org	504.202.1372
Title IX Decision-Maker	Latoya Brown	latoya_brown@einsteincharterschools.org	504.503.0109
Title IX Appeal	Tara Johnson	tara_johnson@einsteincharterschools.org	504.503.0109

Contacting Einstein Charter Schools

Address: 4801 Maid Marion Dr.
New Orleans, LA 70128
Phone: (504) 503-0109
Fax: (504) 509-6811
Website: <http://www.einsteincharterschools.com>

Appendix

Einstein Charter Schools Parent Student Code of Conduct Compact

Mission Statement:

At Einstein Charter Schools, our mission is to nurture students to be academically strong as well as socially and emotionally resilient.

Einstein Charter School Responsibilities:

- Provide a safe and supportive learning environment.
- Communicate regularly with parents about their child's progress and school activities.
- Offer high-quality curriculum and instruction aligned with state standards.
- Respect and value the diversity and individuality of each student.
- Encourage and support parent and family engagement in school activities and decision-making.

Parent/Guardian Responsibilities:

- Ensure that my child attends school regularly, on time, and prepared to learn.
- Monitor my child's academic progress and communicate with teachers as needed.
- Encourage my child to complete all homework and assignments.
- Participate in school meetings, events, and activities.
- Support the school's policies and procedures and reinforce positive behavior and respect for others.

Student Responsibilities:

- Attend school regularly and arrive on time, ready to learn.
- Complete all assignments to the best of my ability and ask for help when needed.
- Respect my classmates, teachers, staff, and school property.
- Follow all school rules and policies.
- Communicate openly with my parents/guardians and teachers about my academic and social progress.

Einstein Charter Schools adheres to the Orleans Parish School Board Student Code of Conduct. We strictly follow the OPSB discipline policy regarding suspensions, expulsions, and other disciplinary actions.

Acknowledgment and Agreement:

We, the undersigned, acknowledge that we have read and understand the School Parent/Student "Code of Conduct" Compact. We agree to uphold and support these responsibilities to create a positive and effective learning environment.

Please sign and date below to acknowledge that you have reviewed and agree to this School-Parent Compact. Once signed, please return this form to your child's teacher. We look forward to our school-parent partnership!

Child's Name:

_____ Grade: _____

Homeroom's Teacher Name:

Parent/Guardian Name (Printed):

Parent/Guardian Signature:

_____ Date: _____

Student Signature:

_____ Date: _____

Teacher Signature:

_____ Date: _____

Principal Signature:

_____ Date: _____

Student Fee Financial Assistance Request

2025-2026 School Year

INSTRUCTIONS: The parent(s)/guardian(s) of student(s) who request financial assistance with student fees must complete this form in its entirety and return it to the school. (Incomplete forms will not be reviewed or approved.) Financial assistance is available for those who qualify; assistance includes full waiver, partial waiver, and payment plans. School administration will review each form to determine the appropriate assistance, if any. The parent/guardian will be notified of the assistance decision in writing and/or phone.

STUDENT INFORMATION

Last Name First Name Middle Name Suffix

Home Address:

Phone Number: School:

Parent Name: Grade:

FINANCIAL ASSISTANCE INFORMATION

A. Child Income

Sometimes children in the household earn or receive income. Please include the TOTAL income received by all Household Members listed in STEP 1 here.

Child Income	Weekly	Bi-Weekly	2x Month	Monthly
\$				

B. All Adult Household Members (including yourself)

List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars (no cents) only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work	How often?				Public Assistance/ Child Support/Alimony	How often?				Pensions/Retirement/ All Other Income	How often?						
		Weekly	Bi-Weekly	2x Month	Monthly		Weekly	Bi-Weekly	2x Month	Monthly		Weekly	Bi-Weekly	2x Month	Monthly			
	\$					\$					\$							
	\$					\$					\$							
	\$					\$					\$							
	\$					\$					\$							
	\$					\$					\$							

Total Household Members
(Children and Adults)

--	--

Last Four Digits of Social Security Number (SSN) of
Primary Wage Earner or Other Adult Household Member

X	X	X	X				
---	---	---	---	--	--	--	--

Check if no SSN ☐

Do any of the following apply?

☐ SNAP ☐ TANF ☐ Homeless ☐ Foster ☐ Migrant
☐ Other

What is your reason for requesting student fee financial assistance?

Total \$ of
Assistance
Requested

FOR SCHOOL/OFFICE USE ONLY

Staff Member:	Title:	Date:
Income <input type="checkbox"/> Free <input type="checkbox"/> Reduced <input type="checkbox"/> Neither <input type="checkbox"/> Other:		
determination:		
Decision: <input type="checkbox"/> Full waiver <input type="checkbox"/> Partial waiver <input type="checkbox"/> Payment plan (details to be provided in parent letter) <input type="checkbox"/> Denied		
Notes/Details:		

Pre-K to 8 FERPA Form

**EINSTEIN CHARTER SCHOOLS (EINSTEIN) – NOTIFICATION OF RIGHTS
UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
and STUDENT DIRECTORY INFORMATION OPT-OUT FORM**

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians of students under age 18, and students over 18 years of age (“eligible students”) have certain rights with respect to the education records of a student. If the student is 18 years old, even if living with the parent/guardian, the student has all the rights under this Act. These rights are:

- (1) The right to inspect and review their education records within 45 days of the day Einstein receives a written request.
- (2) The right to request the amendment of an education record for a student that the parent or eligible student believes are inaccurate or misleading. If Einstein decides not to amend the record, Einstein will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the education records of a student, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Einstein as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a student teacher; a person serving on the Board; contractors (a person or company with whom Einstein has contracted to perform a special task, such as an attorney, auditor, medical consultant, or therapist); consultants; volunteers; or a parent or student serving on an official committee or assisting another school official in performing his or her duties. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Einstein discloses education records without consent to officials of another school where a student seeks to enroll.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Einstein to comply with the requirements of FERPA. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W.; Washington, DC 20202.

Directory Information: Under FERPA, Einstein may release “directory” information to anyone, without the written consent of the parent or eligible student, unless you tell Einstein that you do not want the information released. Directory information is information contained in an education record of a student, which would not generally be considered harmful or an invasion of privacy if disclosed. Einstein has designated the following information as directory information: student’s name, address, telephone number, date and place of birth, grade level, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school Einstein and photograph or video. (OPSB Policy J952). A parent or eligible student may refuse to allow Einstein to designate any or all of the types of information about the student as directory information, thus prohibiting its release to the public.

Release of Directory Information for Students in Grades Pre-Kindergarten to Eight (Pre-K to 8)

As a parent/guardian of a pre-kindergarten student, an elementary student, or a middle school student you have the right to choose whether directory information concerning your student is released or not. Once this form is completed and returned to the school, your choice will be electronically recorded and it will not change until you complete and submit a new form. Please check one box below and return this form to the school your student attends no later than 30 days after receipt of this form. If the parent/guardian does not check one of the boxes or does not return this form, Einstein considers the lack of response as consent for box A.

For students in grades **Pre-Kindergarten through Eight (Pre-K to 8)**:

Please mark only one box:

- A. ☐ I consent to the release of the above directory information about the student named below.
- B. ☐ I do NOT consent to the release of the above directory information about the student named below, except as authorized by law.

PRINT Signer's Full Name _____

PRINT Student's Full Name _____ Date of Birth _____

Student's School ID number _____

Parent/Guardian/Eligible Student's Signature _____ Date _____

**PLEASE RETURN THIS FORM DIRECTLY TO THE STUDENT'S SCHOOL
EITHER IN PERSON OR BY U.S. MAIL.**

If you have more than one student, you must return a separate form for each student to each students' school.
This form will be retained in your student's folder at his or her school.

**EINSTEIN CHARTER SCHOOLS (Einstein) – NOTIFICATION OF
RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND
PRIVACY ACT (FERPA) and
STUDENT DIRECTORY INFORMATION OPT OUT FORM**

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians of students under age 18, and students over 18 years of age (“eligible students”) have certain rights with respect to the education records of a student. If the student is 18 years old, even if living with the parent/guardian, the student has all the rights under this Act. These rights are:

- (1) The right to inspect and review their education records within 45 days of the day Einstein receives a written request.
- (2) The right to request the amendment of an education record for a student that the parent or eligible student believes are inaccurate or misleading. If Einstein decides not to amend the record, Einstein will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the education records of a student, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Einstein as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a student teacher; a person serving on the Board; contractors (a person or company with whom Einstein has contracted to perform a special task, such as an attorney, auditor, medical consultant, or therapist); consultants; volunteers; or a parent or student serving on an official committee or assisting another school official in performing his or her duties. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Einstein discloses education records without consent to officials of another school where a student seeks to enroll.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Einstein to comply with the requirements of FERPA. Written complaints should be directed to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W.; Washington, DC 20202.

Directory Information: Under FERPA, Einstein may release “directory” information to anyone, without the written consent of the parent or eligible student, unless you tell Einstein that you do not want the information released. Directory information is information contained in an education record of a student, which would not generally be considered harmful or an invasion of privacy if disclosed. Einstein has designated the following information as directory information: student’s name, address, telephone number, date and place of birth, grade level, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph or video. (OPSB Policy J952). A parent or eligible student may refuse to allow Einstein to designate any or all of the types of information about the student as directory information, thus prohibiting its release to the public.

Release of Directory Information for Students in Grades Nine to Twelve (9-12)

As a parent/guardian of a high school student or as an eligible student (reached 18 years of age), you have the right to choose whether directory information is released or not. Once this form is completed and returned to the school, your choice will be electronically recorded and will not change until you complete and submit a new form. The United States military requests and is entitled to the names, telephone numbers, and addresses of “secondary school students,” unless the parent/guardian or eligible student checks either box B or C. If you do not want information

to be released to the military, you must check box B or C and return this form 30 days after receipt of this form in order to ensure that your selection is recorded in time. If you do not want information to go to the military or other individuals and organizations, you must check box B.

Parents/guardians of high school students and eligible high school students are encouraged to remember that checking Box B or C means that Einstein will not release directory information to the military. However, it does not mean that the military might not gather student information from other, non-school district sources. Additionally, checking Box B or C does not prevent military recruiters from speaking with your student when the recruiter is on campus.

Please check one box below and return this form to the school your student attends no later than 30 days after receipt of this form. If the parent/guardian or eligible student does not check one of the boxes or does not return the form, OPSB considers the lack of response as consent for box A.

For students in grades **Nine to Twelve (9-12)**:

Please mark only one box:

- A. ☐ I consent to the release of the above directory information about the student named below.
- B. ☐ I do **NOT** consent to the release of the above directory information about the student named below to anyone, except as authorized by law.
- C. ☐ I consent to the release of the above directory information about the student named below, **except information about this student may NOT be released to the military.**

PRINT Signer's Full Name _____

PRINT Student's Full Name _____ Date of Birth _____

Student's School ID number _____

Parent/Guardian/Eligible Student's Signature _____ Date _____

**PLEASE RETURN THIS FORM DIRECTLY TO THE STUDENT'S SCHOOL
EITHER IN PERSON OR BY U.S. MAIL.**

If you have more than one student, you must return a separate form for each student to each students' school.
This form will be retained in your student's folder at his or her school

Einstein Charter Schools Acceptable Use Policy

Einstein Charter Schools is pleased to make available to students, access to technology and the Internet as a way of providing significant educational materials and opportunities. In order to ensure a safe, efficient and appropriate use of these technologies, we are asking that all students and parents read and sign the following agreement.

1. I will handle my computer in a **safe and responsible** way. If by breaking any of the following rules my computer is damaged or lost, I am responsible for the maintenance/replacement fee:
 - a. Using two hands when moving the computer at any time within a classroom
 - b. Making sure that no foreign object touches the screen (including fingers)
 - c. Keeping the computer out of the vicinity of food or drink
 - d. Never leaving my computer unattended
 - e. Laptops must be returned to their correct cart and slot.
 - f. Not to carry the computer by the screen.
2. I am responsible for the **power supply plug** that must be inserted when returning equipment to the designated cart.
3. I will not "**customize**" my computer in any way unless given explicit permission by a staff member. This includes:
 - a. Changing the appearance of the display (colors, fonts, desktop pictures).
 - b. Downloading any programs or extensions from the internet.
4. When connected to the **Internet**, all work and web sites visited must be school-related. The following Internet uses will result in disciplinary action unless permission is granted by staff member:
 - a. Playing games.
 - b. Attempting to log-in to a social networking site or other personal page
 - c. Posting private information about self or other students.
 - d. Plagiarism (the taking of material created by others and presenting it as if it were one's own).
 - e. Accessing material that is obscene or explicit (not suitable for people under 18)
 - f. Making purchases of any product or service
5. I will respect my classmates by never engaging in data **vandalism**. Data vandalism is defined as any malicious attempt to access, harm or destroy data of another user.
 - a. Deleting or editing other student's files.
 - b. Creating documents with which to falsely incriminate other students.
6. I will not use a computer that is not assigned to me without first gaining permission from a teacher.
 - a. Backup computers may be available in the event of assigned laptops breaking or becoming unusable.

I have read the Acceptable Use Policy. I agree to follow these guidelines when I use the school computers.

Student Name _____ Student Signature: _____

I give my permission for my child to participate in the use of the school computers. I realize that the Internet contains material (text or graphics) that is inappropriate for school. I therefore support the school's position that students not access this material.

Parent Signature: _____ Date: _____

HOME LANGUAGE SURVEY

PLEASE PRINT or TYPE

Student _____ School Name _____ Date _____
(Last Name) (First Name) (M)

I.D. No. _____ Grade _____ Date of Birth _____ Ethnicity _____

Country of Birth _____

INSTRUCTIONS TO THE PARENT/GUARDIAN: Federal and state education agencies require schools to determine the language(s) spoken in the home of each new student enrolling in the district in order for schools to provide meaningful instruction for all students. Please help us meet this important requirement by answering the following questions. (You are required to complete this form one time only while your child is a student in the New Orleans Public School district). Please sign and date the form.

1. What language is commonly spoken in the home? _____
2. Does the student speak or understand a language other than English (unless learned in the academic setting)? If yes, name of the language _____
3. What is the first language the student spoke at home? _____
4. Does the student live with someone who commonly speaks a language other than English? _____, If yes, which language? _____
5. What language does the student speak most of the time? _____
6. Other than English, in what language does the Parent/Guardian need school information? _____
7. Is your child currently in an ESL class in the Orleans Parish School Board? _____
8. Do you need translation services? NO _____ YES _____. If yes, which language? _____
9. Do you need an interpreter for concerns involving your child's education? NO _____ YES _____. If yes, which language? _____

Estudiante _____ Nombre de la Escuela _____ Fecha _____
(Apellido) (Primer Nombre) (Inicial)

de Identificación _____ Grado _____ Fecha de Nacimiento _____ Raza _____

País de Nacimiento _____

INSTRUCCIONES A LOS PADRES O ENCARGADOS: Las agencias de educación federal y estatal requieren que las escuelas determinen el idioma(s) que se habla en el hogar de cada estudiante nuevo en el distrito para que las escuelas impartan instrucción significativa para todos los estudiantes. Favor de ayudarnos en este importante requisito contestando las siguientes preguntas. (Se requiere completar esta forma solamente una vez mientras su niño/a es un estudiante en el distrito escolar de las Escuelas Públicas de Orleans). Por favor firme y escriba la fecha en esta forma.

1. ¿Qué otro idioma que no sea Inglés, normalmente se habla en el hogar? _____
2. ¿Entiende o habla el estudiante otro idioma aparte del Inglés? _____. Si contesta sí, escriba el nombre del idioma _____, (A menos que lo aprendió en una academia de idiomas).
3. ¿Cuál fue el primer idioma que el estudiante aprendió a hablar? _____
4. ¿Vive el estudiante con alguien quien normalmente habla otro idioma aparte de Inglés? _____. Si contesta sí, escriba el nombre del idioma _____.
5. ¿Qué idioma habla el estudiante la mayor parte del tiempo? _____
6. ¿En qué otra lengua que no sea el Inglés, usted necesita información escolar? _____
7. ¿Esta su hijo(a) actualmente asistiendo a una clase de ESL en las escuelas de la parroquia de Orleans? _____
8. ¿Necesita servicios de traducción? NO SI _____. Si, contesta si, que idioma? _____
9. Necesita un traductor por asuntos relacionados con la educación de su hijo(a)? NO SI _____. Si, contesta sí, que idioma? _____

BỘ GIÁO DỤC ORLEANS PARISH
KHẢO SÁT NGÔN NGỮ

Tên học sinh: _____ Tên Trường _____ Ngày _____
(tên họ) (tên gọi) (tên đệm)

Số I.D. _____ Lớp Ghi Danh _____ Ngày Sinh _____ Dân Tộc _____ Nơi sinh _____

Hướng dẫn cho phụ huynh/người giám hộ: Bộ Giáo Dục liên bang và tiểu bang yêu cầu các trường xác định (các) ngôn ngữ được nói trong nhà của mỗi học sinh mới ghi danh vào học khu để các trường cung cấp hướng dẫn có ý nghĩa cho tất cả học sinh. Vui lòng giúp ns đáp ứng yêu cầu quan trọng này bằng cách trả lời các câu hỏi sau. (Bạn chỉ được yêu cầu hoàn thành biểu mẫu này một lần khi trẻ đang là học sinh của Trường Bán công Einstein.) Vui lòng ký tên và ghi ngày vào biểu mẫu

1. Ngoài Anh ngữ ra, ngôn ngữ nào được sử dụng tại nhà? _____
2. Ngoài Anh ngữ ra, học sinh có thể nói hoặc hiểu một ngoại ngữ nào khác không? _____, (Ngoại trừ ngôn ngữ học tại trường). Nếu có, xin kê khai? _____
3. Ngôn ngữ nào học sinh đã biết nói trước tiên tại nhà? _____
4. Học sinh có đang sống với người nào thường sử dụng ngôn ngữ khác ngoài Anh ngữ không? _____, Nếu có, ngôn ngữ nào? _____
5. Ngôn ngữ nào học sinh sử dụng nhiều nhất tại nhà? _____
6. Ngoài Anh ngữ ra, u/v muốn thường dùng ngôn ngữ nào khác để thông báo các tin tức cho u/v _____
7. Con của u/v hiện có đang theo học lớp ESL thuộc trường Công Lập New Orleans không? _____
8. Phụ huynh có cần người thông dịch không? Không _____ Có _____ Nếu có ngôn ngữ nào? _____
9. Phụ huynh có cần người thông dịch cho các vấn đề liên quan đến giáo dục con em của mình không? Không _____ Có _____ Nếu có ngôn ngữ nào? _____

Elève _____ Nome 'école _____ Date _____
(nom de famille) (prénom) (deuxième prénom)

Numéro D'identification _____ Année scolaire ou grade _____ Ethnicité _____

Lieu de naissance (pays) _____

INSTRUCTIONS POUR LES PARENTS D'ÉLÈVES ET GARDIENS LÉGAUX: Les agences 'éducation fédérales et 'Etat exigent que les écoles soient au courant de la langue parlée dans les foyers de chaque nouvel élève inscrit dans nos écoles, ceci afin de pouvoir fournir 'instruction nécessaire à tous les élèves. Aidez-nous à répondre ceci en répondant aux questions suivantes. (Vous ne devez compléter ce document qu'une seule fois pendant la période où votre enfant est inscrit dans les écoles publiques. Veuillez signer et dater le document.

1. Quelle langue en dehors de l'anglais parlez-vous couramment à la maison? _____
2. L'élève parle-t-il ou comprend-il une autre langue que l'anglais? _____ Si oui la quelle? _____
3. Quelle est la première langue que l'élève a apprise à parler? _____
4. Est-ce que l'élève vit avec quelqu'un qui parle une autre langue que l'anglais? _____ Si oui la quelle? _____
5. Quelle langue l'élève parle-t-il la majorité du temps? _____
6. En dehors de l'anglais, en quelle langue les parents ou gardien souhaiteraient-ils avoir des informations scolaires? _____
7. Est-ce que votre enfant est actuellement dans le programme d'anglais langue étrangère? _____
8. Avez-vous besoin d'un traducteur? Non _____ Oui _____. Si oui, dans quelle langue _____?
9. Avez-vous besoin d'un interprète pour des questions relatives à l'éducation de votre enfant? Non _____ Oui _____. Si oui, dans quelle langue? _____

DATE

Signature of Parent/Guardian

Your Child's Rights: 6 Principles of IDEA

Originally adopted in 1975 and amended in 2004, the IDEA aims to curb educational problems associated with serving students with a disability. Following are the six major principles of the IDEA, focusing on students rights and the responsibilities of public schools to children with disabilities.

1. Free Appropriate Public Education

Under the IDEA, every child with a disability is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's "unique needs and prepare them for further education, employment, and independent living.

2. Appropriate Evaluation

The IDEA requires that schools conduct "appropriate evaluations" of students who are suspected of having a disability. Parents may seek guidance from the SAT chairperson on campus. An appropriate evaluation must be implemented by a team of knowledgeable and trained evaluators, must utilize sound evaluation materials and procedures, and must be administered on a non-discriminatory basis. Finally, an appropriate evaluation must determine and make recommendations regarding a child's eligibility for special education services in a timely manner.

3. Individualized Education Plan

The Individualized Education Plan (IEP) was established by the IDEA to help ensure every child's access to a Free Appropriate Public Education. The IEP is a written document, developed by an IEP team, which draws upon existing evaluation information in order to meet a student's unique educational needs. Under the IDEA, an IEP must include information regarding a student's present levels of educational performance, annual goals and benchmarking objectives, services and supplementary aids to be received, and a detailed explanation of instances where a student is not participating in the general classroom and why. An IEP is also required to include information regarding consistent reporting on student progress as well as "transition" to adult life. Finally, it is required that an IEP account for the planning concerns of the parents and child, the strengths of a particular child, and the specific "academic, developmental, and functional needs" of the child.

4. Least Restrictive Environment

The IDEA places a strong emphasis on placement in a general education setting. Under the IDEA, a student is guaranteed placement in the Least Restrictive Environment (LRE) possible. Therefore, an IEP team must explore a number of alternatives for enabling a student to participate in the general education classroom. These may include: classroom modifications, supplemental aids and services, alternative instructional methods, etc. If an IEP team determines that a student cannot be satisfactorily educated in a general education setting, then the team must make responsible efforts to determine the LRE for that student outside of the general classroom.

5. Parent Participation

The IDEA has a special provision for "parent participation in placement decisions." Under this provision, state educational agencies and local school boards must ensure that the parents of a child with a disability are members of any group that makes decisions regarding the placement and LRE of that child.

Parents have the right to equal participation in this process, and are entitled to notification of a planned evaluation, access to planning and evaluation materials, and involvement in all meetings regarding their child's placement. Additionally, parents retain the right to refuse.

6. Procedural Safeguards

Finally, the IDEA establishes procedural safeguards to help parents and students enforce their rights under federal law. The primary purpose of this requirement is twofold: safeguards protect parental access to information pertaining to placement and transition planning; and procedures are put in place to resolve disagreements between parents and schools regarding the placement of a student.

LOUISIANA DEPARTMENT OF EDUCATION SCHOOL BEHAVIOR REPORT

In accordance with R. S. 17:416(A) the purpose of this report is to inform parents/guardians of a behavior incident on the school campus, in the classroom, cafeteria, gymnasium, auditorium, elsewhere at the school or during school-related activities, and of subsequent disciplinary action taken by school officials. Because this or other incidents may jeopardize the safety, well-being or education of other students, parents are urged to discuss the incident and possible implications with the student to prevent further occurrences.

Name of Student:	Phone:	Grade/Section:	
Name of Teacher/Staff:	Teacher/Staff/Location:		
Name of Principal:	School:		
Check One: <input type="checkbox"/> Regular Education <input type="checkbox"/> 504 <input type="checkbox"/> Special Education	Date of Incident:	Time:	Location:

Time Code:	01 Before School on Grounds, 02 During Class, 03 Between Classes, 04 After Normal School Hours & Supervised, 05 To/From School, 06 At Bus Stop or Transfer Station, 07 During School Extracurricular/Assembly Event, 08 Recess, Club, Free Time, 09 Homeroom, 10 Breakfast/Lunch
Location Code:	01 Classroom, 02 Restroom, 03 Lunchroom, 04 Hallway, 05 Playground, 07 At Bus Stop or Transfer Station, 08 Parking Lot, 09 Locker Room, 10 Cell Phone, 11 Internet, 12 To or From School, 13 School Sponsored Event, 14 Home, 98 Offsite Program, 99 Other _____

INFRACTION/REASON CODES (Check all that apply)

- | | | | |
|---|--|---|---|
| 01. <input type="checkbox"/> Willful disobedience | 11. <input type="checkbox"/> Cuts, defaces, or injures any part of public school buildings/vandalism | 17. <input type="checkbox"/> Violates traffic and safety regulations | 36. <input type="checkbox"/> Cyber Bullying (complete Bullying Form and Bullying Investigation Form) |
| 02. <input type="checkbox"/> Treats an authority with disrespect | 12. <input type="checkbox"/> Writes profane and/or obscene language or draws obscene pictures | 18. <input type="checkbox"/> Leaves school premises or classroom without permission | 37. <input type="checkbox"/> False Alarm/Bomb Threat |
| 03. <input type="checkbox"/> Makes an unfounded charge against authority | 13. <input type="checkbox"/> Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. Use of code 13 requires additional submission of the Weapon Type code. | 19. <input type="checkbox"/> Is habitually tardy and/or absent | 38. <input type="checkbox"/> Forgery |
| 04. <input type="checkbox"/> Uses profane and/or obscene language | 14. <input type="checkbox"/> Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 1/2" - refer to code 31). | 20. <input type="checkbox"/> Takes another's property or possessions without permission | 39. <input type="checkbox"/> Gambling |
| 05. <input type="checkbox"/> Commits immoral or vicious practices | 15. <input type="checkbox"/> Throws missiles liable to injure others | 21. <input type="checkbox"/> Commits any other serious offense | 40. <input type="checkbox"/> Public Indecency |
| 06. <input type="checkbox"/> Conduct or habits injurious to his/her associates | 16. <input type="checkbox"/> Instigates or participates in fights while under school supervision | 30. <input type="checkbox"/> Discharge or use of weapon(s) prohibited by federal law | 41. <input type="checkbox"/> Obscene behavior or Possession of Obscene/Pornographic Material |
| 07. <input type="checkbox"/> Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form | | 31. <input type="checkbox"/> Possesses pocket knife or blade cutter with a blade length < 2 1/2" | 42. <input type="checkbox"/> Unauthorized use of Technology |
| 08. <input type="checkbox"/> Uses or possesses electronic vapor products, tobacco, lighter, or matches | | 33. <input type="checkbox"/> Use of OTC medication in a manner other than prescribed or authorized | 43. <input type="checkbox"/> Improper dress |
| 09. <input type="checkbox"/> Uses or possesses alcoholic beverages | | 34. <input type="checkbox"/> Possession of Body Armor | 44. <input type="checkbox"/> Academic dishonesty |
| 10. <input type="checkbox"/> Disturbs the school or habitually violates any rule | | 35. <input type="checkbox"/> Bullying/Harrassment (complete Bullying Form and Bullying Investigation Form) | 45. <input type="checkbox"/> Trespassing Violation |
| | | | 46. <input type="checkbox"/> Failure to Serve Assigned Consequence |
| | | | 47. <input type="checkbox"/> Misusing Internet/ Violates electronic/ technology policy |
| | | | 48. <input type="checkbox"/> Sexual Harrassment |
| | | | 49. <input type="checkbox"/> False Report |
| | | | 50. <input type="checkbox"/> Crime of Violence (per R.S. 14:2B) |

REMARKS/DESCRIPTION OF INCIDENT: _____

ACTION(S) TAKEN BY TEACHER OR OTHER SCHOOL EMPLOYEE

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|--|---|---|
| 011 <input type="checkbox"/> Referred to Office | 022 <input type="checkbox"/> Therapeutic Removal | 030 <input type="checkbox"/> Restorative Practices Implemented |
| 012 <input type="checkbox"/> Referred to Counselor | 025 <input type="checkbox"/> Intervention Room | 173 <input type="checkbox"/> Conference with Parents or Guardians |
| 013 <input type="checkbox"/> Referred to Social Worker | 080 <input type="checkbox"/> Assigned Remedial Work | 175 <input type="checkbox"/> Conference with Principal |
| 014 <input type="checkbox"/> Referred to SBLC | 120 <input type="checkbox"/> Student Conference | 999 <input type="checkbox"/> Other Action _____ |
| 018 <input type="checkbox"/> Secondary Referral (PBIS) | 140 <input type="checkbox"/> Student Reprimand | |
| 019 <input type="checkbox"/> Tertiary Referral (PBIS) | 160 <input type="checkbox"/> Loss of Privileges | |

Contact Parent/Guardian? <input type="checkbox"/> Y <input type="checkbox"/> N	Date:	Time:	<input type="checkbox"/> Phone Call <input type="checkbox"/> Letter <input type="checkbox"/> Conference Date:	Time:
RECOMMENDATION(S) BY TEACHER OR OTHER SCHOOL EMPLOYEE:				
Signature of School Employee:				Date:

ACTION(S) TAKEN BY SCHOOL ADMINISTRATOR

The student named above is hereby reported for inappropriate behavior as indicated in this report. This is the student's 1st 2nd 3rd 4th 5th (circle one) or other _____ cumulative behavioral referral(s). I have taken the following action(s):

- | | | |
|---|---|---|
| 000 <input type="checkbox"/> No Action – only use if no reportable action was taken | 014 <input type="checkbox"/> Referred to School Building Level Committee (SBLC) | 080 <input type="checkbox"/> Assigned Remedial Work |
| 001 <input type="checkbox"/> Expulsion Recommendation | 016 <input type="checkbox"/> Court Referral Date: _____ | 120 <input type="checkbox"/> Student Conference Date: _____ |
| 002 <input type="checkbox"/> Suspension Out of School from ____ to ____ | 017 <input type="checkbox"/> Enforcement Referral (Arrest Resulted Y N) | 140 <input checked="" type="checkbox"/> Student Reprimand |
| 004 <input type="checkbox"/> Suspension In School from ____ to ____ | 020 <input type="checkbox"/> TOR (Time Out Room) | 160 <input type="checkbox"/> Loss of Privileges |
| 006 <input type="checkbox"/> Suspension Alternative Site from ____ to ____ | 030 <input type="checkbox"/> Restorative Practices Implemented | 173 <input type="checkbox"/> Conference w/ Parents or Guardians on: _____ |
| 012 <input type="checkbox"/> Referred to Counselor | 040 <input type="checkbox"/> In School Detention from ____ to ____ | 175 <input type="checkbox"/> Conference w/ Principal on: _____ |
| 013 <input type="checkbox"/> Referral to Social Worker | 043 <input type="checkbox"/> After School Detention from ____ to ____ | 180 <input type="checkbox"/> Corporal Punishment (if checked, complete "Corporal Punishment" Incidence Checklist) |
| | 045 <input type="checkbox"/> Weekend Detention from ____ to ____ | 999 <input type="checkbox"/> Other Action(s): _____ |

Perpetrator: Serious Bodily Injury ☐ Y ☐ N **Medical Treatment:** ☐ Y ☐ N **Victim:** Serious Bodily Injury ☐ Y ☐ N **Medical Treatment:** ☐ Y ☐ N

Contact Parent/Guardian? <input type="checkbox"/> Y <input type="checkbox"/> N	Date:	Time:	<input type="checkbox"/> Phone Call <input type="checkbox"/> Letter <input type="checkbox"/> Conference Date:	Time:
SIS Primary Infraction/Reason Code Entered:		Signature of Principal:		Date:

COMMENTS BY STUDENT AND/OR PARENT/GUARDIAN:

Signature of Student:	Signature of Parent/Guardian:	Current Date:
-----------------------	-------------------------------	---------------

Check appropriate blocks as copies of the document are supplied:

- ☐ Parent/Guardian ☐ School's Pupil File ☐ Employee Filing this Report ☐ Principal

NOTE: The principal shall return a completed copy of this form to the staff member who initiated the referral within 48 hours (excluding non-work days) of the time it was submitted to the principal.

Attachments: Provide copies of all documents related to the behavior of the student named above and prepared by the employee submitting this referral.

PHYSICAL RESTRAINT REPORT FORM

ORLEANS PARISH SCHOOL BOARD

Student Name: _____ Date of Report: _____

School: _____ Grade: _____ Exceptionality: _____

Date of Restraint: _____ Time of Restraint: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Restraint: _____

Procedure used during the physical restraint was: _____

Injuries: ☐ Yes ☐ No Details: _____

Describe Behavior of Student and Environmental Situation Precipitating Physical Restraint:

Location: _____ Students/Staff Present: _____

Class/Specific Activity at Time of Physical Restraint/Preceding Physical Restraint:

Other Possible Triggers:

Was Parent Notified? ☐ Yes ☐ No Time & Date of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded 5 or more times this year? ☐ Yes ☐ No

If Yes, it is MANDATORY that the IEP Team be reconvened promptly to review and revise, if necessary, the BIP and/or appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Restraint _____ School Administrator _____

Signature

Signature

This form must be completed within 24 hours. Copies must be sent to Parent, Special Education Director, and Principal, then entered in SER, within that time period.

8/3/2017

SECLUSION REPORT FORM

ORLEANS PARISH SCHOOL BOARD

Student Name: _____ Date of Report _____

School _____ Grade: _____ Exceptionality: _____

Date of Seclusion: _____ Time of Seclusion: _____

Teacher/Staff Initiating Seclusion: _____

Person(s) Supervising Student During Seclusion: _____

Describe Behavior Warranting Seclusion: _____

Class/Specific Activity At Time of Incident/Preceding Seclusion: _____

Possible Triggers: _____

It is MANDATORY that student be monitored constantly.

1. Agitated

4. Hostile

7. Self Abusive

2. Calm

5. Physically Aggressive

8. Verbally Aggressive

3. Crying

6. Quiet

9. Other: _____

Document Behavior every 5 min using codes above.							Start time:		End Time			
5 min.	10 min	15 min	20 min	25 min	30 min	35 min	40 min	45 min	50 min	55 min	60 min	

Was Parent Notified? ___Yes___No Time & Date of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded 5 or more times this year? ___Yes___No

If Yes, it is MANDATORY that the IEP Team be reconvened promptly to review and revise, if necessary, the BIP and/or appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Seclusion _____ School Administrator _____

Signature

Signature

This form must be completed within 24 hours. Copies must be sent to Parent, Special Education Director, and Principal, and entered in SER, within that time period.

8/3/2017

Signature Page

I acknowledge receipt of the *Student & Family Handbook* containing the policies, rules, and regulations for Einstein Charter Schools. I have read the handbook and understand that the policies contained are binding. I understand the school and network administrators have the authority to enforce consequences contained within.

I understand that the policies, rules, and regulations contained in this handbook are established for the safety, welfare, and benefit of all students. I understand my responsibility to support the school in the policies it has established and to see to it that my child adheres to the rules and regulations set forth herein.

Name of Student: _____ Grade: _____

Name of Parent: _____

Signature of Parent: _____ Date: _____

Einstein Charter Schools

Parent Engagement Policy

2025 - 2026

ECS will jointly develop and distribute to parents and family members of participating children a written Parent and Family Engagement Policy, agreed upon by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language they can understand. The ECS Parent and Family Engagement Policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

POLICY INVOLVEMENT

ECS will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The meeting will inform parents of their school's participation under this part, explain the requirements of this part, and outline the rights of the parents to be involved.
2. Offer a flexible number of meetings, such as in the morning or evening, and may provide transportation, child care, or home visits, as such services relate to parental involvement, using funds provided under this part.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the School Parent and Family Engagement Policy and the joint development of the schoolwide program plan under Section 1114(b). If a school already has a process for involving parents in the joint planning and design of the school's programs, the school may use that process, provided it includes adequate representation of parents of participating children.
4. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum used at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicable.
5. If the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

PARENT MEETINGS

At the school level, quarterly meetings are conducted with the Family Engagement Team (Family Members, Community Representatives, and Staff Members). Our Family Engagement Team will then share strategies with teachers and parents for improving parent involvement at the school and assist parents in supporting students at home with reading and math skills. Suggestions and tips for assisting with homework, school projects, and test-taking strategies are also provided to parents.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement Policy developed under subsection (b), each school served under this part shall jointly develop with parents of all children served under this part a school-parent compact. This compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such a compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards. It will also detail the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children and the positive use of extracurricular time.
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;
 - Frequent reports to parents on their children's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

ECS School-Parent Compact

ECS provides a well-prepared, respectful, insightful, disciplined, and empowering learning environment for ALL students. We use the non-negotiables listed below to define and measure the work that we do for and with students and families:

- **Effective Communicators:** We communicate respectfully and effectively to meet outcomes and

achieve goals.

- **Strategic & Organized:** We utilize organization and strategy to meet outcomes and achieve goals efficiently.
- **Urgent & Timely:** We show up on time and work urgently to meet deadlines necessary to achieve our outcomes and goals.
- **Accountable & Adaptive:** We are accountable for all of our actions, and we adapt when required to meet our outcomes and achieve our goals.
- **Student-Centered:** We act in the best interest of students as if each student were our own, and because of that, we will meet our outcomes and achieve our goals.

ECS is committed to providing high-quality instruction using Tier 1 curriculum to improve students' academic performance. In collaboration to ensure the success of the students, parents/guardians, students, and teachers/paraprofessionals will adhere to the following responsibilities:

PARENT/GUARDIAN RESPONSIBILITIES

- Ensure their child attends school every day and arrives on time.
- Provide quiet time for their child and assist with homework regularly.
- Keep themselves informed about their child's behavior and what their child is learning.
- Read with or listen to their child read aloud regularly.
- Ensure their child understands and follows the school and classroom rules.
- Communicate frequently with their child's teacher.
- Ensure their child adheres to the school dress code.
- Volunteer and/or participate in school activities.
- Become an active member of the Einstein Learning Community.
- Ensure their child attends after-school state assessment remediation classes if their child is recommended or required to attend such classes.
- Submit required documentation for absences the day after occurrence.
- Inform the school nurse of any illness or medication concerning their child.
- If your child has an IEP or 504 Accommodation Plan from another school, provide a copy to the front office. Services will be implemented once the official up-to-date IEP/IAP/504 documents are received.
- Parents are to project a positive appearance. Absolutely no exposure of body parts and no pajamas.
- Parents are not to block the walkers' gate. Additionally, children are not to enter the street during the drop-off or pick-up periods.
- Recognize that school personnel must enforce the Student Code of Conduct by mandatory reporting.

STUDENT RESPONSIBILITIES

- Attend school daily and arrive on time.
- Complete all class and homework in a timely manner and to the best of their ability.
- Perform academically to the best of their ability every day.
- Discuss with their parent/guardian what transpires during the school day.
- Demonstrate respect for faculty, staff, classmates, and school property at all times.
- Follow the school and classroom rules every day.
- Adhere to the dress code.
- Complete all classwork due to absences, and turn assignments in on time.
- Be committed to ensuring that the Einstein Learning Community is productive and positive.

TEACHER & PARA RESPONSIBILITIES

- Provide quality teaching and leadership to students and families.
- Communicate frequently with parents/guardians about the student's academic and behavioral progress.
- Provide parents/guardians with the necessary assistance to help their child with homework.
- Recognize that all students are individuals with different learning styles.
- Conduct at least two parent-teacher conferences a year.

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

- Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding topics such as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Shall provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
- Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners. They will also implement and coordinate parent programs and build ties between parents and the school.
- Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more

fully participating in the education of their children.

- Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language that parents can understand.
- May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- May train parents to enhance the involvement of other parents.
- May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children and parents who are unable to attend such conferences at school, to maximize parental involvement and participation.
- May adopt and implement model approaches to improving parental involvement.
- May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- Shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- May involve parents in the planning, review, and improvement of the school's parent and family engagement policy, as well as the joint development of the schoolwide program plan under Section 1114(b), if applicable.

Effective Family Involvement

Effective family involvement can be described as "an intentional and systemic partnership of educators, families, and community members ...[who] share responsibility for a student's preparation for school, work, and life, from the time the child is born to young adulthood." To build an effective partnership, educators, families, and community members must develop the knowledge and skills to work together. ECS will purposefully integrate family and community engagement with the goals for students' learning and improvement.

ECS will partner with families to support student learning by building trusting relationships and strengthening the connections through family engagement activities.

We will build trusting relationships by:

- Ensuring educators are culturally responsive and reach out to families to build partnerships.
- Creating an environment where all families feel welcome and respected at their child's school.
- Facilitating joint planning and leadership of family engagement activities by educators and family leaders.

We will build connections to student learning by:

- Ensuring that family engagement activities are aligned with network and school goals for student outcomes.
- Promoting two-way communication between families and educators about what students are learning at school.
- Scheduling family engagement activities to help families provide support at home for learning.

Each school will keep families informed using:

- Newsletters
- Dojo
- Email
- Letters Home
- Calls Home

Each school will provide families with times and dates for opportunities for family engagement, including:

- School Improvement Meetings
- Open House
- Quarterly Report Card Conferences
- Coffee Talks with the Principal
- Student & Family PBIS Activities
- Standardized Assessment Testing Strategies Informational Sessions
- High School Informational Sessions

Each school will also provide translation services as needed.

Framework for Building the ECS Network & School Family Engagement Team

- Establish a team of family members, community representatives, and staff members. This team will include educators and staff involved in various programs, such as Special Education, English Learner

Services, Student Services, and Health and Wellness, to better align family engagement activities across existing district initiatives. Family members on the team will represent the diversity of our student population.

- Provide families with training on how to effectively and appropriately engage.
- Develop a vision statement that reflects the shared ideals of the team.
- Review the Network and School Family Engagement Policy to establish expectations and objectives for meaningful parent and family involvement.
- Analyze the strengths and challenges of families within our network to identify areas of need and next steps for support.
- Utilize a continuous improvement process to assess the effectiveness of parent engagement activities by:
 - Analyzing data
 - Developing a plan
 - Implementing the plan
 - Reflecting
 - Determining progress and next steps

ADOPTION:

This ECS Parental Involvement Policy has been developed jointly with, and agreed upon by, parents of participating children. This policy was adopted by ECS on August 12, 2024, and will be in effect for the period of 2025 – 2026 school year. The school will distribute this policy to all parents of participating children on or before November 1, 2025.

Parent Signature

DATE