



The Kindezi Schools

Kindezi Old Fourth Ward

386 Pine Street NE; Atlanta, GA 30308



**Student & Family Handbook
2019-2020**

The student handbook summarizes school policy and contains general guidelines and information. For those policies not covered by the Kindezi Student handbook, please refer to the 2019-2020 Atlanta Public Schools Student Handbook for guidance. It is available [here](#) on the APS district website.

An up-to-date version will be maintained on our website. The Kindezi Schools will provide notice of any changes through email and home communication; these changes will have effect once that notification is given, regardless of whether a student or parent actually reads the particular notice received.

If you have any questions regarding this handbook, please contact your student's principal.

I. Our Vision, Mission, and Core Principles

VISION

Our vision, expressed by the “kindezi” model, is a community of teachers and parents sharing the responsibility, privilege, and joy of holistically educating every child, preparing them thoroughly for creating success in all facets of life.

MISSION

The mission of the Kindezi Schools is to transform public education in Atlanta by providing more students—including those with the highest needs—access to a genius-awakening education, built on family-sized classrooms, scholarly excellence, socioeconomic integration, and holistic growth.

THE SIX PILLARS

I. Holistic mission. If we want our children to succeed, we must focus on more than test scores. At Kindezi, we focus on character, socio-emotional development, physical health, creativity, and general happiness. We believe that all of these are critical elements to producing truly free adults who can achieve their dreams.

II. Family-sized classes. This principle allows for maximum differentiation, Socratic tutorial and close, positive relationships between students, teachers, families and administrators.

III. Investing in teachers. In order to ensure quality teaching, we engage in a highly selective hiring process, summer teacher training, three hours per week of professional development, weekly teacher coaching, and promotional pipeline that rewards talented and determined teachers with greater influence and pay.

IV. Challenge and support. Our culture partners rigorous expectations with caring, individualized support. Research shows that one without the other is not optimal. We love our students while always pushing them to be their very best selves.

V. Extra learning time. After school tutorial and summer learning camp are required for students who perform below grade level. Our studios also provide students with extra time to begin to master a non-academic skill such as computer coding or music. There are no shortcuts. Excellence in any field requires an investment of time.

VI. Promotion of racial and socioeconomic diversity. Atlanta is a diverse city, but many of its schools are not. We believe our model is one where all children can thrive together and learn from one another that the differences that divide us are only superficial. We seek to promote a more integrated city with each of our schools.

II. General Information and Policies

A. Attendance and Punctuality

The Kindezi Schools Attendance Policy 2019-2020

Attendance and Punctuality

Students are expected to attend school every day and on time. Students who are absent or tardy miss valuable instructional time and other important school activities and are less likely to master those skills, concepts, and principles needed for success throughout their lives. Consistent with APS policy and the Compulsory Attendance Law, students cannot be absent (without approved excuse) more than ten (10) days each school year. When a student is absent, a signed letter from the parent/guardian and/or licensed physician explaining the reasons for absences must be presented to the front office on the date of return to school. Should the student develop a questionable pattern of absences or tardies, the principal or school culture team may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. All absences (excused and unexcused) are entered into the student's file in Infinite Campus.

Kindezi's overall attendance goal is 90% of students will have 5 or fewer absences (excused or unexcused) for the year. Each school will have specific goals pertaining to attendance. Absenteeism is factored into our school's overall College and Career Readiness Performance Index (CCRPI) score released by the Georgia Department of Education. To promote a positive attendance culture, students and parents/guardians will be recognized and rewarded consistently throughout the school year for perfect and improved attendance.

ROBO Call

Parents will receive notification of absences and tardies as they occur through an automated messaging system via text, email and phone. This is a school system policy and parents cannot opt out of these notifications. If you believe that you received a message in error, please contact the front office manager to discuss and possibly correct this matter.

Truancy

Georgia law requires that all children between the ages of six (6) and sixteen (16) attend school unless they have a lawful reason to be absent. State policy defines the school year as 180 attendance days. In order to be in compliance with state law, students who have more than five (5) days of unexcused absences during the school year will be considered truant. The legal penalties for truancy include referral of students to Juvenile Court and referral of parents to State Court.

Compulsory Attendance Law

Georgia State Law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A. 20-2-690.1[a]) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense (O.C.G.A. 20-2-690.1[b]).

The School Day

The school hours and calendar for each Kindezi School site is outlined in the parent handbook. Students/parents are not permitted in school buildings before 7:15 am. All students should report directly to the cafeteria upon entering the building at 7:15 am. School begins officially at 7:45 am, and the instructional block begins promptly at 7:50 am. Therefore, parents/guardians may drop students off between 7:15 am and 7:45 am. Students who plan to eat breakfast must be at the school no later than 7:35 am.

- 7:35 am: Students transitioned by homeroom teacher to classrooms
- 7:40-7:45 am: Students that arrive between this time should proceed directly to classrooms
- 7:45 am: Students arriving after 7:45 am are tardy. Parents must sign students in at the designated school area.
- 7:50 am: Instructional block begins
- 8:00 am: Teachers will enter attendance into Infinite Campus by 8:00 am. Any student who is absent or tardy, a robo-call notice will be sent via text/email to parents/guardians.
- 3:25 pm: Students prepare for dismissal

The Kindezi Schools is not responsible for the supervision and safety of students prior to the beginning of the school day or after the end of the school day. Parents may receive a home visit to verify residence or be reported to DFCS for students who are left at the school campus before the beginning of the school day or who are not picked up after school in a timely manner.

If a student is not present at least 4 hours during a school day, they will be counted as absent. We encourage parents to schedule appointments after school hours in order to minimize disruption to the classroom and student instruction. If your appointment must be scheduled during school hours, please ensure that your child is present at least 4 hours during that school day. Classroom time is essential to increasing students' knowledge and proficiency. Students who arrive late or repeatedly picked up early may experience a decline in student achievement.

Excused Absences

Students are expected to attend school at all times when classes are in session. The only exceptions are noted below and must be accompanied by a written excuse submitted to the front office. All other absences are considered unexcused.

Excused Absences are legally constituted of the following:

- Personal illness of the student and when attendance in school would endanger the health of the student or the health of others.
- Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
- Quarantine either by the county health department or by the family's physician.
- Special or recognized religious holidays observed by the faith of the student.
- Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
- Absences caused by order of the government.
- Service as a page in the Georgia General Assembly by a student who is at least twelve (12) years of age.
- Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student.
- Instances in which attendance could be hazardous as determined by WIA & the Atlanta Public School System.

***Immediate family is defined as parent/guardian, siblings and grandparents.*

Unexcused Absences

Parents are urged to plan their vacations in such a way that students do not miss any school, as extended absences have a detrimental effect on learning. Absences due to vacations, holidays, trips, babysitting, lack of proper clothing, no transportation, oversleeping or other non-academic activities are considered unlawful and unexcused.

**When a student is absent for three (3) or more consecutive days, the student must bring a doctor's excuse upon his/her return to school. If the appropriate written excuse is not provided upon the student's return, the absences will be considered unexcused. Documentation of all absences must include specific dates to be excused. Unexcused absences will be documented in Infinite Campus (IC). Three (3) or more consecutive days of absence, may prompt a referral to the social worker who may conduct a home visit.

Make -Up Work

It is the student's and parent's responsibility to make arrangements for make-up work. Students should ask their teacher for any missed assignments on the first day they return to school. The number of days allowed to complete make-up work will be determined by the principal or his/her designee but will not exceed the number of days absent. Failure to comply with this procedure will result in a grade of zero (0) being given for graded assignments missed during an excused absence.

Absences due to suspension from school are considered excused. Students are allowed to make up schoolwork missed while suspended from school pending their disciplinary hearing or at the discretion of the principal. In situations where students are suspended from school during tests/ exams, teachers will make arrangements to allow students to complete their exams.

Attendance Corrective Action (Unexcused Absences)

Three (3) levels of Response:

- Level 1 discipline (minor) Response
- Level 2 discipline (intermediate) Response
- Level 3 discipline (major) Response

Unexcused Absences	Level 1 Responses: 1st and subsequent absence	Level 2 Response: 3rd-6th absence	Level 3 Responses: 6th-9th absence
Elementary Discipline Response Range	<p>Teacher: Contact parent for first and subsequent absence to follow up and/or request explanation (e.g. note) for absence</p> <p>Parent: Conference with teacher and or restorative circle</p>	<p>Parent: Participate in mandatory attendance group and enter a parent contract</p> <p>Teacher: Continue to contact parent for subsequent absence to follow up and/or request explanation (e.g. note) for absence</p> <p>Administrator: At the 3rd absence contact parent via phone to follow and provide supports</p> <p>Students: Possible referral to an Attendance Buddy (school-site specific)</p> <p>Social worker: At the 5th absence, Social worker will send a 1st warning letter and a copy of the Georgia Compulsory Attendance Law via certified mail.</p> <p>Reserves the right to conduct a home visit to verify residence and/or link family to resources to address ongoing absences.</p>	<p>Parent: Participate in mandatory, conference with school culture team (SST coordinator/SPED Case Manager, Social Worker, AP, teacher) at 6th and 9th absences.</p> <p>Teacher: Continue to contact parent for subsequent absence to follow up and/or request explanation (e.g. note) for absence</p> <p>SST Coordinator/Teacher: Student may be referred for retention</p> <p>Social Worker: At the 7th Absence, Social Worker will send a 2nd warning letter and copy of the Georgia Compulsory Attendance Law via certified mail.</p> <p>Reserves the right to conduct a home visit to verify residence and/or link family to resources to address ongoing absences. Possible referral to the Educational Recovery Program through the Fulton County court if absences exceed 10. Detailed information pertaining to the student, school and social work interventions will be submitted within the referral.</p> <p>School Culture Team: At 10th absence, team will confer to determine whether any further action should be taken to address absences</p> <p><i>*The level of response will continue for subsequent absence to provide resources, support and updates from the culture team regarding recommendations</i></p>

<p>Middle School Discipline Response Range</p>	<p>Teacher: Contact parent for first and subsequent absence to follow up and/or request explanation (e.g. note) for absence</p> <p>Parent: Conference with teacher and or restorative circle</p>	<p>Parent: Participate in mandatory parent attendance group. Parent and student will enter into a school attendance contract</p> <p>Teacher: Continue to contact parent for subsequent absence to follow up and/or request explanation (e.g. note) for absence</p> <p>Administrator: At the 3rd absence contact parent via phone to follow and provide supports</p> <p>Students: Participate in a Lunch Time group, after school detention, and engage in restorative response. Possible referral to an Attendance Buddy (school-site specific)</p> <p>Social Worker: <u>At the 5th absence</u>, Social worker will send a <i>1st warning</i> letter and a copy of the Georgia Compulsory Attendance Law via certified mail.</p> <p>Reserves the right to conduct a home visit to verify residence and/or link family to resources to address ongoing absences.</p>	<p>Parent: Participate in mandatory attendance group and conference with school culture team (SST coordinator/SPED Case Manager, Social Worker, AP, teacher) <u>at 6th and 9th absences.</u></p> <p>Teacher: Continue to contact parent for subsequent absence to follow up and/or request explanation (e.g. note) for absence</p> <p>Students: Participate in a Lunch Time group, after school detention or Saturday school. Student may forfeit participation in school activities to make up lost instruction/time in class.</p> <p>SST Coordinator/Teacher: Student may be referred for retention</p> <p>Social Worker: <u>At the 7th Absence</u>, Social Worker will send a <i>2nd warning</i> letter and copy of the Georgia Compulsory Attendance Law via certified mail.</p> <p>Reserves the right to conduct a home visit to verify residence and/or link family to resources to address ongoing absences.</p> <p>Possible referral to the Educational Recovery Program through the Fulton County court <u>if absences exceed 10</u>. Detailed information pertaining to the student, school and social work interventions will be submitted within the referral.</p> <p>School Culture Team: <u>At 10th absence</u>, team will confer to determine whether any further action should be taken to address absences.</p> <p><i>*The level of response will continue for subsequent absence to provide resources, support and updates from the culture team regarding recommendations</i></p>
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Tardiness/Early Dismissal

A student who is late misses valuable instructional time and, as concerned educators, we feel it is our duty to do what we can to prevent tardiness/early dismissals from becoming a pattern. As a result, Kindezi is committed to strict adherence to the policy below:

Students arriving after the school's designated start time will be marked as tardy. Students leaving school before the designated dismissal time will be marked as an early dismissal. If a student is late to school, they are to report to the front office for a tardy slip, and must be accompanied by a parent/guardian. If the student leaves school early, the parent must come in and sign their student out for the day. A signed note from the parent/guardian stating the reason for the tardy and/or early dismissal must be submitted to the front office. This will assist in determining if the tardy and/or early dismissal is excused or unexcused. Unexcused tardies or early dismissal will be recorded on the student's record in Infinite Campus.

***Sign-In/Sign-Out form: All students who enter the building after school is in session or leave the premises before school is out must have his/her name, destination, and time of entry or departure recorded on the sign-in/sign-out form in the school office.*

Excused tardy: includes dangerous weather, injury and medical appointments, which must be accompanied by a doctor's office note. If a student is tardy, he/she must be signed in by a parent/guardian at the sign-in computer, or front office.

Unexcused tardy: includes any reasons not outlined in the excused tardies above (e.g. oversleeping, heavy traffic, student moving slowly in the hallway, etc). A parental note or call of explanation does not automatically excuse a tardy or late arrival.

Attendance Corrective Action (Unexcused Tardies)

Three (3) levels of Response:

- Level 1 discipline (minor) response
- Level 2 discipline (intermediate) Response
- Level 3 discipline (major) Response

Tardies	Level 1 Responses: 3rd and subsequent tardies	Level 2 Response: 5 th - 9th tardy	Level 3 Responses: 9th and subsequent tardies
Elementary Discipline Response Range	Teacher: Contact parent for first and subsequent tardy to follow up and/or request explanation (e.g. note) for tardiness	Parent: Enter into attendance contract Teacher: Continue to contact parent for subsequent tardy to follow up and/or request explanation (e.g. note) for tardiness Student: Possible referral to an Attendance Buddy. SST Coordinator/Teacher: Referral to SST	Parent: Conference with School Culture Team Teacher: Contact parent for first and subsequent tardy to follow up and/or request explanation (e.g. note) for tardiness Administrator: At the 9th tardy contact parent via phone to follow and provide supports SST Coordinator/Teacher: Referral to SST/ local interventions Social Worker: Referral to community agency supports (if applicable). Reserves the right to conduct a home visit to verify residence and/or link family to resources to address ongoing absences.
Middle School Discipline Response Range See code of conduct sections 5.3.1	Teacher: Classroom responses (See code of conduct sections 5.3.1)	Parent: Enter into attendance contract Teacher: Continue to contact parent for subsequent tardy to follow up and/or request explanation (e.g. note) for tardiness Student: 3 days of Lunch/After School Detention. Possible referral to an Attendance Buddy. SST Coordinator/Teacher: Referral to SST	Parent: Conference with School Culture Team. Student: 3 days of Lunch/After School Detention and/or Saturday School. Administrator: At the 9th tardy contact parent via phone to follow and provide supports SST Coordinator/Teacher: Referral to SST for possible retention/local interventions Social Worker: Referral to community agency supports (if applicable). Reserves the right to conduct a home visit to verify residence and/or link family to resources to address ongoing absences.

First Day of School Process:

When students are not in attendance on the first day of school, the school will attempt to reach the parent/guardian on a daily basis for each day of absence to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

- Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
- Students who have indicated their intent to enroll, but have not attended by the third day, will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
- Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
- Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
- The school will use the contact information provided by the parent/guardian in the registration packet.
- The District of Residence will be notified of the student's failure to attend school and the disenrollment.

B. Dismissal & Early Dismissal

Dismissal for Walkers and Car Riders

K-8th grade students will be dismissed at 3:30 pm each day. Parents and others who are authorized by parents to pick up will be issued a cartag which must be presented to the Kindezi School staff to release the students to be picked up by the appropriate driver. The carpool will last from 3:30 pm – 3:55 pm. **If a parent or guardian does not have the tag card present, he/she must park and check out the student from the front office with a valid ID.**

If a parent/guardian wants to have another adult pick up his/her child, the parent/guardian must express their consent in writing to the front office. Upon dismissal, the adult must check out the student from the front office.

Early Dismissal

A request for early dismissal may be made to the office manager via phone, email or personal note on or before the day of the requested action. All requests for early dismissal must be confirmed with the parent or guardian before any action is taken. Students should not leave the school grounds during school hours without the permission of office staff. Office staff will require proof of the right of custody from anyone requesting the early dismissal of a student. After 2:00 pm, students will not be allowed to be dismissed for early release.

C. Medicine & Illness

MEDICINE ADMINISTRATION

When students must take medicine at school, parents should bring medicine and related equipment to the principal or his/her designee and complete a [Medication Authorization Form](#).

ILLNESS

If a student becomes too ill to remain in class, the student may be sent to the front office to contact their parent and make arrangements to be checked out of school. The principal should be notified in writing if a student has a chronic illness or disability that could require special or emergency treatment.

If your child has been absent (or is being sent home) due to an illness, s/he must be free of fever (without medication), episodes of vomiting, nausea, stomach cramps, or diarrhea for at least 24 hours prior to returning to school. If your child has a rash, please do not send him or her to school until your health care provider has formally stated (in written form) that your child is not contagious. Do not send your child to school if s/he is sick.

Communicable Diseases

State Law requires that students who have been diagnosed by a physician, or are suspected of having a communicable disease by the school official or parent, shall be excluded from school for an indicated period of time. The duration of the period of exclusion for these specified diseases is as follows:

1. **Measles** (any type) - infected persons shall be restricted from school premises for 4 days after the appearance of the rash.
2. **Mumps** - infected persons shall be restricted from school premises for 9 days from the onset or until there is no swelling present.
3. **Chicken Pox** - infected persons shall be restricted from school premises for 6 days from the last crop of vesicles or until crusts are dry and child is presentable.
4. **Respiratory Streptococcal Infections (including Strep Throat and Scarlet Fever)** - infected persons shall remain at home for not less than 7 days from the onset or must be on medication for 48 hours before returning to school.
5. **Tonsillitis** - infected persons must be on medication 24 hours before returning to school.
6. **Trachoma** (a contagious crusting of the eyelids) - infected persons must be on medication for 24 hours before returning to school.
7. **Pertussis (Whooping Cough)** - infected persons shall be restricted from school premises for 4 weeks from the onset or must be on medication for 7 days before returning to school.
8. **Acute Contagious Conjunctivitis (pink eye)** - infected persons must be treated and a physician's letter is required for admittance to school.
9. **Pediculosis (head and body lice)** - infected persons must be treated with a special shampoo preparation for lice. A parent must accompany the student upon returning to school so that the student may be checked by the school nurse (to ensure no active infestation) before readmission.
10. **Ringworm** - infected persons must be treated and a physician's letter is required for admittance to school.
11. **Impetigo** - infected persons must be treated and a physician's letter is required for admittance to school.
12. **Scabies** - infected persons must be treated and a physician's letter is required for admittance to school.

REGARDING LICE

When head or body lice has been identified in the school, administration must closely follow the guidelines identified in "9. Pediculosis (head and body lice)", and send home communication via the [APS Head Lice Letter](#), to ensure that parent and/or guardians follow the strict requirements for treatment, so that less time is spent away from school.

Effective immediately, this updated policy will replace our stated classifications, status and treatments of illness (as described in the current student handbook), and should be sent home in official communication to student households.

Health and Medication

State law requires that all children in elementary school must have an updated Georgia Certificate of Immunization. Immunizations are required for measles, rubella, tetanus, diphtheria, polio, mumps, whooping cough, and hepatitis B. Georgia DHR Form 3231 is acceptable for students in pre-kindergarten programs; the Georgia DHR Form 3231, Certificate of Immunization, must be used for students in grades K-12. A local health department computer-generated form is acceptable. For entrance into the sixth grade, each student must have at least one additional dose of MMR vaccine. Georgia DHR Form 3189 is acceptable for showing this additional immunization.

Parents of children who become ill or injured while at school will be notified as soon as possible so that proper arrangements can be made for prompt treatment. If a child has a fever of 99 or more, the parent will be called to come and get the child. Parents will not be notified of injuries that are so minor that a regular-sized band aid can cover it, unless the parent specifically requests to be notified in all cases of injury without exception.

D. Response to Intervention

Response to Intervention/Student Support Team

The Response to Intervention/Student Support Team (RTI/SST) process is designed to provide support to the student and teacher through a collaborative approach. The RTI/SST is a regular education, problem-solving process in every school with the goal of helping students improve their behavior and academic performance. When a student experiences academic or behavioral problems, the teacher or parent may request the assistance of the school's Response to Intervention/Student Support Team. The RTI/SST process has six basic steps: gathering information, evaluating the information, developing an educational plan, implementing the educational plan, evaluating the progress, and monitoring the plan.

E. Emergencies & Inclement Weather External Communication

Fire and Disaster Drills

A fire/building evacuation drill is conducted once each month. Tornado, bomb, bus evacuation, intruder, AED, reverse evacuations, and earthquake drills occur twice per year. These drills are designed to ensure the likelihood of safety and shelter in the event of an emergency.

Inclement Weather External Communication

While we have previously followed our own emergency closure protocol, moving forward the Kindezi Schools will follow Atlanta Public School's decisions regarding school closures. If APS announces a district-wide closure, Kindezi will be closed for the same amount of time, including school-day and extracurricular closures. In the event of school-day closures, the day will be made up on a subsequent date (for example, by shortening winter break).

Kindezi will communicate to families and staff as soon as APS makes any decisions about closures. In addition, families and staff can refer to the APS closure policy and information sources below to learn about closures.

APS Closure Policy

APS cooperates fully with local emergency management preparedness authorities for natural and manmade disasters. The superintendent may close individual schools or all schools in the event of abnormal conditions, hazardous weather or other emergencies that threaten the safety, welfare, or health of students or employees. Tune in to [WSB-TV \(Channel 2\)](#), [WSB-AM 750](#) and [WABE-FM 90.1](#) or access the [APS Web site](#), [Twitter @apsupdate](#) or [APS Facebook page](#) for news about emergency closings.

F. Behavior: Expectations, Rewards, & Consequences

Kindezi Old Fourth Ward's Behavior Expectations

O4W is powered by our core values: creativity, love, leadership, integrity, pride, perseverance, and service. Scholars are expected to demonstrate the core values each and everyday as they follow our school rules. The table below outlines examples of specific behaviors scholars are expected to demonstrate in connection with the core values. Teachers will provide daily explicit instruction, modeling, and support for each of the outlined behaviors to support scholars in meeting the expectations.

Beehive Rules

Bee Kind

I will always treat everybody and myself with love and respect. I will support my classmates when they need help. I will contribute to making Kindezi a more welcoming, safe, and loving community for all. (LOVE)

Bee Respectful

I will be a good role model for other students. I will be brave and stand up for what is right by convincing others to do the right thing. (LEADERSHIP)

Bee Safe

I will look for ways that I can work hard to make The Kindezi School, the community, and the world a better place through service. (SERVICE)

Bee Your Best Self

I will take pride in producing top-quality classwork and homework that reflects my best effort. I will take pride in my classroom and school by helping my teachers and teammates create an environment that is neat and orderly. I will take pride in myself by working hard to become the best me that I can be. (PRIDE)

Bee Bucks (Kickboard) is a token economy system designed to incentivize target behaviors for scholars by providing points for such target behaviors and deductions as a consequence. Goal-based incentives, points, rewards, and deductions are all tracked using the Kickboard system. This provides behavioral data for each scholar, as well as a systematized means of tracking student eligibility for the various incentives.

Earning (Kickboard)

Scholars will be able to receive a number of “bucks” as they relate to the seven core values: creativity, integrity, leadership, love, perseverance, pride, and respect. If a teacher observes scholars demonstrating one of the behaviors or work habits that shows an example of one of the core values, the scholar will receive points that will be tracked within Kickboard. There are school-wide, grade level, and classroom-specific rewards/incentives for the points scholars have accumulated. There will be daily, weekly, quarterly, and whole class incentives throughout the year.

G. Discipline Protocol

Kindezi O4W and Atlanta Public Schools Student Discipline Protocol

Kindezi O4W has aligned its Code of Conduct with that of APS, outlining our expectations for student behavior. Additionally, this document outlines the steps that will be taken to handle student misconduct. Each parent and student will receive the following documents related to rules and procedures:

[Kindezi Parent & Student Contract](#)

Kindezi Student Code of Conduct

The Kindezi contract and code of conduct will be a part of the APS Parent-Student handbook and should be thoroughly reviewed by the student and parent. Each student and parent must acknowledge receipt of the code of conduct.

Code of Conduct Guidelines

The Kindezi School is committed to achieving a structured environment with clear expectations and consequences that are utilized to change student behavior, not punish. What follows is a list of prohibited behaviors and the consequences associated with breaking them as well as guidelines for who will be in charge of making determination of consequences.

It is important to the effectiveness of this code of conduct that we also support our students' ability to follow the rules. This can be accomplished by regularly discussing these rules and why it is important to follow them. For example, simply having a zero tolerance policy on violence and threats will not be effective if teachers and administrators wait for students to break the rules before talking about it. We must support our students' behavior by preemptively discussing the culture of safety and respect that we are trying to create on the first day of school and continue until the end. We can do this during the daily meetings, assemblies, large-class day, and the discussion can be integrated into regular instructional time.

The Kindezi Schools' code of conduct organizes misbehavior into three levels of increasing seriousness. Level I discipline is that which is handled by teachers, level II discipline is more serious and is handled by the Assistant Principals in collaboration with teacher support, only bringing in principals when absolutely necessary, and level III discipline is handled by the principal, lastly Level IV discipline is handled by the principal with the support of an ad hoc team.

Parents will be notified in writing of any infraction that does not improve after teacher/classroom based interventions. Any behavior that warrants in-school suspension, out-of-school suspension, alternative placement, behavioral probation, or community service requires that a parent signs stating that they are aware of the interventions the teacher utilized. Parents are entitled to address determinations made in response to their children's behavior through the Kindezi Grievance Policy.

Code of Conduct Guiding Principles

- We will maintain a 4:1 ratio for praise to correction (to students and in communicating with parents about their child)
- We will have consistent statement of expected behaviors (stated positively rather than negatively) for the whole school
- In order for punishment to be effective, they must be accompanied by an equivalent level of school investment in the child's learning. This investment comes in the form of time and energy from Kindezi staff.
- Our expected behaviors will be stated in a way that allows students to connect them to our values
- When we do use negative consequences, we will use logical consequences, for example:
 - Reparation to fix problems arising from carelessness, forgetfulness, impulsivity (you broke it, you fix it)
 - Loss of privilege to fix problems arising from students not living up to their responsibilities
 - Positive time out to allow students to practice techniques they have learned to regain self-control; length of time is based on time to regain self-control and be ready to return to the flow of the classroom, not fixed time limits
 - Consequences are tailored to the need of the student, specifically taking into account the needs of students with identified disabilities, as well as students in the Student Support Team Tiers 2 and above. The Social Service Department supports any disciplinary decisions for students in these groups.
 - We do *not* have an automated accumulation of consequences for major behaviors (e.g. a certain number of recovery room visits does *not* result in In-School Suspension).

- **Our overarching guiding question is - will this consequence change the student's behavior? What support is provided for student to master the appropriate behaviors?** Consequences and supports for behavior should motivate student reflection while providing the student with the press and support they require to change their behavior.
- All corrective interactions will start with praise or empathy and review of the rules and expectations to ensure students level of understanding.
- All corrective interactions will start with praise or empathy and review of the rules and expectations to ensure students level of understanding.
- For students receiving support at Tier 2 and 3 of the Student Support Team process their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.
- For students with identified disabilities addressed in 504 plans their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.
- For students with identified behavior plans who receive special education services, their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.

Level I Discipline

Infractions

The first level of discipline, for minor misbehavior that causes minor disruptions to the school environment or disrupts a student's own learning (as determined by teachers) is a simple reparation (e.g. fix the thing you broke) or loss of simple privileges. Level I consequences should NOT involve the loss of instructional time. Level I discipline should be handled by teachers and sometimes requires parent notification or documentation. Level I disciplinary infractions include but are not limited to the following:

- Disrespectful attitude towards teachers, peers, or property
 - Examples include, but not limited to:
 - Using language such as shut up, name calling (dumb, stupid, idiot)
 - Using profanity
 - Failure to follow directions the first time
 - Ripping assignments, book pages, pencils etc. in defiance
- Minor disturbances to the learning of others (e.g. blurting/interrupting, failure to do classwork)
 - For all students, teachers should first check to see if students have the supports needed to access the work of the lesson.

Level I infractions that occur in the Recovery Room or on a Field Trip are considered level I responses

Interventions

Teachers are in charge of deciding on consequences for Level I discipline. Except in cases where students are receiving specific supports:

- For students receiving support at Tier 2 and 3 of the Student Support Team process their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.
- For students with identified disabilities addressed in 504 plans their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.
- For Special Education students, teachers should refer to the student's IEP to ensure accommodations and supports are being provided. Teachers should consult with the special education teachers for support in implementing these supports. Their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.

Level I Teacher guided classroom supports. Initial Level I Infraction. Teachers will maintain monitoring and tracking using Kickboard and Infinite Campus under each student's account. The following is the school-wide tiered classroom consequence system. In order to ensure the maximum

- **Step 1:** Verbal warning to student
- **Step 2:** Verbal warning to student
- **Step 3:** Kickboard deduction #1
- **Step 4:** Kickboard deduction #2
- **Step 5:** Teacher based intervention (kickboard deduction)
 - **Tab-in** - Student provided opportunity within the class to be removed from large group to reflect and document strategies to exhibit appropriate behavior and/or complete given academic task
 - **Tab-out** - alternative placement in another same grade class
 - **Silent lunch** - Student will report to designated silent lunch area and follow teacher expectations
 - **Alternative recess** - Student will lose recess privileges with his/her grade level. Students should be provided an alternative to recess that allows them to safely and appropriately expend energy
- **Step 6:** Behavior Aide Check-in (De-escalations)
- **Step 7:** Discipline Referral - If student is unsuccessful after completing of Steps 1 - 6 of the Level I discipline plan, student progresses to **Level II**. The Dean of Culture will be the point of contact to begin Level II response to discipline

Whenever possible employ solutions that do not involve the loss of instructional time. Consequences for Level I misbehavior include but are not limited to:

- In class behavior management system (e.g. deductions, moving clip)
- One on one review of classroom rules and expectations
- Alternative recess
- Silent lunch/Loss of lunch time with peers
- Loss of computer access
- Parent conference

Teacher should attempt to support the student by providing multiple interventions for student to learn and model more appropriate behaviors. If the student does not respond to the above tools after multiple incidents with varied intervention for the same behavior, teachers can also employ the use of a short term solution focused alternative placement (Tab out) within the classroom setting so student does not miss instructional time. Because level I infractions are minor, this alternative placement should not exceed 30 minutes.

- Interventions and Supports to Students

Level II Discipline

Infractions

The second level of discipline is reserved for more serious infractions. Level II offenses are intermediate acts of misconduct. These acts include, but are not limited to, repeated, related, acts of minor misconduct and misbehavior directed against persons or property but which do not seriously endanger health, safety or well-being of others. Similar to Level I, discipline decisions are made by teachers, involving administration/culture team only when significant loss of instructional time occurs through a "TKS Principal Referral Form." Some examples of level II disciplinary infractions include but are not limited to the following:

- Exceptionally disrespectful actions or words towards teachers, peers, or property. This includes but is not limited to:
 - Destruction of school property
 - Serious incidents or demonstrated patterns of bullying behavior
 - Total refusal to follow instructions
 - Tantrums
 - Wandering
 - Repeated and chronic misbehavior
 - Theft of property from a common space and of minimal value
 - Failure to accept disciplinary actions by teachers
 - Cheating on tests or plagiarism
 - Play-fighting
 - Sexual conversation (after warning has been given)
 - Comments about race, class, disability, gender, sexual orientation, religion, ethnicity

Interventions

Teachers are responsible to complete a TKS Administrator Referral Form. Administration/Culture team will consult with teachers to determine the most appropriate consequences for Level II discipline, especially in cases of injury, destruction of property, or recommended consequence that would require the student to lose more than 30 minutes of instructional time. Additionally, in cases where students are receiving specific supports:

- For students receiving support at Tier 2 and 3 of the Student Support Team process their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.
- For students with identified disabilities addressed in 504 plans their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.
- For special education students with identified behavior plans, their disciplinary consequences will be addressed in a support plan specifically tailored to their individual needs.

Whenever possible employ solutions that do not involve the loss of instructional time:

- School community service
- Before/After school detention
- Saturday school
- Parent conference
- Loss of activities

After serious incidents, or a pattern of incidents, the following consequences can be employed. However, these should be employed only to change students' behavior. They should be partnered with a reflection activity (restorative circle conversation, essay writing, community service), and should not be employed multiple times for the same behavior (which demonstrates the consequence is not working to change behavior).

- In-School Suspension—i.e. Multiple days in Recovery Room (*dependent on a lot of factors including grade level/age of student*). As in level I, in cases of injury, destruction of property, or recommended consequence that would require the student to lose more than 30 minutes of instructional time, a principal referral form is required.
- If a student is assigned 3 level II consequences for a repeated minor infraction the consequences are escalated to Level III disciplinary action which will include interaction with the student, parent, Principal and a member of the Social Services Department.
- For students in special education, teacher should notify the special education teacher following any Level II infractions to determine if changes to their individualized supports need to occur.

Level III Discipline

Infractions

Level III discipline is used for the most serious acts of misconduct. Depending on the infraction, teachers or assistant principals are responsible to complete a TKS Administrator Referral Form. Specifically, this refers to incidents or patterns of behavior that represent a clear and continuing threat to the safety of other students or adults in the school as determined by the principal. Level III misconduct includes but is not limited to the following:

- Serious threats or acts of violence
- Elopement
- Physical and verbal sexual misconduct—i.e. inappropriate touching or verbal harassment
- Bringing a weapon to school
- Bringing drugs, tobacco, or alcohol to school
- Theft of property from a personal or private space and/or of significant value
- Inappropriate use of technology (i.e. inappropriate use of social media, non-academic websites)
- Comments about race, class, disability, gender, sexual orientation, religion, ethnicity
- Destruction of school property

Interventions

Students must be referred to the principal for level III misbehavior. After serious incidents, or a pattern of incidents, the following consequences can be employed. However, these should be employed only to change students behavior. They should be partnered with a reflection activity (restorative circle conversation, essay writing, community service), assessment from the school social worker to develop an infraction specific behavior plan and should not be employed multiple times for the same behavior (which demonstrates the consequence is not working to change behavior).

The consequences for these acts of misconduct include but are not limited to:

- Referral to Recovery Room
 - Students will be required to complete project based activities with the assistance of Behavior Aides
 - Students will complete a check-out reflection activity with the Behavior Aide before returning to class
- Referral to After School
 - The number of days to be determined by administrator
 - Students will be required to make up academic work, or work on project based activities
 - Students will complete a check-out reflection activity with the Behavior Aide
- Referral to Saturday School program
 - The number of visits to be determined by administrator
 - Students will be required to make up academic work, or work on project based activities
 - Students will complete a check-out reflection activity
- Referral to Behavior modification sessions
- Referral to Therapeutic SEL support group sessions
 - Student to engage in restorative practices to address infraction restoration
- Ongoing counseling sessions with school social worker
- Assignment to in-school suspension (*dependent on multiple factors including grade level/age of student*)
 - Student will be given a list of tasks/assignments to complete before returning to class.
Disciplinarian will ensure tasks/assignments are completed
- Assignment to out-of-school suspension

- Student will be given a list of tasks/assignments to complete. Student will not be allowed to return to school until tasks/assignment completion has been verified.
- Student will be required to complete community service (community service partnerships TBD); must have a signed letter verifying community service completion.
- Mandatory parent meeting before the student returns to school
- For infractions that warrant more serious consequences, the infraction has gone above level III. Decisions involving severe consequences will be made by an ad hoc committee including the principal, board members, and teachers. Temporary placement in an alternative program within Kindezi will be considered.

Supportive & Restorative Responses to Discipline

Supportive school discipline is a systemic constellation of programs and practices that promote positive behaviors while preventing negative or risky behaviors. It is positive rather than punitive, and aims to create a safe learning environment that enhances all students' outcomes. Through ongoing supportive interventions, student will address concepts such as behavior modification, emotion regulation, healthy coping skills, and problem solving.

Behavior Aides, Social Workers, and SEL coaches in collaboration with the SST and SPED departments will assess students needs and utilize behavior plans to address the student's identified needs. Student may be engaged in check in and check out, lunch bunch sessions, Saturday and after school workshops including a parent component or individual and group therapy sessions with peers. Teachers will report concerns that may benefit from support to their administrator, the administrator will make a referral for support. For self referrals or parent requested support, the social worker will complete the referral. Through these supportive services, a student can begin to learn the reasons for their behavior and what the trigger points are and most importantly, how to deal with those issues once they arise in the future.

Discipline for Students with Disabilities

Students with disabilities may be suspended out of school for less than 10 days in any school year, and no services are required to be provided. When a child is suspended or expelled out of school for more than 10 days, the school district must continue to provide a free appropriate public education (FAPE) for that child even though the child is not attending school. The location or place where the services are provided will change.

If the student possesses or sells illegal drugs or weapons or causes serious bodily injury, the school may change the placement for up to 45 school days without consent of the parent. Once a student has been suspended for 10 or more days in a school year, a manifestation determination must be held to decide whether the behavior was caused by the disability and/or whether the IEP was followed.

If the team determines the behavior was caused by the disability and/or the IEP was not followed, then the student must return to the original setting unless it is a case of illegal drugs, weapons, or serious bodily injury.

- A Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) must either be conducted or reviewed and revised when the behavior is a manifestation.
- If the team determines that the behaviors were not caused by the disability and that the IEP was followed, then the student may be disciplined according to school policy.
- The student must continue to receive FAPE. The IEP team will determine how the services can be provided. An FBA/BIP may be developed or reviewed and revised to prevent further behavior problems.

If the parent disagrees with the decision of the manifestation determination, he or she may appeal by requesting a due process hearing. An expedited hearing must occur within 20 school days. The child will remain in the setting decided by the discipline process until the hearing occurs.

Under special situations, if the behavior that causes a child to get into trouble and be suspended is not related to the child's previous behavior that resulted in discipline or to that child's disability, the school district may review the incidents and determine that a new suspension that results in more than 10 cumulative days of suspension for this school year is not a change in placement and, therefore, does not require services to continue.

Kindezi Cell Phone/Personal Electronic Device Policy

All students may possess mobile telephones and other personal electronic devices (PEDs) with the expressed, written consent of their parents/guardians. The parent or legal guardian must complete the Parental Consent & Acknowledgement Form for a Mobile Telephone/Personal Electronic Device each school year and deliver it to the school principal or designee before the student is allowed to possess a device on school property.

Unless otherwise directed by school administration or school staff, the use of cellular telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, morning arrival, lunch periods, class changes, study halls, dismissal, and any other structured or unstructured instructional activity that occurs during the normal school day. Devices must be out of sight and turned off. This prohibition includes all emergency situations unless the student is directed to use a cellular telephone or PED by a school administrator or school staff or unless an extreme threat to the health or safety of a student arises and no school administrator or school staff member is present.

All staff members have the right to confiscate mobile phones when used in violation of this policy. If a student refuses to relinquish a phone or other device to a school staff member, the staff member may refer the student with the device to the principal or designee. The Kindezi Schools assumes no liability for the theft, loss or damage of mobile telephones and other PEDs possessed by students on school property or held by school officials during the confiscation period. TKS employees will not be responsible for searching for lost or stolen mobile phone or other PEDs.

For the purpose of this policy, the term "electronic devices" will include: laptops, cell phones, smart phones, smart watches, iPads, iPods, and tablets. Please note that Nintendo DS and/or other gaming devices with Internet access are also not permissible at this time. Students shall not use, display, or turn on electronic devices during instructional time, class change time, breakfast or lunch.

The Principal shall determine specific times on campus if and when electronic devices may be used for instructional purposes.

Disciplinary Responses

5.7.1 Disciplinary actions for students whose parent/legal guardians **have completed** the Parental Consent & Acknowledgement Form are as follows:

First Violation	Second Violation	Third Violation	Fourth Violation or more
-Verbal Warning	-The device will be confiscated and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.	-The device will be confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one semester. -Written notice will be sent to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.	-The phone will be confiscated, and the student will lose the privilege of possessing a cellular telephone or PED on school property for one (1) calendar year. -Written notice will be sent to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

5.7.2 Disciplinary actions for students whose parent/legal guardians **have not completed** the Parental Consent & Acknowledgement Form are as follows:

First Violation	Second Violation	Third Violation
-The device will be confiscated, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item. The parent/legal guardian will be given the opportunity to complete the Parental Consent & Acknowledgment Form at the first conference. -Should a parent/guardian opt to not complete the Parental Consent & Acknowledgement Form, further disciplinary actions against the student may be warranted for subsequent violations.	-The phone or device will be confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one semester. -Written notice will be sent to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.	-The phone will be confiscated, and the student will lose the privilege of possessing a cellular telephone or PED on school property for one (1) calendar year. -Written notice will be sent to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

H. Dress Code & Uniform Policy

Atlanta Board of Education Student Dress Code

The Atlanta Board of Education recognizes that dress is principally a matter of personal taste and preference; however, it also has the potential for being a distracting factor in the instructional environment of the school. Therefore, the Board provides that the Superintendent may set forth administrative regulations designed to ensure that dress and personal grooming does not present a health or safety problems, cause actual disruption of the instructional process, or offend common standards of decency. The Board authorizes each principal to establish an advisory committee each year to formulate and review guidelines for appropriate dress and personal grooming in the school and at school– sponsored activities.

School Uniforms

100% compliance to wearing school uniforms is required.

School Uniform Includes:

- For grades K–5: Green Kindezi logoed Polo
- For grades 6–8: Black Kindezi logoed Polo
- Solid khaki pants, shorts, slacks, skirts, skorts, jumpers, or similar clothing
- Shoes/Footwear – **any color shoe**
- Hoodless black sweater/sweatshirt – **NO hoodies/Logos**
 - Kindezi logoed options available to order (during first Quarter)
- Socks, stockings and leggings can be any color. This is open to the students creative expression & choice.
- Undershirts are optional but must be all black or all white.
- Bandanas/sport headbands are NOT allowed for any student.

The uniform policy also includes the following:

- Shoes/Footwear: covered toes shoes: For the children’s safety, no sandals or flip flops are allowed. Platforms and shoes with wheels may not be worn.
- The size of shirts and pants must be appropriate to the student’s body size and not oversized or undersized.
- Shirts must be tucked into the waistband of the pants or skirt.
- Shorts are no shorter than mid-thigh.
- The hem of skirts or dresses must be no shorter than mid-thigh.

Students are expected to be in uniforms daily. Students will have various opportunities to earn dress down for meeting specific requirements (attendance, behavior, academics, core values, etc). Students/parents will be notified when students have earned Dress down incentives via kickboard weekly. Students may earn appropriate consequences if they choose to attend school out of uniform.

I. Grading Periods, Report Card & Homework

Grading Periods

- **Quarter 1:** 7/31/19-10/10/19
- **Quarter 2:** 10/21/19-12/19/19
- **Quarter 3:** 1/7/20-3/13/20
- **Quarter 4:** 3/17/20-5/22/20

Report Card

- Parent Teacher Conferences: October 21 - 25, 2019
- Report cards sent home: January 6, 2020
- Parent Teacher Conferences: March 16 - 20, 2020
- Report cards sent home: after May 22, 2020

Grading Scale

A= 90-100

B= 80-89

C= 70-79

F= 69 and below

Homework Policy

Homework is a vital part of the Kindezi curriculum. Scholars receive homework five days a week. Scholars are expected to read every night and complete assignments that can be completed within the established time frame.

J. Parent Volunteers & Visitors

Parent Volunteers

While Kindezi O4W considers academic involvement to be the parent's top priority, we also request that parents assist in building the broader Kindezi community. In order to build a bridge between home, school, and the community, this venture must ultimately be considered a collective effort. All parents will have to submit a Volunteer Application to our front office staff. In addition, all volunteers will be required to complete a background check. For more information, please reach out to the Parent Liaison.

Visitors & Unauthorized Persons on School Grounds

We are excited that you would like to visit your child's classroom where you will get the opportunity to gain a first hand experience into the daily happenings at Kindezi. All visitors must sign in at the school office with a government issued ID and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds. All visitors must remain in the front office until a member of the school staff comes to escort them to the designated location. **Under no circumstances should parents go directly to a classroom during instructional hours.** Parents/guardians who request a classroom observation or a teacher conference shall provide at least 24 hours advance

notice. Your child’s teacher will contact you to determine the best time for the classroom visitation or teacher conference to take place. Visitors shall not distract the teacher from instruction or otherwise interrupt the instructional process. Visits should be limited to 45 minutes for observations.

To ensure the safety of students, the confidentiality of personal information, and the integrity of the learning environment, visitors are limited to:

1. The parent/guardian of a current student;
2. Other family members of a current student at the request of the parent/guardian; or
3. Individuals with official business, including, but not limited to, community volunteers, student mentors, and guest speakers.

Student and adult spectators at school events that are open to the public are expected to model good sportsmanship and citizenship. A visitor to a school or school event who violates this policy may be asked to leave and may lose the privilege of coming on campus and attending future school events. ***The presence of unauthorized visitors on school grounds or in facilities constitutes trespassing and may subject violators to criminal prosecution under the laws of the State of Georgia.***

K. Regulatory Provisions

Title I – Parental Involvement Policy

The Kindezi School abides by and supports all rules and regulations pertaining to Title I, Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 107-110. A written plan for Title I parental involvement that establishes programs and practices to enhance parental involvement and reflects the needs of students and families will be jointly developed by parents and school staff.

Professional Qualifications of Teachers

In compliance with the requirements of the No Child Left Behind (NCLB) statute, parents are entitled to request information about the professional qualifications of their child’s teacher. The following information may be requested:

- 1) Certification;
- 2) College major/graduate certification or degree held by the teacher; and
- 3) Qualifications of the paraprofessional, if paraprofessional services are provided.

If you wish to request information concerning your child’s teacher’s qualifications, please contact the school principal.

Family Changes

If the status of a student’s custody changes after the student is enrolled, the enrolling parent/guardian or agency shall notify the local school of new address and contact phone numbers. Parents/guardians may be required to facilitate and obtain appropriate guardianship or custody of their child to avoid referral to an outside agency or withdrawal. State law generally prohibits attempts to make a change of custody of a minor child by removing the child from the premises of the school without permission of the person who enrolled the student. This prohibition applies even if there is a court order granting custody of the child to the person seeking to make the change.

Harassment Statement

It is the policy of The Kindezi School not to discriminate on the basis of gender, age, race, ethnic group, color, disability, religious belief, sexual orientation or national origin in the educational programs and activities, admissions, or in the employment practices of the school. It is the policy of The Kindezi School to comply with all laws and regulations relating to discrimination now in effect or hereafter enacted.

The Kindezi School does not and will not tolerate harassment of its students or employees. The term “harassment” includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual’s race, ethnic group, color, gender, religious belief, sexual orientation, national origin, citizenship, age, or disability. “Harassment” also includes sexual advances, requests for sexual favors, unwelcome or offensive touching, and other verbal, graphic, or physical conduct of a sexual nature.

Violations of this policy will subject an employee to disciplinary action up to and including immediate employment termination. Students violating this policy may be disciplined up to and including exclusion from school.

Anti-Discrimination and Title IX Complaint Procedure

Notice to Students, Parents, & Employees:

If you believe you or your child are being mistreated by a school employee on the basis of your race, color, religion, gender, age, national origin, sexual orientation or disability, you have a complaint and a remedy. Please tell any school employee in whom you have confidence that you have a complaint about the manner in which you or your child are being treated and why. You also may contact:

Atlanta Public Schools
Office of Internal Resolution
130 Trinity Avenue, S.W.
Atlanta, Georgia, 30303

Impaired/Handicapped Access

The Kindezi School wishes to meet the needs of all of its students and families. If any member of your family needs assistance or has any questions regarding mobility impaired issues or handicapped access, please contact the school front office.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a directive to any person, business or government agency that receives federal funds to eliminate discrimination against persons with disabilities. Specifically Section 504 states:

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which benefits from federal financial assistance.

Under Section 504 a person with a disability (handicap) is anyone who has a mental or physical impairment which substantially limits one or more major life activities, such as caring for oneself; performing manual tasks; walking; seeing; hearing; speaking; breathing; learning and working; eating; sleeping; standing; lifting; bending; reading; concentrating; thinking; and communicating. The term “substantially limits” means the person is unable to perform a major life activity that a non-disabled person can do, or the person is significantly restricted in the performance of a major life activity in comparison to a non-disabled person.

It is the policy of The Kindezi School to comply with the provisions of Section 504 of the Rehabilitation Act of 1973 in providing a free appropriate public education for students with disabilities who qualify under the definition of the law. No student shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity, on the basis of disability.

The Kindezi School has specific responsibilities under Section 504, including the requirement to identify and evaluate students with disabilities. Any student or other disabled individual who is qualified for services under Section 504 will receive appropriate accommodations providing equal access to educational programs, services, and facilities.

Family Educational Rights and Privacy Act (FERPA)

Parents have certain rights with respect to student educational records pursuant to the Family Educational Rights and Privacy Act (FERPA). These rights transfer to the student when the student becomes an “Eligible Student” upon reaching the age of 18 or attending a school beyond the high school level. The rights of Parents and/or Eligible Students are summarized as follows:

- The right to inspect and review student educational records maintained by the school. A Parent or Eligible Student seeking to inspect and review educational records should submit a written request to the Principal of the school in which the student is enrolled.
- An opportunity to seek amendment of educational records alleged to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. They also may request a hearing or a copy of the procedures for conducting the hearing by contacting the Atlanta Public School system.
- The right to notice of what information the school has designated as directory information and a reasonable time after such notice to inform the school that the designated information should not be released without prior consent.
- The right to consent to the disclosure of personally identifiable information contained in student educational records (other than directory information), except to the extent FERPA authorizes disclosure without consent. Disclosures for which the consent of the Parent or Eligible Student is not required include the following:
 - (A) to School Officials with a legitimate educational interest. A school official is any school employee or any contractor, consultant, volunteer, or other party to whom school system services or functions that would otherwise be performed by school employees has been outsourced or assigned. A legitimate educational interest is a need that arises out of a school official’s role in providing educational services, including instruction, evaluation, therapy, etc., to a student, or out of the performance of administrative, supervisory, clerical, or other responsibilities prescribed by the school system;
 - (B) to other school systems in which the student seeks or intends to enroll as long as the disclosure is for purposes related to the student’s enrollment or transfer;
 - (C) to specified officials for audit or evaluation purposes;
 - (D) in connection with the student’s application for financial aid;
 - (E) to state and local officials pursuant to State law;
 - (F) to organizations conducting studies on behalf of the school;
 - (G) to accrediting organizations;
 - (H) to parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
 - (I) to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons; and
 - (J) in compliance with judicial order or pursuant to any lawfully issued subpoena when the educational agency makes reasonable effort to notify the Parent or Eligible Student in advance of the compliance. In limited circumstances, an order or subpoena may require the District to disclose information without notifying the Parent or Eligible Student.

A Parent or Eligible Student who believes his or her rights under FERPA may have been violated may file a complaint by writing the Family Policy and Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA occurred. Complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education

Privacy: Parents and Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment affords Parents and Eligible Students rights and protections regarding instructional materials used in educational programs, surveys administered to students, and the conduct of certain physical examinations. The rights and protections established by the PPRA include:

- Instructional Materials. The Parent or Eligible Student has the right to inspect any instructional material used as part of the educational curriculum for the student; and
- Surveys. The Parent or Eligible Student has the right to inspect any survey created by a third party, prior to the administration or distribution of the survey and the right to opt the student out of participation in any such survey. In addition, before a student may be required to submit to a survey revealing “Protected Information,” the written consent of the Parent or the consent of the Eligible Student is required. Finally, a minor student may not volunteer to submit to a survey revealing “Protected Information” without providing the Parent of the student with prior written notice of the administration of the survey and an opportunity to opt out of the survey. “Protected Information” is information in the following categories:
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental and psychological problems of the student or the student’s family;
 3. Sexual behavior and attitudes;
 4. Illegal, anti-social, self-incriminating, and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
 8. Religious practices, affiliations, or beliefs of the student or parents.
- Physical Examinations. Parents have the right to notice of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.

A Parent or Eligible Student who believes his or her rights under PPRA may have been violated may file a complaint by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Equal Opportunity Statement

The Kindezi School complies with all federal, state, and local laws, and provides an equal opportunity for all students. The Kindezi School prohibits discrimination in admission, grading, discipline and any other activity based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), gender, handicap, nationality, or citizenship. All decisions of The Kindezi School will be administered without regard to any of the categories listed above.

Personal Electronic Device Parental Consent & Acknowledgement Form

1. My child has my permission to possess the personal electronic device listed below while on the property of the Kindezi Schools.
2. My child and I have read and understand the Cell Phone and Personal Electronic Device Policy

Cellular telephones and other personal electronic devices must be out of sight and turned off during the school day, during the lunch break, and on the school bus, even in emergency situations. Cell phones with photo cameras or video cameras and/or other portable "Remotely Activated or Activating Communication Devices" capable of storing and transmitting or receiving images are BANNED from school property at all times.

Violation of this policy and regulations will result in a variety of progressive discipline actions, including, but not limited to, confiscation of the device, a monetary fine, suspension, and/or referral to an alternative school by the Student Tribunal.

I understand that the Kindezi Schools assumes no responsibility or liability for the theft, loss or damage to a cellular telephone or other PED, nor does it assume responsibility for the unauthorized use of any device.

Student Name: _____

Grade: _____

Parent/Legal Guardian Name: _____

Address: _____

Home Telephone: _____

Work Telephone: _____

Type of Device: _____

Serial Number: _____

If the device is a cellular telephone, please provide the telephone #: _____

I understand that the possession of a cellular telephone or portable communication device is a privilege. I have read and agree to all provisions specified in The Kindezi Schools' Cell Phone and Personal Electronic Device Policy.

Parent/Legal Guardian's signature: _____

Date: _____

Student's signature: _____

Date: _____

Kindezi Parent Contract

1.

As a parent/guardian, I understand that I am the person most responsible for my child's education. I agree to partner with The Kindezi School and my child in promoting his/her academic achievement, character development, and well-being. I understand that I must meet the responsibilities provided below.

Parent / Guardian Responsibilities

- I will read and sign this Parent Participation Contract and turn it into my child's teacher by August 6, 2019.
- I will know and reinforce school rules, and I will work cooperatively with the Kindezi Administration to address infractions of these rules by my child.
- I will attend all required parent-teacher conferences, and I agree to participate in a differentiated learning plan for my child's success.
- I will have my child at school, ready to learn each day by 7:45 a.m., and I will follow all attendance and tardiness policies.
- I will dress my child in the proper uniform daily.
- I will help my child learn by ensuring that all homework assignments and projects are completed and provide an area in my home for him/her to complete his/her school work.
- I will read to or make sure that my child reads for a minimum of 20-30 minutes per day, 5 days per week.
- I will review and immediately answer any messages that I get from my child's teacher or the Kindezi Administration.
- I will report any illness or absence to the school and keep my child home if he or she is ill.
- I will immediately inform the school as to any change in my child's transportation or the persons who are authorized to pick him/her up from school.
- I will let the school administration and teacher know of any change in address, phone number, or family status for my child within 7 days.
- I will inform the school administration immediately if our family moves outside the Atlanta Public Schools attendance zone.

Parent/Guardian Signature

Date

