

Gideons Elementary School

A proud part of Atlanta Public Schools in partnership with The Kindezi Schools.



The Kindezi Schools



Student/Parent Handbook 2021-2022

PRIDE Today. Next-level success tomorrow.

Kindezi at Gideons is powered by PRIDE. Through a community-wide focus for every scholar, parent, and staff member on pride, respect, integrity, determination, and excellence, our scholars will be empowered for success no matter where or what is next.

Dear Parents/Guardians and Scholars,

Welcome to Kindezi at Gideons! It is an honor and a privilege to embark upon this new journey with you and your scholar, and to serve as your principal. The vision for Kindezi at Gideons is to prepare every scholar for next-level success. Our hope is that all scholars will be empowered to set and attain goals. No matter where our scholars go, or even when they may go, Kindezi at Gideons scholars will go forth with the confidence, beliefs, expectations, and skills that enable them to be successful.

This year, Kindezi at Gideons will continue to focus on laying a strong foundation for its future. Kindezi at Gideons will reset expectations and structures for curriculum and instruction, scholar culture, and staff performance. Our focus for all scholars, parents, teachers, and administrators will be establishing a common, consistent approach that provides high levels of support to assist us in meeting our goals. We believe that our family-sized classes, differentiated instruction, and focus on the whole child will serve as the building blocks as we work to lay this foundation. Additionally, we have committed a great deal of time to equipping our teachers for serving the needs of every scholar. Our teachers are committed to doing what is best for children, while working alongside you as co-laborers in bringing out the best in your children.

At Kindezi, we truly do believe that it takes a village to raise every child. As parents/guardians, you are a vital and necessary part of our village, and we look forward to working alongside you to prepare your scholar for success. Please take some time to review the contents of this document for it will serve as a guide for managing our students. Once you have read it, the expectation is that you sign it as a way of saying that you and your child understand our expectations and will abide by these expectations during the course of the year.

Let's make it a great year!

Tiambi Walker, Principal

twalker@kindezi.org

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 provide every child—regardless of background, need, or identity—a holistic genius-awakening education, built on family-sized classrooms, conscious diversity, and scholarly excellence.

KINDEZI PILLARS

The pillars are the critical elements across all Kindezi schools that characterize the Kindezi approach. Each school implements the pillars as the non-negotiable means by which “Kindezi” is facilitated.

1. Small Classes: Opportunities for differentiation and authentic, deep relationships
 - Every student receives individualized work and instruction at his/her level of challenge.
 - Students with exceptionalities (including those identified as gifted or with a disability) are inclusively served; teachers make the general education classroom a space where all students can and do grow in measurable ways.
2. Excellent Teaching: Highly selective hiring, high-quality development
 - Teachers become skilled in engagement strategies (including accountable talk, critical pedagogy, and project-based learning) to challenge students to do the “heavy cognitive lifting.”
 - Teachers have protected weekly time for professional development, peer learning, and collaboration.
3. Challenge and Support: Rigorous expectations with caring, individualized support
 - All students and staff are held to the same high standards as defined by the four Kindezi goals [see next section].
 - Students and staff set individualized ambitious goals and have access to the support they need to meet them.
 - Staff maintain growth mindsets about students, do not give up on them, and do everything possible to keep them within the community.
 - Schools are trauma-informed and provide an environment for students and staff to identify, process, and heal from trauma.
 - Students are challenged and supported to become well-rounded through an environment with many opportunities for growth in non-academic skills—i.e., specials, studios, and extracurricular activities, and a curriculum that is infused with the arts.
 - Schools that have achieved excellence with the four goals begin to define and pursue a specific focus area to align their team around a particular approach such as STEAM or Entrepreneurship.
4. Community and Relationships: Time to build community and connectedness
 - Schools have defined values that drive culture for students, families, and staff.

- Schools implement a comprehensive social-emotional (SEL) curriculum.
- All students have daily time designed to support their holistic development (e.g. advisory).
- Schools maintain a warm, inviting, and joyous culture that incorporates and grows families, students, and staff.
- Schools are excellent at Restorative Practices as the primary strategy for building community.
- Schools cultivate strong relationships with and between families.
- Schools seek and maintain partnerships with external entities to provide vital services (outside of the core Kindezi model) to students and families.

5. Diversity: All children, families, and staff learn from each other and thrive

- At least 65% of students are eligible for free/reduced-price lunch.
- Schools foster knowledge of identity and self-worth; Kindezi curriculum honors students' cultural backgrounds and celebrates diversity.
- Schools build students' ability to honor points of view different from their own and to question and think for themselves.
- All staff learn about equity, inclusivity, and diversity, and specific ways they can support those values.

6. Holistic Data-Driven: Academic and non-academic data drive decision-making

- Schools track ambitious growth goals for each student and staff member aligned to Kindezi's four goals [see next section].
- Schools use performance-based data (observations, projects, portfolios, real-world applications) to assess skills that may not be testable.
- Schools regularly review quantitative and qualitative data to better understand and drive growth for students and staff.
- Schools provide students with access to data, including test scores, academic performance, social emotional performance, values performance, etc.
- Students and staff review and understand their data and use it to make decisions and response plans.

II. General Information and Policies

A. Attendance and Punctuality

Arrival

Supervision is offered by Kindezi starting at 7:15am. Classes begin promptly at 7:45 am. Therefore, parents/guardians may drop students off between 7:15 am and 7:45 am. Students will not be permitted to arrive after 11:00 am.

Tardiness

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 from becoming a pattern. As a result, Kindezi is committed to strict adherence to the policy below:

A student is tardy when he/she arrives to school after 7:45 am or is not seated in the assigned class at the official beginning of the first class period - 7:45 am. This excludes bus riders.

- 1) Excused tardy: includes dangerous weather, illness, injury and medical appointments, which must be accompanied by a doctor's office note.
- 2) Unexcused tardy: includes oversleeping, heavy traffic, student moving slowly in the hallway, etc.

Tardy Policy: Corrective Action

All students arriving after 7:45 am must be signed in by a parent in the front office, excluding bus riders.

- 3rd tardy: Teacher will make phone call home
- 6th – 8th tardy: Administrator will call home
- 9th tardy: conference with parent and the Principal; student progress reports will be withheld until a parent/guardian attends the meeting
- **10th tardy: School social worker will convene a meeting to discuss support strategies**

If a student accumulates more than 10 tardies in a quarter he/she will be referred to the school social worker. The Principal and school social worker will confer to determine whether any action should be taken to address tardiness (ie. DFACS referral).

Absences

Students are expected to attend school at all times when classes are in session. The only exceptions are if a child is ill or needs medical treatment that cannot be scheduled at another time, death in the family, when observing a religious day or holiday, and the reason enumerated below. All other absences are considered unexcused.

When a student is absent, his or her parent or guardian must inform the office staff with a written note. A letter written by a parent/guardian and/or licensed physician explaining the reasons for absences must be presented to school authorities by all students on the date of return to school. Failure to submit a note within three school days after a student's return from an absence will result in the absence being marked as unexcused.

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. 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 are repeatedly picked up early may experience a decline in student achievement.

Teachers will make a good faith effort to provide assignments in advance of and during absences when timely notice is given. 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, or other non-academic activities are Unexcused Absences.

Note: 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]).

Excused

Excused Absences are legally constituted of the following:

1. Personal illness of the student and when attendance in school would endanger the health of the student or the health of others.
2. Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
3. Quarantine either by the county health department or by the family's physician.
4. Special or recognized religious holidays observed by the faith of the student.
5. Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
6. Absences caused by order of the government.
7. Service as a page in the Georgia General Assembly by a student who is at least twelve (12) years of age.
8. 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.
9. Instances in which attendance could be hazardous as determined by WIA & the Atlanta Public School System.

Anything other than these is considered an UNEXCUSED absence. Absences for which the parent does not call the school or send a written note, will be considered unexcused.

Unexcused Absences - Corrective Action

Parents will receive an automated message from The Kindezi School notifying them of their student's absence.

- 3rd unexcused absence: Classroom teacher will call home
- 5th unexcused absence: APS attendance letter sent home
- 6th – 8th unexcused absence: Administrator will call home
- 9th unexcused absence: Conference with parent, social worker and the Principal; student progress reports will be withheld until a parent/guardian attends the meeting
- **10th unexcused absence: family is referred to Social Worker**

Absences and Grading

Absences shall not penalize student grades if the following conditions are met:

1. Absences are justified and validated for excused reasons.
2. Make-up work for all absences is completed satisfactorily.

(Although an absence may be considered "unexcused," make-up work for approved, pre-arranged absences will be permitted. Procedures for doing so may be acquired from the teacher.)

Dismissal for Walkers and Car Riders

PreK-5th grade students will be dismissed at 2:45pm each day, except Friday. Parents and others who are authorized by parents to pick up will be issued a carpool number to display for the Kindezi School staff to release the students to be picked up by the appropriate driver. The carpool will last from 2:45pm – 3:15pm. *Each student will be assigned a dismissal carpool number. Parents and guardians must have the carpool card present with them during carpool; if a parent or guardian does not have the card present, he/she must park and check out the student from the front office. 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.*

Dismissal for Van Riders

Van Riders will be dismissed in the car rider lane on Welch St. at 2:45pm

Dismissal for Bus Riders

Bus Riders are dismissed at 2:45pm from Hobson Street exit.

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.**

Late Pick-Up

If a student is not picked up by the designated end time, the school will make every effort to contact the parent or guardian. In the event that a student has not been picked up after all attempts have been made to reach a parent, guardian or emergency contacts, the following measures will be taken:

- Every effort will be made to contact the parent or guardian and all emergency contacts.
- Staff member will contact the Atlanta Police Department (APD) and Department of Family and Children Services (DFCS).
- The APD and DFCS will follow their internal protocols, which may include a visit to the child's home for further investigation.
- The school social worker will follow-up with the family, police department, and/or DFCS on the next business day.

Half-Day Fridays

All geniuses, with the exception of our pre-k geniuses, will be dismissed at 12:00 pm **every Friday**. Car-riders will be dismissed via the front door. Buses will pick up geniuses on the Hobson exit, and Walkers will be dismissed on Welch at 12:00 pm.

Student Support Team

The Student Support Team (SST) process is designed to provide support to the student and teacher through a collaborative approach. This support 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 Student Support Team. The SST process has six basic steps: gathering information, evaluating the information, developing an intervention plan, implementing the intervention plan, evaluating the progress, and monitoring the plan.

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.

Gideons Behavior Expectations

Kindezi at Gideons is powered by the PRIDE core values (pride, respect, integrity, determination and excellence). Scholars are expected to demonstrate the core values each and every day. 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.

<i>Pride</i>	<i>Respect</i>	<i>Integrity</i>	<i>Determination</i>	<i>Excellence</i>
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<p>Pride in my Work</p> <ul style="list-style-type: none"> o I am ready to work o I come prepared to class by having the materials I need (with pencils, materials, homework) o I am organized o I turn in neat work (proper headers, clean worksheets) <p>Pride in my appearance (being dressed in proper uniform)</p> <ul style="list-style-type: none"> o My shirt is tucked in o I wear a belt o My sneakers are tied 	<ul style="list-style-type: none"> · I respect the personal space of others, keeping my hands and feet to myself. · I cooperate with my teammates and teacher. · I take turns (everybody gets a turn) · I listen when my teachers and peers are speaking. · I speak nicely and use kind words. · I clean my classroom. · I put materials back where they came from neatly and orderly. · I ask before borrowing or using someone's belongs; remembering to return borrowed items to its owner. 	<ul style="list-style-type: none"> · I encourage and give compliments to my teammates. · I help my teammates when they are in need. · I admit when I make a mistake and take steps to make things better. · I tell the truth about all situations, even if it means receiving a consequence. · I always play fair and play by the rules · I take turns and share. · I am a role model to my teammates. <p>I do the right thing at ALL times even when no one is looking.</p>	<ul style="list-style-type: none"> · I set goals to get what I need or want. · I make plans for reaching my goals. · I check my progress on how I'm doing towards meeting my goals. · I ask for help when I need it. · I ask for help without getting upset. · I continue working even when the work is hard. · I can tell when my plan of action is working or not. · I can adjust my goals or my plan of action. 	<ul style="list-style-type: none"> · I complete and turn in assignments. · I do my class job. · I show my best work (I hand in my best word). · I finish all my work. · I build stamina. · I complete optional assignments. · I use accountable talk in my daily discussion. · I speak confidently and with eye contact when talking to my teacher and teammates. · I can manage my time to stay on tasks until they are done. · I can compare my work to a standard and evaluates its quality.
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Behavior Management System: Wolf PRIDE Points

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

Teachers and administrators will use the online Kickboard system to track scholar PRIDE points throughout the day. Kickboard can be accessed by parents via computer or smartphone app. As scholars proactively demonstrate the core values throughout the day, teachers will reward scholars with PRIDE points in their scholar account. Similarly, when scholars do not behave with PRIDE, points are deducted. The use of Kickboard enables staff and parents to see student progress, provides data points for student support, and can be compiled into a report sent home.

Atlanta Public Schools Student Discipline Protocol

The APS Student Code of Conduct outlines the 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:

APS Parent & Student Contract

APS Student Code of Conduct

The APS 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.

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 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

Uniform Policy

100% uniform compliance Monday through Thursday

- PreK, Kinder, 1st, 2nd wear Blue or Black polo
- 3rd, 4th, 5th grades wear Blue or White polo
- All grades levels may purchase and wear a Kindezi uniform polo daily
- Khaki or blue bottoms (pants, shorts, skirts, skorts) for all grade levels
- Dress down day on Friday
- Consequences
 - 1st Offense-Warning and Parent Contact (by parent liaison)
 - 2nd Offense-Kickboard Deduction and Written Warning Letter (by parent liaison)
 - 3rd Offense- Saturday School (Dean of Culture)
- Reward/Incentives
 - Kickboard
 - Beat the Bell
 - Free Dress Coupon (monthly)

The uniform policy also includes the following:

- Shoes/Footwear: All students shall wear shoes. We encourage athletic shoes. Covered toes and heel shoes are acceptable. 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. Exceptions will be allowed in individual cases at administration’s discretion.
- No drop pants. Pants or shorts must be worn so that the waistband is worn at the waist and not below. Shorts are no shorter than mid-thigh.
- The hem of the girls’ skirts or dresses must be no shorter than mid-thigh.

No student will be denied attendance at school or be penalized for failing to wear a school uniform due to financial hardship. Gideons Elementary School and the Local School Council will be developing procedures and criteria to offer

assistance to these students. The school has shirts available at a reasonable price. Parents are asked to notify administration if they need assistance.

Academic Program

Grading Periods

Quarter	Quarter Window	Grading Window
1	8/2 - 10/1	10/11 - 15
2	10/12 - 12/17	1/3 - 1/7
3	1/5 - 3/18	3/21 - 25
4	3/22 - 5/26	5/23 - 27

Progress Reports

10/15

1/08

3/25

Report Card

May 23, 2022

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 in a variety of subject areas. This gives scholars practice in the objectives from throughout the school day and across lessons, as well as skills crucial to academic success. Homework assignments should be inclusive of all materials and resources necessary to complete the assignment and not require additional materials, technology, or help from home. Homework expectations are communicated in the bi-weekly calls to parents/guardians to ensure families understand daily homework is part of each scholar's responsibility at Kindezi at Gideons.

Scholars at Kindezi at Gideons are expected to read every night and complete assignments that can be completed within a previously established time frame. Co-teachers collaborate to ensure the total amount of homework assigned aligns with the guidance in the table below. Homework is differentiated to ensure scholars who move more quickly and slowly are both working for roughly similar amounts of time. Because homework is guided by a target amount of time, most teachers create homework that is applicable across content areas or homework for different content areas on different nights. It should be noted that projects and assignments that span multiple days or weeks should be considered in the amount and nature of homework assigned to ensure alignment with these recommended times.

Grade Level	Daily Homework Time	Reading Time	TOTAL TIME
K-1	10 minutes	10 minutes	20 minutes

Homework may be used to assess scholar's mastery, provide independent practice, and as one aspect of a scholar's grade. Teachers will assign at least one grade for homework each week, and this grade will incorporate effort, accuracy, and completion. Each grade-level determines its own policies for supporting homework completion, as well as the appropriate consequences for incomplete homework. These policies are developed and communicated prior to the start of the year.

Some examples of standards-aligned homework assignments that most scholars can complete independently are math fact fluency practice, sight word practice, and word work.

Nightly reading may be completed using scholars' books at home or books chosen from the classroom library. Scholars are allowed to choose books from the classroom library and take them home each night, with the expectation they will be returned to school once finished. In some grade levels, teachers may support scholars in choosing an appropriate book from the library and/or sending home books for scholars to read throughout the week. Each grade-level establishes a policy and means of tracking reading (such as reading logs or journals) before the start of the year, and this expectation is communicated to scholars during class and to parents in bi-weekly calls.

Parent Volunteers

While Kindezi at Gideons considers academic involvement to be the parent's top priority, we also request that parents assist in building the broader Kindezi at Gideons community. In order to build a bridge between home, school, and the community, this venture must ultimately be considered a collective effort. The Kindezi School at Gideons will record the number of school-related volunteer hours that each parent completes and asks that each parent/guardian donates a minimum of 20 hours per year. Teachers and staff will request volunteer time from parents as a whole and will hope and expect that those who have not yet contributed their 20 hours for the year will be the first to step forward.

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. Our Family and Community Engagement Specialist will assist you with the logistics of completing a background check.. Once all steps in the process have been completed, you will be notified by office personnel of the date that you can start volunteering.

Due to current Covid restrictions and policies, in-person volunteering will be limited and by request only.

Visitors & Unauthorized Persons on School Grounds

Please see APS COVID guidelines for any and all updates to this policy

Main office visits will take place between the hours of 9am and 2pm (Monday through Thursday) by appointment only. Appointments can be made at calendly.com/gideonshelp. Due to COVID-19 guidelines, visitation to other parts of the building will be restricted.

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.

Addendum
TKS 2021-2022 Attendance Improvement Plan

Goal	Improve school attendance across the network
Attendance Objectives	<ol style="list-style-type: none"> 1. By the end of the school year, 90% of students will have 6 or fewer absences (excused and unexcused) 2. Schools will have an Average Daily Attendance (ADA) Rate of 90% 3. All stakeholders will understand their roles in supporting increased student attendance
Previous Year Data and proposed tracking	<ul style="list-style-type: none"> ● Attendance Data ● Gideons Data Sheet ● Need to track: <ul style="list-style-type: none"> ○ Daily attendance rate each day for the first 25 days, especially. ○ Average Daily Attendance (ADA) rate (% of students out of total population that are in school each day) each month, quarter, semester, year ○ Weekly, monthly, quarterly, semester, and yearly % of students with 6 or fewer absences to keep track of CCRPI progress ○ To prevent chronic absenteeism and guide school response/intervention, track weekly, monthly, quarterly, semester, and yearly rates of: <ul style="list-style-type: none"> ■ # of unexcused, excused, and total absences for all students ■ # of unexcused and total tardies for all students
Teachers	<ol style="list-style-type: none"> 1. Teachers will enter attendance data daily by 8:00am 2. Redirect students arriving after 8am to the front office 3. Communicate with parent after 1 unexcused absence/3 tardies and every absence/tardy thereafter and document contact on the attendance report 4. Communicate attendance issues to AP weekly
Office Staff	<ol style="list-style-type: none"> 1. Follow first day of school procedures 2. Office staff will manage late arrivals and enter all tardies directly into IC daily by 8:30AM as evidenced by office manager report 3. Update attendance excuses daily 4. Office staff will update student demographics to IC (this will allow us to maximize the use robo call) 5. Office staff will manage the ROBO call system to ensure daily parent communication.
Social Worker	<ol style="list-style-type: none"> 1. SW will track and report ADA monthly 2. Attend conferences and culture meetings as needed 3. Complete referral form for Educational Recovery Program with the juvenile court after 10 unexcused absences and no response or improvement on attendance 4. Possible separate referral to DFCS for Ed Neglect for 10+ unexcused absences and excessive tardiness.
Behavior Aides	<ol style="list-style-type: none"> 1. Meet and greet matched students each day at school. 2. Call home if they are absent. 3. Track attendance and celebrate improvements. 4. Meet with matched students - one-on-one and/or in small groups, to check in on how school is going and listen to students' needs.

	<ol style="list-style-type: none"> 5. Introduce yourself to the assigned student’s family and let them know you are their child’s attendance buddy. 6. Connect students and families, as needed, to helpful resources available from school and community-based school partners. 7. Keep notes about student attendance patterns, needs and interventions. 8. Participate as a member of the Attendance Buddy meetings to share any best practices or get help to address challenges that are beyond their capacity, as an individual, to resolve.
Parent	<ol style="list-style-type: none"> 1. On time and daily attendance 2. Report out of school time to teacher and office staff 3. Submit doctors notes to office staff within 3 days of absence
Student	<ol style="list-style-type: none"> 1. On time and daily attendance 2. Elementary students will not be disciplined for absences/tardies 3. Participate in incentive program

Unless otherwise directed by school administration or school staff, the use of cellular telephones or other PEDs are forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, 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 mailed to the parent, and the telephone or device will be returned only to the parent/legal	-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 mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian

		guardian who must schedule a conference at the school to retrieve the item.	who must schedule a conference at the school to retrieve the item.
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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
<p>-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 & Acknowledgement Form at the first conference.</p> <p>-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.</p>	<p>-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.</p> <p>-Written notice will be mailed 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.</p>	<p>-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.</p> <p>-Written notice will be mailed 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.</p>

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

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 School's 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 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 (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 special education students with identified behavior plans, 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 still 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 a [discipline tracker](#) in each student's folder on google drive to track incidents.

- Step 1. Student Redirection - verbal warning to student
- Step 2. Verbal warning to student - Teacher reiterates behavioral expectations and reviews the rules associated with offense. This should provide student an immediate response to offense.
- Step 3. Teacher based intervention 1. If de-escalation is necessary, this is documented.
- Step 4. Teacher based intervention 2 - documentation of student's response to intervention. If de-escalation is necessary, this is documented.
- Step 5. One on one teacher student conference & Note sent to parent/guardian
 - Parent must acknowledge receipt of offense with teacher
- Step 6: Classroom reflection corner - Student provided opportunity within the class to be removed from large group to reflect and document strategies to exhibit appropriate behavior. If de-escalation is necessary, this is documented.
- If student is unsuccessful after completing of Steps 1 - 6 of the Level I discipline plan, student progresses to **Level II.** School based Administrators will be the point of contact to begin Level II response to discipline.
 - For students in special education, teacher should notify the special education teacher following 3 repeated incidents of the same minor infraction to determine if changes to their individualized supports need to occur.

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
- Loss of time from recess
 - Students should be provided an alternative to recess that allows them to safely and appropriately expend energy.
- 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 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.

- Time in classroom "Reflection" area
- Tab-In/Tab-Out (alternative placement in another same grade class)
- [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 assistant principals 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
- Playfighting
- 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](#) Assistant Principals 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:

- Loss of lunch and or recess
- School community service
- After school detention
- Saturday school
- Parent conference
- Loss of ability to attend field trips and other school events

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 a 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.

DISCIPLINARY HEARING DECISION

Parent/Guardian:	Student:
Parent/Guardian Address:	DOB:

RE:

Dear Parent/Guardian Name:

Please find below a statement of the decision of the Disciplinary Hearing Officer in the hearing held on **Hearing Date**, regarding **Student Name**, a student at **Student School**.

Based on the logically relevant evidence admitted into the record:

- It is determined by the Disciplinary Hearing Officer that the student **did violate** the Code of Conduct, Rule _____ on **(DATE)** _____.
- It is determined by the Disciplinary Hearing Officer that the student **did NOT violate** the Code of Conduct.
- Additionally, Code(s) _____ are dismissed.

It is determined that:

- the student is permitted to return to the referring school on _____ with no additional suspension days assigned.**
- the student is long-term suspended/expelled through _____.**
- the student is permanently expelled from the school.**
- the long-term suspension/expulsion is waived and the student is allowed to return to the school on disciplinary probation for the duration of the suspension/expulsion (*see separate probation contract*).**
- Other:** _____.

While under long-term suspension/expulsion, the student is hereby notified that he/she is not to attend any school sponsored activities and is not to return to the campus of any affiliated school other than where he/she is permitted to enroll.

If the student returns to his/her referring school under disciplinary probation contract ***the student may be subject to additional disciplinary actions.***

Additionally:

- The student will meet with the School Social Worker

- The student will meet with the School Counselor

- It is further ordered:

Appeal Rights:

*This decision may be appealed by the parent to the Kindezi Board of Trustees. If you wish to request an appeal, you must do so in writing before the expiration of the fifth (5) school business day after the day upon which you receive this notice. **Your written request for a appeal must be sent to () and .** The appeal letter may also be hand-delivered and submitted to administration of The Kindezi School that your student attends.*

This decision may also be appealed by the parent to the Atlanta Board of Education by filing a written notice of appeal within twenty (20) days from the date the decision is rendered. Appeals must be mailed to the attention of Dr. Meria Carstarphen, Superintendent at 130 Trinity Ave. SW, Atlanta, GA 30303 within twenty (20) days of the decision of the Tribunal. The appeal must be in writing and set forth the reasons the Disciplinary Tribunal Decision is considered to be incorrect, along with any supporting arguments. The appeal may be submitted by the appealing party or by an attorney representing the party. No new evidence or testimony will be considered and no oral argument will be heard by the Board of Education. The Board of Education will review the record and make its decision based solely on the evidence submitted to the Tribunal. The Board may impose more lenient consequences, the same consequences, or more severe consequences should it uphold the decision that the student violated the policies as charged.

SIGNATURE(S) OF DECISION MAKERS

Member	Role	Date
	Principal	
	Assistant Principal	
	Special Education Lead Teacher	
	Chief Academic Officer	

Disciplinary Appeal Request

Name of Student Requesting Appeal _____

Student's Address _____
Street City State Zip Code

Local Phone Number _____ E mail address _____

I am requesting to appeal the decision of _____ made on _____

Decision Name of Hearing Officer / Hearing Body Date of

My appeal is based upon one or more of the following grounds: Please check your reason(s)

- A procedural or prejudicial error was committed. Provide an explanation of error believed to have occurred.
- The finding of facts obtained in the decision included substantial inaccurate information that affected the outcome of the hearing. Include a description of the information and why it is considered inaccurate.
- Specific evidence presented at the hearing is objectionable (irrelevant or unreliable). The reason for the objection must be stated, i.e. why the evidence should not be considered.
- The decision imposed is excessive or inappropriate; the reasons for believing this must be stated in the appeal.

You must provide a detailed explanation substantiating your basis for the appeal.

I am aware of the following appeals procedures:

Kindezi School offers students and parents an intermediate* and APS appeal procedure. The decision of the Disciplinary Hearing Officer may be appealed to the Kindezi Board of Directors by the student's parent/guardian. To participate in the intermediate appeal a written request for review of the Disciplinary Hearing Officer's decision should be addressed to(**and**). This request must be made within five (5) business days of the date of the hearing.

Upon receipt of the appeal request, the Kindezi Board of Directors will conduct a written appeal on the record within 5 days of the request. The Board of Directors will consider only the record of the hearing before the Disciplinary Hearing Officer. A transcript of that hearing will be made only upon receipt of a letter of appeal to

The principal or his/her designee is the School Level Disciplinary Hearing Officer at that site. In this role, the principal is authorized to conduct informal due process hearings that may result in suspension of no more than nine (9) days in length. However, in any instance of the following the principal shall refer the student to a Student Disciplinary Tribunal:

1. an alleged assault or battery by a student upon a teacher, bus driver, school official or other school employee;
2. an alleged assault or battery by a student upon another student;
3. instances where substantial damage is alleged to be intentionally caused by a student on school premises to personal property belonging to a teacher, school official, employee, or student, or
4. any other hearing that may result in a long-term suspension, defined as more than nine (9) days.

STUDENT DISCIPLINARY TRIBUNAL

Network level due process hearings are conducted by the Student Disciplinary Tribunal which hears evidence concerning charges of student misconduct, and if proven, may require consequences greater than a nine school-day suspension. Student Disciplinary Tribunal has the authority to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct.

If a hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten(10)-day period.

Notification

Prior to the hearing, students and parents will receive a **Notice of Charges** that includes the following:

1. The rules or policies which the student has allegedly violated.
2. A description of the student's acts.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to request witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney, at the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student.

Hearing

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The Student Disciplinary Tribunal will determine the innocence or guilt of a student accused of violating the Student Code of Conduct. Although the school has the burden of establishing guilt, the student should be prepared to present evidence and witnesses to support their innocence.

Appeal

Kindezi School offers students and parents an intermediate* and APS appeal procedure. The decision of the Disciplinary Hearing Officer may be appealed to the Kindezi Board of Directors by the student's

parent/guardian. To participate in the intermediate appeal a written request for review of the Disciplinary Hearing Officer's decision should be addressed to This request must be made within two (2) business days of the date of the hearing.

Upon receipt of the appeal request, the Kindezi Board of Directors will conduct a written appeal on the record within 5 days of the request. The Board of Directors will consider only the record of the hearing before the Disciplinary Hearing Officer. A transcript of that hearing will be made only upon receipt of a letter of appeal to the Executive Director. A copy of that transcript will be made available to the Disciplinary Hearing Officer upon request. If a copy of the transcript is desired, the parent/guardian must pay the cost of preparing that copy. The Board of Directors has the power to affirm, reverse or modify the decision of the Hearing Officer. The Executive Director or designee will notify the parents of the outcome of the appeal in writing within ten (5) days of the appeal request.

The decision of the Student Disciplinary Tribunal may also be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made. The appeal should be sent to the attention of the Superintendent at 130 Trinity Avenue, Atlanta, Georgia 30303.

**Please note that the intermediate appeal process is not required for parents and students to complete prior to appealing to the Superintendent*

Hearing Recording

Student Disciplinary Tribunal will make a verbatim record of any information orally presented at the hearing. All statements and documentary evidence shall be kept on file by the Superintendent or designee for a period of twenty (20) days after the date of the disciplinary hearing if no appeal is filed and for an additional thirty (30) days after the completion of an appeal, at which time all items will be destroyed. Audio recordings of hearings will be destroyed on the twenty-first (21) day if there is no appeal filed.

A transcript of the hearing will not be prepared unless there is an appeal to the Georgia Department of Education. All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Student Disciplinary Tribunal may limit unproductively long or irrelevant questioning.

Student Representation

The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Student Disciplinary Tribunal concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel at the student's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests.

Witnesses

At times, only a student witness will be able to provide the direct evidence required to find a student guilty. In this case, students may be subpoenaed or asked to come and testified by the school and carefully prepared for the witness process and the questions that may be asked. Students should be informed that retaliation by other students because of their testimony will not be tolerated.

The student's parent or guardian must be made aware of the student's participation in the hearing, and may be present in the room while the student participates—but should not be permitted to speak or participate.

Both the parent/guardian and the school representative have the option of subpoenaing witnesses. Limited options exist for enforcing the subpoenas of students who refuse to testify, and students may choose not to testify if they believe the testimony may incriminate them.

Due to privacy requirements, Kindezi will not provide the home addresses or personal contact information of students. A student or parent/guardian shall submit all requests for subpoenas to the student's principal at least forty-eight (48) hours prior to the time of the disciplinary hearing. Under the law, all subpoenas will be served by hand, overnight mail (such as Fed Ex, USPS, UPS) or by certified mail.

Confidentiality

All student disciplinary proceedings and hearings conducted by the Student Disciplinary Tribunal are confidential and are not subject to the open meetings law. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection. When a hearing is appealed, the Atlanta Board of Education will review the record of the hearing, make a decision based solely on the record, and notify students and parents, in writing, of the Board's decision. The decision of the Board of Education will be based solely on the record created during the hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The Board will make its decision in Executive Session after receipt of the written notice of appeal. The Board has the power to affirm, reverse, or modify the student disciplinary tribunal's decision. Students and parents may appeal the Board's decision to the State Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Atlanta Board of Education.

WAIVER OF STUDENT DISCIPLINARY HEARING

A parent/guardian and student may choose to waive the student disciplinary hearing and accept the appropriate consequences for the incident by completing and signing a Hearing Waiver. By submitting a waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals; relative to that incident. In such cases, an agreement may be negotiated which would include the parent's or student's waiver of a right to a hearing before a disciplinary tribunal, the stated charge(s) and the agreed upon consequence. Such an agreement and consequence must be approved by the disciplinary tribunal.

NOTICE OF CHARGES

Parent Name
Address
City

Dear Mr. and Mrs. _____:

This letter is to notify you that your child, _____, will be brought before a disciplinary hearing officer appointed by the Kindezi Board of Directors. The charges against him/her include _____ while on the campus of _____ Kindezi School. He/she is accused of the violating the following rules of the Kindezi Code of Conduct:

Insert full text of the specified rule

A hearing will be held to determine whether or not your son/daughter committed the offenses outlined in this letter and the appropriate disciplinary action. This disciplinary action may include long term suspension or expulsion from the Kindezi Schools. **The hearing will be held at [Enter school name] located at [enter street address] on [enter day, date and time].** The witnesses who may testify at the hearing include [enter name of prosecuting administrator and witnesses].

If you agree that your child is guilty of these charges, and if you are willing to accept punishment assigned by the school principal, you may waive the hearing altogether. Sign and return the enclosed waiver form before the date of the scheduled hearing. The recommended disciplinary action is that [enter the punishment recommended by the principal].

This will advise you that you and your child have a right to attend the hearing and present whatever evidence or argument you wish to make. I assure you the hearing officer will consider any oral testimony or any statements that you or any other person might present which are relevant to this matter.

You have the right to legal counsel if you so desire. Because the board requires that the school board attorney be present at any hearing at which a lawyer is present representing the student, we do request that you notify this office at least 24 hours prior to the hearing if you intend to be represented by an attorney. Failure to give such notice will result in the hearing being postponed so that the board's attorney can be present.

If you have any questions regarding this letter or the procedures I outlined in the letter, feel free to contact this office.

Sincerely,

Dean of Culture

SHORT TERM SUSPENSION LETTER/NO DISCIPLINARY HEARING

Parent/Guardian Name(s)

Street Address

City, State Zip

Re: *Student Name, Grade Level*

Dear *Parent/Guardian*:

CHOOSE ONE OF THE BELOW:

- (1) Pursuant to your telephone conversation/conference with _____ (me/another person) _____,
(2) Pursuant to your conversation/conference with _____ (me/another person) _____,

Student Name has been suspended for _____ school days from **Month/Day/Year** through **Month/Day/Year** (up to 10 school days).

If your student is a student with a disability, your student is entitled to certain procedural safeguards. You will be contacted by the school if your disabled child is entitled to additional processes, such as a manifestation determination, before implementation of some or all of the discipline for this offense. If so, the dates above will be adjusted accordingly.

During this suspension, *INSERT Student Name* is not to be on school property or participate in or attend any school activity on or off campus.

This action resulted from *INSERT Student Name's* violation of the Student Code of Conduct, Rules _____ (*Add Rule Number*), _____ (*Add Rule Title*). You can download a copy of the Code of Conduct by visiting **ADD LINK**. or contacting the school's front office for a hard copy.

Include here a brief, but detailed description of the offense(s) committed, including "on or about" the date the incident occurred. For instance: "On or about September 1, John and another student got in a physical altercation in the cafeteria."

Otherwise, please contact me with any questions or concerns.

Sincerely,

Administrator's Signature

LONG TERM SUSPENSION LETTER OR MANDATORY SUSPENSION LETTER

LETTER TO BE USED WHEN A STUDENT IS BEING REFERRED TO A HEARING

Parent/Guardian Name(s)

Street Address

City, State Zip

Re: *Student Name*

Grade Level

Dear *Parent/Guardian*:

CHOOSE ONE OF THE BELOW:

(1) Pursuant to your telephone conversation/conference with _____ (me/another person) _____,

(2) Pursuant to your conversation/conference with _____ (me/another person) _____,

Student Name has been suspended for _____ school days from **Month/Day/Year** through **Month/Day/Year** (*up to 10 school days*) with recommendation of _____ (*insert recommended discipline here if more than 10 school days, such as "suspension for the remainder of the 2015-2016 school year." If you are recommending only a short term suspension for a student who has committed a physical act/assault against a personnel member, you can remove this recommendation portion of the sentence if you are not recommending more than 10 school days away from the school.*).

If your student is a student with a disability, your student is entitled to certain procedural safeguards. You will be contacted by the school if your disabled child is entitled to additional processes, such as a manifestation determination, before implementation of some or all of the discipline for this offense. If so, the dates above will be adjusted accordingly.

During this suspension, **INSERT Student Name** is not to be on school property or participate in or attend any school activity on or off campus.

This action resulted from **INSERT Student Name's** violation of the Student Code of Conduct, Rules _____ (**Add Rule Number**), _____ (**Add Rule Title**). You can download a copy of the Code of Conduct by visiting **ADD LINK**. or contacting the school's front office for a hard copy.

Include here a brief, but detailed description of the offense(s) committed, including "on or about" the date the incident occurred. For instance: "On or about September 1, John and another student struck his math teacher in the side of the head with a book."

A meeting to discuss the incident has been set for **Month/Day/Year** at _____ (*a date/time within 3 school days of the first day of suspension*) at the school. The purpose of this meeting is for us to discuss the investigation completed by the school, discipline procedures, and any relevant information you or your student would like to provide. As this is a parent conference, legal counsel for student and/or parent may not attend. We may also discuss any proposals you may have to resolve this matter cooperatively.

This matter has also been referred for a student disciplinary hearing as discussed in _____ (**HEARING PROCEDURES**) . You will receive notice of the date and time, as well as the hearing procedures in a separate correspondence.

If you are in agreement that your student has violated the Rules as discussed above, this matter may be settled without a hearing. Please contact _____ if you are interested in this option.

Otherwise, please contact me with any questions or concerns.

Sincerely,

Administrator's Signature

Charter Discipline Timeline

Short Term Suspension (In School Suspension/ISS or Out of School Suspension/OSS)

Short term suspension is suspension from school and any school related activity for between one (1) and ten (10) school days. The principal or assistant principal may, at his/her discretion, assign a student to either in-school suspension or out-of-school suspension.

Short Term Suspension Due Process Procedure

Day 1: Student Infraction Occurs

The principal or assistant principal shall:

- 1) Investigate conduct.
- 2) Consider information, review school code of conduct, and make initial determination of appropriate consequences.
- 3) Tell the student, orally or in writing, the reason for the suspension including supporting evidence and give the student an opportunity to tell his/her side of the story;
- 4) Attempt to contact the parent/guardian by telephone to inform them of the suspension;
- 5) Within one (1) school day after the suspension begins, send the parent/guardian notice by email and/or regular mail informing them of the reason(s) for the suspension and of their right to discuss the details of their child's misbehavior with school officials.

A principal or assistant principal may suspend a student without notice of the reason for the suspension or an opportunity to provide an explanation if the student is intoxicated, under the influence of drugs, or where his/her presence otherwise poses a continuing danger to others or a disruption to normal school operations. In such cases, however, the informal hearing outlined above shall occur as soon as practicable.

For student discipline warranting more than 10 days' suspension, please continue.

Long-Term Suspension or Expulsion

Long-term suspension means the student loses the right to attend school or participate in school activities for ten (10) or more consecutive days. Expulsion means the student loses the privilege of attending school or participating in school activities for the remainder of the grading period, remainder of the school year or longer.

Long-term suspension and/or expulsion may only be imposed by action of the Disciplinary Hearing Officer, except as provided in cases where a tribunal is required, after the student has been afforded notice, opportunity for hearing and other procedural rights prior to such expulsion or suspension becoming effective.

Day 1: Student Infraction

Principal or assistant principal recommends long-term suspension or expulsion for the student infraction.

Day 1-3 : Dean of Culture drafts Notice of Charges letter notifying parents/guardians of hearing. This notice shall inform the parent/guardian of the following: the violation alleged; the date, time, and place of the hearing; the names of witnesses; and the punishment recommended. In addition, the notice shall inform them of the right to be represented by legal counsel at the hearing; the right to testify and present witnesses; and the right to cross-examine witnesses presented by the school. The parent will also be provided the hearing procedures, and the process for waiver of the hearing.

Day 1-3: Principal or designee conducts Parent Conference to go over hearing logistics, behavior and evidence, witnesses, and options for waiving the hearing, not withdrawing in lieu of the hearing.

Day 7-12: Hearing is held.

A hearing before the Disciplinary Hearing Officer will be scheduled by the Dean of Culture as soon as possible but not later than ten (10) school days after the student has been removed from school. If the hearing date is more than ten (10) school days after the student has been removed from school, and the delay in scheduling is not caused by the student or his parent/guardian, the student will be returned to the school at the end of the ten (10) day period. If the parent requests, in writing, for a continuance, the hearing can be held outside of the ten (10) day period.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The Student Disciplinary Tribunal will determine the innocence or guilt of a student accused of violating the Student Code of Conduct. Although the school has the burden of establishing guilt, the student should be prepared to present evidence and witnesses to support their innocence. All hearings will be scheduled to occur at the school that the student attends.

Hearing Recording

Student Disciplinary Tribunal will make a verbatim record of any information orally presented at the hearing. All statements and documentary evidence shall be kept on file by the Superintendent or designee for a period of twenty (20) days after the date of the disciplinary hearing if no appeal is filed and for an additional thirty (30) days after the completion of an appeal, at which time all items will be destroyed. Audio recordings of hearings will be destroyed on the twenty-first (21) day if there is no appeal filed.

A transcript of the hearing will not be prepared unless there is an appeal to the Georgia Department of Education. All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Student Disciplinary Tribunal may limit unproductively long or irrelevant questioning.

Student Representation

The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Student Disciplinary Tribunal concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel at the student's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests.

Witnesses

At times, only a student witness will be able to provide the direct evidence required to find a student guilty. In this case, students may be subpoenaed or asked to come and testified by the school and carefully prepared for the witness process and the questions that may be asked. Students should be informed that retaliation by other students because of their testimony will not be tolerated.

The student's parent or guardian must be made aware of the student's participation in the hearing, and may be present in the room while the student participates—but should not be permitted to speak or participate.

Both the parent/guardian and the school representative have the option of subpoenaing witnesses. Limited options exist for enforcing the subpoenas of students who refuse to testify, and students may choose not to testify if they believe the testimony may incriminate them.

Due to privacy requirements, Kindezi will not provide the home addresses or personal contact information of students. A student or parent/guardian shall submit all requests for subpoenas to the student's principal at least forty-eight (48) hours prior to the time of the disciplinary hearing. Under the law, all subpoenas will be served by hand, overnight mail (such as Fed Ex, USPS, UPS) or by certified mail.

Confidentiality

All student disciplinary proceedings and hearings conducted by the Student Disciplinary Tribunal are confidential and are not subject to the open meetings law. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection.

Day 7-12: Notice of Hearing Decision is provided to parents. When possible, the Hearing Officer will provide the notice of hearing decision to the parents/guardians on the same day as the hearing is conducted.

Day 12-32: Charter intermediate appeal conducted

Appeal Process

Kindezi School offers students and parents an intermediate* and APS appeal procedure. The decision of the Disciplinary Hearing Officer may be appealed to the Kindezi Board of Trustees by the student's parent/guardian. To participate in the intermediate appeal a written request for review of the Disciplinary Hearing Officer's decision should be addressed to **Dr. Kelly Gunn**. This request must be made within five (5) business days of the date of the hearing.

Upon receipt of the appeal request, the Kindezi Board of Trustees will conduct a written appeal on the record within 5 days of the request. The Board of Trustees will consider only the record of the hearing before the Disciplinary Hearing Officer. A transcript of that hearing will be made only upon receipt of a letter of appeal to the Executive Director. A copy of that transcript will be made available to the Disciplinary Hearing Officer upon request. If a copy of the transcript is desired, the parent/guardian must pay the cost of preparing that copy. The Board of Trustees has the power to affirm, reverse or modify the decision of the Hearing Officer. The Executive Director or designee will notify the parents of the outcome of the appeal in writing within ten (5) days of the appeal request.

The decision of the Student Disciplinary Tribunal may also be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made. The appeal should

be sent to the attention of the Superintendent at 130 Trinity Avenue, Atlanta, Georgia 30303. When a hearing is appealed, the Atlanta Board of Education will review the record of the hearing, make a decision based solely on the record, and notify students and parents, in writing, of the Board's decision. The decision of the Board of Education will be based solely on the record created during the hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The Board will make its decision in Executive Session after receipt of the written notice of appeal. The Board has the power to affirm, reverse, or modify the student disciplinary tribunal's decision. Students and parents may appeal the Board's decision to the State Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Atlanta Board of Education.

*Please note that the intermediate appeal process is not required for parents and students to complete prior to appealing to the Superintendent

Day 32: Parent/Guardian must request an appeal by the APS board of education by the 20th day after the Initial Hearing Decision is made. Upon receipt of the appeal request, APS will conduct a written appeal on the record within 10 days of the request.

STUDENT DISCIPLINARY TRIBUNAL HEARING ~ WAIVER AGREEMENT

STUDENT NAME: _____ SCHOOL: _____

The above named student is admitting that he/she violated the Student Code of Conduct, but is not necessarily admitting a violation of law. The student is charged with and is admitting the following violation(s) of the Code:

- We understand that the student has been referred to a Student Disciplinary Tribunal for a hearing. We understand that we have the right to attend the hearing, present evidence; subpoena and cross examine witnesses, and be represented by an attorney at such hearing.
- ***We voluntarily waive our right to a hearing before the Student Disciplinary Tribunal.***
- We agree that the discipline below will be implemented.
- We understand that this waiver is final and cannot be appealed.
- We understand that students suspended from school or expelled from school are not allowed to attend any school sponsored activities or to be on the school campus during the period of the suspension or expulsion.

The discipline to be implemented for the student is as follows:

Participant	Signature	Date
-------------	-----------	------

Parent/Legal Guardian:		
Student (ages 10+):		
School Administrator:		
<i>If a student has committed assault/battery on a school employee, this Waiver is not effective until signed by the victim employee.</i>		
Employee:		

If the student is protected by IDEA or Section 504, a manifestation determination will be convened when required by law.

MEDICINE ADMINISTRATION

When students must take medicine at school, parents should bring medicine and related equipment to the nurse or front office staff with a completed [Medication Authorization Form](#).

Illness Policy

In an effort to support instruction as students transition through temporary bouts of illness, please review the following guidelines **that change** Kindezi's current policy:

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.

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.

- o 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.

- o 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.

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).

In the event of emergency closures, Kindezi reserves the right to require certain staff to report, at the discretion of the executive team.

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 and Kindezi Closure Policy

While APS cooperates fully with local emergency management preparedness authorities for natural and man-made disasters, Kindezi at Gideons will follow Kindezi's calendar. ***Kindezi at Gideons will follow direction from The Kindezi network concerning school closures of any sort.*** Kindezi's CEO 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](#), or **Parent Square** for news about emergency closings.

Virtual Learning Days

Kindezi will have three virtual learning days in the 2021-2022 School Year. These days, 9/27/21, 11/15/21, and 3/7/2022 are instructional days, and all students are required to attend class virtually on school-issued laptops on these dates.

FERPA DISCLOSURE

The [Federal Family Educational Rights and Privacy Act](#) (FERPA) generally protects "student records" from disclosure. However, FERPA allows schools to disclose, without parental consent, certain "directory information" unless parents have advised the district to the contrary.

The primary purpose of the "directory information" exception to FERPA is to allow The Kindezi Schools, Inc. (KINDEZI) to include this type of information in certain school publications. In addition, it allows for the publicity of student accomplishments or specific educational programs to the electronic (television) and print (newspaper) media. Examples include but are not limited to:

- A playbill, showing your student's role in a drama production
- The annual yearbook

- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Examples of directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Grade level
- Weight and height, if a member of an athletic team
- Degrees and awards received

If you do not want for KINDEZI to disclose directory information from your child's education records without your prior written consent, you must fill out the FERPA online opt-out form. This form must be filed annually in August for the current school year. Please note: Parents and guardians who opt a student out of FERPA may provide written confirmation to a building principal for a student to be included in a specific place where directory information is used. It is the parent or guardian's responsibility to make this request.

[Click here to fill out the FERPA opt-out form](#)

[Click here to read a Parents' Guide to FERPA: Rights Regarding Children's Education Records.](#) If you have any questions or trouble filling out the FERPA opt-out form please contact the school directly.

PARENT HANDBOOK SIGNATURE PAGE

After reading the Parent Handbook, please sign the appropriate lines below and return the form to the Front Office.

We, the parent(s)/guardians of _____ have read and understand the contents of the Parent Handbook. We are acknowledging receipt of this handbook and we agree to follow the policies outlined in the Parent Handbook.

We understand that the school reserves the right to amend policies and procedures when necessary, and that we will abide by changes. Any changes made to the Handbook will be distributed by the School. The Parent Handbook is not an enrollment contract.

Print your name _____ Date _____

Parent/Guardian _____ Date _____

Parent/Guardian _____ Date _____