



The Kindezi School

WEST



#PandaPOWER

Paving Our Way with Educational Revolution

1

All short and long-sleeve polo shirts must have the embroidered logo. They can be purchased @ www.KindeziSwagshop.com

PARENT/SCHOLAR HANDBOOK

2021-22

Table of Contents

I. Our Mission and Core Principles	4
II. Rights and Responsibilities	5
III. Student Policies and Expectations	7
Food Service	14
Safety	15
Standards-based Grading and Progress Reports	16
Homework	17
V. Parent Involvement Policies and Expectations	18
IV. Network Grievance Policy	19
Step One: Informal Attempt at Resolution	19
Step Two: Administrator Mediation	19
Step Three: Review by the Board of Directors	20
V. Behavior Expectations	22
VI. Code of Conduct Guidelines	23
VII. PBIS/Kickboard 101:	24
VIII. Second-Step Curriculum and SEL Instruction	25
IX. Culture Team/Culture Support Specialist 101	27
X. Restorative Practices 101	27
XI .Uniform Policy and Dress Code	30
XII. Regulatory Provisions	31
Parent Handbook Contract SY 2019-2020	36

Hello from the administrative team...

Dear Parents/Guardians and Students,

Welcome home to The Kindezi School WEST! We are excited to embark on a new year together with you. It is a pleasure and an honor to serve as the leaders of The Kindezi School WEST for our eleventh year of educational excellence. Our goal is to provide an enriching learning environment where students and their families are glad they came: where school becomes a home away from home: and where students grow and excel socially and academically, achieving more than they ever thought they could.

This work we have committed to requires strong partnership with a very important group of people! Our parents and caregivers are key to the success of our scholars. To ensure their high scholastic achievement, it is crucial that the school staff, leaders, and family work together to bring out the very best in our children.

Please take the time to read this playbook with your family. It outlines what we expect from parents and scholars and what you can expect from Kindezi staff. It is our path to the successful collaboration that is so critical to our success. If you are ever concerned or have questions, you can always reach out to us directly and we will be happy to assist you.

Sincerely,

The Kindezi School WEST Leadership and Support Staff

Hyla-Mone't H. Penn Principal hhardrick@kindezi.org	Tiffany Terrell Asst. Principal K-5 tterrell@kindezi.org	Tiara T. Jeter Asst. Principal 6-8 scadres1@kindezi.org	Maria Gordon Asst. Principal Exceptional Ed.I tjeter@kindezi.org
Whitney Jenkins Director of Operations wjenkins@kindezi.org	Roshunda Moring Office Manager rmoring@kindezi.org	Shaina Bryant Gifted Coordinator sbryant@kindezi.org	Keisha Miller SST Coordinator kmiller@kindezi.org
Marikeisha Spells Community Family Engagement Specialist mspells@kindezi.org	Yvonne Davis Social Worker ydavis@kindezi.org		

I. OUR MISSION AND CORE PRINCIPLES

The Mission of The Kindezi Schools

Our mission 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.

What is Kindezi?

The Kindezi Schools are inspired by the ancient Kongo Bantu practices and values of “Kindezi,” which describes the art of educating the community’s children in a family-style environment. This is essentially what The Kindezi Schools are designed to do. In order to be successful, we will adopt the wisdom of the Bantu culture that offered the art of Kindezi:

- Our community’s future depends on the success of every child. We are all a team working to ensure the success of every child in the school community.
- Relationships are important to success. Parents and teachers must communicate regularly and be respectful. Teachers and students must work hard to build strong, positive, and respectful relationships.
- The whole world is a classroom. Bring visitors and objects of interest into the place of learning and take children out into the world where they can learn about the world first-hand.
- The creative art and expression are a critical component of quality education and not just an extracurricular activity.
- Children with learning differences are as valuable to the community as any student.
- We believe in PRESS and SUPPORT. We care, nurture, and hold one another accountable. If education is not rigorous, and demanding, the children will not be challenged to learn and grow. But equally, if the children are not loved, nurtured, and supported, they will not rise to the challenge of a rigorous school environment.

Objectives

Through the art of Kindezi, we hope to accomplish the following:

- All students will master the basic skills at a rate equal to significantly more than one year’s worth of growth for each year they are at The Kindezi School - West. We will measure acquisition of basic skills with our own assessments and also standardized state tests.
- All students will have time set aside each day to work on improving higher order skills such as creativity, critical thinking, and leadership skills that cannot be measured easily on standardized tests.
- All students will develop strong ethical and moral character, and go on to make the world a better place.
- All students will experience school as a positive environment that challenges them, as well as a place where they can feel successful, valued and cared for.

II. WHAT IS THE KINDEZI WAY?

Staff Core Values

1. **LOVE** - We do everything with love and compassion. Our geniuses, colleagues, and community feel cared for, respected, and valued by our words and actions.
2. **COLLECTIVE RESPONSIBILITY** - We are a community sharing the responsibility and privilege of educating and empowering our children. We are accountable to one another and achieve results as an interdependent team. I am because we are, and we succeed together.
3. **AUDACITY** - We boldly do what's right for our geniuses, confronting oppressive mindsets head on, and standing for justice in all that we do. We are not constrained by convention or perceived limits and do whatever it takes to provide a genius-awakening education.
4. **EXCELLENCE** - We put forth our best effort and achieve big things. We set and pursue ambitious goals, so our community thrives and our Geniuses are on a path to choice-filled lives. We never stop learning and growing, as scholars and as people .
5. **WHOLENESS** - We understand the importance of balancing and integrating different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We provide a holistic education for our geniuses, and we support each other to be and care for our whole selves.
6. **JOY** - We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise.

Equity Commitments

Graduate Profile Aims: Our Commitment to Excellence

- I. **CRITICAL THINKER:** Geniuses analyze, evaluate, and reason effectively. They consider multiple perspectives, ask questions, construct arguments, and solve problems. They develop, refine, and revise ideas based on the best information available.
- II. **PERSISTENT PROBLEM SOLVER:** Geniuses know how to take on challenges and navigate difficult situations. They are tenacious, creative, and often collaborative, when applying their holistic set of skills to find solutions to complex problems.
- III. **EMPOWERED LEARNER:** Geniuses are proficient in all academic core subjects, demonstrating high individualized growth. They apply that knowledge to real-world scenarios and challenges. Geniuses continuously seek learning opportunities and knowledge to better themselves, others, and their community.

IV. **LEADER:** Geniuses have vision and the courage to take initiative. They lead by example and by working with others to achieve a goal and/or serve their community. They are risk-takers and know how to try something new or go against the grain. Geniuses work alongside others as global citizens to pursue justice with shared respect for human dignity. Geniuses stick up for themselves and for other people -- both individuals and groups

V. **SAVVY:** Geniuses can read the world around them and make appropriate adaptations with love and authenticity. They have proficient technology skills, awareness of the digital world, and a working knowledge of basic finance. They can make informed, strategic decisions as they mature.

VI. **SELF-CONFIDENT & SELF-LOVING:** Geniuses know their voice and ideas matter. They have a strong sense of who they are, their strengths and challenges, what they can contribute to their community, and who they want to become. Geniuses ask for what they need. They practice self-compassion and self-regulation. Geniuses know they are inherently valuable and worthy of love. *As a result, Geniuses demonstrate love, respect and care for each other and demonstrate the ability to form good relationships and express & manage a wide range of positive and negative emotions.

Kindezi Commitment to Parents

- I. Kindezi staff will assign your child work that is on his or her level, even if s/he is far above or far below grade level without segregating kids by ability.
- II. Kindezi staff will listen to and attempt to accommodate parent wishes for their child's education within the restrictions that The Kindezi School - West, as a public charter school, is placed under.
- III. Kindezi staff will always treat you and your family with respect and care, even if and when conflicts arise.
- IV. Kindezi teachers will make every attempt to communicate biweekly about your child's week at school.
- V. The Kindezi School - West will keep you well-informed about your child's standards-based progress and about how hard your child appears to be trying at school.
- VI. The Kindezi School - West will commit to make all parents feel welcomed into the Kindezi community and will host fun whole-community events.

Please see our [School Reopening Plan](#) document COVID-19 Exposure Tree (attached below) and [SY22 Kindezi Homecoming Page Link](#) for COVID-19 policy

III. STUDENT POLICIES AND EXPECTATIONS

Attendance and Punctuality

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

Kindezi's overall attendance goal is 90% of students will have 6 or fewer absences (excused or unexcused) for the year. Each school will have specific goals pertaining to attendance. Absenteeism is factored into our school's overall College and Career Readiness Performance Index (CCRPI) score released by the Georgia Department of Education. To promote a positive attendance culture, students and parents/guardians will be recognized and rewarded consistently throughout the school year for perfect and improved attendance.

ROBO Call

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

Truancy

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

Compulsory Attendance Law

Georgia State Law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A. 20-2-690.1[a]) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any

combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense (O.C.G.A. 20-2-690.1[b]).

Student Abandonment Procedure

Kindezi West is committed to ensuring the safety of all students. In the event that a student is abandoned at a school or Kindezi West sanctioned activity, and a parent or guardian cannot be reached at the close of the day or event, the following steps should be implemented. Our close of the business day is at 4pm and there is no staff designated to supervise students after this time.

Procedure

Parents are expected to pick up their child from school or school-sanctioned events at the stated end time. 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:

Step: 1

Action:

Every effort will be made to contact the parent or guardian and all emergency contacts.

Step: 2

Action:

Principal and school social worker will be notified.
Principal will notify the executive director.

Step: 3

Action:

Principal, social worker, or other reporting staff member will contact the police department and Department of Family and Children Services (DFCS).

Step: 4

Action:

The police department and DFCS will follow their internal protocols, which may include a visit to the child's home for further investigation.

Step: 5

Action:

Should any one of the above steps occur, the principal or social worker will follow-up with the family, police department, and/or DFCS.

The School Day

The school hours and calendar for each Kindezi School site is outlined in the parent handbook. Students/parents are not permitted in school buildings before 7:15am. All students should report directly to their classroom upon entering the building at 7:30am. School begins officially at 7:45am, and the instructional block begins promptly at 7:50am. Therefore, parents/guardians may drop students off between 7:30am and 7:45am. Students will eat a grab and go breakfast in the classroom.

7:30-8:00 am-BREAKFAST

- **7:50 am STUDENTS ARRIVING AFTER 7:50 am ARE TARDY, PARENTS MUST SIGN STUDENTS IN AT THE DESIGNATED SCHOOL AREA**
- 7:50am-INSTRUCTIONAL BLOCK BEGINS
- 8:00am-Teachers will enter attendance into Infinite Campus. Any student who is absent or tardy, a robo-call notice will be sent via text/email to parents/guardians.
- 2:30pm- Early Dismissal Ends. Pick-Up and Building Entry not authorized after this time.
- 3:25pm-Students prepare for 3:30pm dismissal
- 3:30pm-supervised dismissal and carpool pickup. (*Ends at 3:50pm)

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

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

Excused Absences

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

Excused Absences are legally constituted of the following:

- Personal illness of the student and when attendance in school would endanger the health of the student or the health of others.
- Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
- Quarantine either by the county health department or by the family's physician.
- Special or recognized religious holidays observed by the faith of the student.

- Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
- Absences caused by order of the government.
- Service as a page in the Georgia General Assembly by a student who is at least twelve (12) years of age.
- Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student.
- Instances in which attendance could be hazardous as determined by WIA & the Atlanta Public School System.

****Immediate family is defined as parent/guardian, siblings and grand-parents.**

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.

Unexcused Absences

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

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

Make -Up Work

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

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

Attendance Improvement Actions

Unlawful (Unexcused) Absences

By September 1 of each school year or 30 days after enrollment of student	Parent/guardian signs Acknowledgement Signature Page indicating receipt of notification of penalties/consequences for failing to comply with compulsory attendance outlined in Student Handbook.
After ALL Absences	Robo Call/Text/Email Notification
Every Bi-Weekly Communication, on progress reports, during parent-teacher conferences	Teacher provides attendance update (TOTAL absences and tardies with breakdown of how many are unexcused/excused). Inform families to reach out to them and/or front office if they believe the counts to be incorrect.
Three (3) Unlawful Absences	<p>A letter is mailed to parent(s)/guardian(s) notifying them that their child has at least three unlawful absences, explains attendance expectations, and offers support/solutions for improved attendance.</p> <p>If consecutive, referral to social worker after 3rd unlawful absence if no correspondence from parent/guardian has been received.</p>
Five (5) Unlawful Absences	<p>A certified letter is mailed to parent(s)/guardian(s) notifying them that their child has at least five unlawful absences, reminding them of possible penalties/consequences of misdemeanor violation, and requesting parent/guardian participation in a Student Attendance Committee (SAC) meeting. During this meeting, the SAC will confer to determine whether any further action should be taken to address absences</p> <p>Student (3rd-8th grade only) must participate in attendance group to identify barriers to regular school attendance and to discuss possible solutions for improved attendance.</p>
Eight (8) Unlawful Absences	The student may be referred to the school social worker. Once referred, the intensity of strategies and interventions is increased; including a referral to community agencies, home visit, and parent workshops/trainings

Ten (10) Unlawful Absences (Truancy)	The social worker may refer the student to Juvenile Court if parent(s)/guardian(s) are noncompliant with attendance interventions or attendance does not improve after the student has accumulated ten unlawful absences.
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Tardiness/Early Dismissal

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

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

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

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

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

Attendance Improvement Actions

Unexcused Tardies

Every Bi-Weekly Communication, on progress reports, during parent-teacher conferences	Teacher provides attendance update (TOTAL absences and tardies with breakdown of how many are unexcused/excused). Inform
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	families to reach out to them and/or front office if they believe the counts to be incorrect.
After Each Tardy	Robo Call/Text/Email Notification
Five (5) Unexcused Tardies	Notification from AP (email, phone call, or letter)
Ten (10) Unexcused Tardies	Mandatory Conference with D.O.C. and School Social Worker
Fifteen (15) Unexcused Tardies	Referral to Social Worker possible home visit Student (3rd-8th grade only) must participate in attendance group to identify barriers to regular school attendance and to discuss possible solutions for improved attendance.
Twenty (20) Unexcused Tardies	Notification from Principal (email, phone call, or letter) to confer to determine whether any further action should be taken to address tardies. i.e . withdrawl and/or possible retention.

First Day of School Process:

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

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

- The District of Residence will be notified of the student's failure to attend school and the disenrollment.

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 Closure Policy

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

Food Service

All students of The Kindezi School WEST may receive breakfast and lunch free of charge during the 2018-19 school year. Families who opt to send their students with their lunches from home may do so.

Safety

Teacher/Student On-Premise Class Activities

The Kindezi School WEST teachers will occasionally have classroom instruction or activities away from the classroom and outside, around the school grounds. The Kindezi School teachers utilize all resources for learning, including the environment, in order to better stimulate the students. As outdoor educational experiences frequently take place, office staff will maintain immediate knowledge of location - and accessibility to- each and every student and staff member at all times.

Visitors & Unauthorized Persons on School Grounds

To ensure the safety of students, the confidentiality of personal information, and the integrity of the learning environment, **visitors are not permitted due to:**

- 1. Covid-19 and the need to limit exposure to students and staff.**

All visitors must sign in at the school office and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds. Under no circumstances should parents go directly to a classroom during instructional hours. Parents/guardians who request a classroom observation or a teacher conference shall provide at least 24 hours advance notice. Visitors shall not distract the teacher from instruction or otherwise interrupt the instructional process.

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

MEDICINE ADMINISTRATION

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

ILLNESS

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

Students should not return to school until fever- and/or vomit-free for 24 hours. Except as permitted by Policy, **medicine must be kept in the school office/clinic and dispensed by the principal or his/her designee.** If a student must self-administer medication, the medication authorization must be submitted for the medication.

IV. Academic Program

A. Standards-based Grading and Progress Reports

The Kindezi Schools use four performance levels to communicate about writing ability, conduct, The aims of the Kindezi progress reports are clarity and accountability. Our progress reports are designed to communicate the following:

- The student's conduct, behavior and work habits
- The student's perseverance in the quarter—i.e. study habits, homework habits, and class work habits
- The student's progress in mastering the standards since the end of the previous quarter
- The student's current level of mastery or skill with regard to the standards as compared to grade level expectations
- Individual characteristics of the student that will give a clearer picture of what the student's strengths and weaknesses are

Perseverance Grades

For grades 3-8, homework, tests, quizzes, and projects/classwork will all affect a student’s letter grade in accordance with the following percentages:

Tests (25%)—In order to succeed on tests, students must study for them.

Projects (30%)—Projects are assigned to extend learning throughout the curriculum

Quizzes (20%)—Students who pay close attention in class and do mandatory reading assignments will do well on quizzes.

Homework (10%)—Part of perseverance means having the work habits necessary to complete homework each day after school.

Classwork (15%)—Effort in class and on projects as reflected by focus and quality of work.

Letter scale: A=100-90, B=89-80, C=79-70, D=69-60, F=59-0

Performance Level	Behavior, Conduct, and Work Habits	Core Subjects	Rate of Progress
“Exceeds expectations”	The student is exceptionally strong (rare)	Significantly above grade level (close to a year or more)	Student is on track to make more than a year’s progress or has done so
“Meets expectations”	An area of strength for the student	Student is roughly on grade level	Student is on track to make a year’s progress
“Approaching expectations”	Not a strength but student shows signs of trying to improve	Below level but not a by a whole grade	Student’s progress is too slow to make a year of progress at this rate
“Expectations not met”	An area of concern. Action should be taken.	At least a grade level below where s/he should be	Student is making little to no progress

Since the categories above are general, please look to the notes and assessment indicators for clarity on the student’s specific level of attainment.

“Notes” – These are spaces after each subject in which the teacher may include extra information when the teacher feels that the performance levels and assessments are not able to communicate clearly enough.

“MAP (RIT score)” – The MAP is a norm-referenced national test that compares the students to the average American student. A student can earn a score of low, low average, average, high average, and high in the subjects of math, reading, and language. MAP scores will only be reported twice per year, at the end of each semester. There will be no MAP score reported at the end of the 1st and 3rd quarters.

Homework

Homework and Independent Reading

Kindezi students will have homework. The purpose of homework is to review content learned in school that day, improve study skills, increase students' abilities to learn independently, and prepare students for success in even the most rigorous high schools and universities. The homework demands will become more rigorous as students grow older.

Likewise, independent reading is mandatory at The Kindezi School - West Lake. The purpose of requiring independent reading is to improve students' language arts abilities. Most independent reading selections will be the student's choice, encouraging students to enjoy reading over time and cultivate personal interests. Generally, homework and independent reading expectations will increase each year according to the following chart:

Homework Expectations by Grade Level		
Grade	Average homework time	Nightly reading time
Kindergarten	20 minutes	30 minutes
First Grade	30 minutes	30 minutes
Second Grade	40 minutes	30 minutes
Third Grade	40 minutes	30 minutes
Fourth Grade	50 minutes	30 minutes
Fifth Grade	50 minutes	45-60 minutes
Sixth Grade	60 minutes	45-60 minutes
Seventh Grade	70 minutes	45-60 minutes
Eighth Grade	80 minutes	45-60 minutes

Books

The Kindezi Schools will allow students to take home books to read in fulfillment of their independent reading requirements. These books will be checked out of the Kindezi Media and Technology Student Center. Kindezi teachers will keep careful track of which student has which book. When a student who has checked out a book is unable to return that book for any reason, the student will not get credit for having read that book and will either reimburse the school for the cost of the book or complete a number of hours of community service to the school to be determined by the teacher.

V. PARENT INVOLVEMENT POLICIES AND EXPECTATIONS

Parent-Teacher Communication

The Kindezi Schools believe that students will succeed most when parents and teachers are acting as one unified team. Any strong team relies first and foremost on good communication between teammates. Therefore, The Kindezi Schools require some basic minimum communication between teachers and parents.

Weekly General Updates—Teachers will update parents once per week. This can be in the form of a letter home to all parents in the class that updates parents on what is going on in the class and the school.

Bi-weekly personalized communication—Once every other week, parents and teachers are expected to exchange some personal communication around the individual student. This can be in the form of an email, phone call, or letter home.

Parent Preferences—If a parent wishes to have a phone call once per week or a weekly personal email, then teachers can accommodate parent wishes. Parents should schedule a meeting with the teacher to set up a communication plan.

Limits and Boundaries—Parents should not expect teachers to communicate more than once per week, except during occasional unusual circumstances. Calling teachers constantly often interferes with their productivity and can cause teachers undo stress. Please limit phone calls and emails to one per week.

Differentiated Learning Plans

At Kindezi, even students who do not have disabilities will have their own learning plans that will be differentiated, or tailored to the unique learning needs of that student. A minimum of twice per year, parents will be required to attend a meeting in which they review the cumulative progress of the student in meeting the goals that have been laid out for the student. They will examine the weekly routines of the student, looking for possibilities for improvement.

- The meetings will be held after the first and third quarters of each year.
- At the end of the 1st quarter, goals will be set that can be achieved by the 3rd quarter of that year. At the end of the 3rd quarter, goals will be set for the following year's 1st quarter.
- The goals should be SMART. Specific, Measurable, Attainable, Responsible Parties, and Time-sensitive.

Volunteer Hours

While The Kindezi Schools consider academic involvement to be the parent's top priority, we also request that parents assist in building the broader Kindezi community. We ask that each parent/guardian donates a minimum of 20 hours per year. Teachers and staff will request volunteer time of 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.

VI. KINDEZI WEST POLICY for Grievances and Concerns

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement, they should schedule an appointment to discuss the matter with the teacher or administrator and attempt to resolve the disagreement through informal discussion. Parents will not be allowed to address concerns with teachers during instructional time. If there is no resolution to the disagreement, the parent/guardian should then contact the principal. The principal will mediate the problem with all parties involved.

If a parent is dissatisfied with the decision, he or she may appeal the decision through a formal appeal letter to the principal. The principal will respond in writing or in person within a week. If a solution is not found, parents may write an appeal letter to the chair of the Kindezi Governing Board, who will respond in a timely manner.

IV. NETWORK GRIEVANCE POLICY

Individuals of the Kindezi community who believe they have been treated unfairly are encouraged to utilize the following problem resolution process:

Step One: Informal Attempt at Resolution

If a staff member or parent has a complaint against another staff member or parent in the school's community, the first step should be to attempt in good faith to resolve the issue through earnest informal dialogue.

Step Two: Administrator Mediation

If the matter cannot be resolved through informal discussion, the staff member or parent may submit a written request for a face-to-face meeting with an administrator and any other person or persons whose actions or decisions give rise to the matter. Upon receipt of written notice from an aggrieved staff member, the administrator must schedule a meeting with both parties to the conflict, to occur within five business days of his/her receipt of the request. At this meeting, each party will have the opportunity to be heard and to make a recommendation as to how the matter could be resolved. Within twenty-four hours after the

meeting, the principal will send each party a written recommendation as to how the matter should be resolved.

Step Three: Review by the Board of Directors

If the aggrieved staff member or parent is dissatisfied with the administrator's recommendation, s/he may file a written grievance with the chairperson of the Board of Directors (Board).

Within five working days of receiving the formal grievance, the Board chair will respond to the aggrieved party in writing by acknowledging such receipt to the aggrieved employee and informing the aggrieved employee of (a) the date, time and location of the next meeting of the full board of directors, and (b) the aggrieved employee's right to appear at such meeting, bring an attorney or other advocate to represent him/her, voice her complaints, and bring witnesses to support her position.

The Board chair will include the matter on the agenda of that meeting and allot a reasonable amount of time for a discussion of said matter. The discussion will include an opportunity for the aggrieved staff member or parent to present his/her perspective on the matter, including any witness who will speak on his/her behalf. If the complaint is against another staff member, that individual will also have a chance to present a defense to the Board including any witness who will speak on his/her behalf. The members of the board will also have an opportunity to ask questions of the staff members and the witnesses who speak on his/her behalf. After the aggrieved staff member or parent's presentation, the Board will go into executive session to discuss the matter.

A final decision should be made by the Board in accordance with a conflict-resolution policy previously adopted by the Board. The Board will develop the specific dispute resolution policies prior to the start of school operations and will keep them in a conspicuous location that is available to all concerned parties. The Board will revisit the dispute resolution policy at least yearly and will make and post any changes as needed. The Board will comply with all legal and regulatory requirements of local, state, and federal laws or court orders. In developing the conflict resolution policies, the Board will adhere to the following principles:

- Decisions should not be made in haste or based on inadequate information.
- Whenever possible, the Board should seek a compromise over an "all-or-nothing" solution to the conflict.
- In matters that involve policy, the Board should first look to charter petition for guidance on the matter.
- The best interests of the children of the school should be the top priority.

The Board will vote on a resolution of the matter, and the Board chair will issue the Board's written decision within ten business days after the Board meeting at which the grievance was heard. All members of the Board, the school principal, and the aggrieved parent or staff member, as well as any other involved parties will receive a copy of the board's written decision.

VII. Kindezi West Cell Phone/Personal Electronic Device Policy

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

Unless otherwise directed by school administration or school staff, the use of cellular telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured 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.

V. BEHAVIOR EXPECTATIONS

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>Leadership</i>	<i>Love</i>	<i>Integrity</i>	<i>Perseverance</i>	<i>Creativity</i>
<p>Leadership 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>Leadership in my appearance (being dressed in proper uniform)</p> <ul style="list-style-type: none"> o My shirt is 	<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 	<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. 	<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. 	<ul style="list-style-type: none"> · I think for myself. · I imagine positive ways that I can change the world. · I am not be afraid to express myself artistically. · I value creativity in others.

tucked in o I wear a belt o My sneakers are tied	and orderly. · I ask before borrowing or using someone's belongs; remembering to return borrowed items to its owner.	· I am a role model to my teammates. I do the right thing at ALL times even when no one is looking.	· I can adjust my goals or my plan of action.	
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VI. 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 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.

Factors Impacting Discipline Decisions

In evaluating the totality of the circumstances, consider the following criteria relating to the discipline of students. These factors should be taken into account and can result in discipline decisions that are less than the range in the code of conduct matrix below. .

- The student’s age (In PreK–3, suspension and expulsion generally should not be a last resort)
- Previous serious disciplinary infractions (including the nature of any prior misconduct, the number of prior instances of misconduct, and the progressive disciplinary measures implemented for such misconduct)
- Cultural or linguistic factors that may provide context to understand student behavior
- The circumstances surrounding the incident
- Other mitigating or aggravating circumstances

APS Code of Conduct Alignment: At Kindezi West we adhere exclusively to conduct and discipline policy guidelines outlined by Atlanta Public Schools. You can find the revised policy here: [21-22 APS Student Handbook](#)

VII. PBIS/KICKBOARD 101:

Kickboard is our positive behavior incentive system. Students earn Pandabucks for positive behaviors, practicing self-management, and demonstrating excellence and core values (Pawsitive Behaviors). Teachers will also record behaviors that impact learning or that need improvement (Take a PAWS Behaviors). Our goal for Kickboard is to maintain a system of accountability and celebration to reinforce and affirm positive behavior among students. Additionally, Kickboard allows for the analysis of behavior trends and areas of improvement both for individual students and for whole classroom management. Students can earn a range of incentives for consistent positive behavior.

Kindezi West PBIS/Kickboard Incentives

	Who?	What?	When?
Weekly			
<i>\$100 Pandabucks Turn-Up Party</i>	All students with \$100 Pandabucks or more	Schoolwide Party/ Hangout before dismissal	Monday afternoon
<i>Stop, Drop and Dance</i>	All Students with \$50 Pandabucks by Thursday	1 minute dance break in the hallway- Encouragement to keep earning on	Thursday afternoon

		Friday	
Monthly			
Popcorn w/ Principal Penn	Top 10 Leaderboard Earners for previous 2 weeks	20 minute hangout with school principal in Media Center	1st Thursday of the month
Cookies for the Culture	Highest earners per grade level for Core Values/ featured Pawsitive Behavior	20 minute hangout with dean of culture in the media center	1st Thursday of the month
Loop Assembly/ Huddle			
Loop Assembly/ Huddle	K-5 and MS Loops	Review of grade level wins and shoutouts, Review of grade level goals	Friday Afternoon Week 1: K-2 Week 2: 3-5 Week 3: 6-8
No Flags /Wristband Wednesday		Celebrating Scholars with no behavior referrals/ red flags in Kickboard for the previous month	First Wed of Month
Quarterly			
Movie Party	Top 5 Earners for each grade	Loop-specific movie event	Last Friday of each Quarter
Top Panda Tablet Winners	Top 3 Earners of the entire school each quarter	A new tablet device for each student.	Announced Last Friday of each Quarter

*In addition to our schoolwide incentives students can earn Pandabucks rewards within the classroom and grade level celebrations.**

VIII. SOCIAL EMOTIONAL & ETHICAL CURRICULUM AND SEL

INSTRUCTION

Social Emotional Learning (SEL) is a core component of the Kindezi School model of holistic support. We provide direct instruction of SEL skills and strategies using the SEE, a curriculum that is taught schoolwide two days each week. SEL is also integrated throughout the school day and throughout the building in a range of formats.

5 CORE COMPETENCIES OF SOCIOEMOTIONAL LEARNING (SEL)



Schoolwide SEL Week at A Glance

	Monday	Tuesday	Wednesday	Thursday	Friday
K-5	Monday Huddle	2nd Step SEL Lesson SEL Book of Month/ Daily Meeting	SEL Book of Month/ Daily Meeting	2nd Step SEL Lesson SEL Book of Month/ Daily Meeting	SEL Book of Month/ Daily Meeting

6th Grade	Monday Huddle	2nd Step SEL Lesson	Second Step Advisory Lesson	2nd Step SEL Lesson	Real Talk Advisory (topic at teacher discretion)
7th Grade	Monday Huddle	2nd Step SEL Lesson	Second Step Advisory Lesson	2nd Step SEL Lesson	Real Talk Advisory (topic at teacher discretion)
8th Grade	Monday Huddle	2nd Step SEL Lesson	Second Step Advisory Lesson	2nd Step SEL Lesson	Real Talk Advisory (topic at teacher discretion)

IX. CULTURE TEAM/CULTURE SUPPORT SPECIALIST 101

Culture Support Specialists:

Culture Support Specialists are an essential part of the Culture/SEL Department. They fulfill various roles throughout the school day. Their primary function is providing emotional and behavioral support to students and crisis management support to teachers, as needed. Culture Support Specialists collaborate and implement the development of individual behavior interventions, assist with the development of data collection systems to measure student progress, and track use of behavior management platforms. Their overall goal is to assist in fostering a positive cultural environment where students can thrive.

Culture Support Specialist Responsibilities (related to behavior management)

- Assist with supports/interventions for level 2 and 3 infractions (specifically elopement, horseplay, repetitive disruptions to the learning environment, chronic failure to follow directions, and fighting)
- Partner with school culture team to execute behavior interventions
- Assist with [de-escalation strategies](#) and crisis intervention
- Assist with discipline protocols including restorative chats, classroom reintegration, after school detention, and in-school suspension

Assisting with supports/interventions for level 2 and level 3 infractions

Culture Support Specialists check Kickboard hourly for level 2 and 3 infractions. If a level 3 infraction occurs, *see the de-escalation section of this document*. If a level 2 infraction occurs (elopement, horseplay, disrupting the learning environment, failure to follow directions), the next steps are to:

1. Check Kickboard for follow up notes to provide additional information on deduction.
2. Go to the classroom of scholars with level 2 infraction. If there are no notes, check in with the teacher upon arrival to the classroom for context on deduction. Remind the teacher to add notes in Kickboard.

3. Remove scholars from the classroom for conversation in the hallway about their behavior (see below for sample conversation prompts for restorative chats. If the scholar is escalated, see section on de-escalation procedures).
4. Before returning a scholar to the classroom, communicate consequences to scholars if appropriate. In some cases, communicating consequences to scholars may be a trigger. In these cases, you may return at a later time in the day to communicate the specific consequence.

Partner with school culture team to execute behavior interventions

Students chronically demonstrating level 2 and 3 behaviors are placed on a tiered intervention plan, tracked in Kickboard by the Culture Support Specialist assigned to their loop. Intervention plans are created by the Dean of Culture and Culture Support Specialists during one on one coaching sessions. The most common intervention used is the check in/check out system. This involves frequent, scheduled conversations between the student and assigned Culture Support Specialist to review student goals and progress throughout the day. These goals are also tracked daily on a behavior chart.

X. RESTORATIVE PRACTICES 101

RESTORATIVE PRACTICES describes a framework and set of tools based on restorative justice principles, with a PROACTIVE focus on building communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflict forward in a helpful way. Restorative practices, at their best, build a sense of community and accountability in which every member-- feels that they are *seen, heard, and respected*. RESTORATIVE JUSTICE is a relational approach to addressing misbehavior and misconduct AFTER an incident has occurred. It requires us to shift from traditional discipline to restorative discipline.

TRADITIONAL DISCIPLINE	RESTORATIVE JUSTICE/DISCIPLINE
What rule was broken?	What happened?
Who broke it?	Who was affected?
What should be the punishment?	What needs to be done to make it right?

Restorative Practices Continuum

Diagram 1

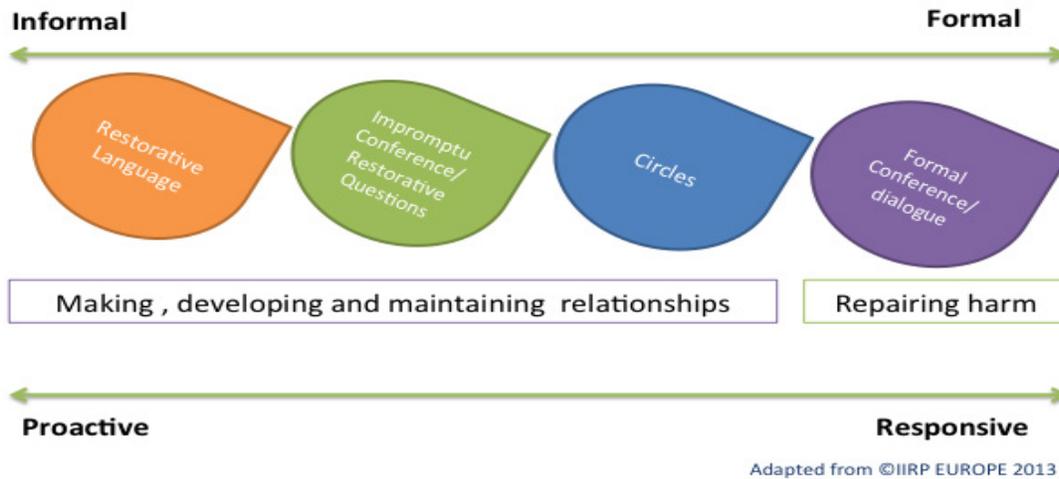


Diagram 2

What is a

Restorative Chat?

Using restorative questions to manage a conflict and engage an individual in meaningful self-reflection that not only elicits the actions/events of the conflict, but the feelings associated with those actions/events. This is typically a 1-on-1 exchange.

Restorative questions create a feedback loop so that people can hear how their actions impacted others, and encourage them to take responsibility for those actions. It paves the way for solutions.



What is an Impromptu Conference?

Using the 5 step Restorative Questions with 2 or more students to de-escalate a conflict. *It's helpful to do a restorative chat with each student individually and then bring the pair/group together. If this is not possible, still engage each student in their own line of questioning.*

What is a Restorative Circle?

A gathering of individuals where space has been intentionally created to remove barriers between people, and open the possibility for connection, collaboration, and mutual understanding. It is a communication process and relationship-building experience. *Derived from aboriginal and native traditions, circles are built on caring relationships, equity, inclusivity, and opportunities for meaningful participation.*

KEY ELEMENTS OF A RESTORATIVE CIRCLE

<p>SHAPE</p> 	<p>Physical arrangement can impact the quality of the circle. Work hard to arrange space to allow for a true circle (i.e. everyone can see every face without having to lean forward).</p>
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<p>TALKING PIECE</p> 	<p>Use anything that has personal meaning to the teacher/and or students that can be passed <u>easily</u> <u>and safely</u> from student to student. (*Create a class talking piece project).</p>
<p>CREATING THE CENTER</p> 	<p>You can decorate the center with meaningful items that ground the conversation (*i.e. fabric, a selection of personal items or values that represent the group, etc.).</p>
<p>PRINCIPLE OF NON INTERFERENCE</p> 	<p>Listen without trying to influence.</p>

Two Types of Circles

1. Responsive, Problem-solving Circles
2. Proactive, Community Building Circles
 - Celebration Circles
 - Academic/Curriculum Circles
 - Talking/Issues Circles
 - Check-in, Check-up, and Check-out Circles

XI .UNIFORM POLICY AND DRESS CODE

Students are required to dress appropriately for school. Prohibited dress shall include any attire that depicts, promotes, or advertises gang affiliation, illegal activity, illegal drugs, alcohol or tobacco, sexual references, offensive words or designs, and other clothing which is disruptive to the learning environment.

General Guidelines

The Basics: Khaki bottoms, Kindezi logo polo tops. shoes/sneakers

All other items can be purchased at retailer of choice.

K-2nd graders—pants, shorts or skirts must either fit snugly or have a belt.

3-8th graders—must wear a belt.

All skirts and shorts cannot be any shorter than 2" above the knee.

Skirts must be worn with shorts or bloomers.

Outerwear: Sweaters/cardigans/jackets (worn in class) –Black; blue jean jackets

K-5 Girls:

Pants – Khaki

Shorts – Khaki

Skort/Skirt/Jumper – Khaki

Shirts – Kelly Green Short or Long-Sleeve Polo

Shoes-Black

Outerwear: Sweaters/cardigans/jackets (worn in class) –Black; blue jean jackets

K-5 Boys:

Pants – Khaki

Shorts – Khaki

Shirts – Kelly Green Short or Long Sleeve Polo

Shoes-Black

Outerwear: Sweaters/cardigans/jackets (worn in class) –Black; blue jean jackets

Middle School Girls

Pants – Khaki

Shorts – Khaki

Skort/Skirt/Jumper – Khaki

Shirts – Black Short or Long-Sleeve Polo

Shoes-Black

Outerwear: Sweaters/cardigans/jackets (worn in class) –Black; blue jean jackets

Middle School Boys

Pants – Khaki

Shorts – Khaki

Shirts – Black Short or Long-Sleeve Polo

Shoes-Black

Outerwear: Sweaters/cardigans/jackets (worn in class) –Black; blue jean jackets

XII. REGULATORY PROVISIONS

Title I – Parental Involvement Policy

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

Professional Qualifications of Teachers

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

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

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

Family Changes

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

Harassment Statement

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

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

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

Anti-Discrimination and Title IX Complaint Procedure

Notice to Students, Parents, & Employees:

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

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

Impaired/Handicapped Access

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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

- The right to inspect and review student educational records maintained by the school. A Parent or Eligible Student seeking to inspect and review educational records should submit a written request to the Principal of the school in which the student is enrolled.
- An opportunity to seek amendment of educational records alleged to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. They also may request a hearing or a copy of the procedures for conducting the hearing by contacting the Atlanta Public School system.
- The right to notice of what information the school has designated as directory information and a reasonable time after such notice to inform the school that the designated information should not be released without prior consent.

• The right to consent to the disclosure of personally identifiable information contained in student educational records (other than directory information), except to the extent FERPA authorizes disclosure without consent.

Disclosures for which the consent of the Parent or Eligible Student is not required include the following:

- (A) to School Officials with a legitimate educational interest. A school official is any school employee or any contractor, consultant, volunteer, or other party to whom school system services or functions that would otherwise be performed by school employees has been outsourced or assigned. A legitimate educational interest is a need that arises out of a school official’s role in providing educational services, including instruction, evaluation, therapy, etc. to a student, or out of the performance of administrative, supervisory, clerical, or other responsibilities prescribed by the school system;
- (B) to other school systems in which the student seeks or intends to enroll as long as the disclosure is for purposes related to the student’s enrollment or transfer;
- (C) to specified officials for audit or evaluation purposes;
- (D) in connection with the student’s application for financial aid;
- (E) to state and local officials pursuant to State law;
- (F) to organizations conducting studies on behalf of the school;
- (G) to accrediting organizations;
- (H) to parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- (I) to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons; and
- (J) in compliance with a judicial order or pursuant to any lawfully issued subpoena when the educational agency makes reasonable effort to notify the Parent or Eligible Student in advance of the compliance. In limited circumstances, an order or subpoena may require the District to disclose information without notifying the Parent or Eligible Student.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

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

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

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

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

Equal Opportunity Statement

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

Parent Handbook Contract SY 2019-2020

The mission of The Kindezi Schools is to provide an intellectually stimulating learning environment designed to educate each child. Parental involvement is an integral aspect of the Kindezi culture and essential to the achievement of its educational goals. Accordingly, The Kindezi Schools demand both high educational standards and high levels of parent/guardian involvement and responsibility. The 5 core beliefs of the school, which emphasize the importance of accountability of all members of the Kindezi community, are as follows:

1. **There is no conflict between rigorous expectations and supportive nurturing care.**
2. **Children are unique individuals; they have a right to receive instruction that meets their needs.**
3. **Creativity and critical thinking are essential higher order skills that should be cultivated in each child.**
4. **A school culture of accountability is essential.** Everybody (students, parents, teachers, and administrators) should be held accountable for meeting clear and high expectations.
5. **A democratic school model can empower students, parents, and teachers.** The Kindezi School - West Lake's model integrates the voices of parents in helping craft their child's learning program, teachers in managing the school, and students in applying their ideas and creativity through leadership and the arts.

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

Parent / Guardian Responsibilities

- I will read and sign this Parent Participation Contract and turn it into my child's teacher by August 30, 2019.
- I will donate at least 20 hours of volunteer service to the school each school year. I understand that the PTCA and the Administration will monitor my participation to ensure compliance.
- I will participate in at least one fundraising event during the year.
- I will adhere to peaceful, safe, and respectful conduct on school premises. I understand that our learning environment is sacred and student safety comes first.
- I will communicate with school staff and leaders in a peaceful, respectful, collaborative manner. I model high character for my child and work through concerns positively according to the School Grievance Policy.
- I will know and reinforce school rules, and I will work cooperatively with the Kindezi Leadership to address infractions of these rules by my child.
- I will attend all required parent-teacher conferences, and I agree to participate in a parent-teacher-student plan for my child's success.

- I will have my child at school, ready to learn each day before 7:45 a.m., and I will follow all attendance and tardiness policies.
- I will help my child learn by ensuring that all homework assignments and projects are completed and provide an area in my home for him/her to complete his/her school work.
- I will read to or make sure that my child reads for a minimum of 30 minutes per day, 5 days per week.
- I will review and immediately answer any messages that I get from my child's teacher or the Kindezi Administration.
- I will report any illness or absence to the school and keep my child home if he or she is ill.
- I will immediately inform the school as to any changes in my child's transportation or the persons who are authorized to pick him/her up from school.
- I will let the school administration and teacher know of any change in address, phone number, or family status for my child within 7 days.
- I will inform the school administration immediately if our family moves outside the Atlanta Public Schools attendance zone.

Parent / Guardian Rights

- My child will learn in a safe and healthy environment.
- My child's teacher will communicate with me regularly about my child's progress.
- I will be made aware of goals, plans, curriculum, and behavioral standards for my child's classroom at the beginning of the school year.
- I will have access to Kindezi Board meeting agendas, meetings, and minutes.
- I may serve on a Kindezi PTCA or Kindezi Board committee or subcommittee.
- I may give staff feedback about the strengths and weaknesses of the school's program. This feedback includes completing surveys throughout the year.

The Kindezi Schools' Responsibilities

- The Kindezi School - WEST will be flexible in setting up parent-teacher conferences so I can attend them.
- The Kindezi School - WEST will offer me many kinds of volunteer opportunities to accommodate family time and resource constraints.
- The Kindezi School - WEST will provide the schedule of school events and meetings in ample time for me to attend them.
- The Kindezi Schools administration and staff will be available to address issues that arise that challenge my ability to meet my obligations as outlined in this agreement.

Statement of Understanding and Agreement

- I have read and understand the parental involvement obligations set forth in this Parental Participation Contract.
- I understand that I must agree to all the terms of this contract.
- I understand that my compliance will be monitored by the PTSA and the Kindezi Administration and I will be contacted if I am not in compliance with the parent involvement policy.

Student Name _____ Grade: _____ Student Signature _____

Parent/Guardian Name _____ Parent Signature _____