



The Kindezi Schools

Student & Family Handbook (Gideons)

2025 - 2026

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The Kindezi School at Gideons Leadership and Support Staff

Principal Robert Owens	Assistant Principal Kristen McNeil	Assistant Principal Eboni Jemison	Special Education Lead Shayla Youngblood
Director of Operations Morgan Prime	Office Manager Shenita Harris	Gifted Coordinator Michelle Partridge	MTSS and 504 Coordinator Jessica Daigle
STEAM Coordinator Papillon Little	Family and Community Engagement Specialist Yinka Winfrey Diop	Social Workers Yvonne Davis Sophie King	School Counselor Ashley Smith

Handbook Disclaimer

The family handbook summarizes school policy and contains general guidelines and information. For those policies not covered by the Kindezi Student handbook, please refer to the 2025 - 2026 Atlanta Public Schools Student Handbook for guidance. It is available on the APS district website.

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

If you have any questions regarding this handbook, please contact your school staff.

I. Our Vision, Mission, and Core Principles

ABOUT THE KINDEZI SCHOOLS

Mission

Our mission is to provide every child---regardless of background, need, or identity---a holistic genius-awakening education, built on family-style classrooms, conscious diversity, and scholarly excellence.

Core Values

Core values are the deeply ingrained, shared principles that guide all of our organization's actions at the network, school, and classroom levels.

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 Beliefs

At Kindezi, we model the world we wish to see; specifically, we hold and act upon the following beliefs about our geniuses, staff, families, communities, and partners.

1. We believe every child is innately gifted with genius.
2. We believe equity and inclusion begins with staff mindsets and must translate into all of our systems.
3. We believe our families, communities, and partners make our schools stronger.

Academic Philosophy

At Kindezi, we believe that every child is innately gifted with genius. Therefore, we challenge all of our geniuses with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and loving relationships. We are committed to delivering genius-awakening learning experiences every day, in every school, in every classroom, for every child.

Graduate Profile Aims

- **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.
- **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.
- **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.
- **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
- **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.
- **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.

II. General Information and Policies

Attendance and Punctuality

At Kindezi our mission is to provide every child a holistic genius awakening education. We believe that a missed school day is a lost opportunity for a genius to learn. Chronic genius absence or tardiness reduces a teacher's ability to provide genius-awakening learning opportunities. Studies have shown that students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Geniuses 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.

Attendance Policy

At Kindezi, we are committed to providing every student with a comprehensive and engaging educational experience. Regular and timely attendance is a key factor in achieving academic success, and we believe that every day of school is a valuable opportunity for learning.

Students are expected to attend school every day and arrive on time. A student may not be absent (without an approved excuse) for more than ten (10) days during the school year.

When a student is absent, a signed note from the parent/guardian and/or licensed physician explaining the reason for the absence must be submitted to the front office on the student's return to school. All absences - whether excused or unexcused - will be recorded in the Infinite Campus system for tracking and monitoring purposes.

Attendance Intervention Steps (Unexcused Absences)

Absence Threshold	What Families Can Expect
3rd Unexcused Absences	Written notice sent home
5th Unexcused Absences	Written notice sent home (includes reminder that school choice privilege may be recommended for revocation for charter & admin transfer families) and school staff

	schedules a family meeting (in person or virtual) to discuss challenges and share resources
8th Unexcused Absences	Written notification sent (includes a warning letter of possible school choice revocation from the principal-TRANSFER Warning for charter & admin transfer families) and a family meeting/home visit is scheduled that includes a formal attendance plan created with the family, involving social worker and administrator.
10th Unexcused Absences	Written notification sent (includes referral to Student Placement with recommendation for revocation charter & admin transfer families), family meeting is scheduled, and an intent to file letter is sent regarding truancy/educational neglect referral to appropriate agencies per policy/law

Each Kindezi school will have specific goals related to attendance. These goals aim to foster a positive school culture where every student is encouraged and supported in maintaining regular attendance.

To promote a culture of regular attendance, we will consistently recognize and celebrate students and families who demonstrate perfect or improved attendance. This may include awards, certificates, and public recognition throughout the school year.

We are committed to supporting your child in maintaining consistent and timely attendance. If your student experiences barriers to attending school regularly, we will work together to identify solutions. If needed, problem-solving meetings with the school-based attendance committee will be scheduled to address specific attendance concerns and help create an action plan to support your child's success. These meetings are designed to be collaborative and supportive, ensuring that every student has the resources they need to thrive academically and personally.

Infinite Campus & ParentSquare Notices

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 school office manager to discuss and possibly correct this matter.

Truancy

At Kindezi, we are dedicated to supporting our students' educational journeys and helping them achieve their full potential. We understand that attending school regularly is essential for success, and we strive to work collaboratively with families to address any challenges that may prevent consistent attendance.

In compliance with Georgia law, children between the ages of six (6) and sixteen (16) are required to attend school unless they have a lawful reason for being absent. The state mandates that the school year consists of 180 attendance days, and a student must not exceed five (5) unexcused absences in a given year.

A truancy referral may be made if a student accumulates more than five (10) unexcused absences. While we emphasize collaboration and support in addressing attendance concerns, we are also required to comply with legal mandates, which may include referral to Juvenile Court for students and State Court for parents under the Compulsory Attendance Law (O.C.G.A. 20-2-690.1).

We recognize that various factors, such as health, transportation challenges, or family issues, can impact attendance. If your child is experiencing difficulties with attending school regularly, we are committed to working with you to find solutions and provide support. Our goal is to help students succeed academically without the need for punitive measures. We encourage you to reach out to your school's leadership team if you're facing challenges with attendance so we can assist in developing an individualized plan.

Compulsory Attendance Law

Georgia State Law (O.C.G.A. 20-2-690.1) indicates that any parent or guardian who does not comply with the state's attendance requirements may face legal consequences, including:

- A fine ranging from \$25 to \$100
- Imprisonment for up to 30 days
- Community service, or a combination of these penalties, at the discretion of the court

Each day a student is absent without an excused reason after the fifth unexcused absence will be considered a separate violation.

While these penalties exist, our primary focus is on supporting families and students. If you are facing challenges that are impacting your child's ability to attend school, we strongly encourage you to engage with the school so we can work together to find solutions.

Late Pick-Up Procedure

At Kindezi, student safety is our top priority. To ensure every child is safely dismissed from school, we have a clear late pick-up procedure in place. We understand that life happens, and sometimes delays are unavoidable; however, it is essential that students are picked up in a timely manner.

- **Pick-Up Expectations:** Parents or guardians are expected to pick up their child by the designated end time of 3:30 PM. If a student is not picked up on time, school staff will make every effort to contact the parent, guardian, or emergency contacts provided by the family.
- **If Unable to Reach a Parent or Guardian:** In the event that all attempts to reach a parent or guardian are unsuccessful, the following steps will be taken:
 1. Staff will continue to attempt contact with emergency contacts.
 2. The Principal and School Social Worker will be notified, and the Executive Director will be informed.
 3. If necessary, the Police Department and Department of Family and Children Services (DFCS) may be contacted to ensure the safety of the student. DFCS will follow their protocols, which could include a visit to the child's home.
- **Follow-Up:** After any involvement of outside agencies, the Principal or Social Worker will follow up with the family to ensure the child's well-being and discuss any steps to prevent future occurrences.

We understand that emergencies and delays occur, and we are here to help support families in ensuring timely pick-ups. Please keep your emergency contact information updated so we can reach someone quickly when necessary.

The School Day: Arrival and Dismissal

The Kindezi school day begins at 7:15 AM and ends at 3:00 PM. Please review the school's guidelines for arrival and dismissal:

- Morning Arrival (7:15 AM - 7:40 AM): Students may arrive between 7:15 AM and 7:40 AM. Carpool ends at 7:40 AM, and students must be inside the school by this time to avoid being marked tardy.
- Instruction Begins at 7:45 AM: School officially begins at 7:45 AM. Students arriving after 8:00 AM will be marked as tardy, and parents will be notified via an automated call/text.
- Dismissal: Students will be dismissed promptly at 3:00 PM (or 2:45 PM at Gideons). Please ensure that your child is picked up by 3:30 PM. If a student is not picked up by this time, they will be subject to the late pick-up procedure.

We kindly ask that families plan accordingly for timely arrivals and pick-ups to support student success and ensure the safety and well-being of all children.

Excused Absences

We understand that students may miss school for a variety of reasons. Excused absences include:

- Personal illness or when school attendance would jeopardize the student's health or the health of others.
- Family emergencies, such as serious illness or death in the immediate family.
- Quarantine (by county health department or physician).
- Religious observances for recognized holidays.
- Medical/dental appointments (verified by documentation). We encourage families to schedule these during non-school hours if possible.
- Absences due to government orders.
- Service as a page in the Georgia General Assembly for students over 12 years of age.
- Weather-related conditions that prevent safe travel to school.

Immediate Family includes parents/guardians, siblings, and grandparents.

Unexcused Absences

We encourage families to plan vacations during school breaks to minimize disruptions to students' learning. Unexcused absences include those for non-academic reasons such as:

- Vacations, holidays, or trips that could be planned outside of school time.
- Babysitting, lack of proper clothing, no transportation, or oversleeping.

If a student is absent for three (3) or more consecutive days, a doctor's note is required for the absence to be considered excused. Without proper documentation, the absence will be considered unexcused, and it will be recorded in the Infinite Campus system.

Attendance Support

We recognize that barriers to attendance exist, and we are here to partner with families. If your child is experiencing consistent absenteeism, we will work with you to find supportive solutions. Social workers may conduct home visits if necessary, and we will schedule problem-solving meetings with the school-based attendance committee to develop a plan that best supports your child's needs.

Make-Up Work

It is the student's and parent's responsibility to make arrangements for make-up work. Students should ask their teacher for any missed assignments on the first day they return to school. The number of days allowed to complete make-up work will be determined by the principal or his/her designee but will not exceed the number of days absent.

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.

Tardiness and Early Dismissal Policy

At Kindezi, we understand that life happens and occasional tardiness or early dismissals are sometimes unavoidable. However, consistent tardiness and early dismissals can impact your child's learning experience, and we are here to work together with you to address and minimize these occurrences.

Tardiness:

Students who arrive after the designated start time of 7:45 AM will be marked as tardy. If a student arrives after 8:15 AM, they must report to the front office to receive a tardy slip and must be accompanied by a parent/guardian for sign-in.

- **Excused Tardies:** Tardies are excused for reasons such as:
 - Severe weather conditions.
 - Medical appointments (with verification, such as a doctor's note).
- **Unexcused Tardies:** Tardies due to non-medical or non-emergency reasons (e.g., oversleeping, heavy traffic, or a slow start in the morning) are considered unexcused. A parental note or call does not automatically excuse a tardy.

Early Dismissal:

If your child needs to leave school early, please send a request to the office via phone, email, or personal note on or before the day of the requested early dismissal. The parent or guardian must physically sign out the student at the front office.

- **Early Dismissal Time Restrictions:** For student safety and to minimize classroom disruptions, students may not be dismissed between 2:00 PM - 3:00 PM on Monday-Thursday or after 11:30 AM on Fridays unless there is an emergency.
- **Sign-In/Sign-Out Procedure:** All students who arrive after the school day has started or leave before dismissal must have their name, time of entry/departure, and destination recorded on the sign-in/sign-out form in the front office.

First Day of School Process

We understand that some families may face challenges in getting their child to school on the first day. However, consistent attendance from the start of the school year is essential for the student's success.

- **Contact for Absences:** If a student is not in attendance on the first day, the school will make every effort to contact the parent/guardian each day until the student's absence is accounted for. We ask that parents notify the school if the absence is excused and provide any necessary documentation.
- **Disenrollment Due to Unexcused Absences:** If a student does not attend by the fifth day of school and the absence is unexcused, the student may be disenrolled from the roster. However, if the student has an excused absence, the school will continue to work with the family to ensure enrollment is maintained.

Dismissal for Walkers and Car Riders

Ensuring that students are safely picked up is a priority at Kindezi. We ask that families follow the guidelines below to ensure a smooth and safe dismissal process.

- **Authorized Pick-Up:** Students will be dismissed at 3:00 PM (or 2:45 PM at Gideons). Only authorized adults listed in the student's file may pick up the child. Each authorized individual will receive a car tag for pick-up. This tag must be presented to the school staff when picking up the child. If a parent or authorized adult does not have the tag, they will need to check the student out at the front office with a valid ID.
- **Pick-Up Procedure for Authorized Adults:** If another adult needs to pick up a child, the parent/guardian must notify the school in advance and provide a car tag to that person. If at any time a parent no longer wants a specific individual to have access to their child, they should immediately contact the front office to change the car tag number.

Independent Walkers:

Students in 4th grade and above may walk home independently or escort younger siblings. K-3 students must be escorted by an older sibling or a parent/guardian. If a student will be walking independently, a signed walker form must be on file with the school office.

Early Dismissal Requests

We understand that there may be times when students need to leave school early for important reasons. To ensure proper procedures are followed:

- **Requesting Early Dismissal:** Parents should submit a request for early dismissal via phone, email, or written note on or before the day of the dismissal. The school will confirm the request with the parent or guardian before releasing the student.
- **Proof of Custody:** If someone other than the parent or legal guardian is requesting the student's early dismissal, the school will require proof of custodial rights to verify the individual's ability to pick up the student.
- **Early Dismissal Time Restrictions:** To maintain the integrity of instructional time and ensure a safe and orderly dismissal, students will not be allowed to leave school after 2:00 PM on weekdays (and after 11:30 AM on Fridays) unless it is an emergency.

Bus Contract

Kindezi @ Gideons

Kindezi @ Gideons provides bus transportation to geniuses who live inside of the radius provided by Atlanta Public Schools. Students are expected to adhere to the APS code of conduct as it pertains to the privilege of riding the bus to and from school. The bus stop acts as a part of the school and consequences can be given if a student does not follow the rules and regulations of the code of conduct. While waiting at the bus stop and while on the bus geniuses agree to follow all rules and guidelines outlined in the Atlanta Public Schools Code of Conduct. Any genius under the age of 8, must be picked up by an approved family member or friend, and if not, the genius will be taken back to the school and must be picked up from there from an approved family member. . Medicine & Illness

Medication Administration

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

If it is deemed medically necessary by the school nurse, and should a student need an over the counter medication while in school, please complete the [Over the Counter MEDICATION PERMISSION FORM](#) . Families will be notified of what medication was given and the time for communication/documentation purposes.

Illness

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

If your child has been absent (or is being sent home) due to an illness, s/he must be free of fever (without medication), episodes of vomiting, nausea, stomach cramps, or diarrhea for at least 24 hours prior to returning to school. This includes, but not limited to Covid-19, influenza or a common cold. 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 the 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/Conjunctivitis (pink eye)** (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 parents and/or guardians follow the strict requirements for treatment, so that less time is spent away from school.

Health and Immunization

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

Parents of children who become ill or injured while at school will be notified as soon as possible so that proper arrangements can be made for prompt treatment. If a child has a fever of 100 or more, the parent will be called to come and get the child. Parents will not be notified of injuries that are so minor that a band aid can cover, unless the parent specifically requests to be notified in all cases of injury without exception.

Nutrition Services

We are a peanut/tree nut free organization. If your genius has a documented/known food allergy please make sure that the school nurse is made aware. We want to ensure that we are keeping all of our genius healthy and safe. We will work to make sure that our genius's health and nutrition needs are met.

Emergencies & Inclement Weather

Fire and Disaster Drills

At Kindezi, the safety and well-being of our students and staff are our top priorities. To ensure that we are prepared for any emergency situation, we conduct regular safety drills throughout the year.

- **Fire and Building Evacuation Drills:** These are conducted once a month to ensure all students and staff are familiar with evacuation procedures and can safely exit the building in the event of a fire or emergency.
- **Other Drills:** We also conduct drills for tornadoes, bomb threats, bus evacuations, intruder situations, AED (Automated External Defibrillator) use, reverse evacuations, and hazardous weather twice per year. These drills help ensure that we are prepared to respond to various types of emergencies and can keep our school community safe.

We encourage students and staff to take these drills seriously as they are designed to protect everyone and to ensure that we all know how to act quickly and safely in case of an emergency.

Inclement Weather External Communication

Kindezi Schools are committed to ensuring the safety of students and staff, especially during inclement weather. We follow Atlanta Public Schools (APS) policies regarding school closures to make sure that decisions are made in the best interest of everyone's health and safety.

- **APS Closures:** If APS announces a district-wide closure, Kindezi will follow the same closure timeline, which includes school-day and extracurricular activity cancellations. If school is closed due to weather or other emergencies, we will work with APS to communicate these decisions to families and staff as soon as possible.
- **Communication Channels:** Families and staff can refer to the following APS sources for updates on weather-related school closures:
 - APS Website
 - Social Media (X, formerly Twitter, and Facebook)
 - Local media outlets, such as WSB-TV (Channel 2) and WABE-FM 90.1

In case of a school-day closure, the day will be made up later in the year (for example, by shortening winter break). We will keep all families informed through ParentSquare, text messages, and email alerts.

Safety and On-Premise Class Activities

To provide students with the best learning opportunities, Kindezi teachers occasionally take students outside the classroom for outdoor activities, which can enhance the learning experience. During these activities, we take every precaution to ensure the safety of every student.

- **Outdoor Learning Activities:** Teachers will use all available resources, including the outdoor environment, to provide engaging and enriching educational experiences. During outdoor activities, staff will closely monitor and maintain direct knowledge of the whereabouts and accessibility of every student at all times.

- **Student Safety:** We ensure that all safety protocols are followed when engaging in off-campus or outdoor learning, and staff will always be present to supervise and support students during these activities.

Parent Volunteers

At Kindezi, we believe that fostering strong community relationships enhances the educational experience for all students. Parent involvement is an essential part of building a thriving, supportive school community. We invite and encourage parents to participate in volunteering, but we also prioritize safety and adherence to district guidelines.

- **Volunteer Requirements:** To ensure a safe and supportive environment, all parent volunteers must:
 - Complete a Volunteer Application through our Family and Community Engagement Specialist.
 - Undergo a background check and complete abuse training in accordance with APS guidelines.
- **Volunteer Clearance:** Security clearances for volunteers are renewed every two years. Volunteers will be issued identification badges that must be worn at all times while on school property. All volunteers must also sign a Volunteer Release Form prior to participation.

We deeply appreciate the time and effort parents contribute to our school community, and we value their role in enriching the student experience. Your involvement is an essential part of our collaborative school culture.

Visitors & Unauthorized Persons on School Grounds

We welcome parents and other visitors to our school community and encourage engagement. However, to maintain a safe and respectful environment for students and staff, we ask all visitors to adhere to the following guidelines:

- **Visitor Check-In:** All visitors must sign in at the school office upon arrival, present a government-issued ID, and obtain a visitor's badge, which must be worn at all times while on school grounds. Visitors will be escorted by a staff member to the designated location.
- **Classroom Visits and Observations:** While we encourage parent involvement, we ask that classroom visits and observations be scheduled in advance. Parents/guardians requesting to observe a classroom or meet with a teacher must:
 - Provide at least 24 hours' notice.
 - Visits should be limited to 45 minutes to minimize disruption to the learning environment.
- We ask that all visits respect the instructional process and avoid distracting the teacher or other students. Our teachers are committed to providing a focused learning experience, and we want to ensure that visits do not interfere with this.
- **Uninterrupted Instruction:** Visitors should not enter classrooms directly during instructional hours without prior arrangement. Teachers will reach out to you to confirm a time for a classroom visit or teacher conference.
- **Behavior Expectations:** We ask that all visitors model good behavior and sportsmanship during school events. Visitors should respect the learning environment and the rights of other students. Any visitor who violates these expectations may be asked to leave the premises and may lose the privilege of

attending future school events.

- **Unauthorized Visitors:** Any person on school grounds who is not authorized to be there will be asked to leave. Unauthorized presence on school grounds constitutes trespassing, and violators may face legal action under Georgia state law.

III. Academic Program

At Kindezi, we believe that every child is innately gifted with genius and it is our responsibility to awaken this genius every day. We believe that geniuses learn best when they:

- **Learn in Genius Awakening Learning Environments**, which means that we honor our Geniuses' identities and the gifts that they bring. We integrate restorative practices and SEL into our daily rituals and liberatory behavior management system. We actively cultivate joy and love in every single classroom.
- **Access Genius Awakening Content and Pedagogy**, which means that geniuses' are working on culturally relevant, engaging content aligned to the appropriate standards for their subject and grade. We ensure that our curricula includes content where Geniuses see their identity and their community (mirrors) reflected.
- **Engage in Genius Awakening Learning Experiences**, which means that schools leverage the real world application of the content by taking Geniuses on field experiences and bringing in guest speakers that are connected to the themes of the units being studied. Kindezi schools provide activity suggestions for parents to help support the learning at home that are aligned to the concepts and themes that are being learned at school (i.e. home activities, podcasts, articles, museums, games, questions to ask, etc.)
- **Engage in learning that is individualized to their unique learning styles, interests, and needs**, which means that teachers leverage small classroom sizes and pull multiple small groups based on anticipated misconceptions from data and in-the-moment checks for understanding to help push Geniuses towards the rigor level of the content.

Multi-Tiered System of Supports

The Kindezi Schools has adopted the GA DOE MTSS framework to guide the implementation of the Multi-Tiered System of Supports (MTSS). MTSS integrates evidence-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs in today's classrooms. Key elements of MTSS include:

- **Early Identification and Support:** Needs of all learners are identified and supported early through increasing levels of instructional intensity and time.
- **Data-Driven Decision Making:** Performance data, along with monitoring of learning rates and social-emotional-behavioral development, is used to make important instructional decisions.
- **Diverse Learner Needs:** MTSS aims to meet the needs of all learners, including those from different backgrounds, levels of language proficiency, and students who need acceleration.

Student Support Team (SST)

The Student Support Team is a state-mandated, school-based intervention process. Its purpose is to provide teachers with a broad spectrum of strategies and models of intervention to improve their delivery of effective instruction. The SST process consists of six steps:

1. **Identification of Needs**
2. **Assessment (if necessary)**
3. **Educational Plan**
4. **Implementation**
5. **Follow-up and Support**
6. **Continuous Monitoring and Evaluation**

The SST process involves a committee of school-based and resource personnel, parents, and, when necessary, the student. This team collaborates to brainstorm, develop, and implement modifications, strategies, and/or accommodations to ensure student progress, success, and appropriate, effective assistance.

Grading Policy Breakdown

Homework, tests, quizzes, and projects/classwork will all affect a student's letter grade in accordance with the following percentages:

Tests/Projects (40%)

Quizzes (20%)

Homework (15%)

Classwork (25%)

***Teachers will ensure that grades are entered weekly.**

Assessments/Projects (40%)

This category includes all unit assessments and projects. Assignments in this category will be **aligned to grade level standards**.

Quizzes (20%)

This category includes all quizzes. Assignments in this category will be **aligned to grade level standards**.

Classwork (25%)

This category includes all learning activities given during the instructional block. Assignments in this category are differentiated to meet the needs of individual learners. This grade will be a combination of accuracy, completion, and effort.

Homework (15%)

Each week, geniuses must complete at least 45 minutes and pass (1) lesson on their individualized Math MyPath and (1) English Language Arts Success Maker lesson. This practice is to be completed **at home**.

Grading Scale

A= 90-100%

B= 80-89%

C= 70-79%

F= 69% and below

MAP (RIT score)

The MAP assessment 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, science, and reading. MAP is taken in the fall, winter, and spring in grades 2-8.

Homework and Independent Reading

Kindezi students will have daily homework. The purpose of homework is to practice skills 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. Reading every day is critical for developing strong literacy skills and fosters a lifelong love of reading. All students should read every day for at least 20 minutes per day.

Grading Scale

A= 90-100

B= 80-89

C= 70-79

F= 69 and below

Gifted Education Services

The Gifted and Talented Program provides differentiated instruction for intellectually advanced and creatively gifted students. Gifted services are available for all eligible students in grades 1 through 8.

According to Georgia Board Rule 160-4-2-.38, the state of Georgia defines a gifted and talented student as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability(ies).

Students identified as gifted and whose participation has received parental consent must receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the following GaDOE-approved models.

Gifted Testing Referrals

APS annually screens all (universally) students actively enrolled in APS traditional schools for the appropriateness of referral for gifted eligibility testing. The APS Universal Screener is our district-administered MAP Growth assessment given to all students three times each school year. A threshold score attained on that assessment will result in the student being "referred" for gifted eligibility assessment.

Gifted Qualifications

Atlanta Public Schools follows Board-approved protocols, applied consistently to all students, to identify those who may qualify for gifted eligibility assessment. As part of our universal screening and referral process, we consider nationally normed assessments to ensure equitable access to services.

Students may be referred for gifted eligibility assessment if they meet one of the following criteria:

1. **MAP Growth Performance:** The student scored at or above the **90th percentile** on any *MAP Growth* Reading or Math assessment administered within the past 24 months. These scores are considered valid indicators of academic achievement and potential.

2. **Out-of-State Transfer:** The student recently enrolled and has verified documentation indicating eligibility for gifted services in another state.

These criteria reflect APS's commitment to identifying and serving high-potential learners using multiple measures and consistent, data-driven practices.

Gifted Services at Kindezi

At Kindezi, we honor the unique brilliance of every child and understand that students identified as gifted have exceptional learning needs. Gifted services at Kindezi are delivered through a **pull-out model**, where students receive instruction outside the general education classroom in a dedicated setting designed to enrich and challenge their thinking.

We follow the **Georgia Department of Education's Resource Model** for gifted education. This model allows gifted learners to engage in deeper exploration of content through specialized units and projects that emphasize advanced thinking skills.

What Families Can Expect from Gifted Services at Kindezi:

- **Dedicated Pull-Out Instruction** focused on critical thinking, creativity, communication, and research
- **Small Group Learning** with intellectual peers to support academic and social growth
- **Standards-Based Enrichment** aligned to gifted best practices and state expectations
- **Support from a Gifted-Certified Teacher** who designs and facilitates instruction tailored to gifted learners
- **Opportunities to Showcase Learning** through culminating projects and presentations
- **Access to APS Gifted Summer Programming**, designed specifically for gifted learners across the district

Our goal is to ensure that gifted students at Kindezi thrive through intentional challenge, meaningful engagement, and opportunities to grow both academically and personally.

IV. Behavior Expectations

The Kindezi Schools have adopted the Atlanta Public Schools (APS) Student Code of Conduct. APS has constructed school discipline policies that are aimed at creating a positive school climate, supporting the social and emotional development of students, and teaching non-violence and respect for all members of the school community. Our approach to discipline reflects our desire to understand and address the causes of behavior, resolve conflicts, repair harm done, restore relationships, and successfully reintegrate students into the school community. The incorporation of expectations and responsibilities in our discipline framework creates transparency for stakeholders to embrace the expectations and responsibilities that are unique to them.

Purpose

The purpose of the Student Code of Conduct is to assist students, parents, teachers, and administrators in promoting and maintaining a positive teaching and learning environment. Parents are asked to read the contents of the APS Code of Student Conduct and to help their children to become familiar with and abide by it and any other rules of conduct imposed by the Kindezi Schools.

[SY26 APS Student Handbook](#)

Progressive Discipline

The Kindezi Schools use a progressive approach to discipline. It is designed to aid students in correcting their misconduct, and it encourages students to be responsible citizens of the school community. Progressive discipline should promote positive student behavior, state unacceptable behavior, and establish clear and fair discipline responses for unacceptable behavior. The school discipline process should include appropriate consideration of support to help students resolve issues that may be contributing to violations to the student code of conduct. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, restorative practices, counseling with school counselors, school social worker intervention, behavior, attendance and academic contracts and plans, peer mediation, and prevention programs.

Disciplinary Factors

Disciplinary responses are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors. The offenses have been organized into three (3) levels of prohibited behaviors: Level 1 discipline is used for MINOR offenses, Level 2 discipline is used for MODERATE acts of misconduct that are directed at people or property, but do not seriously endanger the health or safety of others, and Level 3 discipline is used for SERIOUS act of misconduct that place students or staff at risk of physical or emotional harm.

Cellular Telephone/Personal Electronic Device Policy

The use of cell phones during the school day is not allowed in grades Pre-k through 12. For purposes of this rule, "school day" is defined as the period beginning with the first bell signaling the start of the day or simply the designated start time and end times. This shall include all instructional time, breaks, transitions, assemblies, lunch, recess, free periods, study halls, and/or any other structure or unstructured times and activities. This rule applies to all students whether or not their parent/guardian has completed the Parental Consent & Acknowledgement Form.

These prohibitions do not apply to a student whose IEP, Section 504 plan, or medical plan explicitly mandates the use of a cell phone for medical or educational purposes, as long as the student's use of the cell phone is in strict adherence to the requirements of their IEP, 504, and/or medical plan. Any student accessing a cell phone that does not adhere to the requirements of the student's IEP, 504, and/or medical plan will be subject to discipline pursuant to this rule.

. My child and I have read and understand [Policy JCDAF](#) and the associated regulations. I acknowledge the following:

1. Unless otherwise directed by school staff or teachers, cellular telephones and other personal electronic devices must be out of sight and turned off during the school day.
2. Students are prohibited from placing or receiving texts/phone calls/emails during the school day. In the event a parent needs to make contact with his/her child during the school day, **parents are encouraged to contact the school's front office to request to speak to or deliver a message to their child.**
3. Possession of a cellular phone at school is a privilege, not a right, and if your child's possession of a cellular phone is deemed to interfere with the educational opportunity of your student or other students, this acknowledgement form can be revoked without warning.
4. All staff members have the right to confiscate mobile phones when used in violation of this Student Code of Conduct and Cellular Phone/Personal Electronic Device 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.

5. Any confiscated phone that is not retrieved by the end of the school year in which it was confiscated may be donated to a local charitable agency or organization.

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 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.

Kickboard

Kickboard is a digital tool used by teachers and administrators in real time to promote school-wide consistency in expectations. It is utilized to reinforce and encourage the utilization of social emotional learning skills and graduate profile aims. Teachers can collect and analyze data to further positive behavior support and interventions (PBIS) and social and emotional learning (SEL).

Access codes and instructions for how to create a Family Portal account will be sent home. The portal will provide parents/guardians with real time updates on the decisions that geniuses make. Parents/guardians will be able to log on to the Family Portal on their computer or mobile device. Geniuses are also able to create Family Portal accounts for themselves.

Uniform Policy and Dress Code

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: Dressing with Purpose and Pride

Why Uniforms Matter

At Kindezi Schools, our uniforms are a source of **identity and pride** for our students, whom we proudly call "geniuses." The uniform is a powerful symbol of our community and our shared purpose. By wearing it, our geniuses demonstrate they are part of a unified community.

Beyond fostering a sense of belonging, our uniform policy helps eliminate distractions and prepares geniuses for the important work of learning. This intentional choice allows our students to focus on their academic journey and signals a readiness to learn, setting the stage for a productive and successful day in the classroom and, ultimately, for a **choice-filled life**.

Dress Code Expectations

To support a positive school culture, all students are expected to dress in ways that are respectful to themselves and others. The following are not allowed:

- Clothing with references to gangs, drugs, alcohol, tobacco, illegal activity, or sexually explicit content.
- Words or images that are offensive, hurtful, or inappropriate.
- Any attire that disrupts the flow of learning or community.

Uniform Guidelines (Monday–Thursday)

All Kindezi Geniuses are expected to wear the school uniform with pride:

- **Kindezi polo shirt with official embroidered logo**
- **Uniform bottoms** (khaki colored)
- **Closed-toe shoes** (no flip-flops, slides, or strapless sandals). Crocs may be worn **only with the heel strap in place**.
- **Outerwear (jackets/sweaters): All black (includes black denim) or Kindezi Swag**
- Note: Green or black polos **without** the embroidered Kindezi logo **are not considered uniform**.



When a Genius Is Out of Uniform

We understand that things happen. When a student is not in uniform:

1. We will call home to partner with the family to bring a uniform to school.
2. If needed, we will provide a clean loaner uniform for the day, to be returned after use.
3. These moments are treated as learning opportunities—not punishments—so students can understand the “why” behind the policy and rejoin the community fully.

Dress Down Fridays: Fridays are a time to celebrate our individuality while continuing to represent Kindezi with pride. On these days:

- Geniuses may wear non-uniform clothing that is **modest, appropriate in fit and length, and free from offensive or disruptive content**.
- Shoes must still follow safety guidelines: **no flip-flops, slides, or strapless sandals**; Crocs must have heel straps on.
- All Friday outfits must meet the **APS Dress Code**.

V. Family Engagement Policies and Expectations

Parent/Guardian-Teacher Communication

At The Kindezi Schools, we believe that our families, communities, and partners are essential to our students' success and make us stronger. We know that when schools and families work as one unified team, children thrive—academically, socially, and emotionally.

Strong teams rely on open, consistent, and respectful communication. For this reason, The Kindezi Schools require the following minimum expectations for family–teacher communication:

Bi-Weekly Personalized Communication:

Every other week, families and teachers will exchange personalized communication about the student's holistic progress, events and celebrations.. This communication will be shared via ParentSquare or email. Families are encouraged to reach out on the alternate weeks if they would like additional updates or have questions.

Increased Communication for Tiered Supports:

Families are communicated with based on the specifics of their child's MTSS plan. For students receiving Tier 2 support, updates are provided every 6 weeks. For students receiving Tier 3 support, families are updated every 4 weeks. Communication includes progress on interventions and next steps informed by classroom data.

Collaborative Problem-Solving:

We are committed to addressing concerns promptly and in partnership with families. Whether through a quick message, phone call, or longer conversation, we aim to resolve issues in a way that supports the student's growth. Video or in-person conferences can be requested by either the family or the teacher to provide deeper support and clarity.

At Kindezi, our collective efforts—school, family, and community—create the foundation for a nurturing, empowering, and genius-awakening experience for every child.


Family/Teacher Conferences

At Kindezi, we believe our families and communities make us stronger. A minimum of twice per year, families will be required to attend a meeting in which they review their geniuses' progress. During these meetings, teachers will present data on each genius's grades and behavior, including strengths and areas for improvement. Specific and measurable goals will be developed in partnership with families and differentiated to the needs of each genius. Conferences will take place after the first and third quarter. 2nd quarter conferences will be required on a case by case basis.

VI. Social Emotional Learning

Social Emotional Learning (SEL) is a core component of the Kindezi Schools' model of holistic support. We provide direct instruction of SEL skills and strategies using research-based curricula. Social emotional learning is also integrated throughout the school day and throughout the building in a range of formats.



	
K-8 <u>Second Step Elementary</u> <u>Second Step Middle School</u>	6-8 <u>We Do It for the Culture</u>

Social Emotional Learning Supports
<ul style="list-style-type: none"> • K-8 Direct SEL Instruction twice/week • K-5 SEL Book of the Month Class Read Aloud & Teacher-led Activities • Monday Morning Family Meeting • Daily Community Building Circles • 6-8 Advisory & High School Transition and Placement

VII. Restorative Practices

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 promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for community building, teaching and conflict resolution to conferences that bring those harmed, and those causing harm and their supporters together to address wrongdoing. Students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.



VIII. Regulatory Provisions

Title I – Parental Involvement Policy

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

Professional Qualifications of Teachers

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

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

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

Family Changes

If the status of a student's custody changes after enrollment, the enrolling parent/guardian must promptly inform the school of any changes to contact information, address, and authorized pick-up persons. This is essential for ensuring that the student's records are accurate and up to date. Failure to do so may result in referral to an outside agency or withdrawal of the student, as required by law.

State law prohibits removing a student from school premises without the permission of the person who originally enrolled the student, even if a court order grants custody to the requesting individual. To ensure the safety and well-being of students, the school will not authorize any custody changes unless there is proper documentation provided to the school office. Any changes to custodial arrangements must be fully communicated and verified through legal documentation before being processed.

Harassment Statement

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

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

The Kindezi School has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying. Allegations should be reported immediately to an administrator or counselor at the school or any school event.

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 that you or your child are being mistreated by a school employee based on race, color, religion, gender, age, national origin, sexual orientation, or disability, you have the right to file a complaint. Kindezi Schools are committed to providing a safe and supportive learning environment, free from discrimination. To file a complaint, please first speak with the principal at your Kindezi School. If you are not satisfied with the resolution, you may contact the Atlanta Public Schools Office of Internal Resolution:

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

All complaints will be taken seriously and handled confidentially, consistent with applicable laws and district policies. Kindezi Schools are committed to resolving issues promptly and fairly."

Impaired/Handicapped Access

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

Section 504 of the Rehabilitation Act of 1973

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

No qualified disabled person shall, on the basis of disability, 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 is anyone who has a mental or physical impairment which substantially limits one or more major life activities, such as caring for oneself; performing manual tasks; walking; seeing; hearing; speaking; breathing; learning and working; eating; sleeping; standing; lifting; bending; reading; concentrating; thinking; and communicating. The term "substantially limits" means the person is unable to perform a major life activity that a non-disabled person can do, or the person is significantly restricted in the performance of a major life activity in comparison to a non-disabled person.

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

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

Exceptional Education Services

The Kindezi Schools, in alignment with Atlanta Public Schools' Department of Special Education, supports the Individual Educational Programs (IEPs) of students ages three through twenty-one who are eligible for special education and related services within the district. Our special education services are designed to meet the educational needs of students through a continuum of supports, from the least restrictive environments to more intensive interventions as needed.

Key aspects of our special education program include:

- **Continuum of Services:** Providing special education services across a range of environments, tailored to the educational needs of each student.
- **Comprehensive Assessments:** Offering a full array of assessments to determine and support the specific educational needs of students requiring special education services.
- **Collaborative Approach:** Working collaboratively with students, families, and the community to enhance student achievement and promote post-secondary success for all students with disabilities.

At The Kindezi Schools, our commitment is to ensure that all students with disabilities receive the appropriate support and resources necessary to achieve their full potential.

Family Educational Rights and Privacy Act (FERPA)

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

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

(A) to School Officials with a legitimate educational interest. A school official is any school employee or any contractor, consultant, volunteer, or other party to whom school system services or functions that would otherwise be performed by school employees has been outsourced or assigned. A legitimate educational interest is a need that arises out of a school official's role in providing educational services, including instruction, evaluation, therapy, etc., to a student, or out of the performance of administrative, supervisory, clerical, or other responsibilities prescribed by the school system;

(B) to other school systems in which the student seeks or intends to enroll as long as the disclosure is for purposes related to the student's enrollment or transfer;

(C) to specified officials for audit or evaluation purposes;

(D) in connection with the student's application for financial aid;

(E) to state and local officials pursuant to State law;

(F) to organizations conducting studies on behalf of the school;

(G) to accrediting organizations;

(H) to parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

(I) to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons; and

(J) in compliance with judicial order or pursuant to any lawfully issued subpoena when the educational agency makes reasonable effort to notify the Parent or Eligible Student in advance of the compliance. In limited circumstances, an order or subpoena may require the District to disclose information without notifying the Parent or Eligible Student.

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

Family Policy Compliance Office
U.S. Department of Education
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 to the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Equal Opportunity Statement

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

Kindezi Grievance Policy

The Kindezi Schools will make reasonable efforts to resolve grievances and other conflicts prior to involving the governing Board. To this end we will adopt the problem resolution process described below.

Problem Resolution Process

Kindezi recognizes that a staff member may occasionally experience a school-related problem with a parent and that a parent may occasionally experience a school-related problem with a staff member. Kindezi’s Problem Resolution Process promotes an open, constructive work environment by providing a process for school-related issues. A staff member who experiences a problem with a parent, or vice versa, is encouraged to utilize the following problem resolution process. [Note that staff members who wish to resolve issues concerning other staff members, rather than parents, should consult Kindezi’s separate Employee Grievance Policy.]

Step One: Informal Attempt at Resolution

- If a parent in the school's community and a staff member have a conflict or a complaint involving the other, the first step should be to attempt in good faith to directly resolve the issue through a meeting among the concerned parties.

Step Two: Mediation with Principal

- If the matter cannot be resolved through informal discussion, within ten business days of the informal attempt at resolution, the staff member or parent may submit a written request for a face-to-face meeting with the principal and any other persons involved in the matter.
- Upon receipt of such a written request, the principal will, where possible, attempt to 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 may be resolved.
- Within two business days after the meeting, the principal will send each party a written recommendation as to how the matter should be resolved.

Step Three: Mediation with Executive Director

- If the preceding steps do not result in a resolution, the previous steps in "Step Two" are to be followed with the Executive Director.
- Within two business days after the meeting, the Executive Director will send each party a written recommendation as to how the matter should be resolved.

Step Four: Review by the Board of Directors

- If either the staff member or parent is unsatisfied with the Step Two or Step Three recommendation, s/he may file a written grievance with the chairperson of the Board of Directors (Board), who is noted on The Kindezi Schools' website, at boardchair@kindezi.org.
- Within five working days of receiving the formal grievance, the Board chair will respond to the grieving party in writing by acknowledging such receipt to the grieving party and informing all involved parties of (a) the date, time and location of the next meeting of the full Board of Directors, and (b) their right to appear at such meeting, bring an attorney or other advocate to represent their, voice their complaints, and bring witnesses to support their position(s).
- The Board chair will include the matter on the agenda of that meeting and allot a reasonable amount of time for a discussion of the matter.
 - For all Board meetings, regular or special, and the proceedings conducted at such meetings, the Board shall comply with all applicable procedures and requirements of the Georgia Open Meetings Act §§ 50-14-1 et seq., as the same may be amended from time to time. For example, if the matter involves protected information about a student, the Board will discuss the matter in executive session.
 - The discussion will include an opportunity for the grieving staff member or parent to present their perspective on the matter, including any witness who will speak on his/her behalf.
 - If the complaint is against a staff member, that individual will also have a chance to present a defense to the Board including any witness who will speak on their behalf.
 - The members of the Board will also have an opportunity to ask questions of the staff member(s) and the witnesses who speak on their behalf.
 - After the grieving 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 the following principles:
 - The best interests of the children of the school should be the top priority.
 - In matters that involve policy, the Board should look to relevant policies approved by the Board and to the charter petition for guidance in the matter.
 - The Board should seek a compromise over an "all-or-nothing" solution to the conflict.

- 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 grieving parent or staff member, as well as any other involved parties will receive a copy of the Board's written decision via email or certified mail.

This procedure has been established to allow staff members and parents to express their concerns and/or complaints during their relationship with Kindezi. Per our whistle-blower policy, **no staff member will be penalized for making use of this procedure based on truthful information.**

FERPA Disclosure and Opt Out form

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 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 at 404.802.7701.

Annual AHERA Notification

This notification is provided in accordance with the Asbestos Hazard Emergency Response Act (AHERA) of October 22, 1986, as well as EPA Rule 40 CFR 763, Asbestos-Containing Material in Schools, Subpart E, effective December 14, 1987. These regulations require that schools notify all stakeholders annually about asbestos-related activities, including inspections, response actions, and any ongoing or planned post-response activities, such as reinspections and surveillance.

Asbestos Management Plan Overview:

Kindezi Schools are committed to ensuring the safety and health of all students, staff, and visitors. As part of our compliance with AHERA, a thorough asbestos survey was conducted by a certified AHERA inspector. This survey identifies all asbestos-containing materials (ACMs) present on campus and provides an overview of the school's asbestos management and response actions.

- **Asbestos Survey:** The survey documented the location, condition, and type of ACMs present at the school. It also outlines the long-term strategy for managing these materials to prevent exposure.
- **Ongoing Inspections and Surveillance:** Regular inspections and reinspections of asbestos-containing materials are conducted every 6 months as part of our commitment to maintaining a safe environment. These inspections help monitor the condition of ACMs and ensure that appropriate actions are taken to mitigate any risks.
- **Asbestos Removal and Post-Response Actions:** Any asbestos removal, abatement, or other response activities will be carried out in strict accordance with EPA regulations and OSHA standards. A detailed record of these actions is included in our Management Plan, which is updated regularly.

Management of Asbestos and Environmental Safety:

The Chief Operating Officer (COO) and Directors of Operations at each Kindezi school are responsible for overseeing all matters related to asbestos management and environmental safety. They work in collaboration with Atlanta Public Schools (APS) and other governing bodies to ensure that all regulatory requirements and safety standards are met.

Access to the Management Plan:

In compliance with AHERA, the Asbestos Management Plan for each school site is available for review by parents, legal guardians, staff, and any interested parties. You may review the plan at the school's front office during regular business hours. Should you wish to review or discuss the plan in more detail, please contact the front office staff or reach out to the Director of Operations for your campus.

Contact Information:

If you have any questions regarding the asbestos management plan, inspection procedures, or post-response actions, please contact the COO or Director of Operations of the school of interest or visit the front office for further details.

Annual Notification Compliance:

This notification fulfills the annual communication requirement under AHERA and ensures transparency with our school community regarding the safety measures in place for managing asbestos hazards. We are committed to maintaining the highest standards of safety and complying with all federal, state, and local regulations.

The Kindezi Team