

SPH
KEMANG VILLAGE

Student Handbook

For Middle and High School

2025-2026

Welcome to Middle and High School!

We are so thankful that you have chosen to join the SPH KV community this year. If you are new here, it won't take long for you to see what a special place this is. If you are returning, welcome back! We are excited to see how the Lord is going to form your hearts and minds holistically this year.

SPH KV has six Expected Student Outcomes (ESOs) that consolidate our values:

1. Flourishing Learners
2. Truth Seekers
3. World Changers
4. Confident Communicators
5. Servant Leaders
6. Faithful Disciples

Together, these ESOs focus on critical thinking, innovation, communication, 21st-century skills, our spiritual values, and biblical worldview. They encourage us to improve both our school and our community. It teaches us to value our students, parents, and staff as members of one interdependent community. Fundamentally, they drive us toward Christ and His Kingdom.

SPH KV is known throughout Jakarta for the strength of its community. This book helps us create that community as it establishes guidelines, expectations, and responsibilities while we do life and school together. Please take time to familiarize yourself with all that is involved in being a part of SPH KV.

This is our testimony and our longing. We hold high these expectations and work hard to meet them. Thank you for seeking after them.

Blessings upon your upcoming year!

For Christ & His Kingdom,

Mr. Jason Poarch
Senior School Principal





Vision

True Knowledge | Faith in Christ | Godly Character

Mission

Proclaiming the pre-eminence of Christ, and engaging in the redemptive restoration of all things in Him, through holistic education.

Relational Context

A second home for your children.

Table of Contents

A Message from the Middle & High School Principal	01
School's Mission and Vision	02
Table of Contents	03
School Management team	04
Who do I contact?	05
Expected Student Outcomes	07
Attendance	08
School Schedule	09
Curriculum and Instruction	14
Academic Expectations	16
Student Support	23
Academic Integrity	25
Student Recognition	28
Expectations of Personal Appearance	29
Expectations of Personal Conduct	34
Student Safety	36
Drills and Evacuation	39
Prohibited Activities	40
Digital Citizenship Policy	42
Code of Conduct	45
Classification of Violations	46

School Management Team



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Mr. Dallas Tucker
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Dr. Abraham Chung
College and Career Counselor
abraham.chung@sph.ac.id

Who Do I Contact?

IGCSE and IB DP Exams	Mrs. Bless Osia
HS Academics	Mrs. Bless Osia
MS Academics	Mrs. Jenae Daniels
Admissions	Ibu Michella
Finance	Ibu Lidya
Parent Sick Note	Ibu Puji Widiasih
Question about my class	Class Teacher
Student Schedules	Ibu Puji Widiasih
Discipline/Detentions	Mr. Jason Poarch
Uniform or Bookstore	Ibu Findy

Social/Emotional Counselor	Ms. Katherine Villi
University and Career Counseling	Dr. Abraham Chung
General Questions	HS HR Teacher
Spiritual and Life Questions	CnC Leader
Spiritual and Life Questions	Mr. Dallas Tucker
General Questions	MS Bootcamp Teacher
LST/ELL Questions	Mrs. Jami Sefiane

Expected Student Outcomes

Sekolah Pelita Harapan provides an environment and an educational experience in which students flourish as they are equipped “to take hold of the life that is truly life” (1 Tim. 6:19).

SPH’s six overall school-wide learner outcomes identify what this flourishing looks like. These Expected Student Outcomes (ESO’s) arise directly from the Mission and Vision, and they operationalize the school’s core purposes. They identify the target that SPH is seeking to hit.

Truth-Seekers	We are thoughtful inquirers engaged in the lifelong pursuit of truth.
Faithful Disciples	We grow as disciples of Jesus Christ as we understand our world with a biblical Christian worldview.
Servant Leaders	We seek to have the character of Christ, treating all people as God's image- bearers.
Confident Communicators	We communicate truth boldly and humbly.
World-Changers	We are people of influence engaged in redemptive restoration in the world.
Flourishing Learners	We live flourishing and resilient lives.

Attendance

What to do when...

...the student is sick:
Parents are expected to phone or email the school office by 7:45 a.m. on the day the student is absent. Please call the Senior School Secretary, Ibu Widi, at 021-29056789 Ext 144005. Please send an email to Ibu Widi (puji.widiasih@sph.ac.id), with your child's name, homeroom, and the time he/she will be absent from school.

...the student plans to be away:
Parents are expected to inform the school via email if their child will be away from school for any reason (family trip, competition, etc.). Send an email to Ibu Widi (puji.widiasih@sph.ac.id) and Mr. Jason Poarch (jason.poarch@sph.ac.id) with your child's name, homeroom, and the dates he/she will be absent from school. This should be done before the scheduled absence. Please note that absences are only excused due to illness or a school-related activity.

Students are expected to be in school daily. Attendance is both a requirement and a responsibility. Consistent attendance is a crucial aspect of achieving success in school, and it falls upon both the student and their parents to uphold this responsibility. A student's learning experience is greatly hindered when they are regularly absent or late for classes or school, and this can also have an adverse effect on the learning of other students. It is important for both parents and students to understand that excessive absences can negatively impact the quality of the curriculum for all students, and the classroom environment cannot be replicated. When students miss classes, they miss out on valuable educational opportunities such as:

- Classroom discussions and lectures
- The chance to ask questions to clear up any confusion about homework, lectures, and discussions is essential.
- Ongoing collaborative work and projects with other students which facilitate learning

Absence Policy and Definition

Definition of Absent-a student who is not present in class:

To pass a class, a student must be in attendance for at least 85% of the sessions of that class each semester. Any absences beyond this number will be considered excessive and will be subject to academic consequences. If a student is not in attendance for at least 85% or more of a class, then the class will not appear on the transcript, and it will be as if the student did not take the class. In high school, this could impact requirements by the IB and SPH for graduation.

Absence due to illness

If a student is feeling unwell or sick, they should stay at home and the parents should notify the school by 7:45 am. It is important to note that the school does not excuse absences, but the purpose of this communication is to inform the teachers that the student is under the care of their parents. In the event of an unreported absence, the school will make an effort to get in touch with the parents and confirm the reason for the absence. In cases where a student is diagnosed with a contagious illness by a physician, it is the duty of the parents to inform the school nurse about the diagnosis. In the event of an absence, the student may need to catch up on any missed assignments or coursework.

Leave of absence

If a child needs to be absent from school for an extended period of time, the parents should speak with the Middle and High School principal before confirming any plans. It is important for parents to be aware of the potential impact the absence may have on their child's education. Students who miss school due to school-sponsored events such as field trips, exchanges, academic competitions, or sports tournaments can make up the work they missed, and these absences will not be counted against the 85% attendance requirement. If parents plan to take their child out of school, they must inform Ibu Widi before the absence takes place. Parents are advised to avoid non-illness and extended absences because they can burden the student upon their return, affecting their work ethic. Medical appointments and out-of-school commitments should be scheduled after school hours and during school breaks to avoid unnecessary absences.

Absence Policy and Definition

Absence during exam days
It is mandatory for students in grades 9-12 to attend exam days/weeks without leaving early. Early leave should be arranged with the Senior School Principal, Mr. Jason Poarch, four weeks in advance. If a student does leave early, they have to arrange make-up work for their exams and summative assessments. Their class teacher will decide whether the student should receive a make-up exam or not.

CONSEQUENCES
This policy states that if a student exceeds the maximum number of allowable absences without notifying the school or providing an explanation for the extended absence, the office will set a meeting with the parents to discuss the issue and consequences will be determined by the Middle and High School Principal.

Skipping class
Skipping class is considered a severe violation. Missing a class with the intention of making up for another or preparing for another class is not allowed. When a student is late, they are still required to attend the class; otherwise, it will be considered truancy.

CONSEQUENCES:
Any student who skips a class will be subject to detention and repeated offenders are subject to suspension.

Extracurricular participation
If a student misses a class, they will not be allowed to participate in any extracurricular activities on that day, including sports. However, if the student has missed a class due to a medical or dental appointment, they can participate in extracurricular activities that day if they provide a note signed by their physician or dentist. Furthermore, students who are on academic probation may not be eligible to participate in sports teams. They may also lose their eligibility to participate in other extracurricular activities.

Excused from Physical Education Class
In order for a student to be excused from participating in physical education, either a note must be sent along with the child or an email must be sent to the PE teacher. It is mandatory for the parent to provide a note in order for the student to be excused from physical education.

Absence Policy and Definition

Students leaving campus during the day
Students may not leave the campus any time during the day except by prior arrangement and with approval from the administration. Parents should either email the school informing Ibu Widi and the teacher(s) or call Ibu Widi. Students can then sign out at the Senior School (SS) Office, room 415. Once approved, a hall pass signed by the SS Office will be issued to the student.

Excused absences
Work missed can be made up if permission for the absence is given by a parent, doctor, or other appropriate authority. Make-up work must be completed within the allotted time given with a minimum of one day make-up per day of absence.

Excessive unexcused absences per semester
For high school, if a student misses more than 85% of a class, it will be removed from their transcript. For middle school, the student may be retained. In extraordinary situations that require an extended absence (family emergency, hospitalization), the family should apply to the principal for a waiver.

1st – 8th absence per semester	Work missed can be made up if permission for the absence is given by a parent. Make-up work must be completed within the allotted time given with a minimum of one day make-up per day of absence.
9th – 14th absence per semester	The student's final semester grade will be dropped one full letter/number grade. This will be noted on the student's report card.
15+ absences per semester	For high school, no credit is earned for class taken. For middle school, the student may be retained. In extraordinary situations that require an extended absence (family emergency, hospitalization), the family should apply to the principal for a waiver.

Tardiness / Definition of Tardy

If a student is not in class when the bell rings:
Students must arrive on time and be prepared for all classes. Tardy students are those who are absent from class when the bell rings. Senior School students coming on campus after 7:00 a.m. must report to the Senior School office to get a LATE HALL PASS before entering class. If the student arrives after the first period, students must still get a LATE HALL PASS from the Senior School office. Students have five minutes between classes. Students are expected to use the bathroom and go to their locker as needed during this time. Once the bell rings, students should be sitting down and ready to begin class. If they forgot something, the students must wait for their teacher to finish checking the attendance before asking to use the toilet or to get their stuff from their locker.

Tardy due to rain or other matters:
Classes begin at 7:00 a.m. sharp. On occasion, heavy rain or construction in the morning might cause some students to be late. The Senior School Leadership Team will make a judgment call and decide whether late students should be given grace. Parents and students are encouraged to be mindful of Jakarta's weather and traffic conditions and plan to arrive at school promptly.

CONSEQUENCES for High School Students:

The following are the consequences of tardiness:

- High School Students arriving on campus after 7:00 a.m. will get a late hall pass from the 4th-floor office. The first tardy will be forgiven, but students will receive a detention from the 2nd tardy.

- If High School Students are late six times (+) in a term, they will serve after-school detention on Tuesday or Thursday afternoon. All subsequent tardies will result in further disciplinary consequences.

Tardiness / Definition of Tardy

CONSEQUENCES for High School Students:

1st	Warning
3rd	1st detention
6th	After-School detention and contact parents
9th	After-School detention and contact parents
12th	1 day in-school suspension and meeting with parents
15th	2 day in-school suspension (no credit for work missed) and meeting with parents
18th	Problem brought before the school administration

CONSEQUENCES for Middle School Students:

5	Warning
10	Detention & Inform Parents
20	Detention & Inform Parents
25	In-School Suspension

School Schedule

School Hours

High School Hours	
Monday, Tuesday, Thursday, Friday:	7:00 - 3:00
Wednesday	7:00 - 12:30
Middle School Hours	
Monday, Tuesday, Thursday, Friday:	7:00 - 3:00
Wednesday	7:00 - 12:30



Curriculum and Instruction

Middle School

Grades 6–8 are considered middle school. This program reflects a gradual transition from the self-contained classroom to the high school format. A basic core of language arts, mathematics, humanities, and science are taken daily. In addition, students take classes in design tech, art, music, languages, and physical education each week.

Students in Grades 6–8 are placed in Bootcamp which meets for 50 minutes each day. Bootcamp is a daily class that allows MS students to learn about topics that may be less frequently discussed in the classroom. These topics include Learning Skills, Social Emotional Learning, Academic Support and Interventions, and Community Building activities. This is an exciting opportunity for students to learn, grow and connect with their peers and teachers as they continue to mature as middle school students.

High School

SPH KV offers an International-style, university preparatory curriculum. All classes, except modern languages, are taught in English. Grade 9 and 10 students are expected to enroll between seven and eight IGCSE Cambridge classes. To progress to the next grade level, a student must maintain a passing grade in the majority of their classes (see High School Academics for further explanation).

Students in Grades 9–12 are placed in Homerooms based on their grade level. There are two home rooms per grade (ex. 9.1 and 9.2). High School students learn about topics that may be less frequently discussed in the classroom. These topics include Learning Skills, Social Emotional Learning, Academic Support and Interventions, and Community Building activities. The College and Career Counselor also begins working with students by visiting homerooms to help students as they begin to consider their university and career options.

Academic Expectations

Classes

Students are expected to arrive on time and come prepared for their daily classes. It is essential to show proper respect for the teacher, classmates, and the school at all times. Additionally, students are required to adhere to the individual classroom rules set by their teachers. Any disrespectful behavior towards teachers or fellow students will result in disciplinary action. Failure to follow teacher instructions may result in being referred to the principal's office.

At SPH KV, we recognize the importance of class time for students' learning and development. Therefore, we strongly encourage students to prioritize getting enough sleep at night to ensure they are fully alert during class. In the event that a student falls asleep during class, the teacher will kindly wake them and provide a reminder to stay awake. The teacher may also request the student to stand as a means to remain engaged.

Academic Probation Policy for Grades 6 to 12:

Purpose:
The academic probation policy for grades 6 to 12 aims to provide support and intervention for students who are facing academic challenges. The policy is designed to help these students improve their academic performance, develop essential study skills, and foster a positive attitude towards learning.

Criteria for Academic Probation: Students will be placed on academic probation if they meet one or more of the following criteria:

- Earning failing grades (e.g., 2 or below for G6-8 or D or below for G9-10 or 3 or below in G11-12) in multiple subjects.
- Demonstrating consistent poor performance in assessments, assignments, and class participation.

Academic Support and Help: Students placed on academic probation will receive personalized academic support and assistance. This may include:

- Academic counseling and goal-setting sessions to identify areas of improvement and set academic goals.
- Extra academic help through tutoring or after-school study sessions.
- Access to study skills workshops to enhance their organizational and time management skills.

Parent/Guardian Involvement:
Parents/guardians will be actively involved in the academic improvement process. They will be informed about their child's probation status and progress regularly through progress reports and parent-teacher meetings. Parents/guardians will be encouraged to support their child's learning and monitor their study habits at home.

Impact on Extracurricular Activities:
During the probation period, students may be required to limit their participation in extracurricular activities to focus on academic improvement. However, they will not be completely barred from participating in extracurricular activities to maintain a balanced and holistic educational experience.

Duration of Academic Probation:
The duration of academic probation will be determined based on individual circumstances and the extent of academic challenges. Typically, the probation period will last for one grading term (e.g., a term or semester) to give students sufficient time to demonstrate academic progress.

Progress Monitoring:
The academic progress of students on probation will be closely monitored by teachers, academic advisors, and counselors. Regular assessments and progress reports will be shared with students and their parents/guardians to track improvements and address challenges promptly.

Exit Criteria: Students on academic probation will be removed from probation if they meet one of the following criteria:

- Demonstrating satisfactory academic improvement, as determined by the academic improvement plan and progress monitoring.
- Meeting the minimum grade requirement and showing consistent progress in all subjects.

Recognition and Motivation: To motivate and celebrate academic progress, students who successfully exit probation will be recognized for their efforts and improvements. Acknowledgment may include certificates or positive reinforcement to boost their confidence and commitment to ongoing success.

Consequences of Non-Improvement: If a student fails to demonstrate satisfactory academic improvement during the probation period, further interventions will be explored. These may include additional academic support, targeted intervention programs, or discussions with parents/guardians to explore potential causes and solutions.

Individualized Support Plans: For students with specific learning challenges or learning disabilities, an individualized support plan will be developed in collaboration with teachers, parents/guardians, the learning support team, and specialists. The plan will address the student's unique needs and provide appropriate accommodations to help them succeed academically.

Flexibility and Review: The academic probation policy will be periodically reviewed and updated to ensure its effectiveness and relevance. The school administration will consider individual circumstances and make adjustments as needed to best support student success.

The primary goal of the academic probation policy is to provide students with the necessary support and encouragement to improve their academic performance, develop crucial study skills, and foster a positive attitude towards learning. Continuous communication and collaboration between teachers, parents/guardians, and students are vital to the success of this policy across all grade levels (6 to 12).

Academic Expectations

Chapel

Chapel is held weekly for all students. Chapel programs are under the direction of the Spiritual Life Coordinator, administrators, and teachers. Students have the opportunity to worship, listen to special speakers, learn Bible stories and lessons, and present dramas or skits dealing with biblical truths. Students must be on time, attentive, and listen respectfully. Chapel attendance is mandatory for all students. There will be a separate chapel for Middle School students on Monday and High School Students on Tuesday.

Exams

High School Final Exams

Final exams are an important part of many courses. Therefore, it is the school's policy that they be taken only during regularly scheduled times determined by the principal and associate principals. Requests for exceptions to the school's policy must be made in writing to the principal four weeks before the start of exams. In rare cases, approval may be granted by the Senior Leadership Team. Please note that the cost of flight tickets and/or a desire to attend family events are generally not considered exceptional circumstances and will not result in an approved exemption. Please talk with the principal before making any travel arrangements, as you may be forced to rebook tickets at your expense. Failure to provide proper notification will result in a score of zero (0) for a missed exam. The semester grade could be lowered as a result of missing a semester exam.

High school final exams/final projects will be given in all core courses and most elective courses at the end of each semester. The grade received for the final exam/final project will be approximately 30% of the semester grade. Two in-school exam review days will be designated prior to the beginning of exams. During exam review days, no new material can be presented and no projects, papers, tests, quizzes, etc., will be given. Exams will be taken in the morning over a period of approximately seven days. All G10 IGCSE and G12 DP students will take mock exams for all of their IGCSE and DP classes in the second semester. Teachers of G10 IGCSE and G12 IBDP classes will use the mock exam as the final exam in the second semester.

Homework

The purpose of homework is to foster academic achievement. Homework should go beyond simply extending the school day; instead, it should complement the student's academic journey. At SPH KV, we define homework as meaningful and valuable tasks assigned to students to be completed outside of instructional hours. Homework plays a crucial role in developing lifelong learning skills such as self-discipline, effective work habits, time management, organizational skills, and problem-solving abilities.

There are three primary categories of homework: practice, preparation, and extension. Practice assignments serve to reinforce newly acquired skills. Preparation assignments assist students in getting ready for upcoming classroom activities. Extension assignments often involve long-term projects that parallel the topics covered in class.

Teachers expect students to engage in a reasonable amount of focused academic work beyond the classroom. The workload may vary depending on the subject and individual student needs. It's important to note that the amount of homework may fluctuate from day to day. The total volume of homework assigned should be appropriate for the student's grade level and the number and nature of their enrolled courses. As a student progresses through school, it is expected that the amount of homework will gradually increase.

Students are encouraged to diligently record assignments in their agenda or online calendar on a daily basis. It is expected that all students complete their homework independently and to the best of their ability, ensuring timely submission of assignments. HS Teachers will post assignments on ManageBac while MS Teachers will post on Teams. Both divisions will give students sufficient notice to complete the work.

To optimize study time, students can consider the following tips:

- Create a study area that provides ample space, is comfortable, well-lit, and free from distractions.
- Ensure all necessary resource materials are readily available.
- Approach assignments with a positive mindset.
- Utilize an agenda or calendar to keep track of project and research paper deadlines.
- Determine the most suitable study time, whether it's before or after dinner, immediately after school, or later after taking a rest.
- Reserve weekends for working on long-term projects and avoid cramming everything into the last minute.

How can parents contribute?

Please understand that homework is an integral part of the curriculum. It offers an opportunity for your child to engage in creative, logical, and critical thinking. Communicate any concerns about the amount or nature of assigned homework directly with your child's teacher. Encourage your child to take notes on homework assignments to refer back to at home. Provide an appropriate study area and necessary tools to complete homework. Balance after-school activities to allow ample time for both homework and family involvement. Set clear boundaries for television viewing, computer games, social media usage, online messaging, and dedicated homework time. Allocate free time once assignments are completed. When your child seeks help with an assignment, ask guiding questions or work through an example together, rather than providing the answer or completing the task for them. Request to review and discuss completed and returned homework assignments. Familiarize yourself with your child's teacher's homework policy.

In the case of high school students who struggle with completing and submitting homework, they may be required to use study halls to fulfill their assignments.

Nightly Homework (minutes)	
Grade 6-8	60-90
Grade 9-10	135
Grade 11-12	150

Late Work:
Completing (and submitting) your work on time is vitally important in school and as you transition into a career. If a student shows a lack of responsibility by not handing in their work on time, there will be a short period during which teachers can issue consequences for late work, but the work will still be graded. After this period, late work will no longer be accepted. This will not result in a grade of 0, but if the student does not hand in their work, it may negatively impact their learning and their grade in the class.

Formative Assessments:
For assignments turned in three days after the due date, the teacher is not required to grade or provide feedback. However, the late work can be recorded.

Summative Assessments:
For a summative assignment turned in five school days after the due date, the teacher is not required to grade or provide feedback. This can negatively impact a student's final grade and their status in the course.

Grades

	Middle School Grading Scale
1	Not Meeting Expectations
2	Approaching Expectation
3	Meeting Expectation
4	Exceeding Expectation

	High School Grading Scale
1/F	Not Meeting Expectations
2/E	Not Meeting Expectations
3/D	Approaching Expectation
4/C	Approaching Expectation
5/B	Meeting Expectations
6/A	Meeting Expectations
7/A*	Exceeding Expectations

Student Support

SPH is implementing a framework across the whole school to address the academic, behavioral, and social-emotional needs of all students. The Multi-Tiered System of Support (MTSS) is an educational framework that involves a tiered approach that provides increasingly intensive levels of intervention and support to students based on their individual needs. The MTSS framework emphasizes early identification and intervention, data-driven decision-making, and a collaborative approach involving teachers, administrators, support staff, and families. By addressing the diverse needs of students through targeted interventions, MTSS aims to improve student outcomes, reduce achievement gaps, and create a positive and inclusive learning environment for all.

C**ounselors:**

Counselors play a crucial role in supporting students within the Multi-Tiered System of Support (MTSS) model. They provide comprehensive services that address students' academic, social-emotional, and behavioral needs. In the MTSS framework, counselors collaborate with teachers, administrators, and other stakeholders to identify and intervene early when students require additional support. They contribute to the universal screening and data collection process, using their expertise to assess students' social-emotional well-being, behavior, and academic progress. Counselors provide individual and group counseling. They also collaborate with the LS team to develop and implement individualized interventions and support plans for students at different tiers. By supporting the overall well-being and success of students within the MTSS model, counselors help create a positive and inclusive school environment.

CARE Process:

The CARE (Collaborative Assessment and Responsive Engagement) process is a collaborative approach designed to address students' social-emotional well-being and behavior in schools. It involves teacher observation and documentation of students' social-emotional states and behaviors, followed by collaboration with relevant stakeholders. Additional observations and insights from parents are gathered to gain a comprehensive understanding of the student's challenges. A team analyzes the data and develops an individualized plan for support, which is implemented and regularly reviewed. Ongoing support and interventions are provided to ensure the student's success. The CARE process promotes a holistic and collaborative approach to meet students' social-emotional needs in the school environment.

Learning Support Program:

In an MTSS framework, a learning support program is designed to provide targeted interventions and assistance to students who require additional support in their academic journey. The program operates within a tiered system, with multiple levels of support based on student's individual needs. Initially, universal screening and ongoing progress monitoring identify students who may benefit from extra support. The learning support program offers small-group or one-on-one instruction tailored to address specific learning gaps or challenges. The interventions are evidence-based and aligned with the regular curriculum, providing students with the necessary skills and strategies to succeed academically. Progress is continuously monitored, and instructional approaches are adjusted as needed to ensure growth and improvement. The learning support program within the MTSS framework aims to empower all students to achieve their full potential by addressing their unique learning needs and fostering academic success. The Learning Support Program has specially trained teachers uniquely qualified to support the various academic needs of the students. Collaboration between learning support (LS) teachers and general education teachers is a fundamental aspect of the learning support program within the MTSS framework. LS teachers work closely with general education teachers to ensure alignment between the interventions provided in the learning support program and the instruction happening in the general education classroom. This collaboration allows for the sharing of valuable insights, instructional strategies, and progress monitoring data, fostering a cohesive and inclusive learning environment where all students can thrive.

ELL

Within the MTSS framework, an English Language Learner (ELL) program is designed to provide targeted support and interventions to students who are acquiring English as an additional language. The program operates within a tiered system, offering differentiated instruction based on the unique needs of ELL students. It begins with universal screening to identify students who require language support, followed by ongoing progress monitoring to track their language proficiency growth. The ELL program provides specialized instruction that focuses on language development, vocabulary acquisition, and academic language skills. ELL students receive support in small group settings or through individualized instruction, allowing for personalized attention and tailored interventions. Collaboration between ELL teachers, general education teachers, and other stakeholders ensures a cohesive and integrated approach to language instruction, while also addressing the academic and social-emotional needs of ELL students. By providing targeted language support within the MTSS framework, the ELL program aims to empower English Language Learners to achieve academic success and fully participate in the school community.

Academic Integrity

It is crucial for all students to recognize the significance of maintaining academic integrity. If there are any inquiries or doubts regarding academic honesty and what is deemed acceptable, students should seek clarification from their teacher. It is important to note that claiming ignorance will not be considered an acceptable excuse.

Below are common instances of plagiarism and academic dishonesty:

Plagiarism:
Presenting another person's ideas, expressions, or writing as if they are your own.

Verbatim copying:
Using words, expressions, or ideas directly copied from another source (e.g., book, article, lab report) without appropriate quotation marks and citations. Quotations should be accurate.

Paraphrasing:
Rewriting ideas from a source in your own words without acknowledging the original source. Incomplete or partial paraphrasing is also considered plagiarism, as it dishonestly employs the author's words.

Use of an idea:
Adapting an idea from another source without giving proper credit. For example, incorporating an idea from a TV program, video, article, or classmate when tasked with writing a short story.

Sharing test-related information:
Sharing or soliciting information about test content, whether through verbal, written, or electronic means, in situations such as take-home exams.

Cheating on tests and quizzes:
Engaging in dishonest practices during assessments, such as bringing answers into the test room, copying from another student, or unauthorized use of notes or technology.

Copying homework: Allowing another student to copy from your work, completing someone else's work, or providing verbatim answers.

Copying homework: Allowing another student to copy from your work, completing someone else's work, or providing verbatim answers.

Taking credit for work not done: Failing to acknowledge assistance from a parent, friend, or tutor (plagiarism). Students should not submit their previous work for a different assignment without obtaining permission.

Collaborating on an individual assignment: Collaborating with others on an assignment that is intended to be completed individually unless explicitly instructed otherwise by the teacher.

Remember, upholding academic integrity is essential for personal growth and learning.

Source Documentation

To ensure academic integrity, it is expected that all high school students provide proper source documentation in their research papers using the appropriate parenthetical reference system (such as MLA, APA, or Chicago) and include a "works cited" list at the paper's conclusion.

As part of our commitment to educating SPH KV students about the risks associated with plagiarism, teachers may require students to submit their papers through Grammarly.com. This platform generates a Grammarly Report, which identifies potential instances of plagiarism by comparing the paper to various sources. This approach allows educators to focus on addressing the underlying causes of plagiarism rather than spending excessive time searching for instances of it. It is important to note that plagiarism is considered a form of academic dishonesty and will be dealt with accordingly.

Consequences for Academic Dishonesty

It is essential to report all instances of academic dishonesty to the principal.

Middle School

School First Offense:
Parents will be notified and informed about the incident. Students will be required to redo the assignment to receive a grade. Additionally, a detention will be assigned as a consequence.

Second Offense:
Students will be assigned an in-school suspension, which will be recorded as such for attendance purposes. The student must resubmit the work in question after completing the Academic Honesty course.

Third Offense:
Students will be referred to the head of school, where the possibility of general probation, class withdrawal (with a failing grade), or expulsion will be considered.

High School

First Offense:
Parents will be informed about the incident, and students will be required to redo the assignment to receive a grade. They must also complete an Academic Honesty course before continuing with their other coursework. This course aims to ensure their understanding of plagiarism and its avoidance. Students will also be assigned detention.

Second Offense:
Parents will be informed about the incident, and students will receive a zero for the assignment. Students will be assigned an in-school suspension.

Third Offense:
Students will be brought before the head of school to discuss the possibility of general probation, class withdrawal (with a failing grade), or expulsion.

Student Recognition

Honor Roll

Head of School Honor Roll

Grade average of all subjects
- High School: 6.3
- Middle School: 3.7

Principal Honor Roll

Grade average of all subjects
- High School: 5.3
- Middle School: 3.3

ESO Awards

Flourishing Learners
One male and one female

Demonstrates curiosity, collaboration with peers, makes ethical decisions, and analytical

Truth Seekers
One male and one female

Demonstrates an understanding of the gospel, and shows spiritual growth throughout the year

World Changers
One male and one female

Demonstrates integrity and honesty as well as shows respect and dignity to others, shows a principled attitude, and is known for being responsible.

Confident Communicators
One male and one female

Demonstrates effective listening skills, expresses themselves clearly and with confidence, is able to understand, critique, and challenge worldviews and their implications, and can work well with all classmates with integrity.

Servant Leaders
One male and one female

Demonstrates treating everyone as God's image-bearers, and serves others by pursuing justice, mercy, and peace while showing dignity, courtesy, compassion, and cooperation.

Faithful Disciples
One male and one female

Demonstrates their Christian faith by graciously serving the needs of those around them throughout the school year in visible and tangible ways.

Eagles Award

One student who meets the criteria for all ESOs
Teachers nominate students and the final awardee is chosen by school leadership

Expectation of Personal Appearance

Students are expected to come to school in full uniform unless a teacher/administrator has approved an alternative dress code. It is expected that the school uniform, whenever and wherever it is worn, will be worn in a manner that is neat and avoids appearing sloppy or careless. Students in public, particularly in school uniform, represent the school.

Guidelines for modesty, neatness, and cleanliness:

The students of SPHKV are encouraged to present themselves in the best possible manner through their dress and grooming choices. The school provides clear guidelines for modesty, neatness, and cleanliness which should be followed by students and parents when selecting school uniforms and footwear. It is expected that SPHKV students will dress in a way that is respectful and appropriate, avoiding clothing that draws attention to any specific body part. Maintaining personal hygiene is essential for both health and appearance, and students are expected to maintain a neat and well-groomed appearance. Wearing worn-out, stained, or damaged clothing to school is not allowed as it does not reflect a positive attitude towards oneself or the school.

The school uniform must fit the student's body properly and adhere to the school's guidelines of modesty, neatness, and cleanliness. The uniform should not be altered in any way, such as removing the school logo or rolling up the waistband of skirts. Boys should wear their school pants appropriately and ensure that their undergarments, midriff, and back are always covered. Girls must ensure that their school-issued skirts are not above the knees. All clothing worn for school-sponsored activities and athletics should be of appropriate length and fit and must always cover undergarments.

Visible body piercings are not permitted during the school day except for pierced ears for girls. Boys are not allowed to wear earrings to school functions such as sports games, concerts, field trips, graduation services, and other school-sponsored activities. Additional piercings (e.g., 2nd piercings in the ears or a nose piercing) should not be visible or should be covered with clear plugs during the school day. Tattoos should not be visible during school activities, and boys are not allowed to wear makeup.



School uniform
Uniforms must be purchased from SPH Bookstore except for shoes.

The girl's uniform includes the SPH skirt, blouse, tie, and visible white socks. Rolled sleeves on the blouse are not permitted. Skirt length must be at or below the knee. The boy's uniform includes an SPH shirt, pants, and visible white socks. Rolled sleeves are not permitted. Wearing a black belt is recommended. Undershirts for boys should be solid white, with no writing.

The dress code policy extends to the area of haircuts, jewelry, makeup, and other aspects of personal appearance. Hairstyles and ornaments that are deemed distracting, disturbing, or offensive in the context of our host culture or otherwise inappropriate for our school community, will not be permitted. Students must be well groomed and appropriately dressed at all academic, athletic, recreational, or social occasions at school or during school functions off campus.

Footwear
Shoes are also part of the uniform, but students may purchase shoes elsewhere to allow for a degree of personal style and comfort. Shoes worn for all classes should be black but some white on the midsole and logo is acceptable. Girl's shoes may not have heels. Crocs, sandals and similar shoes are not acceptable. Students must wear shoes and socks at all times.

Hair and Jewelry
Hair must be natural in color and professional in appearance. Unconventional hairstyles that include designs, symbols, words, shaving the head, or using unnatural hair colors are not suitable. As for boys, their hair must be neat. Boys are expected to maintain a conservative business style haircut, ensuring that hair is trimmed above the collar, eyebrows, and ears. Facial hair is strictly prohibited. Longer hair should be combed neatly and be above the collar. Hair must look neat and well-maintained, not messy. Sideburns must not go below the bottom of the ears, and boys must shave their face clean.

Girl's jewelry is limited to small, inexpensive accessories such as a thin bracelet, simple ring, modest necklace, or one pair of earrings. Whenever items such as jewelry become obvious or self-promoting, it detracts from the sense of community intended behind the dress code and will be addressed. Boys are permitted to wear some limited jewelry, such as a small ring or thin bracelet. Earrings are not allowed, and boys with piercings must use clear plugs during the school day.

Wednesday: SPH Blue Polo Shirt
On Wednesdays, students must wear SPH blue polo shirt. Boys must wear full-length pants with their blue polo shirts. Girls may wear pants or skirts with their blue polo shirts. For all students, shoes, pants or skirts must follow the school's guidelines on modesty, neatness and cleanliness. Athletic pants, pants with rips or tattered ends, leggings, and other similar pants are not permitted. Crocs, sandals and similar shoes are not acceptable. Students must wear shoes and socks at all times. The school reserves the right to determine the appropriateness of the pants or skirts worn.

Friday: Batik
On Fridays, students have the opportunity to wear a batik shirt, skirt, or dress. Students must follow the school guidelines on modesty, neatness and cleanliness in wearing batik. For boys and girls, the batik should be worn with long pants or skirt following school rules and regulations. Students who do not want to wear batik may wear their student uniform. Crocs, sandals and similar shoes are not acceptable. Students must wear shoes and socks at all times.

PE uniform
Students must wear the full SPH PE uniform (PE shirt and shorts) for all Physical Education classes. Students are not permitted to wear their PE uniforms to school (unless they have PE first period). Likewise, if students play sports at lunchtime, they must change into their PE shirt or any other suitable sports shirt. Bathing suits are compulsory when swimming (girls and boys must wear a modest bathing suit). The PE Department will give further details and clarification.

Jackets, sweaters, hoodies and cover-ups
Only SPHKV affiliated sweatshirts, hoodies, and jackets are permitted as a covering for the school uniform, theme shirt or PE uniform during the school day. These can be bought from the bookstore or from the Student Council, but they cannot replace or be worn under the standard school uniform. Students are not allowed to wear a hoodie over their head during class or while at school.

No uniform days
On days approved to be no uniform days, the guidelines for modesty, neatness, and cleanliness still apply.

Make-up and nail polish
Girls may wear natural make-up and/or light-colored nail polish. Boys are not allowed to wear make-up and/or nail polish. Nails must not be too long because they hinder the student from doing his/her class work and other school activities.

After-school and extended school trips
When participating in after-school activities or extended school trips, students must avoid inappropriate clothing and accessories. Clothes or jewelry that advertise or endorse alcohol, tobacco, drugs, sexual content, or any message that conflicts with the values of SPHKV are not allowed. Students are required to wear tops with sleeves and clothing must not be excessively tight and should be modest in fit and cut. For swimming activities, girls and boys must wear a modest bathing suit. Additionally, students should be sensitive to the cultural context of the event.

School bags
Bags with rolling wheels are not permitted for safety reasons. Students may bring an appropriate school bag to carry school supplies. Bags with offensive writing or offensive pictures are not permitted.

Dress Code Violation

Whenever any part of a student's appearance is offensive or disruptive in any way, it will be addressed by a teacher or an administrator. In all areas of student appearance, school administrators and teachers reserve the right to determine the appropriateness of the student's appearance and the potential consequences for any violation of school expectations. Students who have not dressed appropriately during the school day must correct their appearance immediately. They have several choices: either checking out a part of the uniform from the senior school clothes bank (if available), going to the bookstore to buy the appropriate uniform elements, or having the correct pieces of the uniform sent to them from home. In addition, students who violate the school's dress code may receive additional disciplinary consequences.

Expectations of Personal Conduct

Respect

Appropriate behavior requires showing respect towards others, particularly in an international school where we have a diverse mix of races, languages, ages, and genders.

As a school founded on biblical principles, we recognize and value the uniqueness of every individual created by God. In consideration of our culturally and religiously diverse environment, as well as child safety concerns, and in respect for the host country's culture, we have guidelines regarding gender-appropriate attire during school hours and activities. This applies to the school uniform, use of restrooms and changing rooms, and participation in gender-specific activities such as PE and sports teams.





Language Usage
The use of profanity or vulgar expressions in any language, including English, is not permitted.

Respect for Others' Property
Displaying disrespect towards property belonging to the school, teachers, or fellow students, including theft and vandalism, will result in disciplinary action.

Authority of Staff
All staff members, including teachers, and support staff, should be treated with the utmost respect by students.

Dating

SPH KV encourages healthy relationships between boys and girls. We embrace a traditional biblical perspective on relationships and emphasize the importance of sexual purity. Students who engage in inappropriate relationships or promote behaviors contrary to the school's values will be reminded to consider the sensitivities of the school community. Cases of inappropriate relationships will be handled individually, which may involve disciplinary measures. If the school becomes aware of students engaging in sexual activity or illegal behavior as defined by Indonesian law, parents will be notified.

If students do date, they are expected to adhere to the following guidelines:

- Students are encouraged to always maintain positive relationships with their friends and classmates.
- Couples should learn to develop healthy boundaries with each other.
- Student should talk to a teacher or the counselor if they ever feel uncomfortable in a dating relationship.
- Public displays of affection, including any form of physical touching such as holding hands, sitting or lying on other students' laps, are not allowed during school hours.
- Couples must always be accompanied by others and may socialize on campus only in public and supervised areas.



Student Safety

SPH is dedicated to caring for and protecting each one of the students entrusted to us. We believe it is the responsibility of SPH to provide a safe environment for our students who are in attendance or who participate in an SPH sanctioned activity.

As a Christian school seeking to reflect the love of God and engage in the redemptive restoration of all things in Him, we acknowledge a spiritual responsibility to each student. We seek to receive students as Jesus did in Mark 10, to keep them safe as he instructs in Matthew 18, and to do what is right in the eyes of the Lord as well as others (2 Cor. 8:21). Additionally, we believe that to authentically view the world is to acknowledge and state that sin exists including sins committed against children.

Our school communities need to understand that this responsibility is taken seriously on our campuses and that we will follow both the guidance of God's word as well as sound reasoning from outside sources available through God's common grace. We take seriously the UN Convention of the Rights of the Child and seek to take measures to protect students from all forms of violence, abuse, neglect, maltreatment, or exploitation while in our care (Article 19 UNCRC). All persons are created in the image of God, are created equal, and have the same rights. We seek to maintain an environment where children not only are safe but know they are safe.

Definitions

Child Safety Team
The Child Safety Team sensitively evaluates and addresses reports of inappropriate conduct, harassment, and abuse.

Inappropriate Conduct
Inappropriate conduct includes unwelcome attention or actions among peers that result in physical or emotional harm. Examples of inappropriate physical contact may involve unwanted or prolonged hugging, touching, holding, blocking, engaging in reckless behavior, or causing physical harm. Inappropriate emotional dynamics include teasing, mocking, or disrespectful behavior towards classmates and teachers that is hurtful or disruptive. Although such actions may be unintentional, they will be assessed based on the perception of the affected individual. Typically, classroom teachers, or activity advisors correct and discipline such behavior.

Harassment
Harassment refers to deliberate, immoral, and/or unethical behavior that dishonors or mistreats another person, creating a hostile environment. Harassment may manifest in verbal, written, visual, physical, or sexual forms. Prejudice and discrimination are also considered forms of harassment due to the emotional harm they cause. These behaviors are taken seriously and will be addressed by a school administrator or counselor. Repeated instances of harassment may be referred to the Child Safety Team.

Examples of harassing behavior may include:

- **Verbal/Written:** Mocking, slander, defamation, gossip, ostracizing; making sexual comments, provocative statements, letters, notes, invitations; inappropriate verbal or written remarks; hostile or degrading words; deceitful impersonation; sharing inappropriate materials through emails, instant messages, phone calls, text messages, blogs, websites, etc.

- **Visual:** Displaying sexual or obscene material, sexually suggestive objects or images; soliciting, viewing, or posting visually inappropriate material.

- **Physical:** Staring inappropriately, obstructing or blocking movements; making threatening gestures or acts of intimidation; physical violence, bullying, or assault.

- **Discrimination:** Using derogatory terms, slurs, negative stereotypes; engaging in threatening, intimidating, or hostile acts related to race, color, religion, national origin, age, or gender.

- **Sexual:** Engaging in deliberate and unwelcome sexual gestures or advances; requesting sexual favors; molesting or engaging in other verbally or physically suggestive or intimidating conduct.

Bullying

SPH KV firmly believes that every student deserves a safe, healthy, secure, and conducive learning environment. We are committed to fostering an atmosphere of mutual respect among students and strictly prohibit all forms of bullying

Bullying entails mean or hurtful behavior that persists over time, is unfair and one-sided, and meets the following criteria according to SPH KV:

- It involves aggressive behavior that is typically repeated.
- It occurs in a relationship where there is an imbalance of power.
- It intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.

Bullying can take various forms, including social, psychological, verbal, digital, or physical actions. Examples include:

- Physically hurting someone through hitting, kicking, tripping, or pushing.
- Stealing or damaging another person's belongings.
- Engaging in group harassment or ganging up on someone.
- Teasing or name-calling in a hurtful manner.
- Insulting someone's race or making derogatory remarks based on gender.
- Spreading malicious rumors or falsehoods about someone.
- Excluding or persuading others not to interact with someone deliberately.
- Threatening, intimidating, stalking, or engaging in harassment.
- Engaging in games or activities that cause harm, injury, or humiliation to others.
- Any of the above behaviors using electronic devices.

Our school imposes consequences for bullying when it occurs

On school grounds, immediately before or after school hours, during school hours, or at any other time when the school premises are used by a school group.

Drills and Evacuations

At SPHKV, the safety and well-being of our students, staff, and visitors are of paramount importance. To ensure a secure learning environment, we conduct regular drills for fire and earthquakes. These drills are an integral part of our emergency preparedness protocol and are carried out with the utmost seriousness and efficiency. By practicing these essential drills on a regular basis, we aim to equip our school community with the necessary knowledge and skills to respond effectively to potential emergencies. These exercises instill a sense of responsibility and preparedness in our students, empowering them to act responsibly during unforeseen circumstances, while also fostering a culture of collective safety and support throughout the entire school.

During each academic year, we conduct multiple fire and earthquake drills at random intervals to simulate real-life emergency situations. These drills are carefully planned and executed by our experienced staff and safety personnel, ensuring that everyone in the school becomes familiar with the evacuation routes and assembly points. By participating in these drills, students and staff gain valuable experience in remaining calm, following instructions, and assisting others in times of crisis. We regularly evaluate and update our emergency procedures based on feedback and observations from these drills, allowing us to continually improve our preparedness and response capabilities. By fostering a community that values safety and prioritizes preparedness, we can better protect our students and staff in the event of any unforeseen emergency.



Prohibited Activities

Respect

SPH KV prohibits certain activities to comply with local laws and ensure the safety of all students and staff. In order to prioritize safety, SPH KV reserves the right to conduct searches of individuals and their belongings on the school campus if there is suspicion of a violation of SPH KV policies.

Alcohol and Tobacco

The possession and/or consumption of alcoholic beverages are strictly prohibited for all students under the direct jurisdiction of SPH KV. Indonesian law permits only adults aged 21 or older to purchase alcohol. Students must refrain from using tobacco or engaging in any form of smoking (including chewing tobacco, electronic cigarettes, etc.) while under the direct jurisdiction of SPH KV. Any student found in possession of or consuming alcohol or tobacco products on campus or while under the direct jurisdiction of the school will face suspension or expulsion from SPH KV.

Drugs

The use of drugs is illegal in Indonesia. Parents and students should be aware that drug laws in Indonesia are more stringent compared to other parts of the world, and the school is obligated to report drug use to the local police. Suspicions and rumors of drug use will be communicated to the student's parents. If a student is found in possession of a drug considered illegal in Indonesia, they will be expelled from SPH KV. In situations involving suspected or rumored drug use by a SPH KV student, the school reserves the right to employ hair sample testing services from the United States.

Fireworks

Fireworks are prohibited in Indonesia, regardless of their place of purchase. Students must refrain from using fireworks, fire bombs, or engaging in any other harmful or aggressive use of fire on or off campus. Possession of a lighter while on the SPH KV campus is not allowed.

If a student is found in possession of fireworks deemed illegal in Indonesia while on the SPH KV campus or during a school function, they will face a suspension. The duration of the suspension will be determined by the administration, taking into account the severity of the infraction. Expulsion is also a possibility for repeat offenses.

Weapons
The possession and use of offensive weapons (weapons intended for attacking, harming, or causing death) are illegal in Indonesia. If a student uses an object in a threatening manner on the SPH KV campus or during a school function, they may be suspended for at least nine (9) weeks, encompassing the remainder of that semester. Expulsion is also a potential consequence.

Any student found in possession of an offensive weapon considered illegal in Indonesia will be expelled from SPH KV.

Firearms
Firearms, which are defined as any weapon capable of discharging a shot, bullet, or other projectile, are illegal in Indonesia. This includes air rifles, air guns, and air pistols. Possession of a non-functioning gun that resembles a real firearm is also illegal.

Any student found in possession of a firearm considered illegal in Indonesia will be expelled from SPH KV.

Physical Violence/Fighting
Students are expected to treat one another with respect. Any form of physical violence will not be tolerated, and appropriate disciplinary measures will be taken. Students and teachers are encouraged to report instances of physical violence to the principal.

Gangs
Any involvement in gangs will not be tolerated. Students who become active members of local gangs will face expulsion from SPH KV. Making references to gang participation, issuing threats, involving others in verbal, written, or physical threats, harassment, or extortion will result in disciplinary action. Students should not display signs of gang affiliation, including wearing bandanas, gang paraphernalia, or clothing associated with gang activity.

Vandalism
All forms of vandalism are detrimental to the SPH KV community. Therefore, vandalism is considered a serious offense, and students involved will be subject to disciplinary action. The school administration will handle cases individually.



Digital Citizenship Policy

Purpose

The purpose of using technology in the classroom is to enhance the learning process. Students will primarily use the devices to better understand the process of learning through research, communication, and collaboration. Students will learn how to use devices and technology to perform tasks in a more efficient and organized manner.

Care

- Students will never swing devices around, toss it to someone, or pretend to do such actions with devices.
- Students are responsible for keeping track of their devices or devices assigned to them. Devices are not to be left on the floor unattended.
- For personal devices, students will ensure that devices are stored in areas that the teacher has designated when not in use. This is generally inside their backpacks, on their desks, in their lockers, or in a designated area in the classroom.
- For iPads in iPad carts, students will ensure that iPads are placed securely in the carts and are properly charging for future use.
- Students and guardians are responsible for the repair of damaged devices that belong to the school.

Online Conduct

- Students will log in to the school Wi-Fi for internet access. If the student intends to use a hotspot, the student must ask for a teacher or staff member's permission before using it.
- Students are prohibited from using VPN services unless they have permission from a teacher or staff member to do so for educational purposes.
- Students will only go on websites and use programs that are approved by teachers or staff members.

Safety & Well-Being

- Students understand that anything posted online has the potential to be accessed by the public and may remain online for an indefinite amount of time.
- A teacher or staff member will have the right to access any programs or files that students have in their devices following any suspicion of misconduct or harmful behavior. Teachers and staff members who are conducting this search will follow protocols set in place for teachers to maintain as much student privacy as possible.
- Any misconduct will lead to appropriate consequences which may include the involvement of school leadership.
- The school adheres to government laws and regulations. Students, teachers, and staff members who break government laws must face consequences administered by the government.

Student Discipline

All students have the right to a safe, positive, and orderly environment. All students are expected to show respect for staff, classmates, and school property. Each classroom teacher develops his or her own policy on discipline that is consistent with school standards and expectations. The classroom teacher is the primary disciplinarian. If undesirable behavior persists after warnings from a teacher, the student is sent to the principal. If students do not adhere to their responsibilities, one or more of the following consequences may occur:

Warning
Verbal or written communication to the student(s) and parents regarding responsibilities not met. Teachers may also initiate their own punishment such as lunch detention, after-school detention, in-class discipline, and/or sending the student to the principal’s office.

Handphone Use

1. Handphones (mobile phones) are strictly prohibited from use within the Middle and High School during school hours.

2. Any student found using a handphone without proper permission will have the device confiscated.

3. Repeated offences will result in elevated consequences.



Code of Conduct

Middle School

We have outstanding students, and we firmly believe in their ability to exhibit exemplary behavior. We set high expectations for our students and provide guidance and support to help them improve when needed. The Middle School Code of Conduct highlights a few of the expectations we have for our students. Each action and infraction is assessed on an individual basis, taking into account the teacher's perspective and insight. The Middle School will use an online platform to monitor patterns of student behavior.

Including but not limited to:

- Disrespectful behavior towards adults or peers
- Off-task behavior during class
- Unsafe or harmful actions or words that could potentially harm others, damage property, or hurt others' feelings
- Misuse of technology
- Uniform infraction
- Tardies

Recorded breaks of conduct and consequences as follows per term:

- 5 – Warning
- 10 – Detention & Inform Parents
- 20 – Detention & Inform Parents
- 25 – In-School Suspension

High School

In high school, students who exhibit misbehavior or accumulate tardies will be required to serve detention during lunchtime. For consistently misbehaving students, detention will be served after school from 3 to 4:30 pm based on the leadership decision.

A parent may request to have an assigned detention rescheduled if the detention to be served conflicts with an important family activity (e.g., SAT test, family wedding). The request to the principal should be made early enough so arrangements can be made.

Classification of Violations

Violations of the School Discipline Code are grouped into four (4) levels (Level I, Level II, Level III, and Level IV). Each violation has a set of consequences attached to it and we will also take into account the age of the student when applying consequences for violations of school rules.

Level I Offenses

- Disruption in the classroom, assembly, and other instructional settings
- Failure to obey directions in classrooms, hallways, assemblies, etc.
- Repeated tardiness
- Profane language or obscene gestures
- Inappropriate or unauthorized use of school property or personal property
- Inappropriate or unauthorized use of any electronic resources or improperly restricting or inhibiting other users from using electronic resources
- Inappropriate public display of affection (kissing, cuddling, inappropriate touching, excessive hugging, hugging from behind, sitting on another's lap, fondling, rubbing and massaging, caressing, stroking, and petting)
- Displaying unsportsmanlike conduct at school events
- Failure to take correspondence home
- Littering on school property
- Continued use of items deemed by teachers or the school administration to be disruptive to the harmony and order of the class
- Not submitting work in a timely manner
- Activity outside school which may bring the school's name into disrepute
- Any other violation which the Middle and High School Principal or Head of School may deem reasonable to fall within this category after consideration of extenuating circumstances

Disciplinary Actions for Level 1 Offenses

- First Offense
- Parental contact/one or more of the following disciplinary actions:
- Telephone call to parents
- In-school conference
- Contract with parents and student signing
- Lunch Detention

Subsequent or ongoing Offenses
Parental contact/one or more of the following disciplinary actions:

- Lunch Detention
- Intensive School Supervision
- Suspension

Repeated Level I offenses will be treated as a Level II offense.

Special circumstances may warrant a recommendation for more severe disciplinary action, including recommendations for suspension. Students may be assigned to suspension a maximum of three times per year before more severe disciplinary action is taken.

Level 2 Offenses

- Defiance of an SPH KV Employee's reasonable directives
- Intimidation, harassment, threats, or extortion
- Fighting - intentionally touching or striking another student against his/her will, or inciting a fight or confrontation
- Vandalism or the intentional damages to property
- Minor theft of property (school's definition of "minor" will be final)
- Known possession of stolen property
- Gambling/betting
- Directed use of profane language or obscene gestures
- Possession of a pocketknife or key chain knife
- Possession and/or use of tobacco or vape products
- Possession of and/or use of matches or lighter
- Inappropriate or unauthorized use of the internet
- Possession or distribution of pornographic material
- Activity outside school which may bring the school's name into disrepute
- Any other violation which the Middle and High School Principal or Head of School may deem reasonable to fall within this category after consideration of extenuating circumstances.

Disciplinary Actions for Level 2 Offenses

First Offense
Parental contact/one or more of the following disciplinary actions:

- Detention
- Intensive School Supervision and under contract
- Suspension - one (1) to three (3) days (in or out of school based on the discretion of the Principal or Head of School)

Subsequent or ongoing Offenses
Parental contact/one or more of the following disciplinary actions:

- Intensive School Supervision and under contract
- Suspension - three (3) to ten (10) days (in or out of school based on the discretion of the Principal or Head of School)

Repeated Level II offense will be treated as a Level III offense
Special circumstances may warrant a recommendation for more severe disciplinary action, including recommendations for suspension or expulsion.

Level 3 Offenses

- Unauthorized extended absence from a class or from school
- Unauthorized possession and/or use of drugs, drug paraphernalia or alcoholic beverages or being under the influence of same
- Striking or causing bodily harm to an SPH KV employee
- Theft of major property or robbery (school's definition of "major" will be final)
- Trespassing with intent to commit an offense when school premises are closed
- Willful and malicious vandalism or damage to property
- Possession of weapon or object that appears as a weapon
- Bomb threat
- Unjustified activation of a fire alarm system or fire extinguisher
- Preparing, possessing, or igniting explosives; possessing or igniting fireworks, firecrackers, smoke bombs or other dangerous substances
- Sexual acts, including propositions to engage in sexual acts
- Assault or battery of another person
- Inciting or participating in a major student disorder
- Sexual harassment
- Transmission of material, information or software in violation of any law via an electronic resource
- Intimidation, harassment, threats, or extortion by two or more students acting as a group
- Activity outside school which may bring the school's name into disrepute
- Any posting of material online whilst representing SPH KV which shows dangerous behavior
- Any other offense which the Middle and High School Principal or Head of School may deem reasonable to fall within this category after consideration of extenuating circumstances

Disciplinary Actions for Level 3 Offenses

First Offense
Contacting local law enforcement as necessary.
Parental contact/one or more of the following disciplinary actions:

- Suspension up to ten (10) days
- Expulsion

Subsequent or ongoing Offenses

- Parental contact and disciplinary actions:
- Expulsion

Repeated Level III offense will be treated as a Level IV offense
Special circumstances may warrant a recommendation for more severe disciplinary action, including recommendations for expulsion.

Level 4 Offenses

- Selling or dealing unauthorized drugs or substances purported to be drugs/drug paraphernalia
- Other illegal activities
- Arson
- Any other offense which the Head of School may deem reasonable to fall within this category after consideration of extenuating circumstances

Disciplinary Actions for Level 4 Offenses

- Contacting local law enforcement as necessary.
- Parental contact/one or more of the following disciplinary actions:
- Extended suspension and/or expulsion

In-school Suspension (assigned by the principal or head of school)
The student will be assigned work duties throughout the school day. Students serving an in-school suspension will avoid contact with classmates and eat lunch at an alternate time. Students should dress appropriately for work and in accordance with SPH KV policy. Any work missed during the suspension can be made up but must be completed within the same number of days for the suspension (two day suspension = two days to make up the work). Any student who has been suspended may not participate in extracurricular activities on the same day as the suspension.

General Probation (determined by the principal or head of school):

- Unless significant improvement is demonstrated, a student may face suspension or expulsion (while acknowledging the possibility of ongoing probation).
- At the time of disciplinary action, a review date should be established.
- Clear expectations for specific improvements should be set, and counseling objectives must be conveyed to the guidance department.
- The student should have regular meetings with the assigned school counselor to discuss their progress. The guidance department will recommend the frequency and duration of these sessions. In cases of less severe general probation, an advisor who maintains a positive rapport with the student may be assigned for regular check-ups. An advisor can be any staff member deemed to have a strong working relationship with the student.
- During general probation, the student is prohibited from participating in any overnight school-sponsored field trips and forfeits senior privileges.
- As part of the disciplinary measures, the student may also be subject to "de-campusment," meaning they are not permitted on campus before the start of school and must leave within 10 minutes of the last class.

Out-of-School Suspension
(Assigned by principal, head of school):

- The student is not to attend classes or come on the SPH KV campus for a specified amount of time. Make-up work may or may not be allowed. This should be clearly stated at the time discipline is administered.
- Any student who has been suspended may not participate in extracurricular activities on the days of the suspension.
- Conditions for reinstatement and continuance should be clearly stated at the time the discipline is administered.

School Recommended Withdrawal
The head of school may allow a student to withdraw from school rather than being expelled if circumstances so justify. The student's Indonesian student visa will be canceled, and the fee incurred will be passed on to the parents.

Expulsion
When a student is expelled, the student is not allowed to continue at SPH. SPH reserves the right to indicate disciplinary action on a student's transcript. When appropriate, the SPH KV administration will communicate student suspensions, probation, or expulsion to staff and students. The student's Indonesian student visa will be canceled, and the fee incurred will be passed on to the parents.

To the Parent(s):

I have read and discussed the content of the Parent-Student Handbook, especially the rules and regulations as well as the Technology Acceptable Use Policy (TAUP) with my child and I agree to follow them and agree to support the school in helping my child understand and follow them also. As a parent, I do understand that disciplinary action will follow if the guidelines outlined in this handbook are violated by my child.

To the Student:

I have read and understand the rules and guidelines of the Parent-Student Handbook, especially the rules and regulations as well as the Technology Acceptable Use Policy (TAUP) and promise to follow them. If I don't follow them I know I may have my computer privileges restricted or taken away, in addition to other/further disciplinary consequences, as deemed necessary by the SPH KV administration.

Student Name (please print) _____ Grade: _____

Student Signature: _____

Date: _____

Parent Name (please print) _____

Parent Signature: _____

Date: _____

Please read, sign this page, and return it to the Senior School Secretary.
Ibu Widi 4th Floor Office (puji.widiasih@sph.ac.id)

SPH
KEMANG VILLAGE

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