



2025-2026 JUNIOR SCHOOL

# Handbook

Updated Ver. 13 January 2026



TRUE KNOWLEDGE | FAITH IN CHRIST | GODLY CHARACTER

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# Welcome to Junior School!

Welcome to SPH Kemang Village, where we are dedicated to providing an exceptional Christian education that nurtures the hearts and minds of our students. We do believe in holistic education that through our engaging curriculum, devoted staff, and supportive community, we strive to empower our students to become compassionate, resilient, and responsible individuals who are ready to positively impact the world. With parents' partnership, let us embark on a journey of growth, discovery, and faith as we work together in shaping the future of our young learners.

With warm regards,

**Hana Tjong**  
Junior School Principal



## Vision & Mission

### 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.

**We are committed to creating an environment where values can be expressed through values.**

# 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.

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## **Truth-Seekers**

We are thoughtful inquirers engaged in the lifelong pursuit of truth.

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## **Faithful Disciples**

We grow as disciples of Jesus Christ as we understand our world with a biblical Christian worldview.

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## **Servant Leaders**

We seek to have the character of Christ, treating all people as God's image-bearers.

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## **Confident Communicators**

We communicate truth boldly and humbly.

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## **World-Changers**

We are people of influence engaged in redemptive restoration in the world.

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## **Flourishing Learners**

We live flourishing and resilient lives.

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# Academic Life



SPH Kemang Village (SPH KV) uses the Cambridge curriculum for English, Mathematics and Science for grades one through six. It should be noted that the language of instruction for our school in these subjects is English. English is not a foreign language subject and is not taught as a foreign or second language; it is taught in the same manner that it would be taught to a native English speaker. SPH KV is accredited by the Cambridge Program in its international curriculum.

Other curriculum subjects such as Bahasa Indonesia, Mandarin, Physical Education, Music, Art, Motor Lab, and Biblical Studies come from a variety of internationally recognized sources.



# Curriculum Overview



## Kindy 1 and Kindy 2

At SPH KV our Pre-Kindergarten (K1 and K2) program is designed for children aged 3 and 4, providing a nurturing environment that prepares them for kindergarten. We focus on developmentally appropriate learning through hands-on activities and play-based experiences. Our program emphasizes pre-reading and pre-writing skills, as well as social-emotional development. Our experienced teachers create a supportive environment where children feel safe to explore and express themselves drawing from multiple quality curriculum resources. We value parent-teacher partnerships and encourage open communication. Our goal is to holistically develop children and equip them with essential skills for a successful transition to kindergarten.

## Kindy 3 - Grade 5

Our Kindergarten to Grade 5 program at SPH KV follows the internationally recognized Cambridge International Primary Framework, which encompasses Stages 1 to 6. We are committed to providing a high-quality education that aligns with the framework outcomes, ensuring our students receive a well-rounded education.

In our English Language Arts program, we utilize a range of carefully selected curriculum resources to enhance students' language skills, including reading, writing, speaking, and listening. Through engaging activities and a comprehensive curriculum, we foster a love for literature, develop strong communication skills, and encourage critical thinking.

Mathematics is another key focus area, where we aim to develop students' mathematical thinking, problem-solving abilities, and numerical fluency. By utilizing high-quality curriculum resources, we provide a structured and progressive approach to mathematical concepts and skills, ensuring students develop a strong foundation in this subject.



Science education at SPH KV is centered around inquiry-based learning and hands-on experiences. Through the use of the Cambridge International Primary Science curriculum, we encourage students to explore and investigate scientific concepts. Our goal is to develop their scientific knowledge, promote curiosity, and nurture a deeper understanding of the world around them.

Throughout the Kindergarten to Grade 5 program, our teachers facilitate learning experiences that are engaging, interactive, and student-centered. We prioritize the individual needs and learning styles of our students, ensuring they receive personalized attention and support.

At SPH KV, we understand the importance of a holistic education. In addition to the core subjects, our program includes a Biblical Studies program to engage students in knowing and understanding their Christian faith. A wide range of co-curricular learning, such as physical education, arts, music, and language studies complement the core academic curriculum and provide students with opportunities to explore their interests, develop talents, and foster a well-rounded skill set.

## Digital Technology

### Integration of Computer Technology in the Curriculum:

The utilization of computers at SPH KV is an integral component of the curriculum for students in grades three through five. These students will be introduced to age-appropriate skills and programs, equipping them with practical knowledge of word processing, presentations, and internet research. This instruction is seamlessly integrated into classroom learning across various subject areas. Students in grades one to two are not required to possess their own devices, as school-provided devices will be accessible for their use. Unless the teachers in grades 2-4 ask the students to bring their own devices when necessary. Grade 5 students will be required to have their own device for their learning.

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<b>Internet Use for School-Related Work:</b>	Students are authorized to access the Internet exclusively under staff supervision for school-related tasks.
<b>Curriculum-Related Research:</b>	<ul style="list-style-type: none"><li>• The Internet serves as a tool solely for curriculum-related research.</li><li>• Personal browsing is strictly prohibited.</li></ul>
<b>Email Usage:</b>	<ul style="list-style-type: none"><li>• Students may only use email as directed by teachers, including teacher-initiated pen-pal projects, communication with teachers, or submitting approved assignments.</li><li>• Engaging in chat rooms, random surfing, accessing objectionable sites (e.g., terrorism, pornography), inputting personal data (e.g., name, address, credit card numbers), or making purchases is strictly prohibited.</li></ul>
<b>Teacher Permission:</b>	<ul style="list-style-type: none"><li>• Internet usage requires permission from the teacher.</li><li>• Guidance will be provided by the classroom teacher on accessing Internet Explorer, Chrome, Firefox, or Safari browsers.</li></ul>
<b>Consequences of Internet Abuse:</b>	Misuse or abuse of Internet privileges will lead to loss of access.
<b>Printing Limitations:</b>	Direct printing from the Internet is restricted to a maximum of two pages.
<b>Bibliographic References for Internet Research:</b>	Students must provide bibliographic references, including the Internet address and access date, for all Internet content used in their research, such as text, graphics, sound, movies, and source code.
<b>USB Storage Device:</b>	<ul style="list-style-type: none"><li>• Student personal USB devices are designated for school-related storage purposes only.</li><li>• Prohibited items for storage or exchange include games, music downloads, and non-academic materials.</li><li>• Regular random checks will be conducted to ensure compliance.</li></ul>
<b>Other Facilities for Storage or Transferring Data:</b>	<ul style="list-style-type: none"><li>• Usage of data transfer facilities requires teacher permission.</li><li>• Supervision by teachers is mandatory for utilizing other data storage facilities, such as iCloud or Microsoft 365, for academic purposes.</li></ul>

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## After School Programs

At SPH KV, we offer a diverse range of After School Programs (ASPs) for students in Junior School (JS). These activities provide an opportunity for students to explore their interests, develop new skills, and engage in enriching experiences outside of regular school hours. ASPs are available for different age groups, ensuring that each student can find activities suited to their preferences and abilities. From arts and crafts to painting and sports like badminton, our ASP caters to a variety of interests. Parents have the option to sign up their children for these activities for an additional fee, allowing students to further enhance their learning and personal growth in a fun and supportive environment.



# Homework Policy

At our school, we strive to instill the value of lifelong learning in our students. We believe that education is an ongoing process that extends beyond the boundaries of the school grounds. In line with this goal, we emphasize the importance of purposeful and relevant homework assignments. Our aim is to foster an understanding that learning does not cease once students leave the classroom but continues as an integral part of their daily lives.

Homework may involve both electronic and paper-based resources, designed to support a balanced and comprehensive learning experience. While digital tools offer opportunities for interactive and independent exploration, traditional written tasks help strengthen foundational skills such as handwriting, organization, and reflection. We encourage parents to take an active role in monitoring homework completion—particularly when assignments are accessed electronically—to ensure that time is used productively and that online activities remain focused on academic goals.

To ensure **a productive school year**, parents are advised to take note of the following guidelines:

- Establish a consistent study routine by setting a specific time and designated area for homework completion.
- Incorporate homework into the afterschool routine, emphasizing its significance as an integral part of the child's academic development.
- Monitor to prevent distractions such as television or electronic games that may disrupt the completion of homework or hinder the child's rest.
- Provide encouragement and support but refrain from completing the work on behalf of the child. Encourage independent problem-solving and critical thinking.
- Assist the child by offering thought-provoking questions and ideas without providing direct answers, fostering their analytical and problem-solving skills.
- Engage in discussions with the child about the concepts and ideas presented in the classroom, promoting a deeper understanding and application of the lessons learned.

To **foster independence and responsibility in students**, parents are encouraged to follow these guidelines:

- Encourage the child to take ownership of their homework responsibilities by unpacking and repacking their own school bag.
- Have the child show parents their agenda and homework assignments to ensure they understand what needs to be completed.
- Support the child in developing organizational skills by having them repack their school bag for the following day after completing their homework.
- Allow the child to experience the consequences of their actions, including mistakes, poor handwriting, and incomplete work, as this promotes accountability and learning from their own experiences.
- Collaborate with the teacher to identify specific areas where the child may need assistance. Communicate with the teacher if the child is struggling to understand concepts and assignments. It is important to remember that parents are not responsible for teaching new material but rather for supporting and supervising the child's learning.
- Encourage independent reading when students do not have other assigned homework. This will help fill their homework time and enhance their overall literacy skills.
- During exam periods, teachers will strive to be considerate and adjust the homework schedule accordingly. However, certain projects may require extended time, so it is necessary to allocate dedicated hours for their completion. If individual students encounter challenges with the given timeline, parents are urged to engage in a dialogue with the child's teacher to address the issue effectively.



Homework is a normal part of school life, and it is also part of the assessment of each student. Additional work on the weekend must be done whenever the weekly requirement for independent reading and work has not been done within the weekly homework cycle.



# Home Reading Program

Teachers will actively oversee and guide students in choosing reading materials that are suitable for their age and reading level. It is expected that students engage in reading activities at home, and parents are strongly encouraged to actively participate in discussions about the reading material with their child. Teachers will incorporate the reading at home with the Wonders Program. At the beginning of the program, teachers will provide detailed information regarding classroom accountability requirements and expectations.



**Access for Wonders will be  
sent by homeroom teachers.**



# Assessments & Reporting Policy

## Report Cards and Parent-teacher Conferences (PTC)



At SPH KV, we prioritize effective communication and collaboration between parents and teachers to promote the academic growth and success of our students. To achieve this, we have established practices that facilitate regular reporting and meaningful engagement between parents and teachers.

### Progress Reports and Report Cards

Parents will receive progress reports at mid-semester and final report cards at the end of Semester 1 and Semester 2. These reports provide important information about the child's academic progress and overall performance.

### Parent-Teacher Conferences

Parent-teacher conferences will be scheduled after the publishing of progress reports in each of the first three terms. The purpose of these conferences is to facilitate communication between parents and teachers regarding the child's learning progress. During the conference, parents will have the opportunity to discuss any concerns they may have and explore strategies to support the child's learning.

### Enhancing Support for Learning:

The parent-teacher conferences serve as a platform for parents and teachers to collaborate on approaches to enhance support for the child's learning. By addressing concerns and sharing insights, parents and teachers can work together to create a conducive learning environment for the child.

**These practices ensure effective communication and collaboration between parents and teachers, promoting the child's academic growth and success.**

# Grading Scale & Criteria

SPH KV uses the following grading scale for all academic assessments in Junior School:

- 4 Exceeding Expectations
- 3 Meeting Expectations
- 2 Approaching Expectations
- 1 Not Meeting Expectations

## Grading Criteria for Written Work

At SPH KV, we have established grading criteria that serve multiple purposes: holding students accountable, providing an accurate representation of their level of achievement, and offering feedback on meeting grade-level expectations. These criteria are designed to align with the Cambridge International Education standards program, ensuring consistency and quality in our assessment practices.

Our grading system is intended to promote student growth and provide a clear understanding of their progress. It encompasses various factors, such as assessments, assignments, projects, and class participation, which collectively contribute to the overall evaluation of student performance.

By using criteria aligned with the Cambridge International Education standards program, we ensure that our grading accurately reflects the knowledge and skills expected at each grade level. This approach helps students and parents understand the specific requirements and areas of focus for their academic development.

At SPH KV, we believe that transparent and consistent grading practices benefit students, parents, and teachers alike. By adhering to our established grading criteria, we create a fair and supportive learning environment that encourages students to strive for excellence and continuously improve their academic abilities.

## Reporting

All reports are published **electronically** and sent through Managebac. This will take place 4 times a year.

### Mid Semester 1

Progress report sent home electronic copy through Managebac before PTC.

### Mid Semester 2

Progress report sent home electronic copy through Managebac before optional PTC.

### Semester 1

Semester 1 report sent home electronic copy through Managebac before optional PTC.

### Semester 2

Semester 2 report is sent home electronic copy through ManageBac.

# Code of Conduct

3c's

## Courtesy:

We value treating everyone with kindness, politeness, and consideration.

## Cooperation:

We encourage working together harmoniously, fostering teamwork and collaboration.

## Consideration:

We prioritize empathy and thoughtfulness towards others, recognizing their needs and feelings.

## Code of Conduct Overview

Our foundation is the Word of God. Scripture teaches that all authority comes from God (Romans 13:1), and children are called to obey parents and teachers as an act of obedience to Him (Ephesians 6:1; Titus 3:1). Discipline is not merely about correction but about training and growth: “Train up a child in the way he should go; even when he is old he will not depart from it.” (Proverbs 22:6). Discipline is also restorative, meant to bring students back into right relationship: “So you should rather turn to forgive and comfort him, or he may be overwhelmed by excessive sorrow.” (2 Corinthians 2:7). Teachers are called to shepherd the students entrusted to them with care and humility (1 Peter 5:2-3).

Grounded in the scriptures above, all behavior expectations, discipline policies, and academic standards flow from the 3 C's. When students make choices that do not reflect Courtesy, Consideration, or Cooperation, those choices are addressed within the school's Behavior and Discipline Policy (see Levels 1-3 Consequences Table).

By embracing the 3 C's, our community cultivates a safe, respectful, and Christ-centered environment where every student can flourish.

# Academic Integrity Policy

At SPH Kemang Village, we uphold Academic Integrity as a reflection of our commitment to truth, honesty, and ethical learning. Academic dishonesty undermines both individual growth and the learning community. As a Christian school, we recognize the importance of integrity in all areas of life and learning.

## What Academic Integrity Means

Students are expected to:

- Submit original work that reflects their own effort.
- Properly acknowledge and cite sources of information, ideas, or images.
- Use assessment opportunities to demonstrate learning honestly.

## Violations of Academic Integrity

The following are considered Level 2 Offenses in the Discipline Policy:

- Plagiarism: Presenting someone else's words, ideas, or work as one's own.
- Collusion: Allowing another student to copy or submit one's work, thereby supporting dishonesty.
- Cheating: Using unauthorized help or materials during assessments, assignments, or exams.
- AI Misuse (academic): Submitting AI-generated work without appropriate acknowledgment, or using AI tools to complete tasks in ways not permitted by teachers.

## Shared Responsibilities

- Students must complete and submit their own work with honesty.
- Parents are expected to support integrity at home, helping students to balance encouragement with accountability.
- Teachers will provide guidance on proper citation, digital tool use, and grade-appropriate expectations.

**Violations will be addressed according to the Discipline Policy and may result in consequences ranging from warnings and loss of credit to suspension, depending on severity and recurrence.**





# Digital Citizenship and AI Integrity Policy

SPH Kemang Village is committed to preparing students to be responsible and ethical participants in a digital and AI-driven world. Digital citizenship reflects how we apply the 3 C's of Courtesy, Consideration, and Cooperation in online and technology-assisted environments.

## Expectations for Responsible Use

Students are expected to:

- Use school devices and online platforms only for educational purposes.
- Communicate respectfully online, avoiding harassment, bullying, or disrespectful behavior.
- Protect their own personal information and respect the privacy of others.
- Follow teacher guidelines when using AI tools for learning.

## Violations of Digital Citizenship & AI Integrity

The following are considered disciplinary offenses (Level 1-3 depending on severity):

- Misuse of Devices: Unauthorized apps, gaming, or inappropriate browsing.
- Cyberbullying or Harassment: Hurtful, threatening, or exclusionary behavior online.
- Plagiarism or Copyright Infringement: Copying or using digital content without proper credit.
- AI Misuse: Using AI tools dishonestly (e.g., submitting AI-generated work as one's own, bypassing teacher instructions, or using AI in ways that undermine learning).
- Privacy Violations: Sharing another person's personal information, passwords, or digital content without permission.

## Consequences

Violations will be reviewed by the teacher and administration in line with the Discipline Policy. Consequences may include warnings, loss of device privileges, parent notification, or suspension for serious or repeated violations.

## Our Commitment

**We encourage students to:**

- Use digital and AI tools thoughtfully and responsibly.
- Communicate with kindness and empathy in online spaces.
- Develop wisdom in evaluating the reliability of online and AI-generated information.

**By practicing ethical digital citizenship, students honor God, respect others, and prepare to thrive as responsible global citizens.**

# General Behavior Expectations

At SPH Kemang Village, we believe that a safe, respectful, and Christ-centered learning environment allows every child to flourish. As a Christian school, we adhere to the principles outlined in Romans 12:9-21. Our community is called to reflect Christ's love and grace in our daily interactions.

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**Courtesy:** We value treating everyone with kindness, politeness, and consideration.

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**Cooperation:** We encourage working together harmoniously, fostering teamwork and collaboration.

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**Consideration:** We prioritize empathy and thoughtfulness towards others, recognizing their needs and feelings.

In daily life, students are expected to demonstrate the 3 C's in classrooms, hallways, playgrounds, and during all school activities. This includes showing kindness in speech, respecting others' belongings, cooperating with teachers' directions, and considering the needs of peers.

One other thing that we want to emphasize is conscientiousness by maintaining a clean and orderly school environment. Chewing gum is not allowed at school. Cleaning up after lunch/break is expected.

These expectations reflect the call in Romans 12:10 to "love one another with brotherly affection" and Philippians 2:4 to "look not only to his own interests, but also to the interests of others."

At SPH Kemang Village, we believe that a safe, respectful, and Christ-centered learning environment allows every child to flourish. As a Christian school, we adhere to the principles outlined in Romans 12:9-21. Our community is called to reflect Christ's love and grace in our daily interactions.

# General Behavior Expectations



## Harassment Policy

Harassment is repeated verbal, non-verbal, or physical behavior that causes harm, fear, or humiliation. It can be deliberate or the result of careless actions, but in either case, it disrupts the well-being of others and is taken seriously by the school.

Such actions contradict God's command to love our neighbor (Mark 12:31) and to "overcome evil with good" (Romans 12:21). The school addresses harassment seriously and works to restore peace and safety in the community

Examples include:

- Physical aggression (hitting, pushing, spitting)
- Threatening or intimidating language
- Concealing, damaging, or destroying property
- Sexual harassment (unwanted touching, inappropriate comments)
- Disparaging remarks about someone's culture, gender, religion, or abilities
- Graffiti or offensive notes aimed at a specific person
- Spreading harmful rumors or deliberate exclusion
- Offensive gestures, mocking laughter, or taunts

...Be devoted to one another in love. Honor one another above yourselves. Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer...

Romans 12:9-21

## Bullying Policy

**At SPH KV, bullying is defined as repeated, intentional behavior that causes harm and involves a real or perceived imbalance of power between the person engaging in the behavior and the person being targeted.**

### Key Characteristics of Bullying

Key characteristics of bullying include repetition, power imbalance, intentional harm, and emotional impact. Scripture calls us to build one another up rather than tear down (1 Thessalonians 5:11), and to live at peace with everyone as far as it depends on us (Romans 12:18).

Bullying typically includes:

- Repetition: The harmful actions occur more than once or are likely to be repeated over time.
- Power Imbalance: The aggressor has more social, physical, or psychological power than the target.
- Intentional Harm: The behavior is deliberate and meant to hurt, humiliate, exclude, or control another person.
- Emotional Impact: The target experiences fear, anxiety, or distress as a result of the behavior.

Bullying can take many forms:

- Physical: Hitting, tripping, kicking, pinching, or repeatedly damaging belongings.
- Verbal: Persistent name-calling, mocking, or threatening language.
- Social/Relational: Spreading rumors, deliberately excluding someone from a group, or encouraging others not to play with or befriend a student.
- Digital/Cyber: Sending repeated hurtful messages, posting offensive or harmful content, or impersonating someone online.

How Bullying Differs from Harassment and Physical Violence

- Bullying is usually peer-to-peer, repeated over time, and involves a power imbalance.
- Harassment may be a single severe act or a series of acts, often connected to protected characteristics (such as race, religion, gender, or disability). It creates a hostile or unsafe environment for the target and can include verbal, physical, or written abuse.
- Physical Violence or Fighting refers to acts that physically harm others but do not necessarily involve a power imbalance. Fighting typically involves two students actively participating in a conflict, whereas bullying usually involves an aggressor and a victim who are not equals.

All three are taken seriously as violations of Christian conduct.

Our ultimate goal is to foster a school community where every individual feels safe, valued, and respected. By promptly addressing bullying we uphold our commitment to maintaining a secure and inclusive learning environment for all students.

## Vandalism Policy

Students are expected to care for school property as stewards of a shared environment (Genesis 2:15). Damaging property—whether intentional or negligent—goes against our responsibility as God’s image-bearers. Students who damage property will be held accountable and, where possible, given opportunities to restore what has been broken.

- Expectations: Furniture, classrooms, devices, and books must be handled carefully.
- Accountability: Students who damage property—whether intentionally or through negligence—will be held financially responsible.
- Learning Opportunity: Where possible, students may be assigned tasks to help restore the damaged environment, encouraging responsibility and respect for resources.

## Physical Violence and Fighting Policy

Any act of physical violence or fighting is treated as a major breach of conduct. Scripture teaches that our bodies are temples of the Holy Spirit (1 Corinthians 6:19–20) and that we are to “strive for peace with everyone” (Hebrews 12:14). Violence contradicts this calling.

Such incidents require immediate reporting and may result in suspension or referral to external authorities, depending on severity.

- Zero Tolerance for Harm: Any act that physically hurts or threatens the safety of others is treated with urgency.
- Reporting: Teachers, students, and parents are encouraged to report incidents immediately to the Principal or designated school leader.
- Response: Depending on the severity, consequences may include counseling, in-school suspension, or out-of-school suspension. Police involvement may occur if legally required.

# **Biblical Foundation for Discipline**

Discipline at SPH Kemang Village is based on the following biblical principles:

- Rooted in Love: “The Lord disciplines the one he loves” (Hebrews 12:6). Discipline should never flow from anger but from genuine care (Proverbs 13:24).
- Fair and Just: Discipline should be consistent and merciful (Matthew 5:7), allowing room for forgiveness and restoration (Matthew 18:21–35).
- Restorative: Whenever possible, discipline seeks to restore relationships, echoing 2 Corinthians 2:7.
- Formative: Discipline is meant to help students learn self-control and wisdom, producing growth in godly character (Proverbs 29:17).

## **Partnership with Parents**

We view parents as partners in guiding children toward godly character. Together, we encourage students to live out obedience, respect, and responsibility. “Children, obey your parents in the Lord, for this is right. ‘Honor your father and mother’ ... that it may go well with you and that you may live long in the land.” (Ephesians 6:1–3).

# Consequences Framework



Our school's Vision for Discipline outlines a structured, progressive approach to addressing student misbehavior in a way that is consistent, restorative, and aligned with our mission to develop True Knowledge, Faith in Christ, and Godly Character. The framework is built on six levels, each corresponding to the nature and severity of the behavior, the staff responsible for intervention, and the appropriate restorative or corrective response.

Every incident is viewed as an opportunity for learning and character formation. Teachers are the first line of support and correction, while administrative involvement increases as behaviors become more serious or repeated. Reflection, reconciliation, and parental communication are key components at every stage, ensuring that students take responsibility for their actions while being guided toward restoration and growth.

## **Level 0 — Classroom Management**

Minor misbehaviors such as inattention, minor disruptions, unkind words, or incomplete work are managed directly by the classroom teacher. These are typical classroom issues that require correction and redirection rather than formal discipline.

Teachers address the behavior by calmly correcting the student, explaining how the action affects the learning environment, and discussing alternative choices. Whenever appropriate, teachers pray with the student and guide them toward reconciliation, such as offering an apology or repairing relationships.

## **Level 1 — Break Time Chat**

If minor behaviors are repeated or show mild defiance, a Break Time Chat is initiated. This 5–15 minute conversation allows the teacher and student to discuss the incident and complete a short reflection on what happened, why it was inappropriate, and how to make better choices moving forward.

Parents are informed, and the incident is recorded. The goal at this level remains restorative—to encourage ownership, repentance, and renewed commitment to respectful conduct.

## **Level 2 — Lunch Time Chat**

More persistent or concerning behaviors—such as disrespectful language, harassment, property damage, or lying—lead to a Lunch Time Chat, typically lasting 15–30 minutes. Students complete a reflection and, if needed, engage in a reconciliation process with affected peers or teachers.

The classroom teacher may involve the JS Principal for support, and parent contact is mandatory. This level emphasizes accountability and provides a structured intervention before behaviors escalate further.

## Consequence Framework

### **Level 3 — In-School Suspension**

When serious or repeated misbehavior occurs, such as fighting, theft, or blatant disrespect to staff, the JS Principal partners with the teacher to issue an In-School Suspension. The student spends the day under supervision in the principal's office while completing classwork and a behavior reflection.

Parents are called in for a meeting to discuss the incident and agree on a plan to help the student make positive changes. The suspension serves both as a consequence and as an opportunity for reflection and reconciliation.

### **Level 4 — Out-of-School Suspension**

If behavior escalates further—such as repeated fighting, extreme disrespect, or possession of inappropriate material—the JS Principal, in consultation with the Head of School, issues an Out-of-School Suspension. The student is temporarily removed from campus and must complete reflection activities and any required reconciliation (e.g., verbal or written apology) before returning.

This process ensures that consequences are serious yet still aimed at restoration, accountability, and the safety of the school community.

### **Level 5 — Exclusion**

Exclusion is reserved for the most severe cases where a student's actions seriously endanger the safety or well-being of others or are inconsistent with the school's mission and values. This step is taken only after extensive review and consultation between the JS Principal and Head of School.

Excluded students may not re-enroll at SPH for one year and will only be considered for reinstatement upon evidence of consistent and genuine behavioral change.

**At every stage of this framework, reconciliation and reflection are central. Misbehavior is not simply punished—it is addressed as a formative opportunity for growth in responsibility, empathy, and faith. Parent communication becomes formalized from Level 2 onward, ensuring transparency and partnership in guiding each student toward restored relationships and godly character.**

# Attendance & Participation



## School Hours

Grade Levels	Mon-Tue-Thu-Fri	Wednesdays
<b>K1</b>	7.15 am-11.30 am	7.15 am-11.30 am
<b>K2</b>	7.15 am-12.30 pm	7.15 am-12.30 pm
<b>K3</b>	7.15 am-1.30 pm	7:15 am-12:30pm
<b>Grade 1</b>	7.15 am-1.45 pm	7.15 am-12.30 pm
<b>Grade 2-3-4-5</b>	7.15 am-2.45 pm	7.15 am-12.30 pm

## Attendance

It is **mandatory for students to participate in all school activities**, including Christmas celebrations, field trips, retreats, home concerts, chapels, swimming, assemblies, sports events, national culture celebrations, and other such activities.

Upon completion of classroom lessons, students must leave the school premises unless they are participating in after-school activities. If students need to stay on school grounds after regular hours for any reason, they must be supervised by an adult. No exceptions will be permitted unless written permission is obtained from the principal.

Please note that adhering to these guidelines ensures a consistent learning environment for all students and helps them maintain academic progress

### Absence Due to Illness:

If a student is absent from school for two or more consecutive days due to illness, a note from a licensed physician or dentist is required to excuse the student's absence. Absence due to hospitalization, appointments for Educational Psychological evaluations, and physician-documented illnesses, if the administration is notified in advance, the attendance will be marked as "Health".

### **Non-Illness-Related Absences:**

For absences not related to illness, such as visits to immigration, urgent family situations, parents are requested to notify the school in advance. It is essential for parents to be mindful of this policy when scheduling appointments or planning family trips. The attendance will be marked as “Absent”. Any unreported absences will be marked as “Absent”.

Students will not be excused for vacations or family trips. All records for attendance will be included in the report card.

**In all students' absences, it is the student's responsibility to make up for any missed classwork or homework.**

### **Excessive Absences**

While SPH KV aims to show kindness to our school community, parents should understand that excessive absences. The expectation is for students to attend 85% of the school days in an academic year. Missing school days compromises the school's educational standards and its ability to provide a high-quality Christian education. To identify excessive absences, SPH KV will take the following steps:

- Periodic letters will be sent to parents regarding their child's absences.
- Students with a high number of absences, or nearing the maximum limit of absences, will be invited to a meeting with the administration, and parents will be notified of this meeting.
- Possible outcomes of this meeting may include, but are not limited to, lunch detention, in-school/out-of-school suspension, probation status, or discontinuation of enrollment at SPH KV.

## Extended Vacation

Extended vacations or delayed returns following holidays can result in students missing valuable learning opportunities and assessments. Except in cases of verified illness, teachers are not obligated to provide individualized instruction or make-up work for students who miss class due to non-essential travel. Students are responsible for any missed learning, including assessments, and will be held accountable for demonstrating the required competencies upon their return.

Every school day holds importance and contributes to a student's overall academic advancement. Consequently, students should face the repercussions of missed learning and tests, as they serve as chances for them to showcase their abilities. We strongly advise parents to reconsider scheduling vacations during the academic year and to prevent students from leaving early or returning late.

## Tardy Policy

To ensure that students have sufficient learning time, it is essential that they are present in their respective classrooms by 7:15 am. If a student enters the classroom after the 7:15 am bell, they will be marked tardy. A five-minute warning bell is set for 7:10 am to help students be punctual. Students need to report to the TU office before coming to the classroom if they arrive at 7:30 am onward. Specific to our Kindy 1 and Kindy 2 classrooms, a tardy is marked for arrivals after 7:45 am.

Tardiness exceeding five days within a month will be subject to review to assess its impact on the student's learning. Should a pattern of tardiness be identified, parents will be formally notified and may be required to meet with the administration to discuss the matter and determine appropriate follow-up actions.

## Early Pick-up Procedure

Written permission from the parents is mandatory for a child to leave the school premises before the official end of the school day. Parents are requested to send a written note to the class teacher and TU office ([audrey.widjaja@sph.ac.id](mailto:audrey.widjaja@sph.ac.id) and [arsiyana.kusumarani@sph.ac.id](mailto:arsiyana.kusumarani@sph.ac.id)) in the morning, indicating the time their child will be picked up.

Parents or a designated adult must visit the Administrative Office (TU office) on the first floor to obtain a hall pass signed by the administration.

## Late Pick-up Procedure

In the event that parents provide advance notice to the school (classroom teachers and TU) regarding their intention to pick up their child late, the administrative staff will adhere to the following procedure:

The classroom teacher will accompany the child to the TU Office and complete the sign-in process, furnishing comprehensive information such as the student's name, grade level, teacher's name, and anticipated pick-up time.

- The TU Staff will verify the sign-in details and assume responsibility for supervising the child during the waiting period.
- If necessary, the TU Staff will contact the parent to notify them that their child is currently awaiting pick-up at the TU Office.
- Upon the arrival of the parent or guardian to collect the child, they must confirm their identity and sign the child out, indicating the time of departure.
- If the child has not been picked up by 3:45 pm or when the TU staff conclude their working hours, a second phone call will be made to the parents to inform them that the office is closing. Subsequently, the child will be taken to the security area on SL.
- The TU staff will accompany the child to the security area on SL, bringing along the sign-in/out clipboard. At this location, they will instruct the security personnel to ensure that a parent or guardian signs the clipboard before allowing the child to depart.

## Participation in After School Activities

Students who have been absent for a half day or longer will be ineligible to participate in after-school activities and programs, including play rehearsals or sports unless prior written authorization has been obtained from the administration.

It is mandatory for students to depart from school promptly upon the completion of classroom lessons, apart from those engaged in authorized after-school activities. In the event that students need to remain on campus beyond regular school hours, they must be under adult supervision. No exceptions will be granted without written permission from the Principal.

In cases where students use an alternative mode of transportation, a note from their parents must be provided. Alternatively, parents must contact the Principal's office in advance. No students will be released into the custody of individuals without proper authorization.

# Drop Off & Pick-Up Procedures

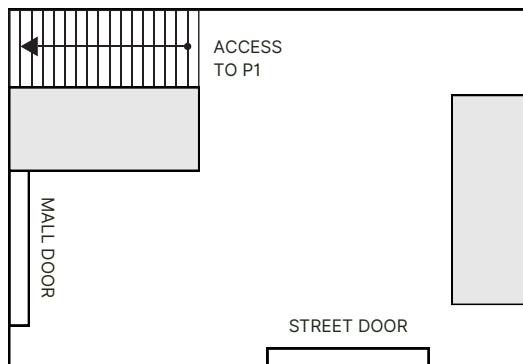
## Drop Off:

The student drop-off area will be at the Main Lobby of Lippo Mall Kemang. The drop-off procedure in the school area or SL (Street Level Lobby) will follow as below:

- KPA (Kindy Play Area) is open for K1-G1 students at 07.00 AM where there will be teacher supervision.
  - Parents are welcome to drop off the students in KPA at 07.00 AM.
  - Before 07.00 AM, parents are asked to accompany the students.
- G2-5: parents are welcome to drop off and parents are asked to accompany the students in the hallway before 07.00 AM. The teachers will welcome the students to enter the classroom starting at 07.00 AM.

We appreciate all of your help and support to us in this matter. This will ensure that there will always be adult supervision before 07.00 AM.

## Pick-Up:



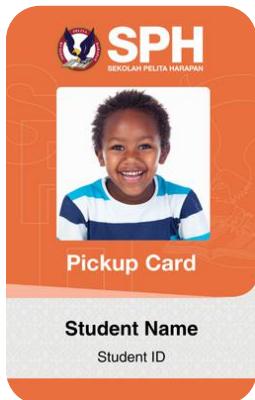
Grade Level	Location
K1-K2:	School Lobby (SL) - Through mall door
K3-G2:	P1 Level
G3-G4:	School Lobby (SL) - Through mall door
G5-G12:	School Lobby (SL) - Through street door

## Procedure:

To ensure a safe and orderly dismissal process, we are implementing the following student pick-up policy:

### 1. Pick-Up Cards for K1 to Grade 2

For the safety of our younger students, all K1 to Grade 2 students must be picked up by an authorized adult with a Pick-Up Card issued by the school.



- Only adults who present this card will be allowed to pick up your child. The school will provide temporary pick-up cards at the beginning of the academic year, and there will be a formal pick-up card after the photo-taking process is completed.
- Please ensure you bring the card every day to avoid delays during dismissal.
- The teachers will release the students for dismissal after you showed the pick-up cards to the teachers.

### 2. Dismissal for Grades 3–4

Students in **Grade 3 to Grade 4** are considered developmentally ready to recognize the ones who pick them up from school. These students may walk to their car without a pick-up card, unless parents specifically inform the school otherwise. However, students must be picked up from school by a parent or guardian, as they are not permitted to go home by themselves.

### 3. Dismissal for Grade 5

Students in grade 5 are considered developmentally ready to go home independently. If you would like to request that your child in Grade 5 to not **go home independently**, please notify the Homeroom Teacher or the school office in writing.

### 4. Pick-Up Cards Distribution

- For **returning families**, pick-up cards produced during the previous academic year remain valid.
- For **new families**, pick-up cards will be produced **once student photos are ready**. When the pick-up cards are ready, it will be distributed through the homeroom teachers.
- For returning families, whose pick-up card is missing, please notify the TU Office for a replacement.

# Dress Code & Appearance



## Hair/Makeup

The school enforces a uniform policy that all students must comply with. Students are prohibited from wearing make-up, nail polish, body or face piercings, tattoos (including temporary ones), or excessive jewelry. Hair must be maintained in its natural color without any dye. In cases where students violate the dress code policy, teachers may provide guidance to the students, and if required, implement mandatory expectations to ensure compliance with the policy.

## Uniform

### Standard Uniform

#### Monday, Tuesday, and Thursday

Standard school uniforms must be purchased through the bookstore.



Kindergarten Boy



Kindergarten Girl



Junior School Girl



Junior School Boy

For girls in Kindergarten to Grade 5 the following uniform is required:

Hair	Girls with hair longer than shoulder length are required to tie their hair during science labs and PE classes. Hair color must be kept in its natural state.
Blouse	All girls in Grade 1 through Grade 5 must wear a white SPH blouse as part of their uniform. Kindergarten girls wear SPH white Polo-shirt.
Dress or Skorts	All girls can wear dresses or skorts during the transition period. The length of dresses must extend below the knee.
Shoes	Girls must wear black shoes with closed toes and heels, featuring laces or velcro enclosures. Heeled shoes are not permitted. Shoes with some white accents on the midsole and logo are acceptable. No rubber closed toes shoes/sandals are allowed to be worn by students.
Socks	White SPH socks
Jewelry	Girls are allowed to wear only a watch and limited jewelry, such as a thin bracelet, simple ring, small necklace, or one pair of small earrings.
Jackets	During the school day (Monday to Friday), only SPH jackets and jackets provided by the Student Council of SPH KV are approved for students in Kindergarten through Grade 5.
Bags	Bags with trolley are not permitted for safety reason.



For **boys** in Kindergarten to Grade 5 the following uniform is required:

Hair	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. Additionally, hair color must be kept in its natural shade.
Shirt	For boys in Grade 1-5, a white SPH shirt must be worn. Kindergarten boys wear SPH white polo-shirt.
Shorts	Boys must wear blue SPH short pants that fit properly and are worn at the waist.
Shoes	Black closed-toed and closed-heeled shoes, featuring laces or velcro enclosures, are mandatory. Some white accents on the midsole and logo are acceptable. No rubber closed toes shoes/sandals are allowed to be worn by students.
Socks	White SPH socks
Jewellery	Only a watch is permitted as jewelry. Earrings, bracelets, and necklaces are strictly prohibited.
Jackets	During the school day (Monday to Friday), only SPH jackets and jackets provided by the Student Council of SPH KV are approved for students in Kindergarten through Grade 5.
Bags	Bags with trolley are not permitted for safety reason.



## **Wednesday : SPH Polo Shirt**

On Wednesdays, all students are required to wear the SPH Polo Shirt. Boys are expected to wear full-length pants or shorts with closed-toe shoes, while girls are allowed to wear pants, shorts, or skirts with closed-toe shoes. However, skirts or shorts for girls must be at or below the knee. Additionally, all pants, shorts, or skirts worn by students must be tidy and exhibit a professional or business casual appearance. Athletic pants, pants with tattered ends or rips, leggings, and similar pants are not permitted. The school has the authority to determine whether the pants or skirts worn are appropriate or not.

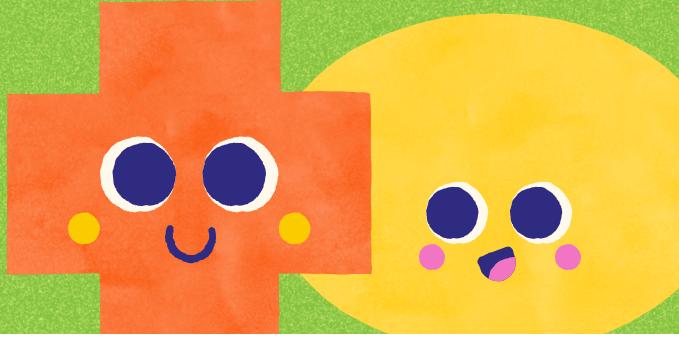
## **Friday: Batik**

Every Friday, students have the choice to wear batik clothing, given that it adheres to the dress code regulations established by the school and is worn appropriately. Alternatively, students who prefer not to wear batik may adhere to the standard student uniform.

## **PE Uniform (Grade 1-5)**

- All students must wear the complete SPH PE uniform during Physical Education classes, with the exception of swimming classes where wearing a modest one-piece bathing suit for girls and boxer-style trunks for boys is mandatory.
- PE uniform to be worn only during PE lessons.
- The administration and teachers retain the authority to evaluate the appropriateness of students' appearance in all areas, and students may be instructed to make necessary adjustments. Failure to comply with these expectations may result in a warning or disciplinary action, and students may be prohibited from remaining on campus.

# Student Support



## Multi Tiered System of 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 Supports (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.

## CARE Process

The CARE (Collaborative Assessment, Observation, 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 (Multi-Tiered System of Supports) framework, the Learning Support Program is designed to provide targeted interventions and assistance to students who require additional help in their academic journey. The program operates within a tiered system, offering multiple levels of support based on students' individual needs.

The Learning Support Program is staffed by specially trained teachers uniquely qualified to support a range of academic needs. Collaboration between Learning Support (LS) teachers, Social-Emotional Learning (SEL) counselors, and general education teachers is a core element of the MTSS approach. These professionals work together to align academic, behavioral, and emotional interventions with classroom instruction, share valuable insights, and use progress monitoring data to support student growth. This multidisciplinary collaboration fosters a cohesive and inclusive learning environment where all students can flourish.

To enhance the quality of support provided within the MTSS framework, the school is transitioning from the use of "shadow teachers" to the role of Learning Support Assistant Teachers (LSATs). LSATs are trained educators who work under the direct supervision of a qualified Learning Support teacher. Their role is to help implement targeted interventions, provide small-group or individualized academic support (1:1 former shadow role), and reinforce classroom strategies aligned with student goals. LSATs play a vital role in supporting students in Tiers 2 and 3 of MTSS, working in close collaboration with classroom teachers and the LS team to promote inclusive practices and improve student outcomes.

To further support students with specific related service needs, the Learning Support Program partners with Breakthrough For Life (BFL), a trusted third-party provider offering on-campus services such as speech and language therapy, occupational therapy, and behavior therapy. These services are arranged on a case-by-case basis through collaboration with the Support Services team and are offered at an additional cost to families. BFL also serves as the school's preferred provider for psychoeducational evaluations, offering high-quality assessments that are essential for understanding student learning profiles and designing effective support plans.

To ensure the accuracy and usefulness of evaluations, the school maintains a list of recommended and approved clinics whose psychoeducational reports meet the standards necessary for effective support planning. These include:

- Breakthrough For Life (BFL) ([link](#)) – English and Bahasa Indonesia
- Chrysalis Pediatric Facility ([link](#)) – English and Bahasa Indonesia
- International Wellbeing Center (IWC) ([link](#)) – English, Korean, and Bahasa Indonesia

While the school accepts reports from other qualified agencies, we strongly recommend using one of the approved clinics to ensure quality, clarity, and consistency. If a submitted report lacks essential components, families may be asked to seek further testing or clarification to help the school better understand and support the student's needs.

All psychoeducational reports must be submitted in English, even if testing was conducted in another language. Translations must be provided to ensure the school can accurately interpret and implement the findings.

If you are considering a psychoeducational evaluation for your child, please consult with a Learning Support teacher or SEL counselor. They can help determine whether testing is appropriate, guide next steps, and connect you with trusted providers who understand our school's support framework.

These comprehensive evaluations enable the Support Services team to provide informed, individualized interventions aligned with each student's strengths and needs.

## **EAL**

Within the MTSS framework, an English as an Additional Language (EAL) 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 EAL 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 EAL program provides specialized instruction that focuses on language development, vocabulary acquisition, and academic language skills. EAL students receive support in small group settings or through individualized instruction, allowing for personalized attention and tailored interventions. Collaboration between EAL 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 EAL students. By providing targeted language support within the MTSS framework, the EAL program aims to empower English Language Learners to achieve academic success and fully participate in the school community.

## SEL Counselors

SEL Counselors play a crucial role in supporting students within the Multi-Tiered System of Supports (MTSS) model. They provide comprehensive services that address students' academic, social-emotional, and behavioral needs. In the MTSS framework, SEL 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. SEL 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, SEL counselors help create a positive and inclusive school environment.

## Conditional Acceptance

Conditional letters of acceptance for admissions are offered to prospective students with certain requirements or conditions that must be met during their first year enrolled in SPH. These conditions could include receiving support from the EAL or LS program, achieving a minimum grade point average, or submitting necessary documentation.

Conditional acceptance provides an opportunity for students who demonstrate potential but may need to fulfill certain criteria to meet the institution's standards. It serves as a provisional acceptance, indicating that the student has met initial requirements but must satisfy additional conditions before fully securing their admission. Conditional letters of acceptance allow educational institutions to offer opportunities to promising candidates while ensuring that they meet specific expectations prior to enrollment.



# Health and Safety

## Student Illness

At SPH KV we aim to maintain a healthy and safe learning environment for all students, promote their well-being, and minimize the spread of contagious illnesses within our school community. The following policy outlines the guidelines for student attendance when they are sick:

It is the responsibility of the parent or guardian to notify the school if their child is unable to attend school due to illness.

### Parent/Guardian Responsibility:

Parents/Guardians should inform the school as soon as possible, preferably before the start of the school day, if their child will be absent due to illness.

### Reporting Absences:

Parents/Guardians can report student absences by contacting the school office through the designated communication channels (e.g., phone call, email, online attendance system).

When reporting the absence, parents/guardians should provide specific details regarding the illness or symptoms their child is experiencing.

Students who are unwell must remain at home until fully recovered.

Students should not attend school if they:

- Have a fever, vomiting, or diarrhea
- Show symptoms of a contagious illness
- Need medication to manage symptoms in order to attend

### Sick Student Attendance:

Parents/guardians should not medicate a sick child simply to send them to school.

Parents/guardians must monitor their child's health and follow healthcare advice to decide when it is safe to return.

Following this policy helps keep the school community healthy and reduces the spread of illness.

**Return to School:**

- When a student is ready to return to school after being sick, parents/guardians should notify the school office of their child's recovery and the date they will be returning.
- In some cases, a medical clearance note may be required, especially for certain contagious conditions, to ensure the well-being of all students and staff.

**Make-up Work:**

- Students who have been absent due to illness are encouraged to make up missed work and assignments in a timely manner.
- Teachers will provide necessary materials and support to help students catch up on any missed lessons or coursework.

**Support and Communication:**

- The school administration and staff are committed to supporting students' well-being and academic progress during their absence.
- Regular communication between parents/guardians and the school is essential to keep everyone informed about the student's health and progress.

**Exceptions and Special Circumstances:**

In exceptional cases or for students with chronic health conditions, individualized plans may be developed in consultation with parents/guardians, healthcare professionals, and the school administration to ensure appropriate attendance and support.

## Medications and Vitamins

To ensure the safety and well-being of all students, the school has implemented the following policy regarding medication:

**Medication Restrictions:**

Students are not permitted to bring any medication or purported "vitamins" to school without a note from their parents.

Any medication brought to school must be surrendered to the Health Center's doctor with a written advise on how and when to administer the medicine

**Medication Administration:**

The Health Center's doctor are solely responsible for administering all medication to students.

Parents will be informed accordingly regarding the administration of medication.

**By adhering to this policy, we prioritize the proper administration and monitoring of medication, ensuring the health and safety of our students**

# Accidents on School Premises

The policy is in place to ensure we prioritize the well-being and efficient management of accidents, ensuring appropriate care is provided to our students. To ensure the safety and appropriate response in the event of an accident during school hours within the Junior School area, the following protocol is established:

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The Health Center's doctor will promptly assess the student's condition.

**Health Center Assessment:**

The doctor will determine if further medical attention is necessary based on the assessment.

The parents of the student will be informed.

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**Transport to Hospital:**

If the student requires additional treatment beyond the capabilities of the Health Center, the school will arrange transportation to the nearest hospital.

The student will be accompanied by the doctor, as well as other designated school staff members.

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**Coverage of First Aid Cost:**

The school will cover the cost of first aid treatment, up to a maximum limit of 10 million rupiahs.

Any subsequent treatment required beyond first aid will not be the responsibility of the school.

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# Emergency Procedure

Our school prioritizes the safety and well-being of our students. The following emergency policy procedures outline the steps to be taken in various emergency situations:

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## **Emergency Preparedness**

The school regularly reviews emergency response plans in collaboration with relevant authorities, taking into account potential risks and hazards.

Emergency drills, such as fire drills, lockdown drills, and evacuation drills, will be conducted periodically to familiarize students and staff with proper procedures.

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## **Communication and Notification:**

In the event of an emergency, the school administration will promptly notify students, staff, and parents/guardians through appropriate communication channels (e.g., PA system, text messages, email, website).

Clear instructions and information will be provided regarding the nature of the emergency, the actions to be taken, and any designated meeting points or assembly areas.

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## **Evacuation Procedures:**

In the case of a fire, earthquake, or other immediate threats to the safety of students and staff, evacuation procedures will be implemented.

Teachers and staff will guide students to designated safe zones or evacuation points following predetermined routes, while maintaining calm and orderly conduct.

Attendance will be taken to ensure that all students are accounted for.

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## **Lockdown Procedures:**

In the event of an intruder or external threat to the school, lockdown procedures will be activated to ensure the safety of students and staff within the building.

Teachers and staff will secure classrooms or designated safe areas, follow established lockdown protocols, and maintain silence until further instructions are given.

No one will be allowed to enter or leave the building during a lockdown, except for authorized emergency personnel.

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**Reunification Procedures:**

In situations where an evacuation or lockdown requires students to be relocated to an alternative site, designated reunification procedures will be followed to ensure the safe release of students to authorized individuals.

**Ongoing Communication:**

Parents/guardians will be informed about the designated reunification site and procedures through established communication channels.

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The school administration will maintain open and transparent communication with parents/guardians during and after an emergency, providing regular updates and instructions.

Information about any counselling or support services available to students and staff following an emergency will be communicated as needed.

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By implementing these emergency policy procedures, we aim to ensure the safety and well-being of our students and staff during various emergency situations. Regular drills, clear communication, and ongoing evaluation will help us maintain a secure environment conducive to learning and growth.

## Student Use of Telephone

To maintain a structured learning environment within the Junior School, the following guidelines for telephone use are established:

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**Authorized Phone and Usage**

- Students are only permitted to use the telephone located in the TU/Administration Office.
  - The use of the phone is at the discretion of the classroom teacher, who will determine the appropriate circumstances for usage.
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**Hall Pass Requirement:**

- Students may use the phone in the TU/Administration Office only when accompanied by a signed hall pass from the teacher.
  - The hall pass serves as permission to use the phone and should be obtained from the teacher before accessing the telephone.
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**Handphone Policy:**

- Handphones (mobile phones) are strictly prohibited from use within the Junior School during school hours.
  - Any student found using a handphone without proper permission may have the device confiscated.
  - Handphones may only be used in the Junior School with explicit permission from the classroom teachers
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## Visitor Policy Security

To ensure the safety and security of our students and staff, the following visitor policy is strictly enforced at SPH KV Junior School:

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**Parents**

To ensure a safe and secure environment for everyone, we kindly ask **all parents to wear their identification tag, marked with a red ribbon**, whenever they visit the school.

For those who have not yet retrieved their identification tags from the last academic year, kindly pick them up from the TU office

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All visitors are not permitted to enter the Junior School area unannounced during school hours.

**Restricted Access:**

For security reasons, anyone who is not a teacher, staff member, or parent of an SPH student must report to the Security personnel at the Street Level Lobby.

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Upon arrival, visitors must report to the Security personnel and provide appropriate identification.

**Check-In Process:**

Visitors will receive a visitor's badge, which must be always worn visibly while on school premises.

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**Notification to Junior School Administration/TU Office:**

The Security personnel will notify the Junior School Administration/TU Office of the arrival of any visitors.

Visitors must proceed to the Junior School Administration/TU Office to check-in and receive further instructions.

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**Photo and Video taking**

To maintain security and privacy, visitors may not take photos or videos of classes or transition periods without school permission

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**Dress code and appearance**

We strive to maintain a focused and respectful teaching and learning environment.

To support this, we kindly request that visitors dress appropriately, showing consideration for the school setting

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By strictly enforcing this visitor policy, we prioritize the safety and security of our students and staff. We appreciate your cooperation in adhering to these guidelines and helping us maintain a secure learning environment.

**NOTE:**

To ensure productive meetings, please make an appointment in advance by contacting the Junior School secretary ([audrey.widjaja@sph.ac.id](mailto:audrey.widjaja@sph.ac.id)). Kindly provide the reason for the meeting so we can prepare and allocate dedicated time to address your concerns and discuss your child's progress. Your cooperation helps create a focused and supportive environment. Thank you for your understanding and collaboration in supporting your family's needs.

# Campus Life & Facilities



## Library

Our school library is a valuable resource that promotes literacy and lifelong learning within our entire school community. The following policy outlines important details regarding library operations and encourages regular utilization of library collections:

### Library Hours

#### Monday - Friday

7:00 AM to 3:15 PM

#### Wednesday

7:00 AM to 12:30 PM

#### Saturday/Holiday

Closed

### Borrowing Policies

Students, teachers, and staff are encouraged to borrow books from the library on a regular basis. Borrowing privileges are extended to all members of the school community, allowing them to take books home or use them within the school premises. Loan durations and limits may be in place to ensure fair access to library resources for everyone.

### Responsible Use and Care

Library materials should be handled with care and respect. This includes proper handling of books, avoiding damage, and returning borrowed items on time. Any lost or damaged books should be reported to the library staff, and appropriate measures, such as replacement or payment for the damaged item, may be required.

### Summer Library Hours

During the summer holidays, separate communication will be provided closer to the summer holidays to inform the school community about the library's operating hours. This ensures that students and families can access library resources during the summer break.

# Technology tools Policy

With the aim of promoting educational opportunities and responsible technology use, our primary school provides access to the computer lab or iPads. To ensure a safe and productive environment, the following guidelines must be followed:

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**Teacher  
Permission:**

Prior permission from a teacher or staff member is required before a student can use the computer lab or iPads. This helps in managing the lab's and iPads availability and ensures appropriate supervision.

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**Accompanied by a  
Responsible Adult:**

Students using the computer lab or iPads must be accompanied by a responsible adult, such as a parent, guardian, or approved caregiver. The adult is responsible for ensuring the student's behavior, safety, and adherence to the lab and iPads usage rules.

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**School Policies in  
Full Force:**

All regular school policies, including acceptable use policies, code of conduct, and internet safety rules, remain in full force during computer lab or iPads use sessions. Students and adults must adhere to these policies at all times.

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**Care and Respect  
for Equipment:**

Students are expected to handle the computer equipment, iPads and peripherals with care, following any instructions or guidelines provided. Respectful behavior towards the equipment, such as avoiding rough handling, eating or drinking near the computers or iPads, or tampering with settings, is essential to maintain the lab's and iPads' functionality and longevity.

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# Playground Guidelines

Our primary school values the importance of physical activity and play for students. We are pleased to offer access to our playground facilities after school lunch hours. However, as our ground floor is a shared space, we have established the following guidelines for the use of playground equipment:

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- Access Time:** The playground equipment will be available for use after school from 1:30 PM onwards. This allows time for the school day to conclude and for any necessary maintenance or preparations to be completed.
- 
- Adult Supervision:** Students using the playground equipment must be supervised at all times by a responsible adult. This ensures the safety and well-being of the students, as well as proper use of the equipment.
- 
- Careful Use:** Students are expected to use the playground equipment with care and respect for both the equipment and other users. Rough or reckless behavior that may cause harm to oneself or others is strictly prohibited.
- 



# Sport Facilities

The SPH School is pleased to share the use of our gymnasium, fitness center, swimming pool, and outdoor field with the SPH parent community outside of school hours. We believe in fostering a sense of community and promoting healthy lifestyles. To ensure smooth operation and respect for all users, we have established the following guidelines:

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<b>Permission:</b>	Prior permission must be obtained from the school administration for the use of these facilities outside of school hours. Requests should be made in a timely manner, allowing for proper scheduling and coordination.
<b>Non-Profit Use:</b>	The facilities should not be used for profit-making ventures without prior agreement from the school administrative leadership. Any commercial use should align with the school's mission and values.
<b>Adherence to School Policies:</b>	All users are expected to adhere to the regular and appropriate school policies during the use of these facilities. This includes following safety guidelines, treating equipment with care, and respecting the facility and its surroundings.
<b>Priority for Student Events:</b>	Student-related events and activities organized by the school will always take priority in the scheduling of these facilities. Parent community usage should be coordinated accordingly to avoid conflicts.
<b>Maintenance Fees:</b>	Additional service fees may apply for the use of these facilities to cover maintenance costs. These fees will be communicated and agreed upon in advance.

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# Birthday Party Guidelines

At our school, we value and celebrate the birthdays of our students. To ensure a consistent and organized approach to birthday parties, the following policy is in effect:

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- |  |   |
|--|---|
| <b>Preapproval by Classroom Teacher:</b> | <ul style="list-style-type: none"><li>• Prior to organizing a birthday party at school, parents must seek preapproval from the classroom teacher</li><li>• The request for a birthday celebration should be submitted to the classroom teacher in advance, indicating the desired date and time.</li></ul>  |
| <b>Cake and Candle Blow Out:</b>         | <ul style="list-style-type: none"><li>• Parents are requested to send in cupcakes for the class, one of the cupcakes with a candle for the birthday song, and the candle blowout.</li><li>• Teachers will not be responsible for cutting a large cake into individual portions for sharing with classmates. To facilitate easy distribution, it is recommended for parents to send in pre-portioned cupcakes.</li></ul> |
| <b>Serving Plates and Cutlery:</b>       | <ul style="list-style-type: none"><li>• The responsibility for providing serving plates and cutlery lies with the parent organizing the birthday celebration.</li><li>• Please ensure that all necessary serving utensils are included.</li></ul>   |
| <b>Prohibition of Party Favors:</b>      | <ul style="list-style-type: none"><li>• To maintain a focused learning environment and to ensure fairness among students, party favors are strictly prohibited.</li><li>• If any party favors are brought to school, they will be returned to the student and sent home at the end of the school day.</li></ul>   |
| <b>Class Party Celebrations:</b>         | <ul style="list-style-type: none"><li>• Class party celebrations organized by the classroom teacher, or the school are subject to the discretion of the Head of School or Principal.</li><li>• The parameters for such celebrations will be determined by the Head of School or Principal.</li></ul>  |
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By adhering to these guidelines, we aim to create a harmonious and inclusive environment where every student can enjoy their birthday celebration while maintaining a productive learning atmosphere.

# Personal Belongings

To ensure a safe and focused learning environment, the school has established the following policy regarding student belongings:

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## Permitted Items:

- Students are allowed to bring necessary items to class, such as school-related books, notebooks, lunches, water bottles, PE clothes, musical instruments, and sports equipment.

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## Prohibited Materials:

- The following items are prohibited at school, unless specifically requested by classroom teachers: toys, electronic items (e.g., handheld electronic gadgets, games consoles), play guns, knives, etc.
- Smartwatches capable of recording videos or taking pictures are also prohibited.
- Mobile phones must be stored in a secure place and should not be used during the school day.

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## Money Policy for K1 - Grade 2:

- Students in K1 - Grade 2 are not permitted to bring money to school, unless written notification is given to teachers.

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## Laptop/tablet Policy for Grades 2-5:

- Grades 2- 5 students are allowed to bring laptops or tablets to school only with the request, permission, and supervision of the classroom teacher.

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## Money Limit and Reporting:

- The maximum amount of money allowed for grades 3-5 students is Rp 100.000,-.
- Any money brought to school for various purposes (e.g., uniforms, books, donations) must be reported to the classroom teachers.
- All money and wallets should be kept by the students at all times or given to teachers for safekeeping. Money should not be left in unsecured lockers or desks.

## **Labeling and Responsibility:**

- All items belonging to students should be labeled with their name. The school is not responsible for any materials brought to school by students that are lost or damaged.

By adhering to these guidelines, we aim to create a secure and organized environment where students can focus on their learning and personal development.



## **Lost and Found**

In the event your child has lost an item, please inquire about their last known location. Items found in the school public space (gym, playground, hallways) are collected at the end of each day and taken to the Lost and Found Cabinet.

Items are stored in the cabinet at the TU Office for one month. Unclaimed items will be donated after this period.

# Communication



At SPH KV, we prioritize effective communication between the school and parents to support our students' educational journey. We provide multiple channels for information sharing and collaboration. By implementing these communication paths, we aim to foster a strong partnership with parents, ensuring important information is shared, inquiries are addressed, and parents are actively involved in their child's education. We encourage parents to utilize these platforms and engage in open and collaborative communication with our school community.

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## **Weekly Highlight :**

Our school offers a weekly video and online newsletter called the "Weekly Highlight." This platform keeps parents informed about the latest news, events, and updates from the school community. It serves as a valuable resource for staying connected and engaged with the happenings at SPH KV.

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## **Parent Portal :**

SPH KV maintains a dedicated Parent Portal on our website. This portal serves as a centralized hub where parents can easily access important school information, including calendars, policies, curriculum details, and other relevant resources. The Parent Portal ensures convenient and timely access to information that is essential for parents to stay informed and involved. You can access the parent portal at the following:

**[www.kvparent.sph.edu](http://www.kvparent.sph.edu)**

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## **Classroom Parents WA Group**

At the beginning of each academic year, a designated Classroom Parent Representative creates a group chat on WhatsApp called the "Classroom Parents WA Group." This group facilitates efficient and streamlined communication between the classroom teacher and the parents of the class. It serves as a platform for sharing updates, important announcements, and organizing class-related activities.

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### **Emails and Parent-Teacher Conferences (PTC)**

Parents have the option to communicate directly with their child's teacher through emails. This avenue enables parents to ask questions, seek clarification, and maintain ongoing communication with the teacher regarding their child's academic progress and well-being.

Additionally, regular Parent-Teacher Conferences (PTC) are scheduled to provide an opportunity for face-to-face meetings between parents and teachers. These conferences allow for in-depth discussions about the learning progress, goals, and any concerns related to students.

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# Parent Involvement



At SPH KV, we highly value and encourage parent involvement in the classroom to enhance our students' learning environment. Parents can actively engage by volunteering, participating in events, and collaborating with teachers. This partnership strengthens communication, understanding, and support for students. We recognize the unique talents and perspectives parents bring, allowing us to tailor instruction to meet individual needs. We encourage you to reach out to your child's teacher if you would like to volunteer in the classroom. Together, we can provide an enriching and supportive educational experience at SPH KV.

SPH also has parent groups that are organized ways in which to get involved:

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## **PAG:**

The SPH KV Parent Advisory Group is a vital and inclusive community of parents who actively support our teachers, leaders, and the school community. Members of the PAG contribute by organizing programs and activities, fostering communication, and providing guidance to fellow parents. The PAG also play a role in assisting the school leadership in strategic planning and advocating for the school to the greater school community. Members of the PAG make a meaningful impact and enhance the educational experience for our students at SPH KV.

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## **CPR:**

The Class Parent Representative supports teachers to build community among parents, and serve as a valuable school resource. They facilitate effective communication between parents and teachers, ensuring important information is shared. CPRs participate in activities like praying for the school community, welcoming new families, and organizing events that foster relationships among parents and also assist teachers with school programs such as field trips and class parties. CPRs also guide parents to register constructive input, questions, and concerns with teachers to promote a respectful and collaborative environment for parent-teacher communication.

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# School Calendar



## Important Dates or School Events for Academic Year 2025-2026

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<b>30 July 2025</b>	First Day of School for K3-G5
<b>4 August 2025</b>	First Day of school for K1-K2
<b>11 June 2026</b>	Last Day of School

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## Reports Published

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<b>3 October 2025</b>	Progress Report Card
<b>9 January 2026</b>	Semester 1 Report Card
<b>30 March 2026</b>	Progress Report Card
<b>11 June 2026</b>	Semester 2 Report Card

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## Parent Teacher Conferences

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<b>14-17 October 2025</b>	Required PTC for all parents to meet with teachers
<b>14 January 2026</b>	Required and strongly recommended PTC, requested by parent or by teacher.
<b>6 - 10 April 2026</b>	Strongly recommended PTC, requested by parent or by teacher.

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## Scheduled School Holidays

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<b>17 August 2025</b>	Independence Day
<b>5 September 2025</b>	Maulid Nabi SAW
<b>6-10 October 2025</b>	Term Break
<b>3 November 2025</b>	Academic Holiday
<b>24-25 November 2025</b>	Teacher PD Days

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<b>15 December - 2 January</b>	Christmas Holiday
<b>16 January 2026</b>	Isra Mi'raj
<b>16 February 2026</b>	Teacher PD Day
<b>17 February 2026</b>	Lunar New Year
<b>16 -25 March 2026</b>	Term Break/Eid holiday
<b>3 April 2026</b>	Good Friday
<b>17 April 2026</b>	Teacher PD Day
<b>1 May 2026</b>	Labor Day
<b>14 May 2026</b>	Ascension Day
<b>27 May 2026</b>	Idul Adha
<b>1 June 2026</b>	Pancasila Day

## Special Events

### Dates and times will be announced

- Welcome Back to School & Theme Launch Assembly: 30 July 2025
- Christmas Assembly: early December
- Easter Assembly: early April
- K3 End of Year Celebration: early June
- G5 Moving up ceremony: early June
- G8 End of Year: early June
- G12 Graduation mid to late May



## View School Calendar

[2025-2026 Academic Calendar](#)

## Add Events to Your Calendar

[View Calendar on Parent Portal](#)

# Appendix



# Consequence Framework



Level	Description	Example	Consequence
Minor-teacher level Consequence level 0	<ul style="list-style-type: none"> <li>• Low-level, first-time behaviors</li> <li>• Disruptive but not harmful to safety or well-being</li> <li>• Teacher addresses immediately in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Inattention in class</li> <li>• Unkind words to others</li> <li>• Minor class disruptions</li> <li>• Leaving seat without permission</li> <li>• Missing or incomplete work</li> <li>• Dress code violations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher address as typical classroom management</li> <li>• Brief private conversation with student about the behavior and why it was against school rules</li> <li>• Ask what they could do differently next time</li> <li>• Pray and incorporate scripture</li> <li>• Request apology if appropriate</li> </ul>
Minor - Teacher level – Break time chat Consequence level 1	<ul style="list-style-type: none"> <li>• Repeated behaviors or single incidents disrupting learning</li> <li>• Shows disrespect or causes harm to property or relationships</li> <li>• Requires formal documentation and administrative follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Mild profanity</li> <li>• Disruptive behaviors in class</li> <li>• Refusal to follow teacher instructions</li> <li>• Persistent tardiness</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to ask student to stay in classroom at break (same day or next day, but soon after infraction).</li> <li>• Student fill in reflection regarding behavior</li> <li>• Pray and incorporate scripture</li> <li>• Request apology if appropriate</li> <li>• ManageBac behavior log updated</li> <li>• Parent contacted to inform them of the behavior</li> </ul>

# Consequence Framework



Level	Description	Example	Consequence
Moderate - Teacher – lunch time chat Consequence level 2	<ul style="list-style-type: none"> <li>Repeated lower level offenses</li> <li>Disrespect words or actions toward teachers, other students or property</li> <li>Harassment/Bullying</li> <li>Lying</li> <li>Physical hostility</li> </ul>	<ul style="list-style-type: none"> <li>Physical fighting not causing injury</li> <li>Borderline Bullying</li> <li>Verbal abuse or threats</li> <li>Harassment based on race, religion, or gender</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to ask student to stay in classroom at lunch time (can be same day or soon after infraction)</li> <li>Student should still have opportunity to eat lunch and use restroom.</li> <li>Fill out reflection regarding behavior, why it broke the rules and how to avoid breaking rule in future.</li> <li>ManageBac notification to parents and admin</li> <li>Can ask JS principal for support</li> </ul>
Moderate – Teacher/ principal In school suspension Consequence level 3	<ul style="list-style-type: none"> <li>Repetition of level 2 offenses</li> <li>Theft</li> <li>Serious harassment (bullying)</li> <li>Physical aggression</li> <li>Blatant disrespect to staff members</li> </ul>	<ul style="list-style-type: none"> <li>Physical fighting causing injury</li> <li>Bullying with ongoing or severe impact</li> <li>Cyberbullying or online harassment</li> <li>Vandalism or theft</li> <li>Arguing with teacher or blatant disregard for teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to work with the principal to address recurring or high level misbehaviors. Student to be issued with In-School Suspension.</li> <li>Student will go to principal's office during suspension</li> <li>Expectation of completing all school work for the day</li> <li>Fill out reflection regarding behavior, why it broke the rules and how to avoid breaking rule in future.</li> <li>Student may be required to fill out reconciliation or apology either verbally or in writing before returning</li> <li>ManageBac notification</li> <li>Principal to notify and meet with parents</li> </ul>

# Consequence Framework



Level	Description	Example	Consequence
Intensive – Principal Out of School Suspension Consequence level 4	<ul style="list-style-type: none"> <li>Multiple level 2 offenses or second level 3 violation</li> <li>Threat to the safety of themselves, others, or property</li> </ul>	<ul style="list-style-type: none"> <li>Multiple level 2 offenses</li> <li>Second level 3 violations</li> <li>Threat of violence against teacher or staff member</li> <li>Extreme physical violence causing harm</li> <li>Possession or distribution of pornographic material including accessing on internet sites</li> <li>Possession of any type of weapon</li> <li>Sexual misbehavior</li> <li>Any other serious violation as determined by the school</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to work with the principal to address recurring or high level misbehaviors. Student to be issued with Out-of-School Suspension.</li> <li>Student will not be allowed access to campus for duration</li> <li>Student may be required to fill out reconciliation or apology either verbally or in writing before returning</li> <li>Fill out reflection regarding behavior, why it broke the rules and how to avoid breaking rule in future.</li> <li>ManageBac notification</li> <li>Principal to notify and meet with parents</li> </ul>
Intensive – Principal/HOS Exclusion Consequence level 5	<ul style="list-style-type: none"> <li>Only occurs when student has passed through first 4 levels</li> <li>Once permanently excluded from campus not allowed to transfer to other SPH campus for period of 1 year</li> </ul>	<ul style="list-style-type: none"> <li>Behavior and presence on campus is determined to threaten the safety of others, themselves, or seriously impedes the schools ability to maintain an environment that is consistent with the SPH mission and vision</li> <li>Only reinstated if they are able to demonstrate a significant and consistent pattern of changed behavior</li> </ul>	<ul style="list-style-type: none"> <li>Decision only made through extensive discussion between the principal and HOS</li> <li>Parents notified and informed throughout the decision making process</li> <li>ManageBac notification</li> </ul>



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