



مدارس المملكة
KINGDOM SCHOOLS

KS 2018-19

Discipline Policy – Parent Edition

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Discipline Policy

Rationale

Kingdom School has high expectations for student behavior. KS follows an explicit discipline policy which aligns to the Ministry of Education guidelines. It is the goal of KS to provide an environment where all staff and students feel safe and respected, and to offer a learning experience where behavior enhances teaching and learning. It is evident that students who consistently demonstrate positive behaviors often achieve academic success, and the KS policy, procedures and practices reinforce this while challenging and redirecting those who are not reflective of KS values. Expect only the best from your students!

Restorative Justice and Zero Tolerance

The purpose of the KS Discipline Policy is to provide an environment that promotes and enhances teaching and learning. Rather than simply applying punitive measures, the system is based on the ideals of restorative justice, whereby students are empowered to resolve conflicts on their own, by bringing students together in peer-mediated small groups to talk, ask questions and air their grievances. This approach is used as much as possible to ensure sustainable change and improvement to the school culture.

For serious infractions of the KS Discipline Policy, such as bullying, physical assault, repeated disruption to the classroom environment or substance abuse, KS operates a zero-tolerance approach. In instances of severe infractions, students may be accelerated directly to level of the discipline procedure, meaning they can be immediately suspended from school, pending further investigation. This approach safeguards our students and staff, and reinforces our expectations for behavior of the highest standards.

Staff Responsibilities

Executive Director	Is the final arbiter on discipline issues in relation to expulsion
Academic Dean Administrative VPs Academic VPs Social Workers	Ensures KS Discipline Policy is implemented fairly and consistently Maintains a positive tone towards discipline issues Ensures parents are well-informed and an integral part in managing behavior Are the final arbiters on discipline issues
Teaching Staff	Implements KS Discipline Policy and procedures fairly and consistently Maintains a positive tone towards discipline issues Ensures parents are well-informed and an integral part in managing behavior
Support Staff	Receives same standard of good behavior from students as teaching staff Informs staff member of discipline issues Supports KS Discipline Policy and procedures
Students	Adheres to the KS Parent/Student Handbook Arrives to school on time, attends all classes, and follows teacher instruction Receives fair and consistent treatment Shares opinions and has a voice in an appropriate forum
Parents	Supports the KS Parent/Student Handbook Supports KS Discipline Policy and procedures Informs school of issues that may affect a student's behavior (i.e. illness, etc.) Discusses discipline concerns with the appropriate school staff member

Recognition

All students appreciate being recognized for excellent behavior. They respond positively when they are encouraged and rewarded for their behavior and actions. Once students realize that positive behavior brings about positive recognition, they are more likely to behave appropriately. Each teacher and subject department has a common behavior management plan, which includes student recognition as well as how consequences are addressed.

School-wide Recognition Program

At Kingdom School, we know academic performance is important because academic qualifications are the passport to accessing a good university. We also believe that values-based education is of equal importance and are expressed through the KS core values. The values are: Global Citizenship, Innovative Learning, Lifelong Learning, and Rigor & Fortitude. Through these values we encourage independent learning, empowering students to take on responsibility. Students learn to celebrate diversity in a spirit of understanding and tolerance and develop a positive regard and awareness of other people.

We also teach children about basic human values such as respect, accepting differences, responsibility, risk-taking, resiliency, high expectations, honesty, and reflectiveness so that they become responsible, self-disciplined global citizens. Through our values our students become confident, tolerant, resilient people of integrity, capable of both leadership and compassion. They are taught the values and responsibilities needed to become active members of our community.

Kindergarten

The Kindergarten (KG) will honor students by hosting two (2) end-of-the-semester student recognition assemblies. The guidelines are as follows:

KG End-of-Semester Student Recognition Assembly		
Award	Type of Recognition	Responsible Person(s)
Attendance	Certificate / Semester Perfect Attendance (tardies/lateness will not be considered)	Monitors use Rediker individual student data. Data collection is completed one week prior to scheduled assembly. During the assembly, Administrative VP announce recipients.
Student-of-the-Semester	Certificate / Student-of-the-Semester Teachers choose students based on the KS Value of the Semester. Each class section (KG1-1, KG1-2, etc.) chooses 10 students as Student-of-the-Semester. Keep in mind that all students should be recognized by the end of the year. First Semester / October - December Respect Openminded / Accepting of Difference Responsibility Risktaker Second Semester / February -April Resilience High Expectations Honesty Reflective	Administrative VP develops a folder on OneDrive for teachers to nominate students. Administrative VP is responsible for issuing certificates During the assembly, the teacher announces student recipients and explains why each student earned the award. VPs dedicates one bulletin board to honor Student-of-the-Semester.

Elementary

The Elementary (BIE, GIE) will honor students by hosting monthly student recognition assemblies and one (1) end-of-first-semester MAP student recognition assembly. The guidelines are as follows:

BIE & GIE Monthly Student Recognition Assembly		
Award	Type of Recognition	Responsible Person(s)
Attendance	<p>Individual: Certificate / Monthly Perfect Attendance (tardies/lateness will not be considered)</p> <p>Class: Class Attendance Trophy of the Month The class with the highest attendance receives a trophy that rotates each month. (BIE/1 Class, GIE L/1 Class, GIE U/1 Class)</p>	<p>Monitors use Rediker individual student data and class data. Data collection is completed one week prior to scheduled assembly.</p> <p>Administrative VPs purchase trophies.</p> <p>During the assembly, Administrative VPs announce recipients.</p>
Student-of-the-Month	<p>Certificate Teachers choose students based on the KS Value of the Month.</p> <p>Each class section (1A, 1B, etc.) chooses between 2-3 students as Student-of-the-Month.</p> <p>September: Respect & Honesty October: Accepting Differences/Openminded November: Reflective December/January: Responsibility February: Risktaker & Resilient March: High Expectations</p>	<p>Administrative VPs/Social Workers develop a folder on OneDrive for teachers to nominate students monthly.</p> <p>Administrative VPs and Social Workers are responsible for issuing certificates.</p> <p>During the assembly, teacher announces student recipients and explains why each student earned the award.</p> <p>Social Workers dedicate one bulletin board in each building to honor Student-of-the-Month. (GIE Lower, GIE Upper, BIE)</p>
Foundation Rising Star Award	<p>Certificate / Rising Star Award Foundation class teachers English, Math, Science, Arabic, & Islamic meet and choose two students from each class based on participation, effort, improvement, and preparedness.</p>	<p>Foundation class teachers English, Math, Science, Arabic, & Islamic meet and choose two students from each class based on participation, effort, improvement, and preparedness.</p> <p>Administrative VPs and Social Workers are responsible for issuing certificates.</p> <p>During the assembly, teacher announces student recipients and explains why each student earned the award.</p>
BIE & GIE End-of-First-Semester MAP Recognition Assembly		
Award	Type of Recognition	Responsible Person(s)
MAP Scores	<p>Medals Students are recognized for achieving high MAP scores as follows:</p> <p>Gold Medal Students who scored above 80% during MOY MAP testing in both Reading <u>and</u> Math</p> <p>Silver Medal Students who scored above 80% during MOY MAP testing in either Reading, Math, <u>or</u> Science</p> <p>Bronze Medal Students who gained the most 'observable growth' points during MOY MAP testing in Reading, Math or Science <u>in each class.</u></p> <p>Certificate Students who scored above 60% during MOY MAP testing in Reading, Math, or Science receive a certificate.</p>	<p>All VPs are responsible for organizing the assembly and purchasing student medals.</p>

High School

The high schools (BIH, GIH) will honor students by hosting end-of-the-semester student recognition assemblies (2) and one (1) end-of-first-semester MAP student recognition assembly. The guidelines are as follows:

BIH & GIH End-of-Semester Student Recognition Assembly		
Award	Type of Recognition	Responsible Person(s)
Student-of-the-Semester	<p>Certificate & Voucher</p> <p>Each grade level chooses students based on the KS Values.</p> <p>Each grade level (7, 8, 9, 10, 11 & 12) chooses one student for each Value Award. Keep in mind, students are only chosen ONCE through the school year. There will be no duplicate award winners for both ceremonies.</p> <p>Global Citizenship: Contributes, accepts differences / openminded, & respectful</p> <p>Innovative Learning: Demonstrates creativity, is a risktaker, & is inquisitive</p> <p>Lifelong Learning: Shows responsibility, demonstrates integrity and honesty & is reflective</p> <p>Rigor & Fortitude: Models high-expectations, is resilient & enthusiastic</p>	<p>A committee of school staff, inclusive of teachers, the career counselor, and the social worker is organized for each grade level to make the decision of which students are awarded each award. For example, the grade 7 committee is called the 'Grade 7 Student Recognition Committee.</p> <p>Each Grade Student Recognition Committee consists of 3-4 teachers (no duplication of teacher subject areas taught), the career counselor and social worker.</p> <p>When choosing students for the Value Awards please focus on providing awards for all students, not just those who generally are awarded throughout the school-year (i.e., best in academics, best attendance, etc.)</p> <p>Each Grade Student Recognition Committee member brings his/her list of three (3) students in ranked order per Value Award, which includes a typed/written explanation for why he/she feels each nominee should possibly win the award for that category.</p> <p>In the member's typed/written rationale for recommending each student, there must be explanations of how the students recommended fit any combination of the three (3) adjectives listed for the Value Award the student is being nominated for.</p> <p>In the Grade Student Recognition Committee, a consensus must be made on which student is given each Value Award.</p> <p>The student who is selected for each Value Award will be announced by reading the rationale provided by the staff member(s) who nominated him/her, with the name of the award winner announced only FOLLOWING the description of the actions displayed by the winner.</p> <p>Each award winner will be presented with a certificate of accomplishment including the title of the Value Award and a voucher or gift certificate as deemed appropriate by the Grade Student Recognition Committee.</p>
Foundation Rising Star Award	<p>Certificate / Rising Star Award</p> <p>Foundation class teachers for English, Math, Science, Arabic, & Islamic meet and choose two students from each class based on participation, effort, improvement, and preparedness.</p>	<p>Foundation class teachers for English, Math, Science, Arabic, & Islamic meet and choose two students based on participation, effort, improvement, and preparedness.</p> <p>Administrative VPs and Social Workers are responsible for issuing certificates.</p>

		During the assembly, teacher announces student recipients and explains why each student earned the award.
BIH & GIH End-of-First-Semester MAP Recognition Assembly		
Award	Type of Recognition	Responsible Person(s)
MAP Scores	<p>Medals Students are recognized for achieving high MAP scores as follows:</p> <p>Gold Medal Students who scored above 80% during MOY MAP testing in both Reading <u>and</u> Math</p> <p>Silver Medal Students who scored above 80% during MOY MAP testing in either Reading, Math <u>or</u> Science</p> <p>Bronze Medal Students who gained the most ‘observable growth’ points during MOY MAP testing in Reading, Math, or Science <u>in each class.</u></p> <p>Certificate Students who scored above 60% during MOY MAP testing in Reading, Math or Science receive a certificate.</p>	All VPs are responsible for organizing the assembly and purchasing student medals.

Teacher Management Procedures

Ultimately, teachers are responsible for managing student behavior and use a combination of positive and negative consequences. To establish an effective and productive classroom environment, teachers should:

- Invite students to take part in establishing classroom agreements and procedures.
- Teach and review classroom agreements with students.
- Teach and review classroom procedures with students.
- Teach and review schoolwide expectations – walking in the corridors, break-time behavior, recess expectations, etc.
- Consistently implement and follow your classroom management plan.

In cases where negative student behavior is observed, the teacher will:

- Provide the student with a visual reminder to help the his/her remember to follow the agreement/rule. For example, the teacher shows the student a visual picture card with a quiet symbol on it as a reminder for the student to wait his/her turn to speak.
- Have a one-on-one discussion to review the agreements/rules. Together, determine which agreement the student is not following and how that affects another students’ learning. The student decides on what he/she should do next time to follow the agreement/rule.

If a teacher needs additional support or suggestions with student or classroom management, the Social Worker and Administrative Vice Principal are available to provide guidance.

Teacher Discipline Procedure

If a discipline infraction occurs, the teacher works directly with the Social Worker, Behavior Coordinator (high school only), or Administrative Vice Principal to address the issue. Kingdom School uses the Rediker Student Information Portal to log all discipline issues. As part of the KS discipline process, all student infractions, and consequences, ranging from Level One through Level Six, are recorded in the Rediker Student Information Portal.

Consequences

There are a range of infraction consequences. The consequence relates to the severity and repetition of the infraction. As a reminder, all infractions are logged in Rediker.

Consequences:

- Verbal Warning from Teacher
- Verbal Warning from Social Worker
- 30-Minute Detention
- Two (2) 30-Minute Detentions
- Half-day In-School Suspension (ISS)
- Full day In-School Suspension (number of days dependent on MoE Policy)
- Out-of-School Suspension (OSS) (number of days dependent on MoE Policy)

Consequence Definitions

Detention: The purpose of in-school detention is to deter inappropriate behavior and to have an immediate response to such behavior. Student will serve detention during their daily break time.

In-School Suspension (ISS): The purpose of in-school suspension is to hold students accountable for their behavior and school assignments while they remain in school after having committed a violation of the KS discipline policy.

Please remember: Education cannot proceed effectively without good, consistent discipline. Discipline is the training of the mind and character to improve the quality of life. Students are expected to behave in a mannerly and cooperative way to promote their educational, social, and emotional development. Students who do not comply with the accepted conduct standards will be disciplined in accordance with the KS and MOE policy.

Discipline Infractions & Consequences / Student Related Issues

Level infractions and consequences are as follows:

Level One

Level One Infractions		
<ol style="list-style-type: none"> 1. L1S1 Wearing inappropriate school uniform or overall inappropriate appearance 2. L1S2 Disrespecting morning duty process (lining up, assembly, etc.) 3. L1S3 Interrupting class (speaking out of turn, side conversations, sleeping, continuous interruption, eating or drinking, leaving without permission, late for class, etc.) 4. L1S4 Dismissing school inappropriately (exiting/reentering the school, dangerous parking lot behavior) 		
Level One Consequences		
Infraction No.	Type	Action
1	Verbal Warning from Teacher, Informs Social Worker Documented in Rediker	Student receives a verbal warning from teacher (1 st warning) Receives Verbal Warning from Teacher
2	Verbal Warning from Social Worker Documented in Rediker	Student receives a verbal warning from Social Worker (2 nd warning) Receives Verbal Warning from Social Worker
3	Written Warning w/Student Signature (Social Worker) Documented in Rediker	Student signs written warning, parent informed Serves 30-minute Detention
4	Parent Notification Social Worker/Counselor Involvement Documented in Rediker	KS provides parent w/written warning Student counselor follows up w/parents Serves two (2) 30-minute Detentions
5	Student Discipline Contract Parent Meeting Behavior Deduction (1 Mark) Parent Notification Documented in Rediker	Student signs written contract KS contacts parent for meeting Student loses one (1) behavior mark; may gain KS notifies parent of mark deduction Serves Half-Day In-School Suspension
<ul style="list-style-type: none"> • If the same behavior continues, the School Behavior Committee convenes. • Social Worker provides documentation to the committee, beginning with Offense No. Five (5) documentation. • Recommendation: Student serves one (1) full-day in-school suspension • Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Level Two

Level Two Infractions		
1. L2S1 Cheating - homework, classwork, or classroom assessments (excludes interim or final exams) 2. L2S2 Creating classroom or school chaos (spraying water, writing on walls, loud voices, etc.) 3. L2S3 Abusing school materials (destroying school materials or books) 4. L2S4 Skipping class or leaving (running) without permission (skipping period or lesson)		
Level Two Consequences		
Infraction No.	Type	Action
1	Written Warning Parent Notification Reimbursement of Damage Counselor Involvement	Student signs written warning KS provides parent w/written warning Student fixes or replaces damaged items Student Counselor follows up w/parents Serves 30-minute Detention
2	Parent Meeting Written Warning Reimbursement of Damage Behavior Deduction (2) Parent Notification (marks deduction) Counselor Involvement	KS contacts parent for meeting KS provides parent w/written warning Student fixes or replaces damaged items Student loses two (2) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Serves two (2) 30-minute Detentions
3	Parent Meeting Written Warning Reimbursement of Damage Behavior Deduction (2) Parent Notification (mark deduction) Counselor Involvement Transfer/Move Student/New section or class Counselor Involvement /Behavior Committee (BC)	KS contacts parent for meeting KS provides parent w/written warning Student fixes or replaces damaged items Student loses two (2) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Student is transferred to a new class/section Student is referred to BC; Action Plan is developed Serves Half-Day In-School Suspension (ISS)
4	Written Warning Reimbursement of Damage Behavior Deduction (2) Parent Notification (marks deduction) Counselor Involvement Parent Notification/Potential transfer new school Transfer to MoE Social Services Unit	KS provides parent w/written warning Student fixes or replaces damaged items Student loses two (2) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents KS notifies parents in person; potential new school KS keeps students; Follows up with MoE SS Unit Serves One (1) Day In-School Suspension (ISS)
5	<u>Option One</u> Parent Meeting Reimbursement of Damage Written Warning Behavior Deduction (2) Parent Notification (marks deduction) Counselor Involvement <u>Option Two</u> Ministry of Education Involvement Student continues at KS until transfer Parent Notification / Transfer to new school	<u>Option One</u> KS contacts parent for meeting Student fixes or replaces damaged items KS provides parent w/written warning Student loses two (2) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Serves Two (2) Days In-School Suspension (ISS) <u>Option Two</u> KS raises issue w/MoE move student new school Student continues at KS KS notifies parents in person; potential new school
<ul style="list-style-type: none"> Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Level Three

Level Three Infractions		
<ol style="list-style-type: none"> 1. L3S1 Not abiding by prayer guidelines 2. L3S2 Using inappropriate hand gestures 3. L3S3 Fighting, attacking others, threatening others, or using inappropriate language to others 4. L3S4 Intentionally damaging another person’s property, stealing, or threatening to steal from another person 5. L3S5 Bringing inappropriate items to school – even without using them (silly spray, spray paint, fireworks, etc.) 6. L3S6 Bringing inappropriate written materials to school (govt., religious, unethical) 7. L3S7 Bringing cigarettes to school 8. L3S8 Forging parent signature 9. L3S9 Bringing any communication tools, such as cell phones, to school 		
Level Three Consequences		
Infraction No.	Type	Action
1	<p><u>The following is for all nine incidents:</u> Parent Notification Written Warning Verbal Apology Behavior Deduction (3) Parent Notification (marks deduction) Counselor Involvement</p> <p><u>In addition:</u> 4: Reimbursement of Damage 5, 6, & 7: School confiscates items 8: Parent Notification & Written Warning 9: Take away device</p>	<p><u>The following is for all nine incidents:</u> KS provides parent w/written warning Student signs written warning Student apologizes for behavior Student loses two (3) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Serves two (2) 30-minute Detentions</p> <p><u>In addition:</u> Student fixes or replaces damaged items KS keeps or destroys items, written report KS provides parent w/written warning 1st: Keep at school end of semester; return to parent</p>
2	<p><u>The following is for all nine incidents:</u> Parent Notification Written Warning Verbal Apology Behavior Deduction (3) Parent Notification (marks deduction) Counselor Involvement Transfer/Move Student/New section or class Counselor Involvement /Behavior Committee (BC)</p> <p><u>In addition:</u> 4: Reimbursement of Damage 5, 6, & 7: School confiscates items 8: Parent Notification & Written Warning 9: Take away device</p>	<p><u>The following is for all nine incidents:</u> KS provides parent w/written warning Student signs written warning Student apologizes for behavior Student loses two (3) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Student is transferred to a new class/section Student is referred to BC; Action Plan is developed Serves Half-Day In-School Suspension (ISS)</p> <p><u>In addition:</u> Student fixes or replaces damaged items KS keeps or destroys items, written report KS provides parent w/written warning 2nd: Keep until end of year; return to parent</p>
3	<p><u>The following is for all nine incidents:</u> Parent Notification Written Warning Verbal Apology Behavior Deduction (3) Parent Notification (marks deduction) Counselor Involvement Transfer/Move Student/New section or class Counselor Involvement /Behavior Committee (BC)</p> <p><u>In addition:</u> 4: Reimbursement of Damage 5, 6, & 7: School confiscates items 8: Parent Notification & Written Warning</p>	<p><u>The following is for all nine incidents:</u> KS provides parent w/written warning Student signs written warning Student apologizes for behavior Student loses two (3) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Student is transferred to a new class/section Student is referred to BC; Action Plan is developed Serves One (1) Day In-School Suspension (ISS)</p> <p><u>In addition:</u> Student fixes or replaces damaged items KS keeps or destroys items, written report KS provides parent w/written warning</p>
4	OPTION ONE	OPTION ONE

	<p><u>The following is for all nine incidents:</u> Parent Notification Written Warning Verbal Apology Behavior Deduction (3) Parent Notification (marks deduction) Counselor Involvement Transfer/Move Student/New section or class Counselor Involvement /Behavior Committee (BC) Transfer to MoE Social Service Unit</p> <p><u>In addition:</u> 4: Reimbursement of Damage 5, 6, & 7: School confiscates items 8: Parent Notification & Written Warning</p> <p>OPTION TWO Contact MoE to request transfer to new school Remains at KS until transfer Parent Notification</p>	<p><u>The following is for all nine incidents:</u> KS provides parent w/written warning Student signs written warning Student apologizes for behavior Student loses two (3) behavior marks; may gain KS notifies parent of mark deduction Student Counselor follows up w/parents Student is transferred to a new class/section Student is referred to BC; Action Plan is developed Continue plan; follow-up with MoE Social Services Serves Two-Day In-School Suspension (ISS)</p> <p><u>In addition:</u> Student fixes or replaces damaged items KS keeps or destroys items, written report KS provides parent w/written warning</p> <p>OPTION TWO School raises issue to MoE; Student continues at KS until transfer KS notifies the parent</p>
<ul style="list-style-type: none"> • Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Level Four

Level Four Infractions		
<ol style="list-style-type: none"> 1. L4S1 Leaving prayer without consent or excuse 2. L4S2 Tampering with inappropriate materials such as lab chemicals, fireworks, equipment, etc. 3. L4S3 Intentionally hurting others – hand or dull materials which may cause injury (scratches, bleeding, etc.) 4. L4S4 Smoking on school campus 5. L4S5 Leaving / running from school without permission 6. L4S6 Bullying others 7. L4S7 Displaying or distributing inappropriate materials – written, orally, or viewing 8. L4S8 Suspect forging official documents or stamps 9. L4S9 Partaking in inappropriate or weird behavior like EMO or inappropriate gender dressing 10. L4S10 Making someone take a test in your place or taking a test for another student 11. L4S11 Bringing inappropriate electronic devices that contain inappropriate pictures or videos 12. L4S12 Tampering with school properties like PCs, labs, buses, electronic devices, fire extinguishers 13. L4S13 Taking photos or videos, or audio recording of other students (boys) 		
Level Four Consequences		
Infraction No.	Type	Action
1	<p><u>The following is for all thirteen incidents:</u> Refer to Behavior Committee (BC) Parent Notification Written Warning Verbal Apology Behavior Deduction (10) Parent Notification (marks deduction) Transfer/Move Student/New section or class</p> <p><u>In addition:</u> 3: Refer student to KS Health Clinic 3: Refer to Counselor 11: School confiscates items 11: Take away electronic device 12: Reimbursement of Damage</p>	<p><u>The following is for all thirteen incidents:</u> BC examines the case KS provides parent w/written warning (in-person) Student signs written warning Student apologizes for behavior Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction Student is transferred to a new class/section Serves Two-Day In-School Suspension (ISS)</p> <p><u>In addition:</u> Take to Healthcare Center or hospital Student Counselor follows up w/parents KS destroys items, written report Keep until end of year, write report, return parent Student fixes or replaces damaged items</p>
2	<p><u>The following is for all thirteen incidents:</u> Refer to Behavior Committee (BC) Parent Notification Written Warning Verbal Apology Behavior Deduction (10) Parent Notification (marks deduction) Out-of-School Suspension five (5) school days Transfer to MoE Social Service Unit</p> <p><u>In addition:</u> 3: Refer student to KS Health Clinic 3: Refer to Counselor 11: School confiscates items 11: Take away electronic device 12: Reimbursement of Damage</p>	<p><u>The following is for all thirteen incidents:</u> BC examines the case KS provides parent w/written warning (in-person) Student signs written warning Student apologizes for behavior Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction Serves five (5) Days Out-of-School Suspension Continue plan; follow-up with MoE Social Services</p> <p><u>In addition:</u> Take to Healthcare Center or hospital Student Counselor follows up w/parents KS destroys items, written report Keep until end of year, write report, return parent Student fixes or replaces damaged items</p>
3	<p><u>The following is for all thirteen incidents:</u> Refer to Behavior Committee (BC) Parent Notification Written Warning Verbal Apology Behavior Deduction (10) Parent Notification (marks deduction) Parent Notification/Potential transfer new school Provide documentation to MoE for suspension</p>	<p><u>The following is for all thirteen incidents:</u> BC examines the case KS provides parent w/written warning (in-person) Student signs written warning Student apologizes for behavior Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction KS notifies parents in person; potential new school KS provides MoE w/docs; obtains approval</p>

	<p>Out-of-School Suspension one (1) month Transfer to MoE Social Service Unit</p> <p><u>In addition:</u> 3: Refer student to KS Health Clinic 3: Refer to Counselor 11: School confiscates items 11: Take away electronic device 12: Reimbursement of Damage</p>	<p>Serves One-Month Out-of-School Suspension Continue plan; follow-up with MoE Social Services</p> <p><u>In addition:</u> Take to Healthcare Center or hospital Student Counselor follows up w/parents KS destroys items, written report Keep until end of year, write report, return parent Student fixes or replaces damaged items</p>
4	<p><u>The following is for all thirteen incidents:</u> Refer to Behavior Committee (BC) Parent Notification Written Warning Verbal Apology Behavior Deduction (10) Parent Notification (marks deduction) Provide documentation to MoE for suspension Out-of-School Suspension one (1) month Transfer to MoE Social Service Unit</p> <p><u>In addition:</u> 3: Refer student to KS Health Clinic 3: Refer to Counselor 11: School confiscates items 11: Take away electronic device 12: Reimbursement of Damage</p> <p>OPTION TWO Parent Notification/Potential transfer new school Provide documentation to MoE for transfer</p>	<p><u>The following is for all thirteen incidents:</u> BC examines the case KS provides parent w/written warning (in-person) Student signs written warning Student apologizes for behavior Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction KS provides MoE w/docs; obtains approval Serves One-Month Out-of-School Suspension Continue plan; follow-up with MoE Social Services</p> <p><u>In addition:</u> Take to Healthcare Center or hospital Student Counselor follows up w/parents KS destroys items, written report Keep until end of year, write report, return parent Student fixes or replaces damaged items</p> <p>OPTION TWO KS notifies parents in person; potential new school Continue plan; follow-up with MoE Social Services</p>
<ul style="list-style-type: none"> Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Level Five

Level Five Infractions		
<ol style="list-style-type: none"> 1. L5S1 Damaging school properties like PCs, labs, buses, electronic devices, fire extinguishers 2. L5S2 Threatening other students with guns or other dangerous weapons 3. L5S3 Forging official documents or stamps 4. L5S4 Sexually harassing others 5. L5S5 Taking photos or videos, or audio recording of other students (girls) 6. L5S6 Starting a fire on school premises 7. L5S7 Bringing dangerous weapons or devices, such as knives, sharp instruments, or bullets (w/o gun) 		
Level Five Consequences		
Infraction No.	Type	Action
1		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects weapon/device and provides to correct facility, such as fire, police, etc. OR houses weapon/device at school until the case is finished; prepare report 4. KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and makes decision on case solution: <ul style="list-style-type: none"> Refer case to special government office Student suspension (one-month) in another school Notify parent of school of suspension by phone and in writing Behavior Deduction (15); may gain back at new school Parent notification of behavior deduction 8. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 9. Serves one month of out-of-school suspension. After returning from one-month suspension, student/parent sign written agreement to follow school policies and procedures 10. Inform student/parent if incident occurs again, student no longer attends KS, but participates in an alternative program
2		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects weapons/devices and provides to correct facility, such as fire, police, etc. OR houses at school until the case is finished; prepare report 4. KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and makes decision on case solution: <ul style="list-style-type: none"> Refers case to special government office Student is suspended from KS for rest of year, but attends final exams at another school 8. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 9. After suspension, the student and parent work with MoE to sign written agreement to follow <u>new school placement policies and procedures</u> 10. Follow-up with MoE Social Service Unit; new school prepares monthly MoE report
3		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses at school until the case is finished; prepare report 4. KS Behavior Committee meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and provides report to the MoE Vice Principal: 8. MoE Vice Principal decides: <ul style="list-style-type: none"> Student may not attend any KSA school – suspended from all KSA schools for the entire year in which the incident occurred

	<p>MoE informs NOOR System about suspension</p> <p>9. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student</p> <p>10. After suspension, the student and parent work with MoE to sign written agreement to follow <u>new school placement</u> policies and procedures</p> <p>11. Follow-up with MoE Social Service Unit; new school prepares monthly MoE report</p>
<ul style="list-style-type: none"> • Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 	

Level Six

Level Six Infractions		
<ol style="list-style-type: none"> 1. L6S1 Insulting Islamic religion or beliefs 2. L6S2 Believing in and partake in inappropriate Islamic actions 3. L6S3 Taking, selling, or possessing drugs or alcohol 4. L6S4 Initiating or starting inappropriate sexual actions 5. L6S5 Partaking in inappropriate behavior /actions against ethical or religious beliefs 6. L6S6 Leaving school to meet up / visit with the opposite sex 7. L6S7 Participating in witchcraft 8. L6S8 Participating cybercrimes 9. L6S9 Using weapons/devices to stab someone 		
Level Six Consequences		
Infraction No.	Type	Action
1		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses device/weapon at school until the case is finished; prepare report 4. KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and makes decision on case solution: Refers case to special government office <p style="text-align: center;">Student is suspended from KS for rest of year, but attends final exams at another school</p> <ol style="list-style-type: none"> 8. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 9. After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures 10. Follow-up with MoE Social Service Unit; new school prepares monthly MoE report
2		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects devices/weapons and provides to correct facility, such as fire, police, etc. OR houses at school until the case is finished; prepare report 4. KS Behavior Committee meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and provides report to the MoE Vice Principal 8. MoE Vice Principal decides: Student may not attend any KSA school – suspended from all KSA schools for the entire year in which the incident occurred MoE informs NOOR System about suspension 9. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 10. After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures 11. Follow-up with MoE Social Service Unit; new school prepares monthly MoE report
<ul style="list-style-type: none"> • Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Discipline Infractions & Consequences / Teacher-Student Related Issues

Level infractions and consequences are as follows:

Level Four

Level Four Infractions		
<ol style="list-style-type: none"> 1. L4T1 Using inappropriate language to a teacher, administrator, or any KS staff member 2. L4T2 Disrespecting teacher, administrator, or any KS staff member (imitating, throwing items, spraying water) 3. L4T3 Signing on behalf of the school 4. L4T4 Taking photos or videos, or audio recording of any staff member (boys) 		
Level Four Consequences		
Infraction No.	Type	Action
1	Counselor Involvement /Behavior Committee (BC) Written Warning Parent Meeting Verbal Apology Transfer/Move Student/New section or class Take away device Counselor Involvement Behavior Deduction (10) Parent Notification (marks deduction)	Student is referred to BC; Study the issue KS notifies parent of meeting Student signs written warning Student apologizes for behavior Student is transferred to a new class/section Keep at school until end of school year Student Counselor follows up w/parents Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction Serves Two-Day In-School Suspension (ISS)
2	Counselor Involvement /Behavior Committee (BC) Written Warning Parent Meeting Verbal Apology Take away device Counselor Involvement Behavior Deduction (10) Parent Notification (marks deduction) Out-of-School Suspension one (1) week Transfer to MoE Social Service Unit	Student is referred to BC; Study the issue KS notifies parent of meeting Student signs written warning Student apologizes for behavior Keep at school until end of school year Student Counselor follows up w/parents Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction Serves five (5) Days Out-of-School Suspension Continue plan; follow-up with MoE Social Services
3	Counselor Involvement /Behavior Committee (BC) Written Warning Parent Meeting Verbal Apology Take away device Counselor Involvement Behavior Deduction (10) Parent Notification (marks deduction) Parent Notification/Potential transfer new school Written Warning Out-of-School Suspension one (1) month Provide documentation to MoE for suspension Transfer to MoE Social Service Unit	Student is referred to BC; Study the issue KS notifies parent of meeting Student signs written warning Student apologizes for behavior Keep at school until end of school year Student Counselor follows up w/parents Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction KS notifies parents in person; potential new school Student/parent signs written warning – repeated Serves One-Month Out-of-School Suspension Follow-up with MoE Social Services Continue plan; follow-up with MoE Social Services
4	Counselor Involvement /Behavior Committee (BC) Written Warning Parent Meeting Verbal Apology Take away device Counselor Involvement Behavior Deduction (10) Parent Notification (marks deduction) Out-of-School Suspension one (1) month Provide documentation to MoE for suspension Transfer to MoE Social Service Unit Parent Notification/Transfer new school Provide documentation to MoE for transfer	Student is referred to BC; Study the issue KS notifies parent of meeting Student signs written warning Student apologizes for behavior Keep at school until end of school year Student Counselor follows up w/parents Student loses two (10) behavior marks; may gain KS notifies parent of mark deduction Serves One-Month Out-of-School Suspension Follow-up with MoE Social Services Continue plan; follow-up with MoE Social Services KS notifies parents in person; new school Continue plan; follow-up with MoE Social Services
<ul style="list-style-type: none"> • Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Level Five

Level Five Infractions		
<ol style="list-style-type: none"> 1. L5T1 Threatening teacher, administrator, or any KS staff member (damaging property or stealing) 2. L5T2 Using inappropriate hand gestures to teacher, administrator, or any KS staff member 3. L5T3 Taking photos or videos, or audio recording of any staff member (girls) 		
Level Five Consequences		
Infraction No.	Type	Action
1		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses device/weapon at school until the case is finished; prepare report 4. KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and makes decision on case solution: Refer case to special government office Student out-of-school suspension (one-month) Notify parent of school of suspension by phone and in writing Behavior Deduction (15); may gain back at new school Parent notification of behavior deduction 8. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 9. After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures 10. Inform student/parent if incident occurs again, student no longer attends school, but participates in final exams
2		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses device/weapon at school until the case is finished; prepare report 4. KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and makes decision on case solution: Refer case to special government office Student is suspended from KS for rest of year, but attends final exams at another school 8. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 9. After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures 10. Follow-up with MoE Social Service Unit; new school prepares monthly MoE report
3		<ol style="list-style-type: none"> 1. KS prepares a written incident report 2. KS immediately contacts correct KSA facility, such as fire, police, etc. 3. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses device/weapon at school until the case is finished; prepare report 4. KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report 5. KS raises issue with MoE; provides BC written report to MoE 6. MoE assigns representative to investigate the case; MoE provides written report 7. MoE BC visits school, gathers information, and provides report to the MoE Vice Principal 8. MoE Vice Principal decides: Student may not attend any KSA school – suspended from all KSA schools for the entire year in which the incident occurred. MoE informs NOOR System about suspension 9. Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student 10. After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures 11. Follow-up with MoE Social Service Unit; new school prepares monthly MoE report
<ul style="list-style-type: none"> • Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Level Six

Level Six Infractions		
<ol style="list-style-type: none"> L6T1 Hitting teacher, administrator, or any KS staff member L6T2 Blackmailing teacher, administrator, or any KS staff member (photos, drawings, & publish in social media) 		
Level Six Consequences		
Infraction No.	Type	Action
1	<ol style="list-style-type: none"> KS prepares a written incident report KS immediately contacts correct KSA facility, such as fire, police, etc. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses device/weapon at school until the case is finished; prepare report KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report KS raises issue with MoE; provides BC written report to MoE MoE assigns representative to investigate the case; MoE provides written report MoE BC visits school, gathers information, and makes decision on case solution: Refer case to special government office <p style="text-align: center;">Student is suspended from KS for rest of year, but attends final exams at another school</p> <ol style="list-style-type: none"> Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures Follow-up with MoE Social Service Unit; new school prepares monthly MoE report 	
2	<ol style="list-style-type: none"> KS prepares a written incident report KS immediately contacts correct KSA facility, such as fire, police, etc. KS collects device/weapon and provides to correct facility, such as fire, police, etc. OR houses device/weapon at school until the case is finished; prepare report KS Behavior Committee (BC) meets to discuss incident, prepares, and writes report KS raises issue with MoE; provides BC written report to MoE MoE assigns representative to investigate the case; MoE provides written report MoE BC visits school, gathers information, and provides report to the MoE Vice Principal MoE Vice Principal decides: Student may not attend any KSA school – suspended from all KSA schools for the entire year in which the incident occurred MoE informs NOOR System about suspension Transfer case to MoE Social Service Unit; prepares plan, which includes counseling services, life skills support, etc. by specialist; additionally, community service hours assigned to the student After suspension, the student and parent work with MoE to sign written agreement to follow new school placement policies and procedures Follow-up with MoE Social Service Unit; new school prepares monthly MoE report 	
<ul style="list-style-type: none"> Complete appropriate paperwork (see Ministry of Education guidelines for paperwork.) 		

Behavior Committee Members

Each school (KG, Elementary and High School) has an established Behavior Committee. This committee is the decision-making body within the school related to student behavior management.

The Behavior Committee consists of at least three (3) of the following individuals. Additional staff members may be invited to the committee if the situation requires, or to avoid conflict of interest. Decisions made by the Behavior Committee are final and binding.

Level Two (2) and Three (3) offenses, the committee may be comprised of:

- Administrative Vice Principal
- Academic Vice Principal
- Social Worker
- Teacher or Department Coordinator

Level Four (4) or higher offenses, the committee **must** include:

- KS ADP Coordinator (Boys)
- KS Executive Director (Girls)
- Academic Dean

Behavior Committee Roles & Responsibilities

The Behavior Committee (BC) assists with school discipline issues and is convened, as required, to arbitrate serious behavior infractions. This may include:

- Any level 4 or higher offense
- Repeated lower level offenses requiring committee decision (Levels, 1, 2 & 3)
- Decisions taken regarding any student of a special or political nature

The Behavior Committee listens to submissions, takes accurate meeting minutes, reviews cases and, after due process has been completed, makes a final decision. Decisions are based on the Ministry of Education Behavior Policy. If a decision is made to permanently exclude any student following Level Four (4) or higher offenses, the Behavior Committee forwards their decision to the Executive Director.