

## **Minister of Education Decision No. 262 of 2020 Regarding the Student Behavior Management Regulation - Distance Learning in Public Education Institutions**

**The Minister of Education;**

**Having reviewed:**

- Federal Law No. (1) of 1972 Regarding the Competencies of Ministries and the Powers of Ministers, and its amendments.
- Federal Law No. (11) of 1972 Regarding Compulsory Education.
- Federal Law No. (9) of 1976 Regarding Delinquent and Homeless Juveniles.
- Federal Law No. (3) of 1987 Promulgating the Penal Code, and its amendments.
- Federal Law No. (29) of 2006 Regarding the Rights of Persons with Disabilities, as amended by Law No. (14) of 2009.
- Federal Decree-Law No. (11) of 2008 Regarding Human Resources in the Federal Government, and its amendments.
- Federal Decree-Law No. (5) of 2012 on Combating Cybercrimes.
- Federal Decree-Law No. (2) of 2015 on Combating Discrimination and Hatred.
- Federal Law No. (3) of 2016 Regarding Child Rights (Wadeema's Law).
- Federal Decree-Law No. (15) of 2016 on the Establishment of the Emirates Schools Establishment.
- Cabinet Decision No. (21) of 2013 Regarding the Information Security Regulation in Federal Entities.
- Cabinet Decision No. (28) of 2016 Regarding the Organizational Structure of the Ministry of Education.
- Cabinet Decision No. (1) of 2018 Regarding the Executive Regulation of Federal Decree-Law No. (11) of 2008 on Human Resources in the Federal Government, and its amendments.
- Cabinet Decision No. (21) of 2000 Regarding the Information Security Regulation in Federal Entities.
- Cabinet Decision No. (25) of 2012 Regarding the Mohammed bin Rashid Smart Learning Program.

- Cabinet Decision No. (52) of 2018 Regarding the Executive Regulation of Federal Law No. (3) of 2016 on Child Rights.
- Ministerial Decision No. (820) of 2014 Regarding the Student Registration Regulation.
- Ministerial Decision No. (84) of 2015 Regarding the Prohibition of Using Mobile Phones and Electronic Devices in Examinations of Public and Private Schools Applying the Ministry's Curriculum, Adult Education Centers, and Homeschooling.
- Ministerial Decision No. (699) of 2016 Regarding the Organizational Structure of Departments, Offices, and Sections and their Competencies and Tasks at the Ministry of Education.
- Decision No. (851) of 2018 Regarding the Student Behavior Management Regulation in Public Education Institutions.
- Ministerial Decision No. (1044) of 2018 Regarding the Establishment of the Child Protection Center - Ministry of Education.

And based on the requirements of the public interest.

## **Article (1)**

### **Definitions**

**The State:** The United Arab Emirates.

**The Ministry:** The Ministry of Education.

**The Minister:** The Minister of Education.

**The Regulation:** The Student Behavior Management Regulation - Distance Learning - in Public Education Institutions.

**Educational Authorities:** Educational councils, departments, and bodies, each within its jurisdiction.

**Public Education Institutions:** The public or private educational institution where the student is enrolled in general education stages, including schools, kindergartens, technical and vocational institutes, and integrated continuing education centers that include distance learning.

**The Educational Community:** Everyone who works in public education institutions, or has a relationship with them and influences student behavior, including educational and administrative staff (administrative, teaching, and technical bodies) and the guardian.

**Student:** Every learner enrolled in any public education institution, including persons of determination and those with special needs.

**People of Determination and Special Needs:** Includes the category that requires special attention, including the gifted and talented, those with disorders and learning difficulties, and "People of Determination," the term used for people with disabilities.

**Distance Learning:** A virtual education system based on delivering educational material to the learner through various technical communication media and methods, where the learner is separate from the teacher or the person conducting the traditional educational process.

**Synchronous Learning:** Interaction between the teacher and students at the same time in different places, and during specific times (live broadcast).

**Asynchronous Learning:** Interaction between the teacher and students at different times and places with direct or indirect guidance from the teacher (electronic resources available at any time).

**Student Behavior Management:** A set of procedures to help guide and control student behaviors during distance learning.

**Behavior Management Committee:** One of the school management committees responsible for discussing students' problems from educational and behavioral aspects and making appropriate decisions regarding them in accordance with the provisions of the Regulation.

**Learning Environment (Virtual School):** The work environment of the educational community with its physical, social, human, psychological, and virtual elements (distance learning environment), using electronic platforms via live broadcast leading to the promotion of open and continuous learning.

**Virtual Class:** An official class to which the same instructions, regulations, and laws as a classroom session apply. It can be synchronous (live broadcast) or asynchronous (like electronic resources available at any time).

**Behavior:** Any statement, act, practice, or activity issued by the student through his interaction with the surrounding educational environment.

**Case Study:** A means of collecting and summarizing the largest possible amount of information about the case under study, with the aim of supporting prevention and assisting in positive rehabilitation and treatment.

**Absence:** Discontinuation of study (distance learning environment) for one or more days, or part of the school day's classes, or more. It can be with an acceptable or unacceptable excuse.

**Bullying:** Any form of intentional psychological, physical, verbal, electronic, or digital abuse and harm, intimidation, or threat by a student or group of students towards one or more students, or towards school staff, on a repeated basis.

**Cyberbullying:** The use of information and communication technology means to threaten with violence, defame, or insult by publishing and exchanging abusive offensive words or blackmail.

**Technical Crimes:** Any act committed involving unauthorized access to threaten or blackmail a person, invade their private life, defame them, cause them harm, access their private data and dispose of it, or produce anything that would prejudice public order or religious values.

**Electronic Devices:** Any electronic, magnetic, optical, electrochemical tool, or any other tool used for processing electronic data, performing logical and arithmetic operations, and storage functions. This includes any directly connected or linked means that allows this device to store electronic information or deliver it to others.

**Communication Channels:** Any means of communication between the school system, educational domains and councils, and parents, which may include telephone calls, email, short text messages, social networks and channels, and smart notifications and alerts via the Ministry of Education's smart applications.

**Child Protection Unit:** The organizational unit affiliated with the Ministry of Education that is responsible for implementing child protection mechanisms and measures stipulated in the Federal Law on Child Rights (Wadeema's Law) and its executive regulations.

**Child Protection Unit Specialist:** The person licensed and assigned by the Ministry to preserve and protect the rights of the child within the limits of

his competencies as stated in the Federal Law on Child Rights (Wadeema's Law) and its executive regulations.

**Educational Supervision:** A system that works to ensure the compliance of public education institutions with the policies, systems, regulations, and rules of work specified by the Ministry of Education for the inputs, processes, and quality of education services.

**Remote Educational Supervision:** A continuous remote monitoring process to observe and analyze information and data on the performance of public and private schools to ensure their compliance with laws, regulations, systems, rules of work, and approved practices at the federal and local levels.

**Educational Supervision Specialist:** A member of the supervision team responsible for monitoring the extent of public education institutions' commitment to approved supervision standards and ensuring the application of systems, regulations, and laws through conducting visits, using the necessary tools to prepare supervision reports, and submitting them to the responsible authorities.

**Change Pioneer:** A member of the smart learning team assigned to follow up on smart learning in the school and raise the rate and quality of use of smart learning tools. This person must be from the administrative staff, either an academic vice-principal or head of the academic affairs unit.

**Smart Learning Team:** A team that follows up on the progress of the smart learning system in the school and works to ensure the technical readiness of teachers and students to implement smart learning programs (consists of the teacher, student, e-maturity member, smart learning member for school leadership, technical challenges member, government communication member).

**Electronic Information:** Any information that can be stored, processed, generated, and transmitted by information technology means, in particular writing, images, sound, numbers, letters, symbols, signs, and others.

**Child Pornography:** Any sexually suggestive images, recordings, drawings, or other materials of sexual organs, and any real, virtual, or simulated sexual acts.

**Digital Citizenship:** The set of rules, controls, standards, norms, ideas, and principles followed in the optimal and proper use of technology, which citizens, young and old, need in order to contribute to the progress of the nation.

## **Article (2)**

### **Objectives of the Regulation**

1. To promote positive behavior and foster self and public responsibility among students.
2. To create a suitable educational environment to ensure the success and enhancement of distance learning based on the integration and continuity of education, to face crises, emergencies, and abnormal circumstances.
3. To apply the principle and culture of reinforcement, encouragement, and permanent care within the educational community; to reduce student behavioral violations outside the school premises (distance learning) using the best possible educational means.
4. To provide a regulatory reference that defines the rules, standards, and procedures to be followed in dealing with student behaviors, in a way that ensures commitment to school values and systems through changing and emerging circumstances.
5. To develop mechanisms to support students educationally and to study negative behavioral cases and phenomena that may appear in virtual classes; to avoid them and develop appropriate programs for them.

## **Article (3)**

### **Scope of Application of the Regulation**

- 1- All articles contained in this regulation apply to all public education institutions (from the third grade to the twelfth grade) subject to distance learning at the state level.
- 2- Other educational authorities should be guided by what is stated in this regulation as a minimum when applying their own behavior management regulations.

## **Article (4)**

### **Mechanism for Calculating the Behavior Grade**

1. The subject of Behavior is considered one of the core academic subjects that reflects the student's educational outcomes and achievement from an ethical standpoint, and it is treated like other subjects in terms of passing and failing.

2. 100 points are allocated for the Behavior subject. This regulation clarifies the basis and mechanism for awarding and deducting the behavior grade based on its division into two main components:

#### **a. Positive Behavior:**

\*The expected behavior from all students without committing violations during distance learning and in virtual classes, for which (80%) of the total behavior grade is allocated.

\* Every student is considered entitled to the positive behavior grade (80 points) automatically at the beginning of each semester in which distance learning is practiced.

\* In the event of committing a violation according to this regulation, measures are taken according to the degree of the violation as shown in the table that will follow later.

#### **b. Distinguished Behavior:**

\*Reflects the distinguished practices shown by the student through his good conduct, morals, and initiatives during the practice of distance learning.

\* (20%) of the total behavior grade is allocated for it.

\* The teacher and the administrative body, especially the academic and vocational counselor, and the head of the student affairs unit, during the semester in which distance learning is practiced, evaluate the pillars, indicators, and criteria of distinguished behavior, and award the student the deserved grades for each at the end of each semester, which are classified under three main pillars:

(1) Personal Development.

(2) Appreciation of religious values and respect for the identity, heritage, and culture of the UAE and world cultures.

(3) Social responsibility, leadership, and innovation skills.

\*The student is awarded the deserved grade for distinguished behavior according to the pillars, indicators, and criteria mentioned in Article (5) below, during each semester in which distance learning is practiced.

Illustrative example for calculating the semester and final grade for the Behavior subject is as follows:

Total Grade for Behavior Subject: Positive Behavior, Distinguished Behavior

100 80 20

Monitoring of Distinguished Behavior Grades		Monitoring of Positive Behavior Grades			Behavior Subject Grade Balance Throughout the Academic Year		
Expected Balance for All Students	Deserved Grade	Deducted Grade	Compensated Grade	Expected Balance for All Students	Deserved Grade	Final Grade	
100		80		+20	20	80	First Semester
96	80	-12	+12	+16	20	80	Second Semester
89	72	-8		+17	20	80	Third Semester
95	77				18		End of Year Grade

## Article (5)

### Measuring Distinguished Behavior

\*Distinguished behavior is measured by observing the student and evaluating his behavior in the personal development pillar, the appreciation of religious values and respect for the identity and culture of



the UAE and the world pillar, and the social responsibility and leadership skills pillar, through a set of specific pillars, standards, and indicators.

\*Priority is given in awarding and appreciating distinguished behavior grades in distance learning by focusing on the following points:

1. Self-discipline and consistently taking responsibility (disciplined ethics and behaviors and supporting and presenting a successful and bright image of them) during the period of implementing distance learning.
2. Collaborative work with colleagues, teachers, school administration, and family in following guidelines and being keen on and applying them continuously and regularly for himself and those around him.
3. Commitment and attendance to virtual classes during the broadcast, and adherence to schedules consistently, continuously, and regularly, with the student achieving an attendance rate of no less than 98% or 95% of the total school days during the semester in which distance learning is practiced.
4. Presenting initiatives for extracurricular activities within the objectives of distance learning in a productive, purposeful, and distinguished manner.

Distinguished student behavior is classified into two main pillars, in a manner suitable for distance learning, and is measured by observing the student and evaluating his behavior through the set of pillars, standards, and indicators below.

<b>Pillars</b>	<b>Standards</b>	<b>Indicators</b>	<b>Grade</b>
1. Personal Development	1.1 The student demonstrates in his attitudes the ability for self-discipline and to consistently take responsibility.	1.1.1 Adheres to school rules and regulations during distance learning within the virtual classroom. After the end of virtual study outside the virtual classroom, applies the laws and directives	10

Pillars	Standards	Indicators	Grade
	1.2 The student demonstrates patterns of collaborative work behaviors with his peers, teachers, and administration on a consistent basis.	related to distance learning and does not record any violations mentioned in the regulation.	
		1.2.1 Respects the feelings of his peers, considers their needs, and offers them help through supportive and distinguished initiatives and activities on a consistent basis during the practice of distance learning.	5
		1.2.2 Respects his teachers and appreciates their educational and pedagogical role during distance learning classes with discipline and consistent and continuous academic and behavioral commitment.	10

Pillars	Standards	Indicators	Grade
	1.3 The student is keen to attend and be punctual for lessons and adheres to schedules.	1.2.3 Takes the initiative to encourage his peers to cooperate during distance learning and motivates them to participate in teamwork consistently and continuously within virtual classrooms.	5
		1.3.1 Attendance rate for virtual classes is not less than 98% during the semester in which distance learning is practiced.	10
		1.3.2 Attendance rate for virtual classes is not less than 95% during the semester in which distance learning is practiced.	5
	2. Appreciation of religious values and	1.3.3 The student commits to attending and	10

Pillars	Standards	Indicators	Grade
respect for the identity, heritage, and culture of the UAE and world cultures		leaving the virtual session at the scheduled start and end times consistently and continuously.	
	2.1.1 The student shows high value and appreciation for religious values in the United Arab Emirates and embodies them in his daily behavior.	2.2.1 Shows through virtual classes the principle of acceptance, tolerance, and respect in his behavior towards his teachers, fellow students, and the school and general environment.	5
	2.2 The student respects the identity, heritage, and culture of the United Arab Emirates and other world cultures.	Regularity, keenness, and full national responsibility towards national initiatives supporting the country's global leadership, and participation in activities that enhance the values of belonging and national identity	10

Pillars	Standards	Indicators	Grade
		in the field of distance learning systems.	
3. Social Responsibility, Leadership, and Innovation Skills	3.1 The student takes the initiative to participate effectively in purposeful educational activities.	3.1.1 Participates in specific and distinguished official activities within the Ministry of Education's activities, such as virtual competitions, camps, and forums implemented during distance learning periods.	5
		3.1.2 Carries out specific and distinguished official participations within the Ministry of Education's activities in student council activities, teams, volunteer work, or school initiatives during the practice of distance learning,	10

Pillars	Standards	Indicators	Grade
		in line with the relevant directives and requirements.	
	3.2 The student exhibits distinguished work ethics and shows a high level of ability in innovation, project leadership, finding solutions, and decision-making.	3.2.1 Implements ideas and activities characterized by originality individually or collectively in virtual classes.	10
		3.2.2 Proposes creative and innovative solutions individually or collaboratively with his peers to activate virtual classes or to enhance distance learning.	5
Total Behavior Grade 100			Distinguished Behavior Grade (Final grade divided by 5) 20

## **Article (6)**

### **Violations**

Behavioral violations are classified into four levels mentioned below, based on Ministerial Decision No. (851) of 2018 regarding the Student Behavior Management Regulation in Public Education Institutions, with the addition of specific points of violations suitable for (Distance Learning). The specific procedures for each are implemented according to the same decision, in addition to what is included in this regulation. Each violation must be documented according to the approved systems and forms and handled in accordance with educational values and systems.

#### **First-Degree Violations (Minor) Minor Behavioral Violations (Distance Learning)**

A deduction of (4) points for each

- 1.2/ Repeated lateness to class at the scheduled start time without an acceptable excuse. Lateness of (10) minutes to a distance learning class during a live broadcast without an acceptable excuse for a minimum of (2) classes.
- 1.3/ Not adhering to the school uniform without an acceptable excuse.
- Wearing clothes that violate public taste and morals during attendance of a class during a live broadcast of distance learning classes.
- 1.6/ Not following the rules of positive behavior inside and outside the classroom, such as maintaining calm and discipline during the class, and making inappropriate sounds inside and outside the classroom.
- Side conversations or talk unrelated to the lesson that impedes the progress of the lesson during the live broadcast of a distance learning class.
- Mocking the teacher or a colleague during a distance learning class.
- Using the computer and attending distance learning classes in inappropriate places.
- Placing inappropriate images that offend public decency on the display screen or within the presented content, contrary to digital citizenship.

- 1.8/ Eating during classes.
- Eating while attending a distance learning class.
- 1.10/ Misuse of electronic devices such as tablets and others during class, including playing electronic games and wearing headphones in class.
- Adding any unauthorized software, including shared software and freeware, for use.
- Misuse of the microphone, camera, and chat features without prior permission from the teacher.
- Playing games (unless with explicit permission from the teacher, such as when the games are an educational necessity related to the lesson).
- Misuse of available permissions through approved education programs.
- Negligent use of electronic devices such as computers, tablets, etc., including breaking the screen through negligence and causing a technical malfunction due to negligence, among others.

### **Second-Degree Violations (Moderately Serious) Moderately Serious Behavioral Violations (Distance Learning)**

A deduction of (8) points for each

- 2.1/ \* Absence from school without an acceptable excuse at any time.  
\* Absence for a full school day (during distance learning) without an acceptable excuse. \*Absence from two or more classes during the school day is considered a full day's absence.
- 2.4/ Inciting a fight or threatening or intimidating any colleagues at school. \* Threatening, intimidating, and inciting students not to attend distance learning classes and platforms.
- Instigating fights between students, whether visual or written, during broadcasts on distance learning platforms (synchronous and asynchronous).
- Failure to respond to the rules organizing the progress of lessons.
- 2.7/ Misuse of any means of communication. \* Misuse of Ministry computers during or after the end of distance learning classes.
- Voice and video calls with other students after the official class time has ended, whether from inside or outside the school, for non-educational purposes.



- Using email or social media to disclose personal information.
- Removing the teacher or students from the group, which obstructs the lesson, the teacher's work, and the rights of other students.
- 2.8/ Verbal abuse or disrespect towards students, staff, or school guests. \* Using profanity, racist remarks, or other words (text, voice, or insinuation) that may be offensive to any other user (from the student or their guardian).
- Abusing or being disrespectful to the teacher or official visitors during classes, during the live broadcast, or after it ends through inappropriate comments.
- 2.9/ Smoking within the school premises and possessing smoking paraphernalia. \* Smoking or possessing any smoking paraphernalia while attending a class.

### **Third-Degree Violations (Serious) Serious Behavioral Violations (Distance Learning)**

A deduction of (12) points for each

- 3.1/ Bullying of all types and forms. \* Using information and communication technology means related to the initiative to insult, spread profanity, threaten violence, defame, or blackmail, intentionally or unintentionally and repeatedly, via any digital platform.
- 3.4/ Attempting to defame colleagues and school staff on social media and abuse them. \* Subscribing to unofficial mailing lists and newsletters within the context of distance learning and publishing information through them about teachers and students without permission.
- Publishing through social media about the distance learning initiative, giving personal information whether related to the student himself, another student, or a teacher, including home address, phone number, account details, or email.
- 3.5/ Impersonating another person in school transactions or forging school-related documents. \* Searching for information, obtaining certain copies, or modifying files and other data, or passwords belonging to other users on the network.
- Accessing and using the account of a teacher or another student, with or without their knowledge.

- 3.6/ Damaging or vandalizing school furniture, tools, and facilities, and seizing them. \* Damaging, modifying, or misusing devices or software in any way.
- Tampering with any of the device's programs and equipment, dismantling them, requesting their removal, or deliberately disabling them.
- Installing or downloading programs or products that are likely to cause damage to the device or network.
- 3.10/ Photographing, possessing, publishing, and circulating images of school staff and students without their permission. \* Using any camera (available as part of certain devices or as an add-on) for any personal use, and sharing photos or any information about any students, parents, staff, or any other person without obtaining their explicit consent.
- Using educational content to film and record conversations between students and publishing them without prior permission.

**\*Fourth-Degree Violations (Extremely Serious) Extremely Serious Behavioral Violations (Distance Learning) Failure in the Subject**

- 4.1/ Using communication or social media for illegal or unethical purposes, or in a manner that offends the educational institution, its staff, or others. \* Intentionally creating or opening hyperlinks or any attached files that cause damage, unless sent from an official and trusted source.
- \*Using editing software that can produce false and fake content, which is then circulated on social media.
- \*Using the network to develop programs that disturb users, or to hack or damage the accounts and devices of other people.
- \*Establishing networks or network connections to conduct live communications, including voice or video calls (relay chat), without prior official permission.
- Publishing, sharing, or promoting malicious or suspicious software.
- Misusing electronic information listed by the Ministry, teachers, or students.
- Continuation of 4.1/ Using communication or social media for illegal or unethical purposes, or in a manner that offends the educational institution, its staff, or others. • Adding pornographic materials.

- Flooding email or the application used for distance learning with a high flow of electronic data, causing it to stop working, be disabled, or have its contents damaged.
- Intentionally and without authorization capturing or intercepting any communication via the information network used for distance learning.
- 4.5/ Systematic theft (pre-planned or covered up). • Use of the student's personal account by others, or any other unauthorized person, and accessing his account number illegally.
- Downloading, copying, duplicating, and/or distributing copyrighted materials without obtaining specific written permission from the owner of those rights.
- 4.6/ Bringing, possessing, displaying, and promoting unlicensed material, media, or electronic content that violates values, ethics, public order, and decency. • Using the network to access prohibited, illegal, and pornographic materials, and text files with inappropriate content.
- Adding, publishing, and sharing material that is indecent and violates values, ethics, and public order, or has inappropriate content on the network.
- 4.8/ Leaking exam questions or participating in it in any way. • Cheating in electronic exams (related to the initiative) of all kinds and in any way, whether conventional or technical.
- Leaking or transmitting answers to exams or assignments by any and all methods and means.
- 4.10/ Offending political, religious, or social symbols of the state. Creating, transmitting, displaying, publishing, or sharing any material that may harm the reputation of the United Arab Emirates.
- 4.12/ Broadcasting or promoting extremist, takfiri, or atheistic ideas and beliefs, or those offensive to the political and social systems of the society. Publishing any hate speech, chain letters, harassment, racist statements, and other hostile behaviors.

- Note: The violation numbers in the table above correspond to the numbers in the Student Behavior Management Regulation in Public Education Institutions. Therefore, they are not sequential.

## **Article (7)**

### **Mechanism for Dealing with Violations**

- \*Sequential procedures are taken, and behavior grade deductions are calculated in the event of committing distance learning violations with the same procedures and mechanisms mentioned in the regulation (Student Behavior Management in Public Education Institutions / Ministerial Decision No. (851) of 2018), taking into account the detailed instructions mentioned in the procedures section for violations according to the degree of violation mentioned in detail in the Student Behavior Management Regulation and in a manner appropriate to distance learning.
- \*Ensure that issues are presented within the competencies of the Behavior Management Committee to make the necessary decisions.
- \*In the event a student with special needs or a person of determination commits any behavioral violation related to distance learning, coordination is made between the Behavior Management Committee, the school support team, and the special education support center to study the behavior, determine the extent of the violation's relationship to the disability, and accordingly, the same special procedures are taken, as stated in the Student Behavior Management Regulation 2018.
- \*In the event a student commits (First and Second Degree) violations and is suspended from studies (distance learning), he is assigned academic duties to perform during the suspension period.
- \*Any breach of these rules (Third and Fourth Degree violations) may lead to actions ranging from withdrawing the user's right of access, monitoring usage, or conducting a retrospective investigation of service use, or both. In some cases, it may lead to facing criminal charges for violating these terms and rules.
- \*The offending student (Third and Fourth Degree) is suspended until all investigations are completed.
- \*All communications and correspondence in distance learning circumstances are conducted through electronic correspondence, such as email, text messages, or any technical means deemed appropriate by the Behavior Management Committee.

- \*Ensure the family, social, and psychological circumstances of the offending student are considered, taking into account his age group before issuing decisions against him.
- \*In the event a group of students from different schools is involved in a single joint violation, each school separately follows up on its offending student and submits a comprehensive report about him to the higher authorities.
- \*It is necessary to follow up on cases of absence, sequence their monitoring and recording according to the regulation's progression, and report them to the higher authorities immediately upon completion of the absence days, for each student individually.
- \*Technical cooperation with the smart learning coordinator and the change pioneer to request the necessary support related to violations concerning electronic technologies such as passwords, publishing, and forming offending groups.

Degree of Violation	Upon Commission			Repetition
	First Time	Second Time	Third Time	
First-Degree Violations (Minor)	Verbal warning and a pledge taken from the student and guardian	Electronic written warning	Deduction of half the grade	Deduction of the full grade
If the total accumulated deduction due to repeated first-degree violations of one or more types reaches 10 points or more, a case study file is opened.				
Second-Degree Violations (Moderately Serious)	Electronic warning and a pledge taken from the student and guardian		Deduction of half the grade	Deduction of the full grade

Degree of Violation	Upon Commission			Repetition
	First Time	Second Time	Third Time	
If the total accumulated deduction due to repeated second-degree violations of one or more types reaches 20 points or more, a case study file is opened.				
Third-Degree Violations (Serious)	Deduction of the full grade and taking official measures		Deduction of the full grade and taking official measures	
Fourth-Degree Violations (Extremely Serious)	Taking the official measures mentioned in (Student Behavior Management in Public Education Institutions / Ministerial Decision No. 851 of 2018)			

### **Article (8)**

#### **Attendance, Absence, and Dismissal**

\*The mechanism and procedures for calculating attendance and absence, whether with or without an excuse, are subject to the laws and regulations issued in this regard.

### **Article (9)**

#### **Cheating and Disruption of Examinations**

\*Procedures for cheating incidents are subject to the laws and regulations issued in this regard.

## **Article (10)**

### **Roles and Responsibilities of Concerned Parties in the Distance Learning Initiative**

#### **School Administrations:**

- \*Form the Student Behavior Management Committee, approve all its official work specified in the official regulation, deal with all reported violations through it, and activate its plans and programs related to the initiative.
- \*Ensure the activation of teacher accounts, whether they are primary or external staff, on the education platforms.
- \*Follow up on teachers' activation of the allocated hours according to the prepared schedule, and emphasize the professional, official language that the teacher must use during the broadcast.
- \*Prepare alternative plans to avoid shortcomings resulting from the application of distance learning regarding teacher absences.
- \*Ensure the quality of educational situations and materials provided to students in the virtual school.
- \*Direct students to access the training platform to learn how to apply and practice interactive lessons for distance learning.
- \*Prepare schedules of hours allocated for the distance learning period, according to the methodology sent from school operations.
- \*Ensure that all students have electronic devices, such as computers and tablets, to activate distance learning.
- \*Coordinate with the technical support team to solve and avoid technical problems that may hinder distance learning.
- \*Follow up on the impact of teacher training and their readiness for distance learning.
- \*Monitor student absence and tardiness from classes during distance learning and follow up with specialists within the school administration staff.
- \*Work on surveying the opinions of teachers, students, and parents about the quality of distance learning, and implement development and improvement plans.
- \*Prepare and submit reports related to the distance learning initiative.

- \*Document and monitor violations electronically.
- \*Follow any instructions or directives related to the distance learning initiative issued by the Ministry of Education and commit to their continuous implementation.

### **Guardian:**

1. Full responsibility for the user agreement related to the policy and rules of use in terms of:

- \*Possession of a computer or tablet device.
- \*Running the officially approved programs for distance learning.
- \*Not filming or directly viewing the broadcast.
- \*The presence of students' guardians during the broadcast for guidance and direction, especially for the first cycle.

2. Providing a ready and suitable environment for students at home through the following:

- \*Providing a suitable place and an internet connection.
- \*Maintaining the student's general appearance during lessons.
- \*Supporting and encouraging children to practice distance learning by ensuring they attend and complete all educational lessons.
- \*The guardian is committed to paying the cost of repairing or replacing what the student caused to be damaged or lost, with the value determined in light of supporting documents and records, and by a decision of the committee.
- \*If the guardian refuses to respond to the school's decisions or to take responsibility for the violating student's behavior, the matter is referred to the competent authorities through legal affairs.
- \*Inform the school administration of any behaviors or actions that would affect the student's academic achievement level during the practice of distance learning.
- \*Not preventing the student from attending virtual classes, whether through synchronous or asynchronous learning.
- \*Follow any instructions or directives related to the distance learning initiative issued by the Ministry of Education and commit to their continuous implementation.



**\*Teacher:**

- \*Use the ministry-provided computer for official educational activities and lessons that comply with the systems and laws of distance learning programs.
- \*Use the internet exclusively to support educational and research objectives, in line with the mission and goals of the initiative.
- \*Adhere to the rules of proper disciplined conduct in electronic communications and maintain the confidentiality of students' personal information.
- \*Monitor and document behavioral violations by students during distance learning electronically, and immediately report them according to the approved sequence.
- \*Record daily attendance for each class, its reasons, and follow up with the school administration, documenting it through the electronic systems approved by the Ministry, and provide means and resources in synchronous and asynchronous learning for students absent with an acceptable excuse.

**\*Student:**

- \*Adhere to the official times and schedules according to the issued rules and laws for distance learning.
- \*The student must maintain the device provided to him completely after receiving it. The device is the student's responsibility, and he bears the full cost of the device in case of its loss, theft, or damage for any reason.
- \*Use the ministry-provided computer for official educational activities and lessons that comply with the systems and laws of distance learning programs.
- \*Commit not to breach the rules for distance learning mentioned in the violations table, so as not to subject himself to procedures that may range from withdrawing the user's right of access, monitoring usage, or conducting a retrospective investigation of service use, or both, depending on the degree of the violation.
- \*Follow any instructions or directives related to the distance learning initiative issued by the Ministry of Education and commit to their continuous implementation.

**\*Academic and Vocational Counselor / Social Worker:**

- \*Review, raise awareness, and provide guidance to students and their guardians regarding the regulation related to the initiative.
- \*Educate students on the distance learning methodology and follow up on their impressions of it.
- \*Educate parents about their role and responsibilities in their children's distance learning.
- \*Follow up on cases with violations, document them in writing, and present them periodically and continuously to the Behavior Management Committee, and immediately document them in the Smart Learning Portal and the Al-Manhal program for approval.
- \*Contribute effectively to the Behavior Management Committee as its rapporteur.
- \*Follow up on the implementation of all recommendations from the Behavior Management Committee and follow up with higher authorities.
- \*Implement group and individual guidance programs through distance learning to provide students and their parents with emerging developments and guidance instructions within the initiative.
- \*Cooperate with the school administration in following up on cases of repeated absence that exceed two school days and their reasons, and document the support provided, as well as cases that require urgent and emergency intervention.
- \*Inform the child protection specialist responsible for the school in case of a student's repeated absence or suspicion of being subjected to abuse.
- \*Take the necessary measures and steps to verify the situation in coordination with the Child Protection Unit.
- \*Follow any instructions or directives related to the distance learning initiative issued by the Ministry of Education.

**\*Change Pioneer:**

- \*Form the school's Smart Learning team.
- \*Clearly explain the tasks of the school's Smart Learning team (Smart Learning member from teacher and student, e-maturity member,

Smart Learning member for school leadership, technical challenges member, government communication member).

- \*Participate and cooperate with the school administration and the Smart Learning team in spreading the culture of cybersecurity among the educational and student staff and parents.
- \*Follow up on the physical environment and devices to maintain their effectiveness, and ensure the use of officially approved applications and technological solutions.
- \*Follow up on usage reports for teachers and students, and develop a plan to improve performance and quality of use.
- \*Follow any instructions or directives related to the distance learning initiative issued by the Ministry of Education.

#### **Smart Learning Coordinator:**

- \*Develop an operational plan or initiative within the school's development plan for using technology in teaching and learning and supervise its implementation.
- \*Ensure the use of applications and technological solutions provided by the Ministry in all subjects in teaching and learning, and supervise their implementation.
- \*Follow up on the physical environment and devices to maintain their effectiveness, identify technical difficulties, and follow up on their resolution with the competent authorities.
- \*Monitor all technical and artistic problems for students, teachers, administrators, and parents to follow up with technical support teams to solve them.
- \*Follow any instructions or directives related to the distance learning initiative issued by the Ministry of Education.

#### **\*Educational Supervision Department:**

- -Receive reports of critical cases from the supervision specialist in which there is any violation of the student's rights, any abuse the student is subjected to, or suspicion of its occurrence, as well as when the student assaults the teacher. This happens when the specialist observes the case while conducting the supervisory process in virtual classrooms and refers it to the competent authorities to take necessary action.

- -Monitor the schools' implementation of the positive and distinguished behavior clauses as stated in the regulation.

**\*Educational Supervision Specialist:**

- -The supervision specialist must urgently record and submit a critical case report to his department if he finds, during his supervisory process in virtual classrooms, anything that threatens the student's safety, physical, psychological, moral, or mental health, as well as when a student assaults a teacher during distance learning or via electronic and smart learning platforms.
- -Monitor the school's implementation of the positive and distinguished behavior clauses as stated in the regulation.

**\*Child Protection Unit:**

- -Receive reports of any violation of the child's educational rights, or any abuse the child is subjected to or suspicion of its occurrence, through the virtual school environment and via distance learning platforms.
- -Receive reports related to intermittent or continuous student absence from distance learning, and take appropriate measures towards their parents, and verify the initial procedures taken by the school.
- -Evaluate the reported case, according to the procedures model followed in reporting procedures in educational institutions.
- -Take appropriate preventive measures to protect the child subject of the report, in accordance with the provisions of Federal Law No. (3) of 2016 regarding Child Rights "Wadeema's Law" and its executive regulations.
- -Develop appropriate intervention plans, and provide necessary consultations and support to the parents of students subjected to abuse, bullying, violence, or exploitation, and inform them of the sound educational principles for dealing with children.

Resolution No. 262 of 2020 (Minister of Education's Resolution concerning the Student Conduct Management Regulation - Distance Learning in Public Education Institutions for the year 2020), effective as of 18-05-2020

Hereinafter referred to by the short name Resolution No. 262 of 2020 (Minister of Education's Resolution concerning the Student Conduct Management Regulation - Distance Learning in Public Education Institutions for the year 2020)

- Coordinating with the competent authorities to provide psychological, social, and health support to student victims of violations or abuse through distance learning.
- Following up with students throughout the protection process, providing them with the necessary requirements, assessing their situations to determine the development of their cases, and providing the necessary recommendations regarding them.
- Following up on the progress of investigations into crimes committed against the student, if necessary.
- Preparing a report on the number of reports of abuse against students during distance learning or via the Ministry's electronic and smart platforms, analyzing the monitoring results, and developing appropriate solutions to address them.

### **Child Protection Specialist:**

1. The Child Protection Specialist must take the necessary protection and preventive measures if there is a threat to the child's safety, or physical, psychological, moral, or mental health during distance learning or via electronic and smart learning platforms, as follows:
    - Removing the child from dangerous situations and placing them in a safe place that ensures their protection, according to the assessment of the level of danger threatening the child.
    - Conducting a comprehensive social investigation that clarifies the circumstances surrounding the student, and submitting a report to the Child Unit with recommendations to take the necessary action.
    - Enrolling the student's caregiver in electronic counseling sessions to ensure the proper treatment and normal development of the child.
    - Conducting field visits to the child, if necessary, to check on their well-being and resolve any problems they may be facing.
- \* Submitting a recommendation to the concerned authorities to support the child's family if the Child Protection Specialist finds that the caregiver's negligence is due to the family's poor social conditions.

- \* Issuing a warning to the child's caregiver if they insist on not implementing the agreed-upon recommendations, and submitting a report to their employer to address the Public Prosecution, if necessary.
- \* Submitting a report to their Protection Unit, clarifying the circumstances surrounding the child, in case it is necessary to contact the competent Public Prosecution to take the appropriate action to protect the child, as stipulated by law.
- \* Working to equip students and parents with the necessary skills to deal with problems through electronic sessions and workshops.
- \* Guiding and educating students about the dangers of cyberbullying and electronic games and the risks they may be exposed to through them.

## **Article (11)**

### **Grievance**

1. The student or their guardian has the right to submit a grievance or complaint to the school administration regarding the committee's decision or to the Education Councils, if necessary, according to (Form No. 19).
2. The guardian shall send the grievance via email or by telephone.
3. The school administration is obligated to decide on it within a period not exceeding three days to either confirm or amend the decision and inform the guardian thereof.
4. The student or their guardian may not submit their complaint after five working days from the date they were notified of the committee's decision.

## **Article (12)**

All that has been mentioned in this regulation is subject to the provisions of Ministerial Resolution No. (851) of 2018 concerning the Student Conduct Management Regulation in Public Education Institutions, in a manner that does not conflict with the provisions of the Student Conduct Management Regulation (Distance Learning), including the forms.

### **Article (13)**

This resolution shall be published and shall come into force from the date of its issuance.

Hussain bin Ibrahim Al Hammadi

Minister of Education

Issued on: 25/09/1441 AH, corresponding to: 18/05/2020

Original signed by His Excellency the Minister