



Discipline Code

International School is committed to ensuring that our school is a safe, secure, and orderly environment in which quality teaching and learning can take place each school day. Nova International School is a safe and supportive school that depends upon the efforts of all the members of our school community.

Our school community consists of administration, teachers, students, custodial staff and parents. We strive to treat one another with mutual respect.

All members of the school community must know and understand the standards of behavior which all staff and students are expected to live up to. They must also understand that consequences will follow if the standards of behavior are not met.

The Nova International School Standard of Intervention and Discipline provides a range of guidance interventions and a range of permissible disciplinary measures which our school may use to address misbehavior.

This Discipline code applies to all staff and students.

Included in this document is the Student's Bill of Rights and Responsibilities, which promotes responsible student behavior. It will also promote an atmosphere of dignity and respect. This is accomplished by establishing fair guidelines to help students as they strive to become responsible citizens.

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Promoting Positive Student Behavior

Our school is expected to promote a positive school culture and climate that provide students with a supportive environment in which to grow both socially and academically. Our school is expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning.

Effective social-emotional learning helps students develop fundamental skills for life effectiveness, including: establishing positive relationships; making responsible decisions; and handling challenging situations constructive and ethically. Learning such skills helps to prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

Staff members are also responsible for addressing inappropriate student behaviors which disrupt learning. Administrators, teachers and other staff members are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parents.

Intervention and prevention approaches include, but are not limited to, guidance support and services to address personal and family circumstances; social-emotional learning, such as conflict resolution/peer mediation/negotiation.

Restorative circles, anger management, stress management, and/or communication acquisition skills; the use of alternative instructional materials and/or methods; enrichment services; development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy.

Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate student's academic and social-emotional growth and assist them in following school rules and policies

Student engagement is integral to creating a positive school culture and climate that fosters students' social-emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive school staff can actually help prevent negative behaviors.]

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide programs; student leadership development such as the 8th grade Peer Leaders; periodic recognition of student's achievements in a range of academic and social and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills and support they need to thrive at Nova International School.

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Parents as Partners

Students, parents, and school personnel all have a vital role in making certain our school is safe. We must all cooperate with one another to achieve this goal. School staff should keep parents informed of their children's academic and behavior issues.

School staff should enlist parents as partners in addressing areas of concern with either academic and/or behavior. Outreach to parents can include, but is not limited to, a phone call and/or written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see the students emulate.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with this school discipline plan. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to become successful in school and in society. Parents are encouraged to discuss with their child's teacher issues that may affect student behavior and strategies that might be effective in working with their child.

It is important that there is maximum consultation and communication between the school and the home. Conferences attended by the Head of School, the child's parents and one or more of the student's teachers are an effective way of encouraging parental input and should be held with the students when appropriate.

Parents who want to discuss intervention strategies in response to student behavior should contact the school. In the event a student engages in inappropriate behavior, the Principal must report the behavior to the student's parents.

Attendance

Attendance at school is vital to a student's academic progress and success. School personnel must ensure that appropriate out-reach, and support are provided for students. If a student is absent for more than two days, a phone call will be made to the child's home.

In case of truancy, school must call the parents to encourage them to get their children to school on time. It is important for all children to arrive to school on time.

Progressive Discipline

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching positive social behavior. Progressive discipline does not first seek punishment but instead seeks concurrent accountability and behavioral change.

The goal is prevention of a reoccurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand that they must be responsible for their actions
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if this behavior reoccurs

Every reasonable effort must be made to correct student behavior through guidance interventions and other resources.

Guidance interventions are essential because inappropriate behavior or violation of the Discipline Code may be symptomatic of a more serious problem that the student may be experiencing. It is, therefore important that the school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive and sensitive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to the students' education, and promote the development of positive school culture.

In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- The student's age and maturity
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary intervention measures that were taken).
- The nature, severity and scope of the behavior
- The circumstances/or context in which the misbehavior occurred
- The frequency and duration of the behavior
- The number of persons involved in the situation

This discipline plan holds the students accountable for their behavior. Infractions are grouped into five levels based on the severity of the infraction. Whenever possible and appropriate, interventions should begin with the lowest level of disciplinary response.

The Principal, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a class.

The discipline code is divided into two sections. Section A is Preschool to Grade Five, and Section B is Grade 6 to Grade 9. This is to ensure that the age and general maturity of the students are considered. Some infractions may not apply to grades Preschool to Grade 3.

Progressive Infraction Levels

- Level 1 Uncooperative/Noncompliant Behavior
- Level 2 Disorderly Behavior
- Level 3 Disruptive Behavior
- Level 4 Aggressive or Injurious/Harmful Behavior
- Level 5 Seriously Dangerous or Violent Behavior

Each level of infractions will contain possible guidance interventions as well as a minimum to maximum range of possible disciplinary responses that may be imposed by a teacher or the Principal.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are still subject to the appropriate disciplinary measures by the teacher or the Principal.

To ensure that staff, students, and parents are aware of all expected standards of behavior, school rules must be in writing and included in this Discipline Plan.

Guidance Interventions

To promote positive behavior in school, we need to provide a range of prevention and intervention strategies and pupil support for students. If a student engages in misconduct, the Discipline Code will provide a list of guidance interventions that must be considered based on the type of behavior in which a student has engaged.

When used consistently and appropriately, guidance interventions help improve student behavior, lower repeated misbehavior and overall contribute to a more positive school environment. Guidance interventions are an integral part of a comprehensive response that our school is expected to provide support service at all stages of the disciplinary process, including during suspension.

Support services may include any of the interventions or a combination that will best meet the needs of the individual student.

Types of Guidance Interventions

- Parent Outreach: School staff needs to keep parents informed about their child's behavior and enlist parental support in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication.
- Guidance Conference: Principal and teachers may request a guidance conference with the student and where appropriate his or her parents. The purpose of the conference is to review the behavior, find possible solutions to the problem, and address academic, personal and social issues that may have caused or contributed to the behavior.
- Mentoring Program: a mentoring program matches a mentor who may be a counsellor, teacher, therapist, or even the Principal with a protégé. The object of this relationship is to help the student in his/her personal, academic and social development.
- Referral for bias-based bullying, intimidation or harassment: if a student or a group of students engages in bullying, intimidation or harassment of another student and/or a group of students, both the victim(s) and the bully need to be referred for separate counselling, support and educational services. We are a No Bully School. There is no tolerance at this school for bullying.
- Short-Term Behavioral Progress Reports: teachers and/or the Head of School may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and is able to work within the classroom successfully.
- Development of an Individual Behavior Contract: the student will meet with the teacher to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives.
- Community Service: Students may be provided with community service opportunities so that they gain a greater appreciation for their school and the surrounding neighborhood. It may be a peer reading group with the local orphanage. Community Service can help students occupy their time with positive activities and at the same time avoid negative behavior and learn the value of service to others.
- Mentor/Coach: Assignment of a trained school staff member to provide transition from either a suspension or a prolonged absence.

Restorative Approaches

A restorative approach can be used as both a preventative and an intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the wellbeing of others; prevent or deal with conflict before it escalates; address underlying factors that may lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of those who have previously been in trouble and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Types of Restorative Approaches

- Circle Process:** Circles are effective as both a prevention and an intervention strategy (or faculty, or students and faculty Circles may be used as a regular practice in which a group of students, or faculty, or students and faculty) participates. A circle can be used in response to a particular issue that affects the school. The circle process enables a group to build relationships and establish understanding and trust to create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.
- Collaborative Negotiations:** Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative resolution includes learning active listening and other conflict resolution communication skills.
- Peer Mediation:** An impartial, third party mediator facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized (for example in cases of bullying or harassment) by another.

- **Formal Restorative Conference:** A Conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting. Both sides may bring supporters to the meeting who have also been affected by this incident. The purpose of the conference is for the harm doer and the one harmed to understand each other's prospective and come to a mutual agreement which will repair the harm as much as it is able to be repaired.

NOVA

Preamble to the Student Bill Of Rights

Nova International School seeks to cultivate a sense of mutual respect among students, parents, and staff. Nova International School aims also to involve students in activities and programs within and outside of our school community that stress a commitment to civic responsibility and community service. With the cooperation of all members of our school community, students can reach academic excellence while enjoying a rich learning experience. We hope to serve as guides for the students as they strive to become productive citizens in a diverse society.

NOVA

Bill of Student Rights and Responsibilities

- Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, bigotry
- Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, religion, national origin, citizenship/immigration status, weight, physical or emotional condition, disability or political beliefs
- Have access to Nova International School's policies and procedures including the Discipline Code at www.novainternationalschool.com
- Be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements
- Be informed about courses and programs that are available in the school and the opportunity to have input in the selection of elective courses
- Receive professional instruction from qualified teachers
- Know and understand the grading criteria for each subject area and/or course offered by the school and to receive grades for school work completed based on established criteria
- Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports
- Be notified in a timely manner of the possibility of retention
- All students' records will be handled confidentially
- All students will know what appropriate behavior is and what behaviors may result in disciplinary actions
- All students will receive written notice of the reasons for disciplinary actions taken against them in a timely manner
- All students will attend school regularly and punctually, and make every effort to achieve in all areas of their education
- All students will follow school regulations regarding entering and leaving the classroom and the school building
- All students will behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn.

- All students will respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others
- All students will show respect for school property and also respect the property of others, both private and public
- All students will behave in a polite, truthful and cooperative manner toward students and staff
- All students will use non-confrontational methods to resolve conflicts
- All students will refrain from obscene and defamatory communication in speech, writing and other modes of communication
- All students will bring to school only those personal possessions that are safe and will not interfere with the learning environment
- All students will follow the dress code
- All students will provide leadership to encourage fellow students to follow established school policies and procedures

Discipline Procedures

Suspensions

All suspensions and removals from the classroom must be done substantively and procedurally. At no time should a student be sent out of the classroom during a lesson and made to stay outside the door. Schools are expected to provide support to those students. Suspensions of one to five days may be imposed only by the Head of School.

Disciplinary Responses

In-school Disciplinary Actions include detention and exclusion from extracurricular activities or communal lunchtime. These consequences must NOT take place during class time, and cannot result in a student missing instruction.

Progressive Infraction Levels

- Level 1 Uncooperative/Noncompliant Behavior
- Level 2 Disorderly Behavior
- Level 3 Disruptive Behavior
- Level 4 Aggressive or Injurious/Harmful Behavior
- Level 5 Seriously Dangerous or Violent Behavior
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Preschool to Grade 5

Level 1

1. Unexcused Absence from school
2. Failing to wear the required school uniform
3. Being late for School
4. Failing to be in one's assigned place on school property
5. Behaving in a manner which disrupts the educational process (ex. Making excessive noise in the classroom or halls)
6. Posting or distributing materials on school premises that are not approved by administration

Preschool to Grade 5

Level 2

7. Using profane language in either Arabic or English
8. Leaving the school premises without permission of supervising school personnel
9. Engaging in inappropriate or unwanted physical contact
10. Engaging in scholastic dishonesty which includes but is not limited to:
 - Cheating, copying from another's test paper, using material during a test which is not authorized by the teacher, collaborating with another student during the test without authorization from the teacher, knowingly using, buying, and selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; or securing copies of the test or answers to the test in advance of the test.
 - Plagiarizing
 - Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)
 - Inappropriate use of electronic technology

Preschool to Grade 5

Level 3

11. Defying or disobeying the lawful authority or directive school personnel or school safety agents in a way that substantially disrupts the educational process
12. Using slurs, based on actual or perceived race, ethnicity, color, weight, religion, or disability
13. Shoving, pushing, or engaging in minor altercations or similar physical confrontational behavior towards students or school personnel such as:
 - Pushing past another person
 - Throwing an object
 - Spitting at another person
14. Bringing unauthorized persons to school without permission
15. Knowingly taking and possessing property belonging to another person
16. Damaging school property

Preschool to Grade 5

Level 4

17. Engaging in physically aggressive behavior or more than minor altercations
18. Engaging in acts of coercion or threatening or instigating violence, injury or harm to another or others
19. Engaging in harassing, intimidating or bullying behavior

Preschool to Grade 5
Level 5

20. Taking or attempting to take property belong to another
21. Taking or attempting to take school property
22. Creating a substantial risk of serious injury by either recklessly engaging in behavior or using an object that appears capable of causing physical injury (ex. belt, belt buckle, umbrella, etc.)
23. Starting a fire
24. Threatening to use, or using force to take, or attempt to take, property belonging to another
25. Using force against or inflicting, or attempting to inflict, serious injury upon students or others
26. Planning, instigating or participating with another, or others, in an incident of group violence

Possible guidance interventions:

- Parent Outreach
- Guidance Conference
- Restorative Approaches
- Positive behavioral Interventions
- Development of an individual behavior contract
- Short- term behavioral progress report

**Middle-High School
Level 1**

1. Unexcused absence from school
2. Failing to wear the required school uniform or the P.E. uniform
3. Cutting class
4. Being late for school or class
5. Being in possession of a cell phone when it should be in your bag or locker
6. Behaving in a manner that disrupts the educational process
7. Engaging in verbally rude or disrespectful behavior
8. Using school equipment without appropriate permission

**Middle-High School
Level 2**

9. Smoking
10. Using profane, obscene vulgar or lewd language
11. Lying or giving false information to school personnel
12. Misusing property belonging to others
13. Engaging or causing disruptive behavior on a field trip
14. Inappropriate use of technology
15. Leaving class or school premises without permission of supervising school personnel

**Middle-High School
Level 3**

16. Defying or disobeying school personnel in a way that disrupts the educational process
17. Entering or attempting to enter a school building without authorization or through an unauthorized entrance
18. Using slurs based upon actual or perceived race, ethnicity, status, weight, religion, or disability
19. Shoving, pushing or engaging in minor altercations
Or similar physical confrontational behavior towards students or school personnel, or throwing an object or spitting at another person
20. Bringing unauthorized persons to school without
Permission from the Head of School
21. Engaging in vandalism, graffiti or other intentional damage to the school
22. Knowingly possessing property belonging to another without authorization
23. Engaging in scholastic dishonesty which includes:
 - Cheating
 - Plagiarizing
 - Colluding

**Middle-High School
Level 4**

24. Engaging in Public Display of Affection
25. Engaging in physically aggressive behavior
26. Engaging in acts of coercion or threatening or instigating violence or injury or harm to others
27. Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber bullying)
28. Falsely activating a fire alarm
29. Making a threat to the school
30. Taking or attempting to take property belonging to another or belonging to the school without authorization
31. Creating a substantial risk of serious injury by either engaging in behavior or using an object that appears capable of causing physical injury
32. Inciting a riot

**Middle-High School
Level 5**

33. Starting a fire
34. Threatening or using force to take, or attempt to take, property belong to another
35. Using force against or inflicting or attempting to inflict serious injury upon students or others
36. Planning, instigating, or participating with another or others in an incident of group violence

Possible guidance interventions:

- Parent Outreach
- Guidance Conference
- Restorative Approaches
- Positive behavioral Interventions
- Development of an individual behavior contract
- Short- term behavioral progress report