



NEW Academy Science and Arts

School Climate and Student Discipline Policy

A. Positive School Climate System and Restorative Justice

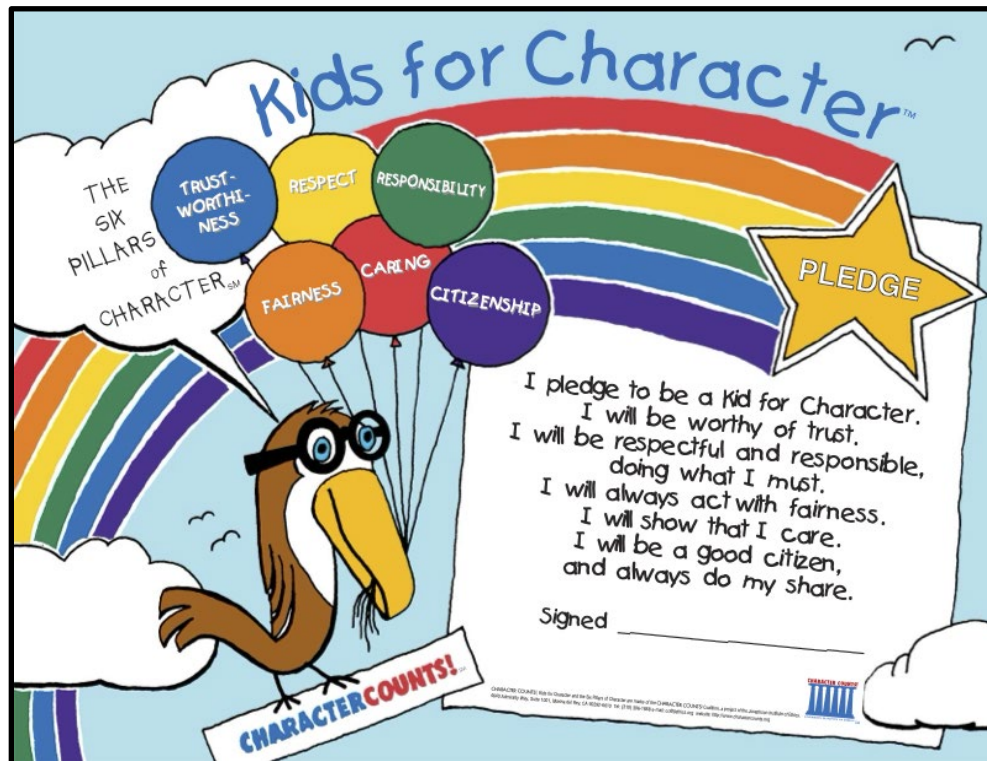
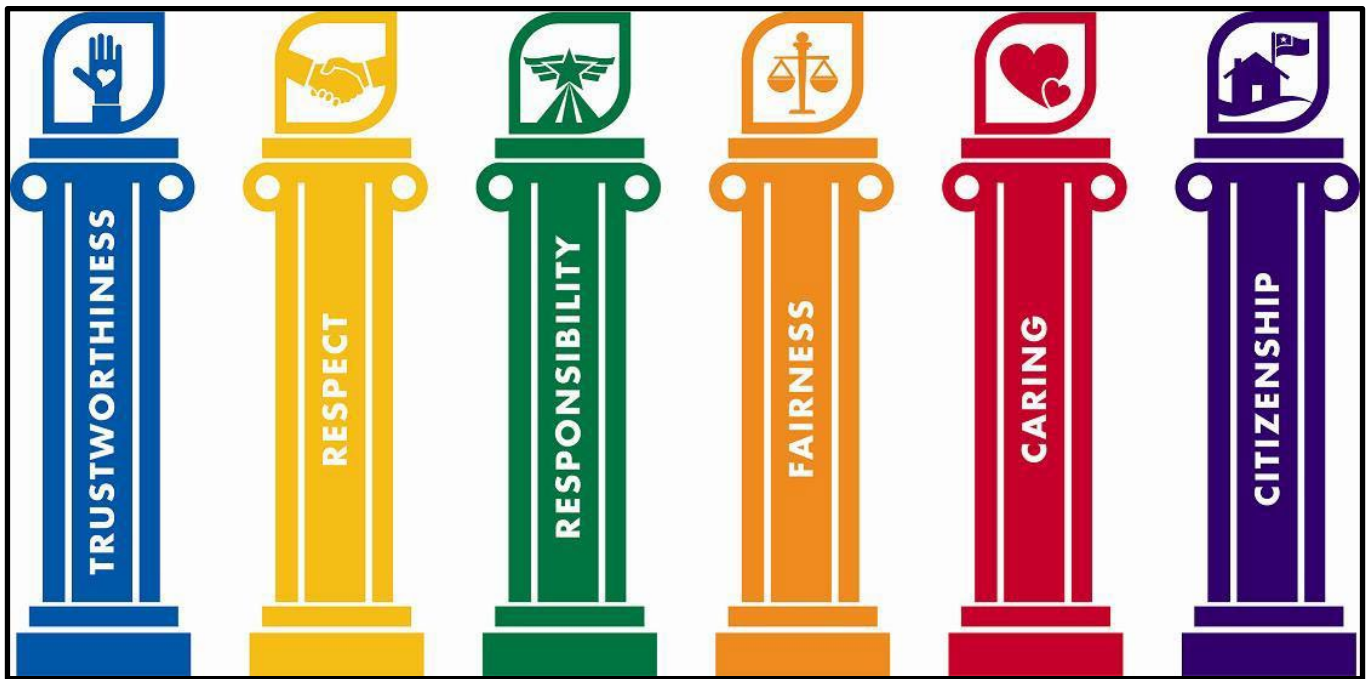
N.E.W. Academy of Science and Arts has built a positive school climate by implementing values, norms, structures, and relationships, contributing to a healthy school life. N.E.W. Academy of Science and Arts' core values foster integrity, personal responsibility, and compassion for oneself and others. N.E.W. Academy of Science and Arts has developed norms based on the six pillars of character and enforced them throughout the school. The six pillars of character help make our school a launchpad for character and kindness. Some structures N.E.W. Academy of Science and Arts has in place include the PBIS framework, restorative practices, and social-emotional learning (SEL) framework, integral parts of our educational program that help students and school personnel live fulfilling lives. SEL supports the development of strong and collaborative relationships that contribute to a safe and healthy school climate.

1.a. Tiered Behavior Intervention

Tier 1: Access to the Six Pillars of Character Counts

N.E.W. Academy of Science and Arts' focus is universal, providing opportunities to all students. At the beginning of the school year, teachers establish the foundation for good behavior to prevent unwanted behaviors. Teachers teach and model social-emotional lessons, behavior expectations, classroom/school rules, and the six pillars of character.

Teachers introduce the six pillars of character at the beginning of the school year and concentrate on one pillar every month. This is a preventive and proactive approach. Teachers review the character pillar daily, recite the "Kids for Character" pledge daily, monitor student behavior through Class Dojo, and send a behavior report to parents daily.



Restorative Practices

N.E.W. Academy of Science and Arts has processes for establishing healthy relationships among students and adults. One such process is implementing Restorative Circles, which support healthy relationships. The goal is to prevent conflicts and promote community building.

Objective: To begin addressing the use of hate speech in our community

Materials: Talking Pieces, Bell if possible or chime

Opener/Welcome: Welcome to our circle today. In our circle today we are going to spend most of our time discussing something very serious that has to be addressed immediately because it is hurting us and making us a community that is not inclusive and safe.

What is a circle? A restorative circle is a method to resolve conflicts or issues through conversation which helps people learn from each other and understand each other's perspectives .

Review Circle Agreements and ask for agreement

- Speak from the heart
- Listen from the heart
- Speak Leanly
- Speak Spontaneously

Reminders of the importance of...

*Confidentiality (no mentioning names and speak in general)

*Reminder of Shaky Hand to signal "me too"

*Respecting the Talking piece (aka one mic)

Community Building Question/Activity(10 minutes): Addressing hate speech

Let's begin by defining hate speech so we are all clear.

Hate speech is when someone says or writes hurtful things about others based on things like their race, religion, gender or other things that make them who they are.

I will repeat that.

Hate speech is when someone says or writes hurtful things about others based on things like their race, religion, gender or other things that make them who they are.

Prework : Make sure when students stand up for activity they have enough space to raise their hands and not bump into each other or hit each other by accident.

Instructions:

- I will be reading out a list of statements one at a time.
- If you feel that the statement I say applies to you, you will raise your hand.
- After a few moments, those who raised their hand will put it down and I will ask another statement.
- When we are finished with all statements, we will sit back down in our circle and have a debrief to talk about our reflections and observations.
- Before we even get to the activity, I need to clarify what hate speech is.

Statements:

Let's do an example:

Walk across the line if you speak more than one language. (Those who raise their hand and wait. After everyone who this applies to raise their hand, everyone can lower their hand)

After the example:

1. Raise your hand if you yourself have ever heard **people anywhere** using hate speech to others.
The next statements are only about THIS SCHOOL YEAR-keep that in mind.
2. Raise your hand if you yourself have ever heard **people at our school** using hate speech to others.
3. Raise your hand if someone at our school has said something offensive **to you or about you.**
4. Raise your hand if you have ever had someone from our school say hurtful things about an identity group **you belong to.**
5. Raise your hand if you have ever had friends say hurtful things about your identity **even if it's in a joking way.**
6. Raise your hand if you've ever felt helpless when you **hear hate speech happening.**
7. Raise your hand if you want our school to be a place where you can feel safe and be yourself without judgment.


Everyone can go back to their seat in the Circle.

Debriefing:

- What did you notice? Que anotaron?
- What is coming up for you? Que se les viene a la mente ?

N.E.W. Academy of Science and Arts provides supplemental opportunities and support to students (some) who could not follow behavior expectations in Tier 1. The support provided at Tier 2 includes interventions.

Teachers identify students who have difficulty following classroom rules in and out of the classroom. We schedule an SSPT meeting to discuss the behavior with the parent, teacher, and administrator. The SSPT team decides on strategies and supports to implement at school and home.



Student Support and Progress Team Meeting Form

Student Information

Student: _____ Birthdate: _____ Grade: _____

Parent(s) _____ Teacher: _____

Administrator: _____ SSPT Meeting Date: _____

Strengths/ <i>Éxitos</i>	Areas of Concern/ <i>Áreas de Preocupación</i>	Interventions Attempted/ <i>Intervenciones Tratados</i>	Information/ Información

STUDENT SUCCESS AND PROGRESS TEAM <i>Support Plan</i>				
Goals/ Metas	Actions/ Acciones	Responsibility/ Responsabilidad		
		Who?	When? (plan)	When? (completed)


STUDENT SUCCESS AND PROGRESS TEAM <i>Meeting Participants</i>		
Relationship	Name	Signature

STUDENT SUCCESS AND PROGRESS TEAM <i>Meeting Participants</i>		
Relationship	Name	Signature
Madre:		
Padre:		
Teacher:		
Administrator/Facilitator:		
Other Administrator:		

Tier 3: Intensive Behavioral Support

N.E.W. Academy of Science and Arts provides intensified opportunities for students (few) who have dangerous and highly disruptive behaviors, affecting their learning. N.E.W. Academy of Science and Arts' team Tier 3 members include the Vice Principal, Board Certified Behavior Analyst, Behavior Interventionist, Case Manager, and Teacher. N.E.W. Academy of Science and Arts' Tier 3 team meets regularly, collects data to monitor student progress, and makes informed decisions ensuring equity.

The Vice Principal, the Board-Certified Behavior Analyst, and the Behavior Interventionist create an individualized behavior plan for the student to address the target behavior and set goals to modify it. The Behavior Interventionist monitors students individually to check for improvement or regression. The Board-Certified Behavior Analyst conducts individual or group sessions based on the student's needs to work on areas of concern. The Board-Certified Behavior Analyst also provides in-class visits to address behavior areas.
















































Classroom Behavior Tracker

Student: _____ Teacher: _____ Date: _____

Target number of Good/ OK faces: _____ Number earned: _____

Portion of Day	Target Behavior	Good	OK	Needs Improvement
8:00 - 8:20 Morning Meeting	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
8:20 - 8:40 Social Emotional Learning	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
8:40 - 9:00 Read Aloud	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
9:30 - 10:45 Literacy Activities	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			

11:50 - 12:00 Quiet Time	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
12:00 - 1:00 Math Centers	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
1:00 - 1:30 English Language Development	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
1:30 - 2:00 Social Studies/ Science	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
2:00 - 2:30 PE/ Exploration Activities	1. Stay seated			
	2. Keep hands and legs to yourself			
	3. Speak positively/ in turn			
Student: _____ Parent Signature: _____				

WilRiv Strategies

Preventative Strategies:

- **Visual Schedule** – To start the day, in the beginning of each activity, and at the end of each activity review schedule to show what is coming up next and what has been completed.
- **First, Then** – “First, then” is an individualized antecedent strategy. During “first, then” an adult delivers a clearly stated expectation (e.g., “First, sit down), followed by a statement about the preferred item or activity the child will earn when they follow the expectation (e.g., “Then, you get iPad”). Always ask prior to delivering first, then what he would like to work for.
- **Set Contingencies**– Set boundaries and rules that William is expected to follow. These rules and boundaries should be agreed upon by all staff members involved, and everyone should follow through with the same contingencies (consequences) outlined for William. Use if/then or first/then statements to motivate William to follow the contingencies, “If you share the ball with friends at recess, then you can earn tokens.
- **Priming**- Prepare William for recess when he is finished with lunch. Provide him reminders of expected behavior on the playground such as sharing with peers and allowing other kids on his team. Prior to the game starting, the rules should be explained such as who gets a turn and when the next team will play. Also, remind William that he if he has a difficult time during recess he can appropriately ask to take space in a designated area or an alternative solution predetermined by the administrative team. In the event of changes during unstructured activities, William should be warned ahead of time.
- **Noncontingent Reinforcement (NCR)** – Deliver praise or acknowledgment based on a predetermined interval regardless of what behavior William is exhibiting. Praise or acknowledgment can be delayed slightly if he engages in aggression.
- **Modify Tasks** – break assignments and tasks into less effortful parts. Instead of providing a worksheet with 5 math problems, circle 2 at a time and allow William to complete those two before he gets acknowledgment and a break. When he has completed the 2 problems circled, allow him a break and access to preferred activities/acknowledgment for a predetermined amount of time. Repeat the process until the worksheet is complete.
- **Provide Scheduled Breaks** – allow William to take a break based on a predetermined time (i.e., every 30 minutes). To ensure that he is not missing important class instruction, program the breaks during periods in which instruction is minimal (e.g., between the middle to the end of class).

Teaching Strategies:

- **Functional Communication Training (FCT)** – teach the student how to appropriately vocalize requests for needs and wants at appropriate times. Contriving situations and practicing during all parts of the day and during different activities will help William to generalize appropriate vocal requests throughout his school day. Deliver acknowledgment and a break (if he is working on an assignment) immediately if correct vocal requests are made at appropriate times.

Reactive Strategies:


- **Differential Reinforcement of Alternative (DRA) behaviors** – provide William with acknowledgement and access to preferred items and a break contingent on appropriate behaviors such as working on assignments, using appropriate vocalizations, etc. Simultaneously, when William is engaging in off-task behaviors, attention and preferred items and breaks can be withheld or delayed.
- **Use Positive Language**
 - **Be Direct:** Make expectations clear. If there are certain children in need of re-direction, speak to them specifically.
 - **Keep it Clear and Simple:** language needs to be easy to understand and follow. Know where your students are developmentally. Younger children cannot always follow multi-step instructions, especially if they are complicated. Simplify wherever possible and be consistent.
 - **Say the Affirmative:** avoid using the phrase “don’t”. Tell students the action that you want them to take, instead of the behavior you don’t want them to do
- **Common Phrases to consider turning from negative to positive**
 - Instead of “Be quiet.” Try “Please use a softer voice.”
 - Instead of “What a mess!” Try “It looks like you had fun! How can we clean up?”
 - Instead of “I explained this already.” Try “Maybe I can show you another way.”
 - Instead of “Do I need to separate you?” Try “Could you use a break?”
 - Instead of “We don’t talk like that.” Try “Please use kind words.”

1.b Alternatives to Suspension

N.E.W. Academy of Science and Arts has in place alternatives to suspension. It includes the following steps:

1. Referral to Vice Principal
2. Meeting with parents
3. Behavior plan/agreement
4. Behavior monitoring
5. Counseling

Staff members use the Student Referral Form to describe the student's behavior when referring the student to the Principal and when meeting with parents. See attached


NEW Academy Student Referral Form
(This form is used for communication between Staff and Principal)

Student Name: _____ Grade: _____
Referred by: _____ Date: _____

NASA Staff Comments:
Circle which pillar/pillars the student did not follow today?
Trustworthiness Respect Responsibility Fairness Caring Citizenship

Please describe student's behavior/actions. Additional space provided.

Have any previous actions been taken with this student?: ☐ yes ☐ no
If so, please mark actions taken.

☐ In-class student reflection on behavior and six pillars
☐ Loss of recess or other free time
☐ Teacher-Student conference
☐ Phone call or note home to parents
☐ Teacher-Student-Parent conference
☐ Other: _____

Do you recommend an SSPT at this time? ☐ yes ☐ no

Staff Signature _____ Date _____

CHARACTER COUNTS!
Trustworthiness • Respect • Responsibility • Fairness • Caring • Citizenship



NEW Academy Student Referral Form

(This form is used for communication between School and Parents)

Student Name: _____ Grade: _____

Filled out by: _____ Date: _____

Six Pillars of Character



Trustworthiness: Be honest and loyal.

Respect: Speak and behave appropriately with all people.

Responsibility: Follow rules and directions the first time given.

Fairness: Take turns and share.

Caring: Be kind and helpful to all people.

Citizenship: Take pride in yourself and your school.

At NEW Academy, we hold all students, parents, and staff accountable to behavior that exemplifies these six pillars. Please use this as an opportunity to discuss the importance of character with your child.

Staff Comments: Your child did not follow the pillar/pillars circled below.

Trustworthiness Respect Responsibility Fairness Caring Citizenship

Staff Comments:

Actions taken:

Staff's Signature: _____ **Date:** _____

Parents: Please discuss with your child his/her behavior and actions.

Mark one or more boxes if they apply:

_____ I spoke to my child about his/her behavior and actions.

_____ We discussed how they felt about the outcome of their behavior/actions.

_____ We discussed what he/she needs to do in order to improve his/her behavior.

In the space provided, please write down any comments/concerns you may have and return form to school.

Parent Comments:

Please provide signature acknowledging that you have read and have talked with your child about his/her behavior and actions.

Parent Signature _____ **Date** _____

CHARACTER COUNTS!

Trustworthiness • Respect • Responsibility • Fairness • Caring • Citizenship

1.c. Schoolwide Positive Behavior Support System:

As stated in our Charter Petition in School-Wide Positive Behavior Support and Progressive Discipline Approach

School-Wide Positive Behavior Support and Progressive Discipline Approach

Our positive behavioral support system begins in each classroom where teachers use praise, reinforcement of desired behaviors, and other positive measures to reduce behavior that may negatively impact students' learning and emotional wellbeing. Teachers and staff also use the Charter School's six pillars of character guidelines to establish classroom and playground rules, expectations and procedures.


It is essential to have a safe, positive atmosphere in which students can perform at their best. Therefore, it is important for students to know the boundaries for their behavior at school.

NASA is a Character Counts! School. We teach all students about the importance of building good character using the Six Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We expect that all students follow these Six Pillars at all times. In the event that student's behavior is not consistent with these values, students will be given a reflection sheet by a staff member. This will allow students the opportunity to reflect upon their actions and think about ways to improve their behavior.

The Six Pillars of Character! is a framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon. Each of the six charter traits are used within the Character Counts! program to help instill a positive learning environment for students and a "culture of kindness" making of NASA a safe environment for students to learn. The Six Pillars of Character values are not political, religious, or culturally biased. In fact, every year since 1995 this program has been officially recognized and endorsed by the U.S. Senate and the President of the United States.

N.E.W. Academy of Science and Arts Charter Renewal Petition, 2018

Monthly Ceremonies - Celebrating and recognizing students' positive behavior for following the six pillars of character. Below is a schedule we follow in order to highlight a pillar of character for each month.

 CHARACTER COUNTS! Pillar of the Month: 2024 - 2025 <p>NASA promotes a Character Counts! Pillar monthly throughout the year. Teachers provide lessons that help students understand the Pillar. Students receive monthly awards for exemplifying the Pillar inside and outside of the classroom. The certificates are given at the End of the Month Ceremony.</p>	
MONTH	PILLAR
SEPTEMBER/OCTOBER	RESPONSIBILITY
NOVEMBER/DECEMBER	TRUSTWORTHINESS
JANUARY	RESPECT
FEBRUARY	CARING
MARCH	FAIRNESS
APRIL	CITIZENSHIP
MAY/JUNE	"CHARACTER COUNTS"

Character Counts! Week-Promoted good character throughout the week of 10/21/24 – 10/28/24. The Vice Principal did short presentations on the pillars of character. Each presentation consisted of a read-aloud and an activity.




School-wide Event: Character Counts! Presentation Schedule

Character Counts! Week		<small>*Mrs. Ortega will come in and do a short presentation on the pillars of character. The activity should take about 20 minutes. Sign up for a 20 minute block.</small>		
Time	Wednesday-10/23	Thursday-10/24	Friday-10/25	Monday-10/28
8:00 - 8:20				3A Mr Tapia
8:30 - 8:50		TK/KC Mrs.Gonzalez	TK Ms.Suarez	3B Mrs. Alfaro
9:00 - 9:20				
9:30 - 9:50		1A Ms. D. García		
10:00 - 10:20				
10:30 - 10:50				
11:00 - 11:20				
11:30 - 11:50				
12:00 - 12:20				
12:30 - 12:50				3C Mr. Bates
1:00 - 1:20	4B Puluc			1B Ms. Marin
1:30 - 1:50			KB Mrs.G	KA Mr.Flores
2:00 - 2:20		1C Ms.Monrreal		2C Ms. Plotkin

Character Counts! Resources for Teachers and Family Activity

The Vice Principal created a Google folder with several Character Count resources teachers could use to celebrate and reinforce the importance of Character Counts! building. Similarly, the Vice Principal created a family activity to engage families in celebrating the pillars of character.



Nelsy Jackson <jackson@newnasa.org>

Weekly Bulletin #11

Ortega, Angelica <ortega@newnasa.org> Sat, Oct 19, 2024 at 6:24 PM

To: Diana Solis <solis@newnasa.org>; Mauricio Melgar <melgar@newnasa.org>; Estela Aguilar <eaguilar@newnasa.org>; David Tovar <tovar@newnasa.org>; Martha Carvajal <carvajal@newnasa.org>; "Bates, Anthony" <bates@newnasa.org>; Dania Escobar <descobar@newnasa.org>; Fernando Zeledon <zeledon@newnasa.org>; Jose Tapia <lapia@newnasa.org>; Victoria Beltran <beltran@newnasa.org>; Steven Vasquez <vasquez@newnasa.org>; Lidia Puluc <puluc@newnasa.org>; Abraham Flores <aflores@newnasa.org>; Evin Rogers <erogers@newnasa.org>; Jose Barber <barber@newnasa.org>; Dominica Bernabe <bernabe@newnasa.org>; Darian Calderon <calderon@newnasa.org>; Tony Benavides <benavides@newnasa.org>; Daisy Borrayo <borrayo@newnasa.org>; Cendy Romero <cromero@newnasa.org>; Maritza Castillo <mcastillo@newnasa.org>; Rosa Benavides <rbenavides@newnasa.org>; Sam Reguerra <reguerra@newnasa.org>; "Garcia, Wendy" <wgarcia@newnasa.org>; Nelsy Jackson <jackson@newnasa.org>; Andrea Alas <alas@newnasa.org>; Sonia Claudio <scldio@newnasa.org>; Christine Monreal <monreal@newnasa.org>; Elizabeth Alfaro <alfaro@newnasa.org>; Jill Plotkin <jplotkin@newnasa.org>; Joanna Espinoza <espinoza@newnasa.org>; Pedro Ramirez <ramirez@newnasa.org>; Martha Jimenez <jimenez@newnasa.org>; Stacy Ayele <ayele@newnasa.org>; Kaitlyn Tinajero <tinajero@newnasa.org>; Estevan Flores <eflores@newnasa.org>; Martha Marin <marin@newnasa.org>; Berenice Reyes-Cuevas <reyescuevas@newnasa.org>; Eric Rodriguez <rodriguez@newnasa.org>; Erika Coytia <coytia@newnasa.org>; Milton Gomez <gomez@newnasa.org>; Brandon Navia <navia@newnasa.org>; Christian Reyes <reyes@newnasa.org>; Ariana Suarez <suarez@newnasa.org>; Eddie Castro <castro@newnasa.org>; Nicole Cruz <ncruz@newnasa.org>; Angelica Ortega <ortega@newnasa.org>; "Gonzalez, Leonor" <gonzalez@newnasa.org>; Esmeralda Franco <franco@newnasa.org>; Martin Flores <flores@newnasa.org>; Dina Garcia <garcia@newnasa.org>; Kimberly Campos <kcampos@newnasa.org>; Ignacia Gandaria <gandaria@newnasa.org>; Irayda Diaz <idiaz@newnasa.org>; Yoana Valenzuela <yvalenzuela@newnasa.org>; Cindy Cabral <cabral@newnasa.org>; Martha Nunez <munez@newnasa.org>; Ana Chavez <morejon@newnasa.org>; "Telon, Roxanne" <telon@newnasa.org>

Hello NASA Family,

Attached you will find the Weekly Bulletin #11. This week is Character Counts! Week. Please show your support in promoting the 6 pillars of character. Please see the flyer.

Teachers: Please take some time each day in focusing on the pillar of the day. See google folder for ideas. Also, I would like to come in and do a short presentation on the pillars of character. Please sign up for a 20 min block. I would love to spend time with your class.

Schedule: https://docs.google.com/spreadsheets/d/1fH0iR5EH_xqPho7UJR8jh5-yykdJgKIQSeUsXMt6U/edit?usp=sharing

Folder: https://drive.google.com/drive/folders/1DYGE-WGbZ9k3ElkPpRYA9SJWW_UmQNT?usp=sharing


Office Clerks and Campus Aides: A family activity was sent via Parent Square and Class Dojo. Families were asked to make posters that represent the pillars of character. Please collect and display around the site to show our commitment to the Character Counts! Pillars. See notification on Parent Square or ClassDojo

5th Grade Teachers and Kindergarten Teachers: Don't forget the Character Building activity. Please let me know if you would like my help in scheduling this activity for you. The assigned days for this activity are Thursday or Friday.

Kind regards,

Mrs. Ortega

<https://mail.google.com/mail/u/0/?ik=04e13651b&view=pt&search=all&permmsgid=msg-f:18133942022397352&siml=msg-f:18133942022397352> 1/2



Hello Parents,

The week of 10/21 - 10/28, we are celebrating "Good Character" during our **Character Counts! Week**. We want you to be part of this initiative in teaching all our students how to show *"Trustworthiness, Responsibility, Respect, Fairness, Caring and Citizenship."*

Here is what we need you to do. As a Family, create a poster that represents one of our pillars of character or all the pillars of character. On your poster, display the pillar of character as the title. Show through words/pictures what it means to be trustworthy, responsible, respectful, fair, caring, or a good citizen.




Involve all your family in this activity. Have a discussion, think of ways how we show the pillars of character and choose which one you would like to represent in a poster. We want your support and want to share this work with all our students. For that reason, we will display these posters throughout our sites so everyone can see how as a "Family," we come together to teach our students how to do the right thing.

We are excited to see what you will contribute. The deadline for this activity is Wednesday, October 23rd. Please submit your poster to the office at your site (Loma, Villa, La Posada or PC). We will begin to display the posters as soon as they are submitted. We thank you in advance for your support.

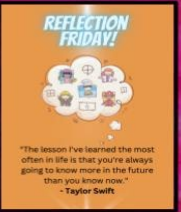


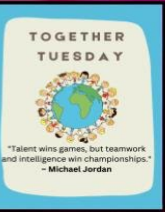

Kindly,

Mrs. Angelica M. Ortega-Ramirez
Vice Principal
N.E.W. Academy of Science and Arts

Examples:



Social Emotional Learning



What Is SEL?

SEL is a process by which an individual learns and applies knowledge and skills to develop a healthy identity. It includes emotional regulation, empathy, and interpersonal skills.

SEL Program consists of Daily SEL Themes for SEL Time Block

Upcoming Events to Foster School Climate and Student Discipline

- **The Great Kindness Challenge from 2/10 – 2/15**
- **SEL Day 2025 3/14**
- **Mental Health Awareness Week from 5/12 – 5/18**