

Make Your Day



**Second Hill Lane School's
Citizenship / Discipline Program**

Parent/Guardian Handbook

Make Your Day Overview

Make Your Day is a citizenship and discipline program that allows teachers to teach and students to learn by creating a building environment in which everyone has the right to learn, free from interference. This environment provides all students with:

1. The opportunity to learn in a positive, caring atmosphere.
2. The opportunity to evaluate and self-correct their own behavior, while also increasing the capacity to self advocate when others interfere with their learning, safety or well-being.
3. The opportunity to Make Their Day.

The program is based on one school rule.

No one has the right to interfere with the learning, safety, or wellbeing of others.

Make Your Day provides a school-wide citizenship and discipline system. It provides a common language for staff, students and parents/guardians. All staff hold high expectations for students and students are responsible for their own actions. Make Your Day provides predictable consequences for students' behavioral choices. Make Your Day is based on three core principles:

1. All students are capable of success.
2. Parents are directly involved in their child's education by asking about their day.
3. Student success occurs when students make appropriate choices at school to increase learning and there is open communication between school and home.

Make Your Day is based on two parts: Points and Steps. Points are used for students to self assess behavioral and academic effort and allow them to take responsibility for their choices. Steps provide students a place to reflect on his/her behavior that interfered with the learning, safety or wellbeing of others.

Points

Each day, students are expected to: "Do what is expected and do it the best you can." At the end of each period students are asked to review their performance during that period and report their Make Your Day points. These points are based on whether they met expectations to the best of their ability.

After students and teachers have self-reported their own points, other students and staff have an opportunity to give feedback to each other, under the direction of the teacher in a process called "Concerns."

The concern process is designed to allow students to self advocate and offer the opportunity for a child to have a productive interaction when they feel another person may have interfered with their learning, safety or wellbeing. Concerns are managed by the teacher and are not designed to allow other students to blame, tattle or retaliate. Please let the teacher know if you hear otherwise.

Steps

Students choose steps when a staff member sees behavior that interferes with the learning, safety or well-being of others. Choosing steps is a consequence. Students have control of whether they choose steps by their behavior. There is no punishment associated with choosing steps. When a student chooses steps, they are temporarily removed from the activity, but remain in the classroom. Students' grades are not directly impacted by choosing steps. Moving through steps is completely the students' choice. However, if a student repeatedly chooses steps and thereby removing themselves from the learning it may negatively impact their grade. As always, if there are repeated behavioral issues the teacher or parent may initiate a conference to problem solve.

Summary of Steps

Students only choose steps when they interfere with learning, safety or wellbeing of others.

Step 1: Sitting quietly facing away from the activity for 3-5 minutes. This often means a student is facing away from the action. It is not designed to have a student sit in the corner. The teacher will privately tell the child they have chosen step 1 for "X". "X" being the name of the interfering behavior. After a few moments, the student will have a short conversation with the teacher before returning to the activity. The student will be privately asked how they choose Step 1 (rename the behavior) and whether they feel they can return to the activity successfully. A student may request more time and will always have the chance to talk with the teacher during the conference. If a student feels the teacher made a mistake, which occasionally happens, the teacher will apologize and the student immediately returns to the activity. Sometimes, the teacher doesn't agree with the student's viewpoint, but there is no attempt to coerce the student into agreeing with the teacher. They will agree to disagree. Since Make Your Day is not punitive, there will be no disciplinary consequences, such as a detention.

Step 2: If the student fails to stop interfering behaviors or chooses to not go to step 1, the child then chooses step 2. Step 2 is standing quietly facing away from the activity for 3-5 minutes. As in Step 1, a teacher will confer with the student before they choose to return to step 1 for a few more moments and then back to the activity.

Step 3: If the student continues interfering behaviors or chooses not to go to step 2, (s)he will be given a choice to go to step 3 and focus on the rule or move on to step 4. At this time, the child is reminded that step 4 is a parent conference.

Note: Steps 1-3 allow the student to remain in the classroom as they attempt to correct their behavior. They will continue to earn Make Your Day points if they follow the procedures correctly.

Steps Continued

Step 4: Inappropriate behavior on Step 3 demonstrates the student has chosen a step 4 conference. Also, extreme behaviors will result in an immediate Step 4 or Step 5 (see information below). In this case students will be sent to the office to contact parents/guardians to request an immediate conference. The student will remain out of class and school activities until a parent-student conference that is facilitated by the teacher is held. A step 4 conference can occur at anytime during the school day. The conference will allow the parent to determine if the child is ready to return to class for the purpose of learning.

Parents/Guardians or a person they designate are expected to come in for a step 4 conference as soon as possible. A student will be assigned to an alternate classroom or "buddy room" until the conference is held. This may mean they are out of class until the next morning when the child is brought into school by the parent. After a successful step 4 conference, a student will move backwards through the steps until (s)he is returned to the current learning activity, unless the student chose an Automatic Step 4. After an Automatic Step 4, students return to the current learning activity. As a reminder, a step 4 conference is established to help the student and is initiated by the child's behavioral choices, not the teacher.

Successful Step 4 conferences

Step 4 conferences are designed with the purpose to help the student understand the choices that are expected at school and problem solve to find better choices.

At a Step 4 conference, we would like the parent/guardian to help the child:

1. State the problem or behavioral choices.
2. Express and accept responsibility for his/her actions.
3. Offer an alternative method for managing his/her problem.
4. Express a desire to return to class for the purpose of learning.

The parent/guardian will decide if the outcome of the conference is acceptable and make the determination if a student is ready to return to class. After a successful step 4 conference, a student will reenter the class ready to learn. A step 4 conference is designed to address the specific behavioral choices of the student that most recently occurred. If the parent/guardian has additional concerns about their child, another conference can be scheduled before or after school to discuss trends or academic progress.

Shadowing / Automatic Step 4 / Step 5

In some instances, student will progress through steps in order. There are two instances where a child will jump to a different step.

Shadowing: Steps are private and no other student is allow to be involved. If a student responds to, speaks with, or interacts in any manner with a student on steps, he or she has chosen to "shadow" or follow his or her fellow student through steps. The shadowing student will jump to the step in which the first child is involved.

Automatic Step 4 – There are some behaviors that call for an automatic step 4 or 5. Some examples are: Obscene language, physical aggression, open defiance, etc.

Step 5 – An administrator will become involved if children continue to escalate behavior on step 4 or perform other severe offenses. The administrator will follow the district policies and procedures for severe offenses.

Making Their Day

Students, "Make Their Day" by earning a set number of points by the end of each day. Before dismissal, teachers will review points and determine if students missed earning too many points. This is dependent on the grade of the class. Students who missed earning adequate points will be given a slip to go home for your review and signature. This communication tool for families allows you to have a discussion regarding your child's effort and choices during the day. In the school's view, this is not a sign of failure nor a reason for discipline. It is a positive sign that your child noted and took responsibility for not doing his or her best. We encourage you to review the slip with your child and discuss alternate choices. As always, if a child regularly has repeated difficulty making their day, a parent-teacher conference should be scheduled. If the teacher has not yet contacted you, please feel free to contact the teacher to arrange for a conference.