

**Make Your Day**  
**Program Description and Changes for 2004-2005**  
**Hidden River Middle School**

**Summary Statement:**

The philosophy of Make Your Day remains in place. Last year after four years of using the program as written it was determined that tailoring it to the needs of our student population and school culture would result in a simpler, more meaningful and effective program with increased desired outcomes. A number of changes were implemented as a result of collecting input from students, parents and staff. At the end of this last year we again collected input and data and have made revisions to the program to continue to best meet the needs of our students. Please read this together with your child and then sign that you understand the program or call if you have questions.

**The underlying philosophies of Make Your Day are:**

1. Safety is important to learning.
2. The skills of conflict resolution are key to successful living.
3. The skill of self-evaluation is a key to successful living.

Our one school rule is that “No one has the right to interfere with the learning or safety of others”. Students choose “steps” as the consequence for not following that rule. The concept of “concerns” will remain in place to teach students to respectfully confront others and resolve issues at a low level while learning valuable communication skills. The concept of “points” will remain in place with the focus on teaching students to think about and evaluate their academic and behavioral performance within the classroom, as well as teach goal-setting skills.

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**The simplified procedures and tailored changes for each of the three components of the program are:**

**1. Steps**

**When a student interferes with the learning or safety of another, the student is removed from the situation to have time to think.**

**Procedure:**

- An adult will inform a student privately that the student has chosen step 1 and stating the reason for choosing step 1.
- The student will sit facing away from the situation for step 1.
- Step 1 will be 2-5 minutes in duration. Students will be taught that the range allows for a teacher to come back at a natural break in teaching.
- After 2-5 minutes the adult will go to the student and ask the student what got them to step 1. The student will say what the behavior was and:
  1. Choose to return to class or activity
  - or
  2. Ask for more time
  - or
  3. Ask for recourse
- **Recourse:** If a student feels that the adult is incorrect or he/she needs clarification then recourse is used. Recourse does not come before step 1 in order to allow the adult to continue teaching or supervising, to avoid arguing and disruption, and to allow for a private conversation between student and adult. At the end of the 2-5 minutes a student asks for recourse when the adult comes back to release them. Teachers must allow recourse. The student explains what happened, and it is the teacher’s judgment to accept or not.
- **Steps 2 and 3:** A student can choose to go to step 2 or 3 by not going appropriately to the previous step. On step 2 a student stands away, on step 3 a student stands away and re-focuses on the written school rule. A student returns to the activity by working back down the steps in the same manner as step one. Steps 2 and 3 are also 2-5 minutes in duration.
- **Step 4:** A student may choose to go to step 4 by progressing through steps 1-3 or going automatically. On step 4 a student comes to the office and calls a parent or guardian to come to school for a conference. The student waits in

a buddy classroom until the conference. Thinking time is needed; therefore, students are not allowed to do school work while waiting, but he/she may make the work up under the absence policy. The parent or guardian ultimately determines the outcome of a step 4 conference, and the student either returns to class or goes home with an excused absence. A student will not wait any longer than the duration of the part or whole school day in which the step 4 occurred. If a parent does not come to conference and/or does not make arrangements to conference then the student is sent to the principal upon return to school the next day. The principal will then call the parent/guardian and offer the choice of an immediate conference or a suspension from school. Step 4 is offered at Hidden River as an intervention step to suspension. Students choose an automatic step 4 by being physically or verbally/non-verbally abusive to other persons or property and/or being defiant towards school personnel. Please see the “Category II” definition and list of behaviors on page 24 of the “2004-2005 Handbook” mailed to you from Monroe Public Schools that include step 4 behaviors and those that can result in suspension. Please note that on page 23 under “Category I” is the definition for and list of behaviors that will result automatically in a suspension and bypass the step 4 procedure.

**Changes and reminders:**

- Students do not choose steps for being unprepared for class. This will be reflected in points only, and students will remain in the learning setting.
- A student may choose to “opt out” of a class period for any reason. Students who opt out choose to sit on step 1 for the duration of a class period and may earn full points. He/she loses the opportunity to earn the class grade that day or make up any in class work. Work that can be made up as homework may be taken home. The philosophy of this is to protect students who, for whatever reason, are unable to be successful in class and need a safe place to be.
- At the beginning of the year interfering behaviors will be clearly identified by students and staff.
- Steps are a time out or time away from a situation.
- Throughout the school year, teachers will set additional behavioral expectations at the beginning of each class as needed.
- The adult maintains privacy when communicating with students.

## 2. Concerns

**The purpose of “concerns” is to allow students to have the right to voice a concern with another student or staff member in a respectful manner.**

**Procedure:**

- At the end of each class period or at any point during a common area time (breaks, lunch, hall passing, etc.) students may voice concerns for fellow students or adults.
- Prior to raising a concern a student should try to successfully resolve the issue on his/her own. Concerns are used if the issue is not resolved or if it is a step 4 issue.
- At the end of class, after points, each student’s name is called. If a student has a concern he/she states the concern to that individual by using respectful language. Respectful language, both verbal and non-verbal, will be taught.
- The student concerned then responds by simply accepting or not accepting responsibility for the concern.
- Students have the ability to agree or disagree with the concern
- There is a process in place for students to adjust points in order for the concern to be validated. Teachers oversee this process and it is taught to students.

**Changes and reminders:**

- Concerns are intended to help fellow classmates and staff members realize how their behavior impacts others with the goal of helping them be aware and make changes for the better.
- A staff member may also raise concerns, and students may raise concerns for a staff member.
- A concern is only raised if the person raising the concern was directly interfered with.

## 3. Points

**The purpose of points is to allow a student to evaluate his/her academic and behavioral performance in class. The goal is to “Do what is expected the best you can”. The teacher sets academic and behavioral expectations. Students might also set and assess personal academic goals.**

**Procedure:**

- At the beginning of each class the teacher will set academic expectations verbally and/or in writing.
- At the end of each class each student’s name will be called. The student will evaluate and determine his/her point value based upon how well the academic and behavioral expectations were met. Students will state his/her point value for the class and say why points were and were not earned.
- Points are recorded by students in their agenda and by the teacher on a class list.

**Changes and reminders:**

- Points will be used for meeting expectations for academic and behavioral issues in class only, including concerns. Points are not used in the common areas. Steps are used in common areas to deal with behavioral issues.
- A scale of 50 will be used for each of the 6 class periods. Students and staff will identify a list of general school expectations for learning.
- Teachers will set additional expectations at the beginning of each teaching period if needed. It is an expectation that homework be complete, and therefore, homework completion is a part of how students earn points.
- Teachers are able to raise concerns and adjust points to help students accurately assess their performance.
- “I didn’t make my day slips” will no longer go home. The process of contracting will be used instead as the main form of communication home.
- Student points will not be used as part of grading.
- At the end of the day, during wrap-up time, students will total their points for the day. Students “make their day” if they earn 260-300 points for the day.
- The meaning of earning 260-300 points is intended to be intrinsic satisfaction on the part of the student for doing the best he/she could academically and behaviorally all day in class. The focus is on the process of assessing one’s performance and the teaching and learning that go along with it. The focus is not on the points earned. There is no positive reward or negative consequence for making or not making your day.

## Contracting

**The purpose of contracting is to help students solve a pattern of behavior on their own.**

Contracting is used after the same issue continues 3-5 times.

**1. When a student does not make his or her day:**

- The student’s teacher initiates contracting in an effort to help the student with whatever issue or issues there may be.
- Out of respect for the student’s age, the student will have the opportunity to solve the problem on his/her own through the contracting process without contacting a parent or guardian. The staff member will allow 3-5 days to see if the student can resolve the problem. If the problem continues after the 3-5 days, the staff member will contact the parent or guardian to work together on the issue.
- When contracting, the staff member and student will have a private conversation about the issue.
- A piece of paper is filled out for the contract.

**2. When a student continues to choose steps for behavior, does not do concerns or point appropriately:**

- When a student continually chooses steps for interfering behaviors the student will be contracted with for more time on steps (more than 5 minutes to think) or to earn fewer points.
- When a student does not do points or concerns appropriately the teacher will remove him/her from the process and take over doing concerns or points for him/her in order to teach how to do it correctly. The student has the opportunity to try again.

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**Please follow the directions on the back sheet, complete with signatures, and return it to your homeroom teacher and keep the information at home to refer to.**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

**1. My teacher has taught me about the Make Your Day program. I understand that it is a discipline, citizenship, and academic program. I understand how the program works and if I have questions I will ask an adult at school.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**2. My parent(s) and I have read this together and I understand the program.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**3. My child and I have read this together and I understand how it works and my role as parent/guardian in the program. I understand that step 4 conferences are offered as an alternative to suspension and my role is to come as quickly as possible to school for a conference. If I feel I cannot sign I will make an appointment to discuss alternatives with the principal.**

Parent/guardian Signature \_\_\_\_\_ Date \_\_\_\_\_