

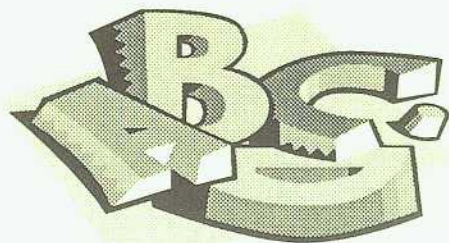


In order to earn points, your child will be asked to...

“Do what’s expected the best that he can.”

As a parent you can expect the staff at this school to follow through with consequences that will provide your child with a productive and on-task learning environment.

Our focus is on effective teaching and setting clear expectations for children to academically participate and behave appropriately in order to have the opportunity to learn.



PARADISE VALLEY UNIFIED SCHOOL DISTRICT'S

MAKE YOUR DAY SCHOOLS



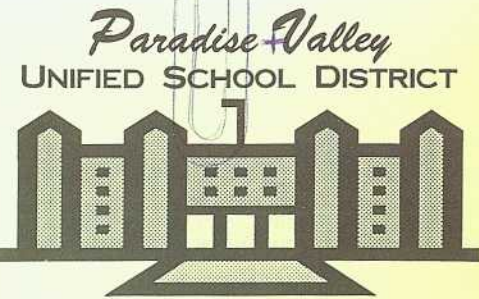
- ARROWHEAD •
- BOULDER CREEK •
- CAMPO BELLO •
- DESERT TRAILS •
- EAGLE RIDGE •
- ECHO MOUNTAIN INTERMEDIATE •
- ECHO MOUNTAIN PRIMARY •
- EXPLORER MIDDLE •
- FOOTHILLS •
- INDIAN BEND •
- LARKSPUR •
- SANDPIPER •
- SONORAN SKY •
- SUNSET CANYON •
- VILLAGE VISTA •

Make Your Day Philosophy Highlights

Our school staff is here to assist your child in learning how to:

- ◆ assume responsibility for his learning and behavior choices
- ◆ expect consequences for choices (choosing to earn points or choosing to not earn points)
- ◆ become a responsible learner in his community

It is our belief that your child will develop an intrinsic or internal center of control for both behavior and academic participation...taking personal responsibility in order to make changes for success in future decisions. These characteristics will then carry over to life long skills that will make for a successful and productive adult.



Welcome to your child's

“MAKE YOUR DAY” School

...where we believe that:

“NO ONE HAS THE RIGHT
TO INTERFERE WITH THE
LEARNING,
SAFETY,
OR
WELL-BEING
OF
OTHERS.”

The Make Your Day Program is a school-wide citizenship program that allows staff to teach and students to learn in a safe and focused learning environment.



Make Your Day Program Highlights

Expectations: The information teachers give so that your child can make informed decisions during the lessons about behavior and participation.

Points:

Students begin each point period with zero points (points are "earned" not "lost"). Your child has the opportunity to earn points by choosing to do what is expected the best that he can.

Concerns: Your child may articulate directly with another student a concern he may have if that student directly interfered with your child's learning/safety. The teacher facilitates this process.

Parent Conferences: Your child may need your help at school if he makes a choice that severely interferes with another child's learning or safety or with the teacher in her instruction.

Parent Communication: At the end of each day, your child does closure by assessing his choices and if he has made his day. If a child makes his day, then congratulate him. If a child does not make his day, then congratulate him for taking responsibility for his choices. Then sit down to talk about choices for the next school day. Help him set behavior goals. The "I didn't make my day" slip that goes home is a communication tool. It gives you the information you need to have this discussion. It does not mean your child failed.

Commonly Asked Questions from Parents:

Why can't my child be in class while on a Step 4?

When a child has chosen a parent conference ("I need my parent's help."), he has chosen to remove himself from the learning environment until a successful conference has occurred at school with parent and child. Most teachers allow any work or tests to be made up upon return to the classroom following the conference.

Do I have to leave my job or home and come right down to school to conference? No. You are in control of when the conference will occur. The office staff will facilitate a convenient time for the staff member and you to meet with your child. It is sometimes best if a child is allowed

more time to think about his choices while waiting for the conference. It also may help a child think about what choices in the future might be more appropriate. Once the conference is declared successful by the parent, the child returns to class.

Why can't I have a phone conference? Your child's behavior is asking for your help here at school. The behavior happened at school and is best resolved at school with the parent's help. The philosophy behind having the parent involved at school is the same as for the academic parent/teacher conferences. It also sends a message to the child that his behavior at school is as important as learning is to his success. It helps a child in the future when faced with making similar choices. A child may think through, "If I do this... then I will be asking for my parent to come to school to talk with me." This has a powerful effect on future choices. Only a small percentage of students choose parent conferences repeatedly. For most, one will do.

What am I supposed to do if my child comes home with the "I didn't make my day" communication?

This is simply a communication between school and home. Your signature indicates that you are aware that your child made choices that day that interfered with his success at school that day. Your child did not fail. It is your opportunity to talk to your child about his behavior and appropriate choices for tomorrow.

Why does my child face away from the class while on step?

When your child chooses step, he has made a choice that has interfered with the learning or safety of others. When a staff member allows your child step, he is giving your child the opportunity to earn his points again. Facing away from the learning environment helps your child re-focus his behavior to learning once again.

How long will my child be on step? If a child does what is expected on step, then he will be there no longer than five minutes. However, if the time on step might be longer due to an activity that may keep the teacher away longer, then this is communicated in advance by the teacher.

If points/concerns are done at least six times a day, how much time does points and concerns take? Points and concerns are a valuable lesson for students each time children participate. They are learning to reflect on choices made, take responsibility, and appropriately state a concern to another student. Practically speaking, points and concerns normally take about 1-2 minutes. This can occasionally run 5-10 minutes (but very rarely) if there are numerous concerns in the classroom. If teachers do not allow students to express concerns, it might begin to interfere with learning, and possibly safety, of students. In their own way, children find a way to communicate the concern, sometimes inappropriately. This then takes away from instructional time. Allowing time for points and concerns actually increases the amount of instructional time in class because there are fewer disruptions during instruction.

Why is my child stating his points in front of everyone?

Children are given the opportunity to first self-assess their points. When taking responsibility for not doing what is expected, your child is also giving information to other students about behaviors that might have interfered with learning or safety. Other students then do not have to bring up a concern later. It is also a celebration for students taking responsibility for behavior and for behaviors for which they earned points.

Concerns sounds like tattling; how is it different?

Student to student concerns are designed to help a student understand from another student what is directly interfering with his ability to learn or feel safe. It is not supposed to be a tattling or policing concern. Teachers facilitate concerns so that they may monitor the possibility that a student may be using concerns to tattle. If concerns are used inappropriately the offending student would be "off concerns" until he is able to articulate to the teacher why students do concerns.

Home and School...the key to your child's success!

