

**"Tailoring MYD to Your School Through Interviews"**

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**A tailoring timeline:**

No changes in first 3-5 years, change with caution and with much forethought... lessons learned!

**Methods for gathering input:**

1. Student focus groups- random, teacher selected, invite
2. Parent focus groups- random by invitation, principal selected
3. Committee of staff, students, parents
4. Surveys
5. Data collection
6. Visitations end year 6

**Changes made:**

1. Points- let us count the ways... 45, 55, 50, 4
2. No MYD slip home
3. Only a total at end of day, not "did I make my day"
4. Contracting variations- student solution first
5. Separate academic and behavioral
6. Separate common areas and classrooms
7. No stop slips

**Back to the basics:**

1. Back to the original program with slight modifications:
  - a. MYD slip built into agenda
  - b. Contracting with student as with original program, try to solve on own then contact parent
  - c. 50 points... taking student input about number of points to make their day

Student Make Your Day Survey

Fall, 2004

Grades 6/7

Please circle your answer:

Yes No Does 50 points work better than 4 points for raising concerns?

Yes No Do you raise a concern if you have one?

If no, why not? \_\_\_\_\_

Yes No Do you think 50, 15, or 10 points would be best?

Yes No Is it worthwhile to raise a concern?

Comments you would like to share?

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# PARENT SURVEY FROM HIDDEN RIVER MIDDLE SCHOOL

Please answer each of the following questions using the choices beside each question. *Please complete and return to Hidden River by Friday, April 28.* Complete one survey for each of your Hidden River students. How many students do you have at Hidden River? \_\_\_\_\_

Please Circle Your Child's Grade Level: 5 6 7

I get most of my information about school and PTO events from:

Hidden River Headlines     Teacher Newsletter  
 Friends/neighbors         Other: \_\_\_\_\_

### KEY:

- |         | (1) Above Expectations | (2) Meeting Expectations | (3) Below Expectations | (4) Don't Know |   |
|---------|------------------------|--------------------------|------------------------|----------------|---|
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Math.                      |
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Reading.                   |
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Writing/Language Arts.     |
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Science.                   |
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Social Studies.            |
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Physical Education.        |
| 1 2 3 4 |                        |                          |                        |                | I am satisfied with the Monroe School District curriculum in Band.                      |
| 1 2 3 4 |                        |                          |                        |                | Information about my child's academic progress has been easy to understand.             |
| 1 2 3 4 |                        |                          |                        |                | I feel that students' successes are recognized and celebrated at school.                |
| 1 2 3 4 |                        |                          |                        |                | I feel my child is safe at school.  |
| 1 2 3 4 |                        |                          |                        |                | I believe that no one has the right to interfere with the learning or safety of others. |
| 1 2 3 4 |                        |                          |                        |                | I feel there are opportunities available to volunteer at my child's school.             |
| 1 2 3 4 |                        |                          |                        |                | I feel the expectations for students' behavior are clear.                               |
| 1 2 3 4 |                        |                          |                        |                | I believe that school rules are enforced fairly.  |
| 1 2 3 4 |                        |                          |                        |                | I feel welcome at school.   |
| 1 2 3 4 |                        |                          |                        |                | My child enjoys going to school.  |
| 1 2 3 4 |                        |                          |                        |                | I feel adequately trained to help at school.  |
| 1 2 3 4 |                        |                          |                        |                | The atmosphere in my child's classroom is conducive to learning.                        |
| 1 2 3 4 |                        |                          |                        |                | I believe my child benefits from having a team of teachers.                             |
| 1 2 3 4 |                        |                          |                        |                | I feel the principal is an effective instructional leader.                              |

KEY: (1) Above Expectations (2) Meeting Expectations (3) Below Expectations (4) Don't Know

- |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | I believe that the back-to-school barbecue was a worthwhile event.  |
| 1 | 2 | 3 | 4 | My child receives adequate instruction in applied technology.   |
| 1 | 2 | 3 | 4 | I feel Hidden River socials are age appropriate.  |
| 1 | 2 | 3 | 4 | School provides appropriate programs for students who are academically capable.   |
| 1 | 2 | 3 | 4 | School provides appropriate programs for students who need extra help.  |
| 1 | 2 | 3 | 4 | Teachers at Hidden River truly care about the welfare of students.  |
| 1 | 2 | 3 | 4 | Student discipline is handled in a positive and growth-oriented manner.   |
| 1 | 2 | 3 | 4 | The principal places "children first" in her decision making.   |
| 1 | 2 | 3 | 4 | I understand the state-required Essential Academic Learnings (EALRs).   |
| 1 | 2 | 3 | 4 | I feel the principal is readily available.  |
| 1 | 2 | 3 | 4 | Teachers at Hidden River stress the importance of recognizing individual differences among children.  |
| 1 | 2 | 3 | 4 | The principal is highly visible throughout the school.  |
| 1 | 2 | 3 | 4 | I feel children are safe when riding to and from school on our busses.  |
| 1 | 2 | 3 | 4 | Office staff are courteous and helpful.   |
| 1 | 2 | 3 | 4 | I feel Hidden River teachers are effective instructors.   |
| 1 | 2 | 3 | 4 | I believe homework is given in an appropriate amount.   |
| 1 | 2 | 3 | 4 | I believe teacher to parent communications are effective.   |
| 1 | 2 | 3 | 4 | I feel teacher responses to parent-initiated communications are timely.   |
| 1 | 2 | 3 | 4 | I feel homework assignments are relevant.   |
| 1 | 2 | 3 | 4 | I believe opportunity exists for parent input in school issues.   |
| 1 | 2 | 3 | 4 | Information about my child's academic progress has been frequent enough and effective.  |
| 1 | 2 | 3 | 4 | The school climate is positive.   |
| 1 | 2 | 3 | 4 | Assessment/evaluation of my child's academic progress is relevant, understandable, and consistent with his/her ability.   |
| 1 | 2 | 3 | 4 | My student has made satisfactory or above average progress this year.   |
| 1 | 2 | 3 | 4 | Curriculum night, held in the fall, was a valuable event for parents.   |
| 1 | 2 | 3 | 4 | Hidden River's vision/mission statement, " <i>As a caring community of students, staff, and parents, we at Hidden River dedicate ourselves to a program that meets the unique needs of the middle school. Through quality curriculum, consistent expectations, and enrichment, students strive to be responsible citizens and develop a positive self-image as they become life-long learners</i> " accurately reflects the practices of the staff. |

**KEY: (1) Above Expectations (2) Meeting Expectations (3) Below Expectations (4) Don't Know**

- |   |   |   |   |  |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | My child feels that learning is an important responsibility.   |
| 1 | 2 | 3 | 4 | My child reads regularly for enjoyment.  |
| 1 | 2 | 3 | 4 | The current format for parent teacher conferences is an effective way to communicate important information about students. |
| 1 | 2 | 3 | 4 | I am regularly informed about important school programs and other events.  |
| 1 | 2 | 3 | 4 | I am satisfied with the quality of food served in the lunch program.   |
| 1 | 2 | 3 | 4 | I feel teachers hold expectations for achievement consistent with student ability.   |

**Please indicate your opinion of the following statements below by circling the following:**

**Y = Yes**

**N = No**

**X = Not Sure**

- |   |   |   |   |
|---|---|---|---|
| Y | N | X | I am aware of the Make Your Day citizenship program.  |
| Y | N | X | Communication from school about Make Your Day has been adequate.  |
| Y | N | X | Opportunities to learn about Make Your Day have been made available and there is a way to have my questions answered. |
| Y | N | X | Our school's academic standards are high.   |
| Y | N | X | Have you observed in a Make Your Day classroom?   |
| Y | N | X | Do you have a Make Your Day questions that you would like answered?   |
| Y | N | X | Our school's behavioral expectations are high.  |
| Y | N | X | Have you attended an open forum for Make Your Day?  |
| Y | N | X | My child has a way to solve problems with other students.   |
| Y | N | X | School staff works with parents and students to solve problems.   |
| Y | N | X | Make Your Day has a positive effect on citizenship at our school.   |
| Y | N | X | I am actively involved in issues regarding my child's behavior at school.   |

What are our strengths? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How can we improve? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please return survey to the school by Friday, April 28, 2000.**

*Thank you!*

# STUDENT SURVEY FROM HIDDEN RIVER MIDDLE SCHOOL

Please answer each of the following questions using the choices beside each question. *Please complete and return to your teacher by Friday, May 26.*

Please Circle Your Grade Level:    5    6    7

I get most of my information about school and PTO events from:

Hidden River Headlines     Teacher Newsletter  
 Friends/neighbors         Other: \_\_\_\_\_

**KEY:**

- | (Yes) Yes, I agree | (No) No, I disagree |   |
|--------------------|---------------------|---|
| Yes                | No                  | I feel my successes are recognized and celebrated at school.                            |
| Yes                | No                  | I feel safe at school.  |
| Yes                | No                  | I believe that no one has the right to interfere with the learning or safety of others. |
| Yes                | No                  | I feel the expectations for my behavior are clear.                                      |
| Yes                | No                  | I believe that school rules are enforced fairly.  |
| Yes                | No                  | I enjoy going to school.  |
| Yes                | No                  | The atmosphere in my classroom is conducive to learning.                                |
| Yes                | No                  | I believe I benefit from having a team of teachers.                                     |
| Yes                | No                  | I believe that the back-to-school barbecue was a worthwhile event.                      |
| Yes                | No                  | I receive adequate instruction in applied technology.                                   |
| Yes                | No                  | I feel Hidden River socials are age appropriate.  |
| Yes                | No                  | School provides appropriate programs for students who are academically capable.         |
| Yes                | No                  | School provides appropriate programs for students who need extra help.                  |
| Yes                | No                  | Teachers at Hidden River truly care about the welfare of students.                      |
| Yes                | No                  | I feel the principal is readily available.  |
| Yes                | No                  | The principal is highly visible throughout the school.                                  |
| Yes                | No                  | I feel safe when riding to and from school on our busses.                               |
| Yes                | No                  | Office staff are courteous and helpful.   |
| Yes                | No                  | I believe homework is given in an appropriate amount.                                   |
| Yes                | No                  | I feel homework assignments are relevant.   |

**KEY:** (Yes) Yes, I agree (No) No, I disagree

- |     |    |  |
|-----|----|--|
| Yes | No | I believe opportunity exists for student input in school issues.               |
| Yes | No | Information about my academic progress has been frequent enough and effective. |
| Yes | No | The school climate is positive.  |
| Yes | No | I have made satisfactory or above average progress this year.                  |
| Yes | No | I feel that learning is an important responsibility.                           |
| Yes | No | I read regularly for enjoyment.  |
| Yes | No | I am regularly informed about important school programs and other events.      |
| Yes | No | I am satisfied with the quality of food served in the lunch program.           |
| Yes | No | I feel teachers hold expectations for achievement consistent with my ability.  |

**Please indicate your opinion of the following statements below by circling the following:**

**Y = Yes**

**N = No**

**X = Not Sure**

- |   |   |   |   |
|---|---|---|---|
| Y | N | X | Our school's behavioral expectations are high.                    |
| Y | N | X | I know how to solve problems with other students.                 |
| Y | N | X | Make Your Day has a positive effect on citizenship at our school. |

What are our strengths? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can we improve? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please return survey to your teacher by Friday, May 26, 2000.**

*Thank you!*

Student Classroom Survey for \_\_\_\_\_

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Yes No I feel like I can talk with my teacher about things other than school

Yes No I feel like I can approach my teacher to get help on schoolwork or have questions answered

Yes No I feel like my teacher cares about me as a person and a student

Yes No Learning is fun and challenging in my classroom

Yes No I feel like I am graded fairly on my class work, tests, and projects

Yes No I have been told that I have chosen steps for behaviors that were not interfering with another student's learning or safety

Yes No I feel like steps are used fairly between students in my classroom

Yes No My teacher takes accountability in concerns and I feel like I can have a concern for my teacher

Yes No Concerns are genuine and I feel I can solve my problems with other students

Yes No Points help me think about and be accountable for my effort in class and my behavior

Yes No Points help me do better because I am thinking about my effort and behavior

Comments:



**Make Your Day**  
**Program Review, Recommendations**  
**2004-2005**

**Make Your Day Committee Recommendations:**

- **Concerns:**
  1. Teachers raise concerns
  2. Do concerns after points (behaviors part of points in class)
  3. Use language exact
  4. Need a consequence- what? Points?
  5. Privacy option
  6. Teacher chooses points after concern???
- **Points:**
  1. Keep 1-4 (concern about needing larger margin of error)
  2. Behavior part of points
  3. Students say why earning a 3
  4. Homework part of points
  5. Find way to report if not making day- contracting, honesty issue
  6. Time to reflect and review expectations for more important
- **Contracting:**
  1. Define when and for what issues
  2. Needs to stay consistent across building
  3. Manage system is key (phone call only?)
  4. Follow through and clear communication
  5. More student responsibility for it- ask each day if successful
- **Steps:**
  1. Works well
  2. Gum is a step issue
  3. Expectations need to be the same
  4. Hats and gum step 1 issue- defiance
  5. Notify teachers if student on step 4

**Student input- recommendations:**

- Concerns don't matter if no note, no points, need consequence, 3 strikes you're out- slip home, limit on number of points,
- Steps sometimes too picky, over the top
- Time limit for steps is important not to go over
- Privacy works when used for steps
- Contracts work, but don't go on consistently
- Don't like doing concerns in front of class, work out in a room?
- Go to principal if keep doing it, multiple concerns
- Points are still behavioral, call like it is
- Need bigger consequence for not making day- letter, conference, something
- Points faded away, not used
- Liked flex of 45 points

- Fewer points than 18 for not making day
- Teacher needs to give expectations ahead- not all doing
- Teaching it and reflecting for points make all the difference
- Some get on steps so don't have to participate
- T. asks group to place self on steps... if you are choosing
- 15 points, not 45.
- Want to be able to say more with concerns
- Teachers should concern
- Should be points for steps
- Concerns after points
- Start late and don't want to miss break
- Concerns- feel can't do anything about a problem if agree or disagree, say it privately, write it down
- Not asking to stop first, saying concerns for another person
- Teacher needs to be more involved in points
- Time for points, not do on own

#### Make Your Day Training with Cheryl- notes and Considerations:

- Student on steps can give points, not concerns
- *Homework should not be part of the program because the program is not "Make your night before" program*
- *Opting out- When kids choose a "0" or a teacher chooses it for them, no class the next day, on step 1, earning points*
- *Toys, hats, gum- don't take away- don't remind, make student responsible... "To earn points follow dress code etc., if not take off hat don't want to earn points at points concern from t., gives 0 and averages with students' points, next day still has it, take over points, t. gives a zero, student loses class next day and sits on step 1, if hat still on next day as student on step 1 escalate steps*
- No blanket amount of time for any step
- Step Olympics- ind. contract for period for choosing steps for any reason, not same behavior
- DON'T- "Do you want me to start using steps again?" or "That could get you to step 1", "Are you choosing.", etc.
- *Second set of eyes?*
- Concern in another classroom- handle for them, be advocate
- Be careful with punish vs. consequence not to contradict parents, stay with school examples if can
- For points look at behavior in terms of frequency (how often), duration (how long) and intensity (how many were impacted)
- "Seems like you don't know this, let me help or teach you", with points or concerns, do more and say watch me do it for a few periods, if you could give yourself points what would you give...
- Students can interfere with own learning but can't bring others down
- No good or bad choices, just choices

- “My rule”, who decides who takes time away- “I do”, If not, where should I be?
- Punishment- imposed, punitive, penalty, beyond change of behavior
- Consequence- relative, logical, result of action, positive or negative, enforceable, predictable (if caught every time would feel more like a consequence and fair), fair, can count on them, reasonable
- Mistake- opportunity to learn academically and behaviorally
- Failure- when you stop trying, no more attempts, as long as you walk thru the door you aren’t failing, still trying, more mistakes
- Consequences are steps, behavior is always a consequence
- There is never a group consequence, it will always punish at least 1 person
- Can interfere with own learning but not safety
- *Not accountable to 1<sup>st</sup> period tardies or hw- work with ind. like Michelle and I do ok*
- *Non-compliance is points- gum, dress code (not profanity), not following directions, not working, toys if not noisy (others choose to look), tardies unless noisy.... let it go, will be measured later*
- *Kids won’t ever buy that it “interferes with the teachers ability to teach”*
- Dress code- if interferes choose steps then change
- Choosing to go to steps is an informed choice
- Recourse- don’t have to ask for it by name, choice to do it or not, choose language (good example is being pulled over by police), when you see a st. do it don’t argue tell them you don’t agree and move on, don’t explain
- Don’t put step 3 rule up permanently
- Choosing step 3 or 4, don’t need verbal, behavior is good enough if focus on the rule
- Power struggles are started and maintained by adults
- Mistakes- movies or outtakes
- Not “you’re choosing step 1, take out “you’re”, just “step 1 for....”
- If student forgets why they are on step 1, remind them and time starts again
- Let students know when a st is coming to your class as buddy class to wait for a conference
- *Step 4- 1 day in buddy room, not into the next day, letter home at end of day, student comes back the next day, to the office, principal calls parent and gives choice of wanting student in school or suspendible*
- Step 4 conference- even if st doesn’t take responsibility, if behavior doesn’t repeat it was successful, parent makes decision completely about returning to class and if conference is successful not teacher or staff
- When t. offers points as a concern, then average, if student does again, take over points, give a zero and st loses class
- *Janna- join classes and do my points with sometimes*
- No moving etc. during points, teacher also- full attention (no grading etc)
- If not sure if steps or points issue points
- Start earning points when leave home and arrive home (or picked up)
- Good example for earning points- DVD player, play/pause- can’t make to the end of the movie

- 5 minutes before points restate expectations so when get to points they are based on reflection time
- *Can have students validate what did to earn points as well as when not to earn*
- Put teacher name at top of list for points and concerns for modeling
- If student is rude to teacher (this is stupid) still have choose steps for talking, ignore eye rolling etc.
- When setting up the rule tell kids going to the rule, don't trick them, tell that they can choose to go beyond the rule, would it be fair to not let go, give info and time to practice lines?
- Step 4- T- "You may choose to Qualify for step 5 or choose step 4"
- Never go more than an hour for doing points, can work if not need to stop and re-focus (standardize at grade level)
- Concerns- cut off if in any way negative, overstated or not following the format
- 7<sup>th</sup> concerns- more st. modeling and rapport, class meetings, have kids use language like "inappropriate language" instead of name itself, allow more time so not wanting to just get out of class, harder for subject oriented, make important, whole child etc.
- T. needs to stop and get involved at time of issue if kids not reasonable with points... "Why are we doing concerns"...
- T. deals with interfering and non-compliance in concerns, st. deal only with interfering
- With concerns- stop the process if issues, ret each and move on as they happen
- *Points- round up instead of down for math reasons?*
- Multiple concerns- treat each as only concern start by looking at original point value
- If full points, must write it, no short cut... dots etc. (singles out), no dots by name for concerns
- Have student watch for hands to go up for concerns and say "stop"
- *Opting out- kids can ask to do it, can earn all points, can do it if don't like the subject (ok, no effort anyway), don't worry about reason, responsible for work or grade- zero grade or homework, informed choice, if more than once talk to student or call parent, if don't let opt out will find a way, let student know they are there for the period*
- Step Olympics- set up ahead- if back and forth contract period by period and let know if come again that period will be here for remainder, knows ahead of time, informed decision
- Kids aren't agreeing to the consequence, but the rule
- Privacy issue- will maintain dignity, shadowing, people know why you are coming, difference between glancing and staring or being involved
- *Automatic step 4- administrator is always there?*
- Ok to not allow students to choose steps if not prepared- handle in points
- Contracting- more time on steps or fewer points... where does it fit?
- *Substitutes?*

## MYD Student Focus Group Observation Themes

- Why 45 points
- Program not working like should
- Kids leaving school because of MYD
- Step 4- check out first
- Choosing language not accurate for kids
- Real steps- more true at 5<sup>th</sup>
- Used to care about making day, not anymore (7<sup>th</sup>)
- Teachers give warnings now
- Worked better 2 years ago
- Why steps if not working or no homework
- Choose steps for not valid or petty things
- Left on steps too long
- Choosing for not interfering
- Steps given more to bad kids
- Shadowing not working
- Boys earn steps more than girls
- Still embarrassing- all see or overhear
- Step 4 reasonable
- Teachers pick things that bother them not other kids
- Common areas ok- legit for most part
- Too old for steps, feel like kindy, can't trust us
- Steps are given for helping others
- Teachers don't listen with recourse
- If not sure what happened- no steps
- Points take a lot of time
- Teacher always right
- Doesn't seem legit when say what did well
- Teacher take points even if didn't do, don't see kid point of view
- Teachers make keep points
- Auto points
- Kids overdo points
- Kids take resp for parents sometimes
- Points and concerns abused
- Make late for class
- Concerns used for get backs, if mad
- Teacher can concern but don't have to take a concern
- Get in trouble if don't make day
- Subs are a problem
- Can't concern back is an issue
- Concern for not learning (what about disabilities)
- Disagree so won't lose points, game with points, teachers too
- Not doing to help

- Some are too shy to do concerns
- Friends get mad
- One rule but lots in the agenda

## Solutions

- Want students to be more mature, but not treated
- Expecting to be too mature?
- All should do- office to
- Kids need to understand it better
- Too complex, simplify
- Can explain what happens here which is good
- Why are we doing? No consequence just "steps"
- When don't make day don't give to parents, only if pattern
- Concerns- handle on own, not in front
- If in a group- student won't tell with friends there, hold until someone confesses, some confess just to get going
- Lighten up on steps
- Recourse before
- Warn before points so can get ready
- More consequence based
- Steps- separate but not face away
- Say quietly
- Find out what happened
- Step 4- write about, detention, if pattern parent comes in, letter, separate room is good
- Goal notebook
- Do concern on board
- Earn and spend points
- Do only end of day points
- Don't need to know others points or who made their day
- Points- write in central location
- Do concerns all at once not each kid
- Reward for good, not bad
- Be able to do work on steps
- What would happen without myd
- Reminders
- Better here than MBE, learn lessons
- 3 strikes you are out
- t.o.r.
- points are good- no note
- only give reason if major
-

## **Recognition**

- **Students do slips**
- **Students that look for good**
- **More extra activities**
- **Teachers should do a lot**
- **Myd- bored, want more**
- **Recognize bad kids, teachers favor good**
- **Only for going above and beyond expectations**
- **Free to socials**
- **More opp. To be recognized**
- **Assemblies- kids involved more**
- **Watch intramurals**
- **Not on r.s.- not fair, goodies show up**
- **Extra credit**

MYD  
Issues/questions  
Winter '05

Classified staff:

- Points- is the issue for the # for clarification with the kids or is the issue of teachers not being organized enough to allow for the full process to be successful?
- Are we going back to personality based discipline?
- We want a uniform plan because we need to be part of that plan
- Leadership is the issue- especially so we, the current staff are on the same page prior to next fall
- At other schools, how do they teach older kids the step process without it being babyish or time out like little kids?

5<sup>th</sup> grade:

- Too young to feel intrinsic rewards of making your day
- Some unfair use of concerns when giving points (use of zero)
- Like idea of earning reward for certain percentage of myd per quarter
- 2/4 think the 50 points issue is a concern, 2/4 think staff commitment is issue, not points
- We want to know what 6<sup>th</sup> and 7<sup>th</sup> think- 7<sup>th</sup> grade issues
- Like steps
- Concern about parents not understanding myd- less concerned about student buy in
- Teachers should support program or leave school- principal needs to assure that

6<sup>th</sup> grade:

- How does the program work with older students?
- Change the program too many times, go back to the original?
- What do we do if not all teachers buy in?

7<sup>th</sup> grade:

(pretty much consensus on all points below)

- Steps are effective management piece
- Instruction time give up to 2 hours per week (most imp for test scores) up to 5 minutes each period
- Points are big management piece too
- Kids don't truly evaluate
- Kids echo other's reasons
- Airing concerns in front of everyone instead of one to one isn't true life
- Points a burden- a have to not a get to
- One doing points out the door- not seeing any behavior change
- Other time- problem with points every period every day- to be effective needs to be more time (6 minutes) or so then lose clas time
- One doesn't concern kids, doesn't worry about it
- Do points change behaviors
- Points are more of a routine than valuable moments or evaluations
- Wrap up points aren't effective, almost making up, adding in agenda
- Why problem with 7<sup>th</sup> grade-
  - Developmentally 7<sup>th</sup> graders question adults more, peers more imp
  - Would it be different if 7<sup>th</sup> lower on totem pole?
  - Developmentally mature enough to truly evaluate/change behavior?



\*Note that common area expectations are listed in the student handbook in the agendas beginning on page 3 and need to be gone over with students, and all staff needs to know these as well.

**MYD:**

- Second set of eyes- new staff will have Janna review step 4's in beginning, veteran staff do not need unless need second opinion
- Any fighting or completion of violence or serious harassment needs an investigation by Janna and an alert via phone or in person to the office (step 4 slip alone is not sufficient)
- Janna will intermittently join classrooms to do points
- No substitute changes- they do not do steps or concerns, only points
- Points-
  - ✓ 50 points per period
  - ✓ Not in common areas, steps only
  - ✓ Continue to round down
  - ✓ To make their day students need 260/300 points, to be evaluated with student input
  - ✓ Points now used again with concerns
  - ✓ Homework not done is a points issue
  - ✓ Validate why students earn points, not just why not
- Contracts-
  - ✓ Used for common area ongoing issued
  - ✓ Used when students have a pattern (more than 2) of not making day, used to help student improve or call parent
  - ✓ Contract slips will be printed on duplicate paper and updated
  - ✓ Contracting used in old way- student is contracted with for earning fewer points or more time on steps to help them change behavior for a class period or period of time
- Gum, hats, toys-
  - ✓ Not step issues
  - ✓ Ask them to take hat off, spit gum out, put toy away
  - ✓ Step issue only if defiant
  - ✓ Not earning points, not doing what's expected in class, contract issue in common areas if continue
- Opting out-
  - ✓ Students may choose to opt out of a class for any reason and earn points, they are making an informed decision, when opt out students miss in class work and opportunities, may make up at home if possible, if more than once parent is called
  - ✓ We will not use the 0 points, lose the class the next day policy
- Concerns-
  - ✓ Do concerns after points
  - ✓ Teachers do concerns
  - ✓ Teacher stops concern and says "no concern" if students don't use exact language, overstate, is third person, or rude
- Other points-
  - ✓ Put teacher name at top of point sheet
  - ✓ At end of day for wrap up have student say point total not whether made day or not, take time to discuss as class and be meaningful
  - ✓ Each student needs to accept the rule as own, not the consequence

**Make Your Day  
Program Review, Recommendations  
2004-2005**

**Make Your Day Committee Recommendations:**

- **Concerns:**
  1. Teachers raise concerns
  2. Do concerns after points (behaviors part of points in class)
  3. Use language exact
  4. Need a consequence- what? Points?
  5. Privacy option
  6. Teacher chooses points after concern???
- **Points:**
  1. Keep 1-4 (concern about needing larger margin of error)
  2. Behavior part of points
  3. Students say why earning a 3
  4. Homework part of points
  5. Find way to report if not making day- contracting, honesty issue
  6. Time to reflect and review expectations for more important
- **Contracting:**
  1. Define when and for what issues
  2. Needs to stay consistent across building
  3. Manage system is key (phone call only?)
  4. Follow through and clear communication
  5. More student responsibility for it- ask each day if successful
- **Steps:**
  1. Works well
  2. Gum is a step issue
  3. Expectations need to be the same
  4. Hats and gum step 1 issue- defiance
  5. Notify teachers if student on step 4

**Student input- recommendations:**

- Concerns don't matter if no note, no points, need consequence, 3 strikes you're out- slip home, limit on number of points,
- Steps sometimes too picky, over the top
- Time limit for steps is important not to go over
- Privacy works when used for steps
- Contracts work, but don't go on consistently
- Don't like doing concerns in front of class, work out in a room?
- Go to principal if keep doing it, multiple concerns
- Points are still behavioral, call like it is
- Need bigger consequence for not making day- letter, conference, something
- Points faded away, not used
- Liked flex of 45 points

- Fewer points than 18 for not making day
- Teacher needs to give expectations ahead- not all doing
- Teaching it and reflecting for points make all the difference
- Some get on steps so don't have to participate
- T. asks group to place self on steps... if you are choosing
- 15 points, not 45
- Want to be able to say more with concerns
- Teachers should concern
- Should be points for steps
- Concerns after points
- Start late and don't want to miss break
- Concerns- feel can't do anything about a problem if agree or disagree, say it privately, write it down
- Not asking to stop first, saying concerns for another person
- Teacher needs to be more involved in points
- Time for points, not do on own

#### Make Your Day Training with Cheryl- notes and Considerations:

- Student on steps can give points, not concerns
- *Homework should not be part of the program because the program is not "Make your night before" program*
- *Opting out- When kids choose a "0" or a teacher chooses it for them, no class the next day, on step 1, earning points*
- *Toys, hats, gum- don't take away- don't remind, make student responsible... "To earn points follow dress code etc., if not take off hat don't want to earn points at points concern from t., gives 0 and averages with students' points, next day still has it, take over points, t. gives a zero, student loses class next day and sits on step 1, if hat still on next day as student on step 1 escalate steps*
- No blanket amount of time for any step
- Step Olympics- ind. contract for period for choosing steps for any reason, not same behavior
- DON'T- "Do you want me to start using steps again?" or "That could get you to step 1", "Are you choosing.", etc.
- *Second set of eyes?*
- Concern in another classroom- handle for them, be advocate
- Be careful with punish vs. consequence not to contradict parents, stay with school examples if can
- For points look at behavior in terms of frequency (how often), duration (how long) and intensity (how many were impacted)
- "Seems like you don't know this, let me help or teach you", with points or concerns, do more and say watch me do it for a few periods, if you could give yourself points what would you give...
- Students can interfere with own learning but can't bring others down
- No good or bad choices, just choices

- "My rule", who decides who takes time away- "I do", If not, where should I be?
- Punishment- imposed, punitive, penalty, beyond change of behavior
- Consequence- relative, logical, result of action, positive or negative, enforceable, predictable (if caught every time would feel more like a consequence and fair), fair, can count on them, reasonable
- Mistake- opportunity to learn academically and behaviorally
- Failure- when you stop trying, no more attempts, as long as you walk thru the door you aren't failing, still trying, more mistakes
- Consequences are steps, behavior is always a consequence
- There is never a group consequence, it will always punish at least 1 person
- Can interfere with own learning but not safety
- *Not accountable to 1<sup>st</sup> period tardies or hw- work with ind. like Michelle and I do ok*
- *Non-compliance is points- gum, dress code (not profanity), not following directions, not working, toys if not noisy (others choose to look), tardies unless noisy.... let it go, will be measured later*
- *Kids won't ever buy that it "interferes with the teachers ability to teach"*
- Dress code- if interferes choose steps then change
- Choosing to go to steps is an informed choice
- Recourse- don't have to ask for it by name, choice to do it or not, choose language (good example is being pulled over by police), when you see a st. do it don't argue tell them you don't agree and move on, don't explain
- Don't put step 3 rule up permanently
- Choosing step 3 or 4, don't need verbal, behavior is good enough if focus on the rule
- Power struggles are started and maintained by adults
- Mistakes- movies or outtakes
- Not "you're choosing step 1, take out "you're", just "step 1 for...."
- If student forgets why they are on step 1, remind them and time starts again
- Let students know when a st is coming to your class as buddy class to wait for a conference
- *Step 4- 1 day in buddy room, not into the next day, letter home at end of day, student comes back the next day, to the office, principal calls parent and gives choice of wanting student in school or suspendible*
- Step 4 conference- even if st doesn't take responsibility, if behavior doesn't repeat it was successful, parent makes decision completely about returning to class and if conference is successful not teacher or staff
- When t. offers points as a concern, then average, if student does again, take over points, give a zero and st loses class
- *Janna- join classes and do my points with sometimes*
- No moving etc. during points, teacher also- full attention (no grading etc)
- If not sure if steps or points issue points
- Start earning points when leave home and arrive home (or picked up)
- Good example for earning points- DVD player, play/pause- can't make to the end of the movie

- 5 minutes before points restate expectations so when get to points they are based on reflection time
- *Can have students validate what did to earn points as well as when not to earn*
- Put teacher name at top of list for points and concerns for modeling
- If student is rude to teacher (this is stupid) still have choose steps for talking, ignore eye rolling etc.
- When setting up the rule tell kids going to the rule, don't trick them, tell that they can choose to go beyond the rule, would it be fair to not let go, give info and time to practice lines?
- Step 4- T- "You may choose to Qualify for step 5 or choose step 4"
- Never go more than an hour for doing points, can work if not need to stop and re-focus (standardize at grade level)
- Concerns- cut off if in any way negative, overstated or not following the format
- 7<sup>th</sup> concerns- more st. modeling and rapport, class meetings, have kids use language like "inappropriate language" instead of name itself, allow more time so not wanting to just get out of class, harder for subject oriented, make important, whole child etc.
- T. needs to stop and get involved at time of issue if kids not reasonable with points... "Why are we doing concerns"...
- T. deals with interfering and non-compliance in concerns, st. deal only with interfering
- With concerns- stop the process if issues, ret each and move on as they happen
- *Points- round up instead of down for math reasons?*
- Multiple concerns- treat each as only concern start by looking at original point value
- If full points, must write it, no short cut... dots etc. (singles out), no dots by name for concerns
- Have student watch for hands to go up for concerns and say "stop"
- *Opting out- kids can ask to do it, can earn all points, can do it if don't like the subject (ok, no effort anyway), don't worry about reason, responsible for work or grade- zero grade or homework, informed choice, if more than once talk to student or call parent, if don't let opt out will find a way, let student know they are there for the period*
- Step Olympics- set up ahead- if back and forth contract period by period and let know if come again that period will be here for remainder, knows ahead of time, informed decision
- Kids aren't agreeing to the consequence, but the rule
- Privacy issue- will maintain dignity, shadowing, people know why you are coming, difference between glancing and staring or being involved
- *Automatic step 4- administrator is always there?*
- Ok to not allow students to choose steps if not prepared- handle in points
- Contracting- more time on steps or fewer points... where does it fit?
- *Substitutes?*

**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.

**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.

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.



## **Make Your Day: A Citizenship Program 2005-2006**

**It is our philosophy that discipline comes from within, is positive, and related to good decision making skills, and that citizenship is taught and practiced. Hidden River Middle School utilizes the Make Your Day citizenship program to address the needs of our students.**

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

1. Safety is vital to learning, without emotional and physical safety learning cannot and will not take place.
2. The skills of conflict resolution are key to successful living.
3. The skill of self-evaluation is a component to successful living.

**Therefore we have one school rule that is "No one has the right to interfere with the learning or safety of others". Our expectations for students are clear and the bar is set high; "Do what is expected and do it the best you can".**

**All students are given:**

- The opportunity to learn in a positive, caring environment
- The opportunity to make choices
- The opportunity to evaluate and self correct
- The opportunity to resolve conflicts with others

**The foundation of our beliefs is:**

1. All students are capable of success as learners and citizens
2. Parents must be directly involved in their students' behavioral and academic process and progress for success.
3. Making appropriate choices at school, coupled with open communication between home and school will generate student success.

### **Make Your Day**

Make Your Day is a citizenship program which encourages everyone involved to become responsible for their own behaviors. This can be achieved by following our school expectations based on the premise that "No one has the right to interfere with the learning or safety of others". Students have the ability to make choices at several levels to re-direct their behavior towards more positive actions. When the student chooses, a parent will be asked to come to the school and offer assistance. Students will reflect upon and evaluate their choices and academic performance at the end of each class period. At the closing of each day, student will communicate with home and school their daily progress.

Make Your Day gives students the opportunity to develop their decision-making skills and experience the natural consequences of their own actions. The program is divided into 3 parts: steps (discipline), points (citizenship), and concerns (citizenship). The following is a brief synopsis of aspects of the Make Your Day program.

#### **1. Steps**

Students who choose to interfere with the learning or safety of others are requesting steps, which is the chosen and natural consequence for interfering behaviors. The time on each step ranges from 2-5 minutes. Steps are progressive if the student fails to meet the expectations of the step they are on. Steps are simply a time for the student to evaluate the choice they have made and re-focus on school expectations.

**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 (or stand if a chair isn't available or is in a common area) 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 choose to return to class or activity or ask for more time or ask for recourse.
- **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 or insubordinate towards school personnel.
- **Step 5:** Step 5 is a suspension from school. Please see page 23 under "Category I" for those behaviors that will result in automatic suspension or expulsion and fall outside of the Make Your Day process and page 24 for those behaviors that may result in a suspension with or without prior intervention such as a step 4 conference.
- **Recourse:** If a student feels that the adult is incorrect or he/she needs clarification then recourse is used. Recourse does not come before the step 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.
- **Shadowing:** Any student who interacts or interferes with another student who has chosen steps will be placed on the same step as that said student.

*\*Please note that steps 1-3 allow the student to remain in the classroom and receive instruction as the attempt to correct their behavior. They will also continue to earn points if they meet expectations while on steps.*

### 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. Students have the opportunity to earn 350 points per day, 50 points per class period plus 50 points for common area times. Students may not earn up to 30 points to make their day. Students earn points by not interfering with the learning and safety of others and by doing what is expected the best they can.

#### Procedure:

- At the beginning of each class the teacher will set academic and behavioral expectations verbally and/or in writing. Expectations for common areas (break areas, library, hallways, cafeteria, bus area etc.) are taught at the beginning of the year and regular reminders given.
- 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.
- Students who do not earn points in common areas are provided a reminder slip and he/she take accountability during 6<sup>th</sup> period.
- Student will note in their agenda daily whether or not they made their day. Students who do not earn enough points to make their day need a parent signature in their agenda. This signature indicates that you are aware and hopefully had a meaningful conversation about what happened and what can be done differently. Because responsibility is taken at school, consequences at home are not expected. If there is an on-going problem we will notify you

- It is expected that all students will not make their day regularly! How many of us meet all expectations every day??? The goal is to teach students to set goals, strive to do his or her best, and be able to assess his or her performance both in the classroom and in reference to behavior. Each day is a fresh start!

#### **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 is 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.

## **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 and 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.

#### **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. A student may not concern a student for another student. A concern is raised only if it directly impacts that person.
- 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. Teachers make the final decision about the concern and point assignment.
- A staff member may also raise concerns, and students may raise concerns for a staff member.
- A concern may be raised in private if it is of a sensitive nature or if a student is uncomfortable doing so in front of his/her peers. Students may do so by approaching any adult or by setting an appointment with the principal or counselor.
- A student is taken off concerns if when used irresponsibly. For example if used as a "get back", petty manner, or if using to try and monitor others' behavior. The purpose is to help one another.

## **Contracting**

**When a student develops a pattern then contracting is used to assist that student. Situations where contracting is used and how it is applied are:**

1. Choosing steps over and over for the same behavior- a student may choose to earn fewer points for the behavior that got them to steps or spend longer than the 2-5 minutes on steps.

2. Not making his or her day repeatedly- a teacher may remove the student from doing points or assist with the process as the student may be too hard on him or herself, or develop a plan for whatever behavior is preventing the student from making his or her day.
3. Not doing concerns appropriately- a teacher will remove that students from the concern process for a period of time and another opportunity to try with guidance will be given.
4. Not being accurate with his her points- a teacher will remove the student from the points process and assign his or her points for a period of time and another opportunity to try with guidance will be given.

*\*To respect the developmental age of our students and the need for independence we will first work with the student to see if he/she can resolve the issue. If unable to do so then parents will be contacted.*

Step 4's:

5<sup>th</sup> grade = 4  
6<sup>th</sup> grade = 10  
7<sup>th</sup> grade = 11

Contracts:

5<sup>th</sup> = 10 (all by 1 teacher)  
6<sup>th</sup> = 1  
7<sup>th</sup> = 0  
Classified staff = 8 (by 2 staff)

Student Survey Results:

5<sup>th</sup> grade:

1. Do you raise a concern if you have one? Yes = 87%
2. Do you think 50, 15, or 10 points would be best?  
50 = 54%, 15 = 16%, 10 = 33%
3. Is it worthwhile to raise a concern? Yes = 81%

6<sup>th</sup> grade:

1. Does 50 points work better than 4 points for raising concerns? Yes = 71%
2. Do you raise a concern if you have one? Yes = 63%
3. Do you think 50, 15, or 10 points would be best?  
50 = 65%, 15 = 6%, 10 = 30%
4. Is it worthwhile to raise a concern? Yes = 48%

7<sup>th</sup> grade:

1. Does 50 points work better than 4 points for raising concerns? Yes = 76%
2. Do you raise a concern if you have one? Yes = 29%
3. Do you think 50, 15, or 10 points would be best?  
50 = 41%, 15 = 14%, 10 = 29%
4. Is it worthwhile to raise a concern? Yes = 18%

Combined:

1. Does 50 points work better than 4 points for raising concerns? Yes = 74%
2. Do you raise a concern if you have one? Yes = 59%
3. Do you think 50, 15, or 10 points would be best?  
50 = 51%, 15 = 13%, 10 = 31%
4. Is it worthwhile to raise a concern? Yes = 48%

Staff survey:

1. Do you feel that 50 points works better than 4 points for raising concerns? Yes = 63%, No = 37%
2. Do you feel that students are raising more concerns this year compared to last? Yes = 56%, No = 44%
3. Do you think 50, 15, 10 or 4 points would work best?  
50 = 35%, 15 = 10%, 10 = 30%, 4 = 25%

you have a specific concern about an area of the program?

- Struggle with whether 7<sup>th</sup> graders see the value in choosing steps (self reflection etc.), still see as punitive
- Many kids see as waste of time- x2
- Are all teachers using MYD with serious effort
- Continue to encourage students to use
- Points for 7<sup>th</sup> grade- like to do it at end of a two period block, more meaningful, journaling?, or more mature for them
- 50 points too many- x3
- Students no longer come to me and say "I have a concern", instead they tell me what someone is doing, more like tattling
- I like steps and concerns, not sure points are meaningful and take a lot of time
- Students should lean the real life lesson that all you can do is raise the concern and be satisfied you did, always feels like get back
- Point spread not being used, students not striving to go above and beyond
- Liked the program better last year

Do you have positive feedback about an area of the program?

- I think 5<sup>th</sup> and 6<sup>th</sup> do well with steps, not sure what changes in 7<sup>th</sup>
- Steps work
- Yes, I like it
- Kids still look at points and concerns as waste of time, but think it is developmental issue
- MYD is still an excellent program
- Working well, kids have ownership, feel it's fair, parents are supportive
- I see fewer students in common areas choosing steps
- Steps still work well with 7<sup>th</sup> graders
- Students are getting better about honest with self evaluation
- Concerns and compliments work well
- Steps working consistently well as always, concerns always worthwhile, but process could be tweaked a little

Other comments:

- I want to tie in the points to grades- do a daily grade
- I feel out of touch with the program in classrooms, whereas it used to be one whole program. Done have a sense of how it works building wide anymore. Have we grown away from that or is it that people are doing their own thing now that we've used it for 6 years?
- The current system of concerns is making our students picky and vengeful. In the real world sometimes we just have to let things go or focus on better. The concerns that are raised are only ones that truly did interfere. The 50 points was meant to give students more ownership in assessing, but in long run not making them strive to improve, too many points etc... support for 4 points to see clearly
- I think it has more of an impact this year

Student comments:

5<sup>th</sup> grade:

- I like the way we do MYD, but what I don't want is for it to change
- I like MYD because it gives you a privilege to know how you are doing in school and what you need to improve on
- I think it is a cool thing to do, I think it is fun
- I think MYD is great, It helps in life

- I like MYD- x2
- I think MYD is good the way it is
- I think it's good because if you don't make your day you can just try harder the next day
- It's ok because I always make my day and never get on steps
- I think it is a good idea
- Points don't really change behavior, I don't really like it
- I think it is very good to gain responsibility, I think it is great
- A lot of the times we do points we get to break 2 or 3 minutes late so it is a little bit too time wasting
- I hate it, so what
- It's working well for me
- Sometimes if you raise a concern it doesn't help, it just lowers their points
- Concerns are just plain humiliation, nobody learns from points, it's a waste of time
- Why do points?
- I don't think we should do points because there is no point
- I like HRMS better than MBE
- Well... MYD why do we do that? I think we should work on school work more that MYD because we spend too much time on MYD so next year we should change it
- I think there should be concerns because you can learn from them and if you ask them to stop they might stop, I also think MYD is worthwhile
- I have only had one concern before, I think that concerns keep our school safe and there is no bullying that I have heard of, I think MYD is great along with concerns
- I don't like telling people a concern in front of the class
- Why do we do MYD

#### 6<sup>th</sup> grade:

- I think concerns would be good to raise but I don't think we should go over every single kids name, just do general concerns
- Keep concerns
- I like concerns because it's a good way to tell someone they hurt your feelings
- I think a concern is only best if it is not a tattle
- I think the whole program is good because it let's people know what they did wrong and so maybe they can try harder next time
- I think it's a waste of time because most of us don't take it seriously
- Most people think concerns is a way to get back at someone
- I don't think we should have concerns because I don't think the whole class should know if you don't want them to
- I don't think people take enough accountability so they can get a 300 for the day
- Make your day stinks a lot
- I think points and concerns are a waste of time- x8
- I don't raise a concern because to me it seems like a waste of time, some of the concerns are just silly because they don't really care they just take points
- I think we need to figure out a better way to do concerns
- Points won't effect my grade or others but it will effect my learning/working time, but I think we should only be able to do concerns and have no points at all
- I think we should still do concerns just not take points off for a concern
- I don't know why you are even doing this it just makes it worse, why do some people have to take this so far
- I think we should not have concerns because it can make you late for breaks- x2
- I think MYD is ok, it is not the best but sometimes it does help a little bit
- Points and concerns are childish

- Sometimes I concern but the person doesn't agree with the action- x3
- I think MYD is a great program because you can think do you need to work on anything and you can concern someone so they know
- We should have a warning before step 1
- I think MYD is ok because it takes away time from learning
- MYD doesn't really work
- MYD is very useful because I can hold people accountable and let them know they hurt me somehow

7<sup>th</sup> grade:

- Concerns and steps are stupid- x10
- MYD is a waste of time, should be eliminated- x9
- Should have a bell for points so not late for another class
- Steps is bad and we should do something else
- Points are just a waste of time, there's no meaning to it- x5
- I'm not a tattler
- I am scared or shy to raise a concern
- I do concerns unless it is a friend then I give them a chance
- I would settle it later
- I don't raise a concern because they are stupid and pointless- x40
- Usually all the things that bother me are petty, and I learn to just forget it and not let it bother me, if it's serious you should tell the teacher, no one else wants to hear your concern, it is strictly between you and the person
- This is a good school
- There should be no steps, the person should go to the principal
- MYD doesn't affect anything to make it better, it doesn't help
- I don't raise a concern because the problem goes away
- Makes me feel like a 4 year old
- Usually someone else says the concern or it just isn't that important
- People should take more accountability for MDY
- I don't raise concerns because it is embarrassing
- People don't raise concerns because they want 260 by the end of the day
- I think you should have to get to at least 280 to make your day
- If I have a concern I will tell them in person, I don't need to announce to the whole class- x2
- If I raise a concern my friend will get mad at me
- Steps is like a timeout, we are not little kids, 7<sup>th</sup> grade is boring, this school isn't challenging
- It's stupid to have kids sit in a corner and humiliate themselves
- Your guys did a really good job this year making a new points and concerns program
- Points help me realize what I could do to improve
- Steps are stupid because people mess around and just makes them want to defy the rules even more
- I don't think that concerns should take off points even if you disagree because if you really didn't do it you still have to take points
- I think that we shouldn't even have it at all because it also takes up our school time and I think we are old enough to take care of this stuff on our own because the elementary doesn't even have points