

# Hillside Elementary School

## Make Your Day Review

Staff divided into seven groups

Assignment -

You have 90 minutes to prepare the following:

- "A Quality Implementation Rubric" (Check List) for the assigned component of the Make Your Day program
- A 2-5 minute presentation to staff that will assist them in remembering and being able to use the information you have developed

Include all members of your group in the development of the rubric and the presentation. Use the implementation manual in your staff handbook.

### Groups

- I. Philosophy
- II. Steps
- III. Points
- IV. Concerns
- V. Implementation in Classroom, Specialists, and Playground
- VI. Step Four Conference
- VII. Other Stuff
  - Cueing
  - Step 5
  - Substitute Survival
  - Buddy Room
  - Contracting
  - Opting Out
  - Shadowing
  - Automatic Step 4

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# Implementation Guide - Hillside Staff

## I. Philosophy Rubric

1. Is there emphasis on human dignity?
2. Do students understand and model classroom expectations?
3. Are students allowed free will and choice in making decisions?
4. Is "Make Your Day" reviewed throughout the year by staff and students?
5. Is there consistent implementation of MYD philosophy?

	QTR 1	QTR 2	QTR 3	QTR 4

### Key

- Consistently Observed = 5 points  
Occasionally Observed = 3 points  
Seldom Observed = 1 point

## II. Steps

### Check list:

- Step 1 Sit, facing away from class
- Step 2 Stand, facing away from class
- Step 3 Stand, facing away from class, reading school rule
- Step 4 Office, phone parent, buddy room, parent-teacher-student conference
- Step 5 Suspension - principal management

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### III. Points

#### Points Rubric

	Never	Sometimes	Mostly	Always
Criteria: Earning points instead of losing points				
Students: Social/Academic Behaviors - Participation				
How To: Class Roster, Student Points, Concerns				
Goals/Evaluation Tool or Objective Recognition				

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## IV. Concerns

### Checklist for Concerns

- \_\_\_ I read off student names for concerns and I often vary the order.
- \_\_\_ I read names in a quick but clear manner.
- \_\_\_ I only allow concerns between the two parties involved with the concern.
- \_\_\_ I check to see that all students use good eye contact and use a respectful tone when speaking to one another.
- \_\_\_ I check to see that students concisely state the behavior and how it interfered with their learning, safety or well being.
- \_\_\_ I provide an opportunity for the other student to respond directly about the specific concern.
- \_\_\_ I ask the person who has the concern if they accept the response.
- \_\_\_ If the response is not accepted, I ask the student with the concern to suggest a different point value, if necessary
- \_\_\_ If the student does not accept the new points, I assign the median score between the two point values offered.
- \_\_\_ If there are multiple concerns, I consult the MYD Guide on page 31, point #9.
- \_\_\_ I work hard to ensure that I provide consistency from session to session.
- \_\_\_ I don't hesitate to occasionally remove a student from the concerns process if they are abusing the process for themselves or others.

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## **V. Implementation in Classroom, Specialists, and Playground/Lunchroom**

### **Implementation Rubric**

#### Classroom

1. Establish the rule
  - A. Brainstorm list of rules
  - B. Formulate one rule
  - C. Check for understanding and ownership
  - D. Post the rule
2. Steps
3. Points
4. Concerns

#### Specialist

1. Post Rule
2. Does Steps, Points, Concerns
3. Communicate with classroom teacher
4. Does Step 4 Conferences

#### Playground

1. Student problem, solves before going to duty
2. Communicates with classroom teacher (report to homeroom teacher)
3. Uses steps - No warnings
4. Does Step 4 Conferences

## **VI. Step 4 Conference**

## VII. Other Stuff

### Checklist

1. Cueing
2. Step 5 - "You have qualified for a Step 5." Go to the office - Call Don and he will do the rest
  - \*Problems in the Buddy Room
  - \*Vandalism
  - \*Sexual Harassment
  - \*Bullying (serious)
  - \*Playing Hooky
  - \*Weapons
  - \*Fighting
  - \*Extreme Defiance
  - \*Threats

Note: refer to district guidelines

3. Substitute Survival Sheet
  - \*Only the teacher can have concerns
  - \*Let the students know this from the start
4. Buddy Room
  1. Buddy teacher sets expectation for classroom before the student arrives
  2. Student sits at Step One after being informed of times for restroom breaks and lunch
  3. Student is then sent to their homeroom for a conference when the homeroom teacher calls for him/her
5. Contracting: This is for the repeater. In other words, if a student has chosen step 1 twice in the same period, the teacher would **contract** verbally and might say: "If you choose step 1 another time this period, I will not be able to get back to you before the end of the period."
6. Opting Out: Occasionally a student, for any number of reasons, may choose to go to steps so he/she may earn his/her points away from the learning environment. This student should be accommodated by the teacher and recognized for taking responsibility for behavior management. The student may earn all of his/her points if following the expectations of step 1.
7. Shadowing: When another student responds to or interacts in any manner with a student in steps, he/she has chosen to "shadow" or follow his/her fellow student through steps. Choosing steps is only the business of the student making the choice. No other student should be allowed to become involved.
8. Automatic Step 4: Immediate step 4 placement will occur should the student participate in any of the following behaviors: Defiance of school authority or Refusal to obey reasonable directions of any staff member

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