

## **Make Your Day Organization**

- The MYD Building Committee for 2010-11
  1. (Committee member names listed)
- The Student Committee is headed by \_\_\_\_\_ and will consist of a mix of students from all three grade levels.
- The Desert Hills rule: **“No one has the right to interfere with the learning, safety and well-being of others.”**
- When there’s a sub...the teacher next door needs to introduce him/herself and help out as needed. Teachers need to make sure there’s a MYD explanation in their lesson plans.
- We use three forms (see appendix)
  2. Step 4/5 Referral
  3. CAIR (Common Area Incident Report)
  4. School-Home Communication (Did not make my day)

## **First Day of School**

- 1<sup>st</sup> school-day lesson plan (by period)
  1. Review rule(s) – Page 37 of training manual
  2. Punishment and consequences – Page 38 of training manual
  3. How “Steps” work – Demonstrate – Page 39 of training manual
  4. How “Points” work – Demonstrate – Page 41 of training manual
  5. How “Concerns” work – Demonstrate – Page 43 of training manual
  6. What does it mean to “Make Your Day?” – Page 46 of training manual
  7. Review entire program – Do “Points and Concerns”

## **Common Area Expectations**

- Before School Procedures:
  1. The Commons doors open at 7:15. Students stay in Commons until 7:25
  2. At 7:25, the rest of the doors get opened and students can now go into the hallways.
- Common Area Procedures:
  1. No loitering in the hallways
  2. Students have to be at their lockers or moving along on the right side of the hallway.
- All students need an ID badge during lunch. If they don’t have their badge, students will earn a CAIR slip and go to the security office for a temporary badge. Students with temporary badges go to the end of the lunch line.
- Students cannot go in the halls during lunch unless they have a pass.

- CAIR forms earned between the end of school and the beginning of the next school day should be given to the 1<sup>st</sup> period teacher because that's where the points are recorded. All other CAIR slips need to go to the students' 7<sup>th</sup> period teachers.

### **Misc. Expectations**

- Electronic devices
  1. The expectation is that they are in lockers. We only act on electronic devices possession when the electronic device is out or when it interferes with the learning, safety or well-being of others. We ignore it if we suspect that the device is in a pocket, bag, notebook, etc. We actually have to see or hear it.
  2. If a student is using an electronic device or has the device in plain sight, the student earns Step 1.
  3. The student is given the opportunity to meet expectations by putting the device in his/her locker.
  4. If the student puts the device in his/her locker, the student can go back to his/her seat once Step 1 is over.
  5. If the student doesn't put the device in his/her locker, the student moves up the Steps ladder until a Step 4 conference becomes necessary.
- Laser pointers are a safety issue that leads to a Step 4 conference.
- Assembly Behavior
  1. Teachers' classes will be excused one grade level at a time.
  2. Bring kids down in a line just like evacuation drills.
  3. An administrator will meet the classes at the front door of the Gym and let them in one class at a time where they'll be directed to a seat.
  4. Students will be dismissed in small groups to ensure everyone can exit safely.
- Truancies
  1. Truant students will be allowed to attend each of his/her classes but will need to remain in Step 1 for the entire day.
  2. Students who become truant during the school day (for example, the student skips just 4<sup>th</sup> period) go directly to Step 4 and are assigned to a buddy room.
  3. Once a conference is held, the student spends the next 7 periods in Step 1.
- Tardies – If students enter the room disruptively, place the student on Step 1. They are not eligible to earn points during the time they are tardy.
- Classes with extreme safety concerns (shop, science) need to have stricter expectations.

- Dress code violations are a “points” issue unless it’s so bad that instruction is being affected. To avoid embarrassment, the points may need to be discussed in a less public way. Students who need to change clothes will be sent to the office to call home.
- PDA – Friendly contact is allowed; romantic contact is not allowed. Staff members need to use their best judgment.

## **I.D Badges**

- ID Badges
  1. The school-wide expectation is that all staff members and students wear ID badges while on campus. The badge needs to be visible on each person’s upper torso.
  2. Students who do not have a badge need to check out a temporary badge from the Security Office. The security officer or his assistant will make a log entry for each student who needs to check out a temporary badge. Students who check out a temporary badge need to return it to the Security Office at the end of the day.
  3. The security officer will track the number of temporary badges each student uses on an Excel spreadsheet. When a student reaches his/her third temporary badge, the student will be required to call home and inform parents of the problem. When calling home, the student will use the following script:

*ID badges are mandatory and must be worn at all times during the school day. I have not had my badge on three different occasions, so I must now go to the Office and purchase a replacement badge for \$3.00. If I don’t have enough money to pay for the badge, \$3.00 will be added to my student account and I’ll need to pay it back as soon as possible.*

4. After calling home, students will go to the Office, pay for a new badge (or have \$3 added to their student account), take the receipt to the Security Office, and get their new badge.
5. Students who check out a temporary badge before 1<sup>st</sup> period have take care of their responsibility are eligible to earn all of their points when “Points and Concerns” are conducted at the end of each period.
6. Students who are in a classroom without an ID badge are choosing not to earn all of their available points and should be sent immediately to the Security Office to get a temporary badge. The number of points students earn for that period will depend on how long they are absent from instruction and will be addressed ruing “Points and Concerns.”
7. Students who choose not to wear their badges so that they’re visible (under their shirts or in their pockets) are subject to “Steps.”

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8. Students who are not wearing a badge nor have a badge that's not visible in common areas are subject to "Steps." This is a safety issue and will be reflected on a CAIR form.
9. New badges cost \$3.00 and come with a lanyard. Lost, destroyed or damaged temporary badges cost \$3.00. Replacement lanyards are \$1.00 each.
10. Students who lend their badge to another student or use someone else's badge will go directly to Step 4. The 3<sup>rd</sup> time will result in a Step 5 suspension.
11. Teachers are encouraged to check badges every period.

## Steps

- Steps and After School Activities – Students on Step 4 can attend after school athletics and/or activities if their parent came in and conferenced with the teacher who was supervising the student when the student earned a Step 4. Students on Step 5 suspension cannot participate in after school athletics and/or activities.
- If a student is on Step 1 all day waiting for a Step 4 conference, they cannot go to Step 2. Any infraction leads to a Step 5 suspension.
- Parents must come to school for Step 4 conferences. Telephone Step 4 conferences should be avoided at all costs.
- Step 4 procedures:
  1. The student comes down to the office and calls home under the secretaries' supervision to let his/her parents know that they need to come to school for a Step 4 conference. The secretary will remind the student to let the parent know when the teacher will be available (so that the parent won't arrive during the teacher's 30 minute duty-free lunch period).
  2. The secretary then sends the student to the teacher's buddy room and notifies the buddy teacher that the student is coming.
  3. When the parent arrives, one of the secretaries in the office will call the teacher to let the teacher know that the parent has arrived for the Step 4 conference.
  4. An administrator will escort the parent to the classroom. The administrator will supervise the classroom while the teacher conducts the conference. The administrator is there for support if needed.
  5. The student should not come to the room with the parent. Once the administrator and parent are on their way to the classroom, the administrator will radio the office to have the student sent from the buddy room to meet them at the Step 4 conference.
  6. If a student qualifies for a possible Step 5 but an administrator changes it to a Step 4, the administrator will notify the teacher so that the teacher can mentally prepare for the upcoming Step 4 conference.

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- The staff member who facilitates Steps for a student needs to deal with the student – they cannot hand the student off to someone else.

### **Points and Concerns**

- Points pages are in the planner (Pages 2-5)
- Planner – Students' points should not be impacted more than 5 points if they don't have their planner. This should be handled during concerns and is subject to negotiation with the teacher during concerns.
- Points are not tied to grades.
- Points are not assigned; students award themselves points. If others disagree with the student's assessment, they can bring it up during concerns.
- Points are earned, not taken away.
- There are no "set" values for points not earned.
- Points Totals:
  1. 1<sup>st</sup> period = 50 points (includes the time between yesterday's dismissal time and today's 1<sup>st</sup> period) – (Recorded 1<sup>st</sup> period)
  2. 2<sup>nd</sup> – 7<sup>th</sup> periods = 45 points each (Recorded each period)
  3. Common areas = 50 points (Recorded 7<sup>th</sup> period)
  4. Total points = 370
- All 7<sup>th</sup> period teachers fill out the "School-Home Communication" form for those who did not make their day.
- Teachers are encouraged to "contract" with students who continually do not make their day. The teacher's grade-level administrator will help draft the contract. The contract needs to focus on "what does the student need to be successful," not "what can I do to change the student's behavior."
- School-Home Communication form: After the 4<sup>th</sup> "School-Home Communication" form, the grade-level administrator will sit down with the student's teachers to develop a plan of action. The plan may include a parent conference, a contract, or both.