

WILDFIRE  
ELEMENTARY SCHOOL

**MAKE YOUR DAY COUNT**

Wildfire's citizenship program  
is intended to be  
pro-active and preventative in nature.

ALL STUDENTS ARE GIVEN THE OPPORTUNITY:

- \* To learn in a positive caring atmosphere
- \* To make choices
- \* To evaluate and self-correct
- \* To make their day count

## MAKE YOUR DAY COUNT CITIZENSHIP PROGRAM

### **PROGRAM PHILOSOPHY**

The philosophical premise to promote outstanding citizenship at school is the belief that each child is responsible for coming to school ready to learn and to be responsible for his/her actions. It underscores the necessity of direct parental involvement with daily progress and academic achievement successes. The Make Your Day Program provides a consistent campus citizenship system, one in which everyone knows what is expected at all times. It demonstrates the fact that teachers hold high expectations for all students, and yet it is a cooperative program where students are active participants.

The Make Your Day Count Program centers on one rule:

### **NO ONE HAS THE RIGHT TO INTERFERE WITH THE LEARNING OR SAFETY OF OTHERS**

Each student's self-esteem is enhanced positively when teachers and students provide each other with realistic feedback in an empathetic and caring manner.

The system encourages students to take responsibility for their own actions and behaviors, including attendance and academic performance. Emphasis is placed on the importance of each student's working to his/her own ability level. The program allows all students to learn from mistakes without cumulative punitive action. It provides time for thought and direction. Effort is expected and rewarded, and frequent positive feedback is provided. The program allows students to make decisions that develop critical thinking skills. School wide appropriate behaviors are expected of all students. Students are expected to understand inappropriate behavior.

The foundation for the program is threefold:

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

### **STUDENT BEHAVIORAL EXPECTATIONS**

At Wildfire Elementary School we expect children to **DO WHAT IS EXPECTED** and **DO IT THE BEST THEY CAN**.

This is exhibited in the following behaviors:

- Students are expected to exhibit positive behaviors by respecting the rights and feelings of others.
- Students are expected to foster a physically and emotionally safe environment by respecting school and personal property.

- Students are expected to be in class on time, assume the responsibility of being on task, do their personal best, and complete all assignments.
- Students are expected to follow all of the rules, as outlined in the school and district handbooks, and to respect any additional rules or guidelines established by adults in authority.
- Students are expected to choose positive alternatives to inappropriate behavior.

## **PROCEDURES FOR BEFORE SCHOOL, LUNCH AND RECESS, AND AFTER SCHOOL**

Times before school, at lunch and recess, and after school offer students the opportunity to test their citizenship skills in a less structured environment. However, to provide a safe environment for all students, behaviors and interactions are still monitored. Students who are interfering with the safety of others are choosing to go on steps. Students are expected to take responsibility for this in their classroom.

## **INAPPROPRIATE BEHAVIOR**

1. Being disrespectful (i.e., teasing, arguing, name calling, using sarcasm, profanity, inappropriate language, gestures, talking back, and disregarding directions or instructions).
2. Disrupting classroom instruction or discussions (i.e., calling out, making excessive noises, playing with objects, leaving one's seat without permission.)
3. Bringing inappropriate items to school without teacher permission (i.e., skateboards, roller blades, scooters, electronic equipment, squirt guns, snap caps, knives, matches or lighters, stink bombs, gag items, radios, tape recorders/CD's, personal computers, MP3 players, cell phones, water balloons, toys, and lasers).
4. Disobeying school dress guidelines.
5. Loitering on school grounds and running in inappropriate areas (i.e., hallways, sidewalks).
6. Using aggressive behavior (i.e., pushing, shoving, tripping, hitting, kicking, spitting, biting), as well as play fighting (i.e., wrestling, arm wrestling, and karate).
7. Gum chewing or candy eating unless there is a special event.
8. Tardiness or truancy.
9. Disobeying cafeteria rules, i.e., not sitting quietly at assigned table, throwing food, not throwing away trash, not placing sports equipment in designated area, and not raising hand to be dismissed).
10. Misusing playground equipment and/or disrupting another's play at recess (i.e., interfering with other student's games, riding on the backs or shoulders of other students, throwing balls against the buildings, throwing rocks, sand or other unsafe objects, playing unsafe games like tackle football, disregarding playground equipment rules). General sports equipment is acceptable. Foam bats only. No hard balls.
11. Disobeying bus or traffic safety rules.
12. Disobeying any other rules designated in the school or district handbook, or disregarding the directions of an adult in authority.
13. **INAPPROPRIATE BEHAVIOR THAT INTERFERES WITH ANOTHER'S LEARNING OR SAFETY WILL BE HANDLED THROUGH STEPS AND UNEARNED POINTS.**

The Make Your Day Count program has two main components: steps and points/concerns. Steps is the recognition of children not following the school rule. Points and concerns include a self-reflection and opportunity to help others change behaviors.

## **THE FIVE-STEP PROGRAM FOR INAPPROPRIATE BEHAVIOR**

1. The Make Your Day Count Program emphasizes student decision-making and responsibility. It is important for the student, parent, and teacher to realize that progression through the steps is entirely the student's choice.
2. Recognizing a student's choice to go on a step provides the student a "time-out" opportunity to think about his/her behavior.
3. Students are not allowed to talk, move around, or make noises when on step.
4. Repetition of a particular behavior may result in a student staying on a step for a longer period of time.
5. STEPS 1-3: When a student chooses to interfere with the learning or safety of others, the student will be asked to take a seat away from the immediate setting. The student will be informed of his/her inappropriate behavior and asked to spend a brief amount of time (3-5 minutes) quietly thinking about the problem. Students will advance through the first three steps if the inappropriate behavior continues. Steps 1-3 will follow in succession (a student may not be placed on Steps 2 or 3 without starting on Step 1).
6. STEP 4: If problems continue beyond Step 3, the student will be sent to the office with a Step 4 conference form to phone the parent. With an adult present, the student will call his/her parent to explain the situation. The student will remain out of class until the parent and the student are able to meet with the teacher and/or administrator to conference and determine if the child is ready to return to class for the purpose of learning. If a child is exhibiting inappropriate behaviors while waiting for the Step 4 parent conference to occur, the student may advance to Step 5.

### *Behaviors Constituting Immediate Advancement to Step 4:*

- Fighting
  - i. Premeditated: intended, thought-out, planned, or being planned
  - ii. Non-premeditated: impulsive, unable to deal with anger, no forethought, retaliation
- Willful tampering with, abusing, or destroying of school or private property
- Stealing or Cheating
- Defiance or disrespect of valid authority
- Highly unsafe behavior potentially causing injury
- Threatening behavior
- Vulgar or foul communication

School suspension might be a consequence of the Step 4 conference, and the severity of the infraction will be subject to teacher/administrator interpretation. Upon any Step 4, the participation in off-campus alternate learning experiences will become a part of the conference discussion. Any student choosing Step 4 automatically forfeits the ability to make his/her day.

7. STEP 5: This step is used only when a child is out of control or violates a Step 5 offense and is not functioning appropriately in the school setting. At this point, the Principal or

designee will contact the parent and indicate that the child needs to be picked up at school. Step 5 becomes a suspension, and will be cumulative when offenses are similar in nature. Students will not be able to return to school without a reentry conference.

*Behaviors Constituting Immediate Advancement to Step 5:*

- Inappropriate behavior while waiting on Step 4
- Previous Step 4 incident of a similar nature
- Behavior which is considered to be out of control
- Extreme disrespect
- Leaving campus without permission
- Possession and/or use of tobacco, matches, or lighters
- Possession and/or use of alcohol
- Possession and/or use of illegal drugs or related paraphernalia
- Possession and/or use of illegal weapons, knives, Chinese stars, firecrackers, or other dangerous objects.
- Indecent exposure or touching

In any Step 5, the severity of the infraction will be subject to teacher/administrator interpretation. The student automatically forfeits the ability to make his/her day.

8. Parent Conference Procedure for Steps 4 and 5:

When the parent comes to school for a conference, the purpose is to help the student understand the behavior expected at school, with the goal being successful readmission into the classroom. The conference will be considered successful if the student is able to verbalize the following:

- Student stated problem successfully and completely
- Student expressed responsibility in managing behavior
- Student exhibited positive attitude toward accepting responsibility
- When appropriate, the student recognized the financial responsibility to replace stolen, abused, or damaged property
- Student expressed desire to return to class

9. Additional Notes on Steps:

Students who remain on steps during the point review have the right to give their own points, and defend disagreements, but they may not disagree with others' points because students in this circumstance have forfeited their right to disagree.

When another student responds or interacts in any manner to a student on 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 students should become involved.

Occasionally, a student 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 behavioral management.

A student who returns to steps frequently during a class period for interfering with the learning of others may need to be told. "This behavior seems to be a problem. If you choose to return

to steps for this problem, you may expect to spend the remainder of the period on steps. Do you understand? If the problem continues, the teacher should initiate a phone conversation with the parent and discuss the recurring problem.

## **POINTS/CONCERNS**

1. Students earn points throughout the day for doing what is expected and doing it to the best of their ability. The process of earning points is a result of self and peer review at the close of each period. **POINTS ARE NEVER LOST FOR ANY REASON; THEY ARE JUST NOT EARNED FOR NOT DOING WHAT ONE IS SUPPOSED TO DO OR DOING IT TO THE BEST OF ONE'S ABILITY.**
2. At the conclusion of the designated instructional sessions, students are asked to review their own performance, academically and behaviorally, by awarding themselves from 0-45 points (0-10 points in grades 1-3) for that period. Students have the opportunity to earn 50 points (13 points in grades 1-3) during periods, which require more student self-discipline, such as lunch/recess and special area classes.
3. Students will be "taken off points" if they do not clearly understand how to give themselves points or are not honest in evaluating their points. The teacher determines the points during that time period. Those students who are "off points" still have the opportunity to disagree with the points of others who interfere with their learning or safety.
4. Once students have rated their performance, fellow students have an opportunity to provide feedback, under teacher direction and modeling. Students may disagree with another's points only if that person interfered with their learning or safety, not if they did not do what was expected to do to the best of their ability. Students are encouraged to appropriately communicate with one another as the interfering behavior occurs so that it might not need to be discussed during the point period. Teachers closely monitor concerns so that appropriate conflict resolution skills are being taught versus the act of tattling. Teachers make the final determinations regarding points.
5. Concerns are only to be used to help others. Students are "taken off concerns" when they use concerns irresponsibly or in a cruel manner (i.e., using concerns as a threat or a "get-back" at another student, pettiness, or the continual monitoring of the behavior of others).
6. If a concern occurs during lunch recess, the duty aide will listen to both the concern and the defense. The duty aide will be responsible for assigning points accordingly.
7. Concerns will only occur within the classroom. If a teacher becomes aware of a situation that involves a student from another classroom, the teacher will communicate with the other teacher.
8. Points in the special area classes are determined by the special area teacher – there are no concerns.

9. An average of 40 points per period, (10 points per period in grades 1-3) per day means that the student HAS MADE HIS/HER DAY. This means that a total of 10 points (6 points in grades 1-3) may still not be earned and the child can still MAKE HIS/HER DAY.
10. It should be noted that perfection is not expected. A natural part of the learning and growing process is not earning points for times when the student did not do what was expected or do it to his/her best ability. In this way, students learn how to make effective and honest decisions that will lead to improved citizenship.

### **USE OF PROGRAM WITH VISITING TEACHERS**

1. A modified Make Your Day Program will be used with a visiting teacher.
2. Children will still assign themselves points and the visiting teacher will be able to disagree. The only revision will be that student concerns will not be used after lunch.
3. Most visiting teachers assigned to Wildfire have had training and/or experience with this program. If parents have any concerns with a visiting teacher's use of the program, the parent should contact the teacher immediately.

### **AWARDS AND REWARDS**

1. Make Your Day Count Program is founded on the premise that each student is an active participant in the learning process. Children are encouraged to accept responsibility for their learning behavior. A reward system may be established to develop intrinsic self-confidence, high self-esteem, and pride in one's accomplishments.
2. Daily self-assessment allows children to acknowledge their behavior successes when they Make Their Day Count.
3. Parents can expect their child to come home daily with news of making their day, or a note explaining why their child did not make his/her day. If the child comes home with such a note, the note must be signed and returned the following school day.

### **DAILY COMMUNICATION WITH PARENTS**

1. The Make Your Day Count Citizenship Program affords the opportunity for the Wildfire staff to provide daily communication with all parents on the success of each child's day.
2. If your child does not come home with a form to be signed indicating that he/she did not make his/her day, that means that the child did make his/her day. On those days, the child should be commended for doing what was expected to the best of his/her ability according to the expectations of the school. Even when full points have not been earned, your child should be commended for being honest and responsible.

3. If your child does come home with a form to be signed indicating that he/she did not make his/her day, the reasons will be listed. In this case, you are encouraged to discuss the behaviors with your child along with alternatives for promoting greater success the next day. This should be of assistance in not only keeping you aware of any concerns, but also helping the child with student choices and decision-making skills.
4. Please remember that the form is to be **returned the next day** to confirm that the parent is aware of the behavior and has had the opportunity to assist the child in developing a plan to be more successful the next day. If the form is not returned, the teacher will call the parent.
5. If you have any questions or concerns regarding the Make Your Day Count reporting form, please be sure to contact your child's teacher as quickly as possible to resolve the concerns.

#### **PARENT COMMUNICATION WITH STAFF**

1. In any citizenship program, parent concerns will arise throughout the year.
2. Just as teachers should directly communicate with parents when concerns arise, we expect that our parents will directly communicate with teachers as concerns arise.
3. We will do our best to work together to problem-solve and take necessary action to ensure success for your child.