

Make Your Day Citizenship Program

Roosevelt School

"One of the greatest gifts we can give anyone is the knowledge that he can be responsible for himself."

Philosophy and Purpose

We all are concerned when newspapers indicate that our schools are unsafe or that children are not able to learn at school. The President and Congress have indicated a nation-wide need for children to learn social skills to enable them to succeed in life. At Roosevelt we want to help your children to learn to express themselves, to realize they are not victims, but rather are the very person in charge of whether or not they succeed.

Along with academics we want to help teach students to take control of their own learning environment, using verbal skills to let us know when someone interferes with their rights. Our principle rule is this:

"No one has (he right to interfere with the learning, safety, or well-being of others."

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Mesa Public Schools

POINTS

"You can if you think you can."

Children do not arrive in this world knowing what is appropriate and inappropriate. We want to structure this as a learning experience - to help them realize in life that all our choices have results. We want them to feel comfortable at Roosevelt, knowing that the same rules are enforced in the same exact way, campus-wide. We want to give each child a chance, often, to feel good about following rules that allow the best possible classroom learning. Here is how it works.

Just as we earn money for working, students earn points at Roosevelt when they:

"Do what is expected and do it the best they can!"

At the end of the designated time periods, students are asked to review their performance by assigning themselves points. Each student has the opportunity to earn bonus points on a daily basis to help them "Make Their Day." We do not expect perfection in our children.

*"A mistake is evidence that somebody has tried to accomplish something."
John E. Babcock*

Once students have assigned their own points, fellow students and/or staff will have an opportunity to give feedback to each other under teacher direction. Student concerns will only include interfering with learning, safety, or well-being of others.

Teachers make the final decision about the concerns and point assignments, and carefully monitor the process.

STEPS

"We are the product of our choices not our circumstances."

To keep the majority of the students safe and learning, we have a process to handle inappropriate behavior.

The Make Your Day Citizenship Program emphasizes student decision making and responsibility. It is important for the student, parent, and teacher to realize that progression through steps is entirely the student's choice. **It must be noted that when the student is on steps, he or she is to be thinking about better choices not talking or moving about the room.**

These procedures are implemented without blaming, moralizing, or showing anger. The teacher speaks in a quiet, businesslike tone when addressing the student. Throughout the school day, the students are cognizant of the fact that the consequences of their behavior, both positive and negative, are the results of their choices - not arbitrary decisions made by staff.

Step 1: When a problem occurs for a student in a class, the student will privately be asked to take a seat away from the academic or outdoor setting. The student is to spend an appropriate time - 2-5 minutes, quietly thinking about the problem he/she had. When privately asked to state the behavior which resulted in removal from the activity, the child should state the action and indicate readiness to return. If he/she needs more time to reflect or gather self control, that will be allowed.

Step 2: If the student fails to sit appropriately on Step 1, he/she forfeits his/her chair and stands facing away from the class for a short time, 2-5 minutes before returning to Step 1.

Step 3: If the student fails to stand appropriately on Step 2, the student will focus on a sign with the Make Your Day Principle Rule written on it. The purpose of this is to assist concentration on acceptable behaviors. After an appropriate time period, the student may return to Step 2.

Please note that Steps 1-3 all allow the students to remain in the classroom and receive instruction as they attempt to correct their behavior.

Step 4: Inappropriate behavior on Step 3 will lead to a Step 4 Conference. In choosing a Step 4 conference, the student goes to the office to phone a parent. The parent will be requested by the student, to come in for an immediate conference to facilitate the student's return to class. The student will remain out of class activities until a parent, student and teacher/administrator conference can be held. This is to determine if the student is ready to return to the class for the purpose of learning. If the parents are not able to meet on the day of the Step 4, the student will stay in an alternate classroom for the remainder of the day and parents will be requested to keep the student at home until the parents are able to conference regarding their child's behavior, hopefully the next morning. Upon completion of a successful conference – the parent makes this determination - the student then returns to Step 3 (unless the student chose an automatic Step 4).

Step 5: Most children never reach this step. It is used only when a child is out of control and unable to function 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 immediately. If that is not possible, the principal or designee will transport the student to the parent either at home or at work. An alternative classroom may be used for the remainder of the day if a parent contact is unable to be made. The student will remain at home the following day or until they have satisfied the sanction requirements appropriate for their infraction as outlined in the Mesa Public School District discipline policy and a successful conference has occurred. The Step 5 conference will be scheduled by the administrator. Please note that Step 5 may involve short and long term suspension and/or expulsion from Roosevelt School.

Step 4/5 Conference

When the parent comes to school for a conference, the purpose is to help your child understand the behavior choices expected to occur at school. At Step 4 and Step 5, the student has requested his parent to be present for the conference about his/her choice of behavior. The student will conduct the conference. At this time, the student will:

- State the problem.
- Express that it was his/her responsibility to manage his/her behavior.
- Offer alternative methods of managing his/her problem.
- Exhibit a willingness to accept responsibility and express a desire to return to class.

The parent must find the outcome of the conference acceptable and make the determination that the student is indeed ready to appropriately rejoin his/her class. Even with a successful conference, the student will be expected to fulfill the sanction his or her behavior brought about.

Notice - Some behaviors require a circumventing of all or a portion of steps. Steps may be adjusted for students who chronically misbehave. When an administrator evaluates which disciplinary action is appropriate for the behavior of a student, the individual case is reviewed in the context of the student's past behavior and disciplinary record.

Exceptions

"Being challenged in life is inevitable, but being defeated in life is optional."

Shadowing:

The children have been taught not to respond or interact in any manner with a student on steps, or he/she has chosen to "shadow" or follow his/her fellow student through the steps. Choosing steps is only the business of the student making the choice. No other student should become involved.

Requesting Steps:

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. For instance, if a child is feeling very angry and on the verge of losing control, he may ask to go to Step 1 to regain composure before coming back to interactive activities. This student should be accommodated by the teacher and recognized for taking responsibility for behavioral management.

To keep children safe, if a student's behavior is such that it surpasses the parameters of the Make Your Day Citizenship Program and violates the Mesa School District's discipline policy, the student will not participate in steps, but will be immediately referred to a Roosevelt administrator for disciplinary measures.

Automatic Step 4 and/or 5:

Immediate Step 4 placement will occur should the student participate in any of the following behaviors:

- Defiance of school authority (willful disobedience)
- Refusal to obey reasonable directions or requests of any staff member, volunteer, aide, substitute, secretary, custodian, food service worker, bus driver, etc.

Immediate Step 4 or Step 5 placement will occur should the student participate in any of the following behaviors:

- Possession and/ or use of tobacco, lighters or matches.
- 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, poppers, stink bombs or other objects of danger to others.
- Theft or vandalism (the severity of the infraction is subject to administrative interpretation).
- Use of obscenity or profanity directed at school authority or personnel.
- Arson or the setting of any flame or fire.
- Assault, harassment, threats or abuse of district personnel. Interfering with the discharge of the official duties of district personnel by intimidation, force, or violence.
- Assault on students.
- Criminal acts as defined by Arizona State law not otherwise addressed by this policy.
- Extortion, intimidation, coercion: Forcing or attempting to force another to do something against his/her will by threat of force.
- Fighting: The act of quarreling involving physical altercations.
- Harassment: Intimidating or harassing another person because of that person's race, color, sex, religious beliefs, ancestry, national origin, or for any other reason.
- Lewd conduct or indecent exposure.
- Possession of stolen property; robbery, theft or stealing.
- Trespass: Entering or remaining unlawfully in school building, property, grounds or at a school-sponsored event or refusing to leave when asked to do so.

The following are concerns that contribute to the learning, safety and well-being of others. These concerns would be addressed in either Steps or Points.

1. No rough-housing, play fighting or martial arts imitations.
2. No games, tag or horseplay on the equipment.
3. Rocks, sand, sticks, dirt, etc. may not be thrown at all. Items used with the intent to hurt another student will be considered an automatic Step 4 or 5.
4. Students are not allowed to go barefoot on the school yard at any time.
5. No climbing on trees, poles, backstops, soccer goals, fences or building.
6. Primary and intermediate students need to play in assigned areas at all times. Irrigation days are the only exceptions.

7. Berm and culvert is off limits throughout the entire school day. All students must be on the lower playground before school and during recesses. Exceptions are First grade and Kindergarten as directed by their teachers before school and at recess.
8. No skates, in-line skates (roller blades), or skate boards are allowed on campus at any time. They cannot be worn on the way to or from school.
9. Equipment or toys from home are not allowed at school. This includes electronic gadgets, beepers, games, balls, etc.
10. To eliminate potential problems with lice, hats are not allowed. If a medical condition exists to warrant the wearing of hats, please discuss with the administration.
11. Inappropriate dress includes: clothing relating to violence, racial slurs, sexual innuendo, tobacco, alcohol, drugs or gangs. No clothing is allowed that exposes the midriff area, chest area or is worn off the shoulder. Pictures on clothing are to portray no figure scantily clothed, or figures that portray any unwholesome or illegal activity. Pants should be cinched at the waist, no sagging.
12. No gestures, writing, drawings or language that relates to racial slurs, swearing, cussing, crude remarks, sexual innuendo, gang signs, signals or pictures are allowed.

Parent Communication

"It takes a village to raise a child."

An essential component of the Make Your Day Citizenship Program is communication with parents. At participating schools parents indicate their children are more than eager to tell them right away that they made their day at school. Students who did not meet expectations are required, on a written form, to describe why they did not "Make Their Day." The students are expected to discuss their behavior with their parents briefly and ask their parents to sign the form. The student returns it the following day. Make Your Day is based on the premise that if parents are involved, and there is an open communication between home and school, their children can make better choices at school and are bound to succeed.

After reading this booklet and discussing it with your child, please sign and return the last page only. Return the page to the classroom teach

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Please sign and return this page only.
Return to the classroom teacher.

Keep the remaining portion of this booklet for reference.

I have read and discussed the Roosevelt Elementary School "Make Your Day
Citizenship Program" with my child.

Date: _____

Homeroom Teacher: _____

Student Signature: _____

Parent Signature: _____