



MAKE YOUR DAY

A SCHOOL-WIDE CITIZENSHIP PROGRAM THAT ALLOWS
TEACHERS TO TEACH AND ALLOWS STUDENTS TO LEARN



Earl's Corner

Twelve states have specific legislation requiring that school district implement programs addressing bullying. The common thread of all the legislation appears to be a greater focus on the net result of bullying rather than the definition. In culling through numerous articles about bullying and harassment, there remains significant ambiguities and inconsistencies. We, in MYD, have several elements of the program that can and should be used to address bullying, intimidation and harassment. It is incumbent upon us to be aware of the federal, state and district definitions and behaviors that constitute bullying.

We start with steps. When a student interferes with the well-being or safety of another student, often these behaviors would fit the definition for harassment, intimidation and bullying (HIB). Some schools are recording incidents of HIB for each student to be able to recognize behavioral patterns and address the cumulative effect these behaviors would have. A color-coded system for all steps that resemble bullying is kept in each student's file. When two or more incidents are recorded schools have utilized counselors and administrators to provide an intervention that may include meeting with both the students and their parents. The more often we use step 1, the fewer step 4s we have. The more we address bullying in its infancy, the fewer significant incidents we have.

Points and Concerns. Points will reveal a student's perception of their daily interactions with their fellow students. Some students will recognize that their behaviors interfere with others and some students wait to get caught. When students use points properly we will see a greater reduction in bullying. There are two reasons for this. Students who recognize their own inappropriate actions are taking the first step toward self-correction. And students who feel comfortable sharing concerns will reduce the likelihood of being victimized. Some schools are keeping track of HIB behaviors that are reported during points and concerns. Some schools are developing a script students can use during concerns that addresses bullying and uses the language of the bullying prevention curriculum.

Not all students will feel comfortable enough to reveal bullying behavior with the MYD format. For these students, it is important that we provide an alternative method of communication. Putting a box in the office where students can anonymously submit concerns about bullying gives greater access to all students.

Students often times mimic teacher behaviors. If we are coercive in our interactions with students, it would not be uncommon to see those same behaviors demonstrated between our students. If teachers yell at students, students yell at students. If teachers are not honest with their students, their students will not be honest with them. If a student committee is available, the issues related to HIB should be openly discussed with them. Our measures are overt measures. It is important to have our students discuss some of the more covert behaviors that make them feel uncomfortable.

Schools that use a curriculum that addresses bullying have blended the bullying and MYD curriculums. We will never eliminate bullying, but we can reduce the number of incidents of bullying through recognizing the basic behaviors and attitudes that lead to bullying. It's important to address these behaviors proactively and consistently. Zero tolerance.

Next month, I will discuss how to keep the program fresh, up-to-date and the dangers of time and diminishing returns.



Data-Driven MYD



How School Committees Support Staff



Developing School-Based Teams that Provide Individualized Support to Students



Developing and Using a Needs Assessment to

♥♥♥♥♥♥♥♥♥♥ **Make Your Day with HEART** ♥♥♥♥♥♥♥♥
Annual Conference
September 16-17, 2005
Seattle, WA

Dr. Gene Sharratt opened up the conference with an inspiring keynote speech titled "When You Have Hope for Tomorrow, You Have the Power to Change Today."

We would like to thank the fine presenters who shared their expertise in a variety of areas relevant to the implementation of Make Your Day.

- Data-Driven MYD: **Cynthia Jones and Ali Williams**
- How to Implement Student Committees: **Chad Foltz**
- MYD Training: **Bonnie Hiemstra**
- Developing School-Based Teams: **Ann Spratt and Dorothy Ferguson**
- Kindergarten and MYD: **Gail Gregory**
- Developing a MYD School Handbook: **North Middle School MYD Committee**
- Tailoring MYD to Your School through Interviews: **Janna Domchowsky**
- Developing and Using a Needs Assessment to Tailor Training at Your School: **James Palmer, Mary Ellen Hodges and Kim Hargrove**
- Inter-District MYD Master Trainer Teams: **LaVonne DeFilippis and Fred Bray**
- Master Trainers: Maintaining the Momentum at the District Level: **Mary Parese and Amber Torda**

Earl started us off Saturday morning with a keynote speech titled "Look Both Ways," which reminded conference attendees that it's important to remember what school looks like through the eyes of our students.

Once again the feedback from the evaluations will help us fine-tune the upcoming conferences and generate topics.

Looking forward to seeing you at the MYD conference to be held in sunny Mesa, Arizona, September 2006.



» Upcoming Events

✓ September 2006

- **Make Your Day Conference - Arizona**
- **There will be a Call for Presentations before the end of this year based on suggested topics from the Seattle Conference evaluations. Start thinking about sharing what your school does that is innovative and supports best practices.**
- **Information and registration materials will be available on the website in the Spring.**

✓ Summer 2006

- **Regional MYD Trainings for individual staff members who have not attended the two-day training - Dates and Locations to be announced**

✓ October 2007

- **Make Your Day Conference - Wenatchee, Washington**



Websites:

[Parents](#)

[Schools](#) (Soon to be added - Seattle Conference Handouts, Earl's Keynote Speech, and a section devoted entirely to kindergarten)

[Our school would like to use MYD](#)

Developing and Using a Needs Assessment to
Tailor Support and Training at Your School



How to Implement Student Committees

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This email was sent to [% member:email %]. To ensure that you continue receiving our emails, please add us to your address book or safe list.

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