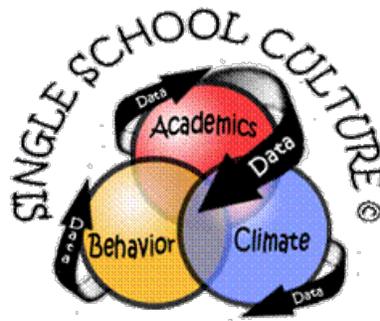


Single School Culture: How to Norm a Rule

Principal Facilitation Guidebook



WHAT IS SINGLE SCHOOL CULTURE ©?

Single School Culture © (SSC) is a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in administrator, teacher, and student practices – in other words, a single school culture.

Since 1999, Single School Culture © (SSC) has helped schools achieve success from elementary through high school levels – even in schools with widely divergent student populations.

Simply put, SSC results in:

- **Solid academic achievement gains for all student subgroups;**
- **Fewer behavior incidents and referrals;**
- **Improved school climate;**
- **Consistent application of effective teaching practices;**
- **Significant reductions in social and emotional barriers to learning; and**
- **High levels of teacher confidence, support, and retention.**

HOW WILL WE CREATE A SINGLE SCHOOL CULTURE ©?

STAFF AWARENESS (2 hours) Participants will:

- gain knowledge of the concepts and philosophies of the Single School Culture © approach.
- understand that when we are all on the same page, then discipline issues decrease and time on task for academics increases.

DETERMINING CONCERNS (1 hour) In this session, staff will:

- discuss issues that are areas of concern in the discipline and climate realm.
- have the opportunity to present concerns and then prioritize the concerns.

DEVELOPING A “NORMED” RULE (2 hours) Rules are normed for three reasons:

- to protect the physical and psychological safety of students;
- to protect academic learning time; and
- to move many students in a short time in small spaces.

In this session, participants (could be the entire staff or voluntary) will:

- draft a “normed” rule from one of the issues on the compiled prioritized list of the last session.
- clearly define the rule and a process to teach the rule.
- develop a specific method for enforcement of the rule.

STAFF “BUY-IN” (1 hour) All staff members should:

- attend this session to discuss the final draft version of a “normed” rule developed in the last session so that whole staff ownership is ensured.
- discuss any revisions that might be necessary as well as any potential barriers to the implementation.
- agree to teach, reteach, and enforce the rule for three weeks once a final version is agreed upon and any barriers have been overcome.

REVISITING THE RULE (1 hour) This session should occur about 3-4 weeks after initial implementation of the “normed” rule. The focus of this session will be to gather input from staff on any issues that occurred during the initial implementation. Adjustments to the current rule can be addressed as well as beginning the process for additional rules.

Principal Role

Before the training, you will have told the staff what to expect. Make the case that teachers are the first line of defense and that must also come out in the training.

1. No matter what relationship you have with staff, they will do the right thing. They, like you, want things to work best. They won't throw it back in your face.
2. They will say what they would like to see happen but they will have, and need to have, the opportunity to give input into how they will work with students.

Teachers want to teach with minimal disruption.

In the training, key messages must be delivered. You make the case that:

1. Discipline works best when everyone is on same page.
2. Kids don't like different rules from room-to-room.
3. Peers don't like it when their peers don't teach, enforce, model and recognize kids for doing the right thing.
4. SSC has worked in 100% of schools in the states 100% of the time.

When you all decide that you will do the student governance piece together, the collective efficacy will allow you to move to the expectations piece of Positive Behavior Support and CHAMPS Classroom Management. Students will tell you which teachers aren't enforcing the rule. They don't like it, because it's not level playing field.

Single School Culture

What is it? – A way of organizing a school

Why do it? – Use reasons from last page “How will we create a Single School Culture”?

1. We will make a list of the 4 or 5 things (rules or behaviors) that if they were carried out with fidelity, things would be great. We will narrow them down and prioritize them

- 2. We will begin with one that will be very observable. Scripts, notice how, teach kids, understand difference between punish and change of behavior.

How will we note progress?

- See it
- Discipline referrals are down
- Less instructional time is lost
- Ask kids
- Ask adults
- You can see your administrators doing hard cases
- Move students into role as partner – ask them what recognitions they want
- Talk to student leadership about issues
- Form an advisory
- Collect pre-data
- Administer questionnaires for staff
- Some teachers will be skeptical, but will see results in just a few days. Here are some of the questions and issues that arise:
 - Yes, I hear you, but what if you, the administrator, is not consistent?
 - What happens if another teacher doesn't do this?
 - Okay when do you get to do cell phones in class?
- Principal may respond respectfully on some discussions with:
 - Yes, but that is an administration decision
 - We will get back to you on that

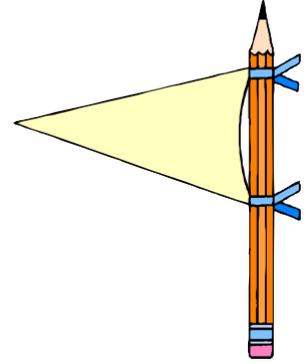
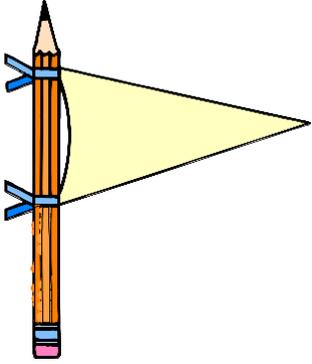


We have rules for three reasons and students need to know why we have them:

- To protect students' physical and psychological safety**
- To protect academic opportunity and learning time**
- To move a large number of students through small areas in a short amount of time**

_____ **SCHOOL**

LIST THREE AREAS OF CONCERN:



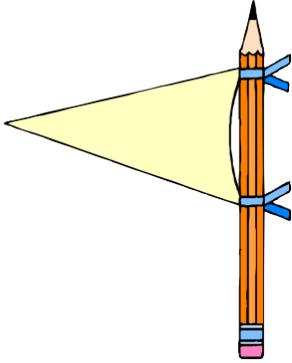
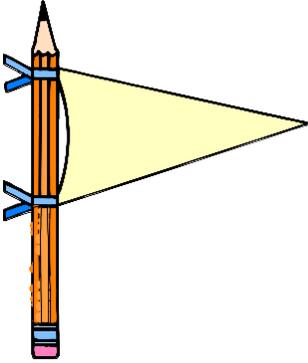
CLIMATE CONCERNS

DISCIPLINE CONCERNS



_____ SCHOOL

PRIORITIZED ISSUES



Please identify up to five (5) prioritized issues at your school:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Date:

Dear Parents:

Beginning on _____, we are refocusing our practices here at _____ around the issues of governance. We will be specifically focusing on passing in the hallways.

As you may be aware, we have rules for students that address three basic areas:

Safety – protecting the physical and psychological safety of our students.

Academic Time – ensuring that as much time as possible is used for academic instruction, as research indicates “opportunity to learn” is essential to improve student achievement (Marzano, 2002).

Movement – we have to move large numbers of students in a short amount of time in a small space.

Recently, we have met to look at the passing in the halls or movement in the halls practices here at _____. We realized that we could address saving academic time, general safety (horseplay, bumping into, etc.) issues, and general moving around campus by reteaching a hall passing procedure that would work for all students.

We ask for your support as we focus on reteaching the procedure of passing in the halls after Spring Break. We will let you know how this is working.

Thank you in advance for your support.

Principal

Staff Information Sheet for Hall Passes at El Camino High School

Definition

A hall pass is a bond of trust between teachers and students allowing students to be out of the classroom during an appropriate time, for a defined purpose and destination, and to return to class in an acceptable amount of time. *Because our intent is to protect academic learning time, students are expected to come to class prepared with the appropriate materials. Hall passes will not be issued for lockers or vending machines.*

Consequences

Any staff member who discovers a student who is in the hall without a pass during class time or who is abusing the hall pass privilege (socializing, out of area, time, etc.) will escort the student back to the sending class. The teacher will issue the following consequences:

1st offense: Positive reminder by teacher

2nd offense: Positive reminder by teacher and 'Reserved Lunch' 30 minutes *during which time students are not permitted to use cell phones, text, or socialize with other students.* [Again, this was part of the discussion after the groups turned in what they had written.]

Possible Recognition (pending student input)

- Lunch activities including teachers
- A day without homework (because of improved instructional time in class)
- Teacher dress-up day where students choose theme
- Teacher reveal of senior portrait
- Teacher says 'hello' to everyone
- Teacher-student games
- Code word—teacher must perform agreed-upon activity when student says certain word
- Student-teacher talent show
- Bands at lunch
- Food trucks on Thursday afternoon (one per month)

Coaching (in event of an infraction)

Teacher asks/student replies/teacher redirects as needed:

What is El Camino's policy on hall passes?

Where did you ask permission to go?

Where did you actually go?

Why were you gone 15 minutes?

Why were you socializing?

You have violated our school-wide agreement regarding hall passes. Is there a reason you made the choice to break that trust?

The consequence for your decision is...[depending on which offense].

Staff Information Sheet for *Tardy Issue* at H.L. Watkins Middle School

(This letter outlines the tardy policy the staff has agreed to enforce the same way.)

Read and explain this letter to students in every class, every day for the week (or a minimum of 3 days) prior to the “renewed focus” on the tardy issue.

The teachers at H.L. Watkins Middle School met recently to address an important issue at school. Students who are not arriving for class on time is an issue that needs to be addressed by all. As a group, we decided that everyone in the H.L. Watkins Middle School family needs to be on the same page. Everyone’s cooperation, including all students and staff, will be very important in creating a safe environment at school and focusing on reaching each student’s highest academic potential. Teachers are losing valuable teaching time and students are losing valuable learning time that they need in order to be promoted. The tardy policy has not changed from the policy that is in the Student Handbook from the beginning of the year. The tardy rules we are focusing on are as follows:

Tardy Policy

- A student is tardy if he/she is NOT in class by the late bell.
- A student is tardy if he/she is NOT in 3rd or 4th period by the designated time.
- A student is tardy if he/she does NOT have a pass if entering class after the late bell or designated time.

If we all work together on this “very simple” Tardy refresher, then both students and staff will know exactly what to expect at all times. Remember, everyone’s safety and learning is important to all of us!

Single School Culture Action Plan for a Behavioral Issue

Consequences for Tardies

Should we encounter students who violate these “very simple” tardy rules, staff will follow the following corrective actions:

Interventions (purpose of rule and intervention is to change behavior, or in the case of tardiness, to create and enhance the safe and nurturing learning environment at H.L. Watkins Middle School)

- 1st violation – Lunch Detention:
 - Detention slip to administration ... Lunch detention assigned
- 2nd violation – After school Detention:
 - Detention slip to administration ... Lunch detention / Detention assigned
- 3rd violation – Saturday Detention / School:
 - Detention slip to administration ... ISS / Saturday assigned
- 4th violation – Saturday Detention / School
 - Detention slip to administration ... ISS / Saturday assigned
- 5th violation – Administrative discipline plan
 - Detention slip to administration for further action

Positive Recognition for Tardy Issues

Possible activities include:

- Student dance during school hours
- Dress-down Fridays
- Random coupons
- Other possible positive recognition ideas:

- Students could demonstrate positives and negatives
- Periodic (monthly or weekly) reward (i.e., free cookie) for 100% participation
- By class and or by school
 - Class party for 95% participation
 - Students do “public service announcements” offering congratulations to other students or classes who follow the “Watkins” way.

Single School Culture for Behavior

Action Plan for: _____

Date: _____

What rule will we norm? _____

Who will write the scripts? When will they be due? When will others see them?

When we will start reading the scripts? _____

What day is full implementation? _____

What do we need in terms of resources/people to carry out the rule?

How will we communicate the rule and to whom?

What other issues do we need to resolve?

How will we gauge success?

How will we report success and recognize students?

Single School Culture Notes