**S**afe
**T**ransitions
**A**nd
**R**educed
**T**ardies

# START
# on Time!

## Contents

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## Outlines and Tools

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**T**ransitions
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## Welcome! Let's get started...

*START on Time!* is a comprehensive multimedia program to guide your school through the process of designing a proactive and positive plan for improving transitions and reducing tardiness. It will help your staff develop and implement effective behavior management and motivation practices for halls and passing periods. The program includes video lectures by Dr. Randy Sprick, video demonstration vignettes, reproducible study guides, and tools for collecting and using data—everything your school improvement team or discipline committee needs to plan and provide staff training.

## Anticipated outcomes from implementing *START on Time!* include:

▲ **REDUCTION** of tardiness and disciplinary referrals from halls and passing periods

▲ **INCREASED STAFF COORDINATION** and consistency when dealing with student behavior

▲ **IMPROVED** school climate

▲ **ENHANCED** school safety

▲ **INCREASED POSITIVE INTERACTIONS** between staff and students

▲ **IMPROVED STAFF SKILL** in effective supervision and positive behavior support

▲ **DATA-BASED DECISION-MAKING** regarding behavior and discipline practices

The *START on Time!* program consists of two CD-ROM video presentations and corresponding print material. The ubiquitous CD format makes it convenient to show parts of the videos to an entire staff, as accessing specific topics is far easier than trying to cue up a videotape.

# Implementing *START on Time!*

### Some suggestions for using the materials

*START on Time!* guides a school staff through a systematic process of reviewing and, as necessary, revising the school's policies and procedures related to halls, passing periods, tardiness, staff supervision and more. *START on Time!* is structured to help each school tailor the process to fit its unique needs. The following steps will help you start the process; the program itself will provide ongoing suggestions for how you might proceed.

**Step 1:** A building-level administrator should view *CD #1: Planning Steps* with the school improvement team or discipline committee, in particular Steps 1 through 3, for guidance in:

- Understanding the *START on Time!* procedures.

- The importance of administrative commitment.

- How to form a planning task force to guide planning and implementation.

**Step 2:** Once formed, the task force should preview all ten steps on *CD #1: Planning Steps*—either as a group, using a projector or computer with a large-screen monitor, or individually, by passing the CD from person to person. Then, as a group, the team should discuss how to proceed with following and adapting the steps presented on *CD #1*.

**Step 3:** How to use *CD #2: Implementation* is discussed in detail in the planning steps on *CD #1*.

On the following page is an outline of the content of both CDs.

# Presentation 1: Planning Steps
## Training for administrators or leadership team

What *START on Time!* Can Do for Your School

**Step 1:** Understanding the *START on Time!* Procedures

**Step 2:** Determine Administrative Commitment

**Step 3:** Establish a Planning Task Force and a Time Line

**Step 4:** Identify the Problems and Establish Baseline Data

**Step 5:** Design a Plan to Obtain Staff Commitment

**Step 6:** Organize for Success

**Step 7:** Determine Expectations for Students and Design Lessons

**Step 8:** Determine Expectations for Staff and Prepare a Training Session

**Step 9:** Prepare for Implementation

**Step 10:** Monitor and Adjust

A Presentation on Effectiveness (from one school)

**CD #1:** *Planning Steps* provides everything you need to incorporate *START on Time!* into your school. Included is a preview of the program and ten steps that guide you—the administrators and leadership team—in how to adapt the *START on Time!* procedures to a perfect fit for your school.

# Presentation 2: Implementation
## Training for the teaching staff

**Topic A:** Understanding the *START on Time!* Procedures

**Topic B:** Supervising the Hall and Starting Class on Time

**Topic C:** Conducting the Sweep

**Topic D:** Role of Administrative and Security Staff

**CD #2:** *Implementation* provides everything you need to train staff in a how to implement *START on Time!* on a daily basis. Multiple copies of this CD are included so that training can be done on a departmental or preparation-period basis.

For further information on products and services in Randy Sprick's Safe & Civil Schools series, visit *www.safeandcivilschools.com*.

# Tardiness

- If infrequent, it is a pretty minor problem.

- If frequent, teachers may report that the first four to eight minutes of class are almost a waste of time.

- Many schools may have as many as four hundred, six hundred, or even a *thousand* tardy incidents per day.

- These incidents result in referrals to the office, which can in turn overwhelm administrative staff.

**POORLY STRUCTURED PASSING PERIODS** create:

- ▼ A major loss of instructional momentum.

- ▼ A high potential for serious misbehavior.

- ▼ Increased opportunity for fighting, bullying and illegal behavior.

- ▼ Opportunity for severe misbehavior and minor horseplay in the halls to carry over into classrooms, wasting instructional time.

*START on Time!* is a step-by-step planning tool that can help your staff address all these problems.

**POTENTIAL RESULTS** include:

- ▲ Teachers never delay the start of class to deal with tardiness or other misbehaviors from the halls.

- ▲ Frequency of tardiness is reduced by up to 90 percent.

- ▲ Staff increases coordination and orchestration for dealing with misbehavior.

- ▲ Students who are tardy do not get the benefit of increased social time with peers and are not allowed the opportunity to disrupt classroom instruction by entering class late.

- ▲ School safety is enhanced.

- ▲ The program helps document staff efforts to maximize safety.

- ▲ Friendly interactions between adults and students increase, improving school climate.

**START ON TIME!** may be useful in your school if you are concerned about:

- **Lost class time** due to tardiness.

- **Number of students** late to class.

- **Safety**—fighting, harassment, bullying, and horseplay in the halls.

- **Hallway misbehavior** carrying over into class.

- **Liability** and accountability.

## What does *START on Time!* do?

- Offers step-by-step guidance to a school-based problem-solving team about how to adapt the *START on Time!* procedures for your school.

- Provides staff training in implementing the procedures.

- Provides lesson plans for teaching appropriate and responsible behavior.

## What comes in the *START on Time!* toolkit?

The *START on Time!* material includes two CD-based video presentations and corresponding print material:

> **CD #1:** *Planning Steps* lays out ten steps that can be used by a leadership team in the school.

> **CD #2:** *Implementation* provides training for the staff. Multiple copies of this CD are included.

The print materials provide outlines, implementation tools, sample documents, sample lessons for students, and more.

# Pre-plan
## Understanding the Procedures

**WHY STUDENTS ARE LATE:**

- Socialization

- No positive incentives

- No immediate consequences

- Lack of supervision

- Lack of hallway flow

**At the core of *START on Time!* are THREE STAFF GROUPS, each having specific responsibilities:**

1. Teachers with a class next period

2. Teachers with a planning period
   (the "**Positive Sweep Team**")

3. Administrator/counselors/security officers
   (the "**Administrative Team**")

*CD #1: Planning Steps* provides information on, among other things:

- Structuring your hallways for success.

- Designing lessons that teach students responsible passing period behavior.

- Ensuring comprehensive supervision of the entire school.

*CD #2: Training* offers more detailed training for each of the three above groups.

### Teachers with a class following passing period

**RESPONSIBILITIES** include:

- **Greeting** students at their classroom door.

- **Supervising** students in their classroom.

- **Supervising** the hallway near their classroom.

- **Intervening** in any severe misbehavior and handing off the situation to a member of the "Positive Sweep Team."

- **Closing** the classroom door when the passing period ends and beginning class immediately.

- **Allowing** no hall passes for students during the first ten minutes of class.

### Staff members with a prep period following passing period

This is the "**Positive Sweep Team**," and each member is assigned to a *zone* of supervision. Each zone is covered by one male and one female staff member.

**RESPONSIBILITIES** during passing period include:

- **Circulating** through their designated zone.

- **Conducting** the "positive sweep" after class begins, gathering students who are in their zone.

- **Escorting** tardy students to the "Sweep Room."

- **Supervising** tardy students in writing a note to their parents; completing and turning in tardiness records.

- **Returning** students to their classrooms and monitoring their manner of returning to class.

Once their "positive sweep" responsibilities have been completed, members of this team are free to go about their own business.

### Administrators, counselors and security staff— the "Administrative Team"

**RESPONSIBILITIES** include:

- **Having at least one person** cover the halls and making contact with members of the "positive sweep" during the passing period and the first five minutes of class.

- **Taking over** and escorting students who engaged in severe misbehavior to the office, following up on any necessary referral forms or other paperwork.

### *START on Time!* works because:

▲ Procedures provide **pre-planned** and **well-defined** supervision of all settings during all passing periods.

▲ Everyone gets the message that the staff places a high value on **uninterrupted class time**.

▲ **Escorting** tardy students deprives them of using that time for socializing.

▲ The consequences for being tardy are more **consistent** and **immediate**.

▲ Late students get **less attention** by their tardiness.

▲ Staff can "**take over**" for classroom teachers in dealing with violations of expectations.

▲ **Many adults** are present to assist traffic flow during passing periods.

## BENEFITS and DRAWBACKS

▲ **Benefit:** Teachers never have to stop class to process late students.

▲ **Benefit:** The school has a calm, respectful, businesslike setting.

▲ **Benefit:** By covering for one another, teachers maximize their mutual classroom teaching time.

▼ **Drawback:** Conducting the "positive sweep" requires one to ten minutes of each staff member's prep time.

## ACHIEVE DRAMATIC RESULTS

• *START on Time!* procedures must be implemented daily for *every* passing period.

• Careful planning can create major changes in behavior of students and climate of the school.

• Working through subsequent planning steps will help ensure successful implementation.