

RULER – Charter Tip Sheet

Define the Charter as the first RULER Anchor tool that is introduced in a school or district. It is designed to build a positive culture and climate.

Explain that unlike “rules” of conduct, an Emotional Intelligence Charter represents agreed-upon norms for how everyone will be treated, including (1) how leaders, teachers, and students want to feel in school, (2) what everyone needs to do to feel that way consistently, and (3) guidelines for how to handle uncomfortable feelings.

Describe that the process of creating a Charter involves responding to three questions:

How do we want to feel in school each day?

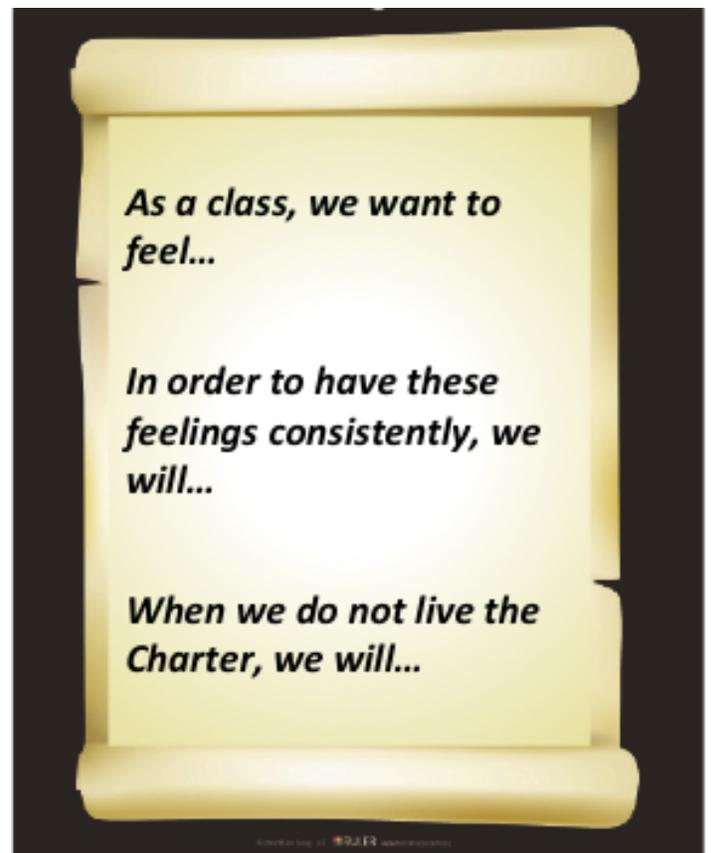
Each student or staff member lists the 5-10 feelings he or she wants to experience each day at school. Then, as a group, the lists are combined to form a list of 5-8 feelings that represent what feelings are most important to the group.

What will we do to have these feelings consistently and create a positive learning environment?

Everyone is asked to think about what these feelings will look like in school in terms of specific, measurable, observable behaviors. In other words, what will the group need to do each day to ensure everyone experiences these feelings?

How will we prevent and manage conflict and unwanted feelings?

The group first discusses (1) the uncomfortable feelings and unwanted behaviors they would like to avoid experiencing in school and then (2) how these feelings and behaviors will be handled and how conflict will be prevented and managed, including what happens when the Charter is breached.



Once all three questions are answered, the Charter is written or typed up, signed by everyone in the group, and posted somewhere visible so it can be referred to and revisited for amendments as needed.