

B.I.S.T. September 2013

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Administrators:

I hope you had a great summer and are off and running in a new school year. We are certainly looking forward to working with you and your staff members this year to continue the efforts of positively impacting the lives of our future.

I want you to be aware that we are having our BIST Leadership Workshop on September 16 from 8:30-11:30 at Ozanam Smith Hall. There is a registration flyer included in this newsletter if you are interested. We will be focusing on data collection and how to utilize that information. We will also have conversation about how leaders of BIST Buildings support teachers so that teachers can assist students in achieving accountability and therefore becoming powerful young people.

Additionally, each month when a consultant visits your building they will be bringing a topic area to focus on with teachers as well as leaving your staff with a challenge of the month. If you have specific areas of focus you would like the BIST Consultant to focus on with staff, please feel free to communicate that information to them.

Again, we look forward to working with you and please be in touch if there is anything we can do to assist with the growth of BIST in your building.

Sincerely,
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A Strong Foundation: Structure & Teaching BIST to Students

Research indicates that teachers' actions in their classrooms have twice as much impact on student achievement as assessment policies, community involvement, or staff collegiality; and a large part of teachers' actions involves the management of the classroom (Marzano, 2003; Marzano & Marzano, 2003).

Checklist of Structures for Beginning the School Year: (Predictability & Consistency = Trust)

Elementary:

- Adult created line order
- Assigned seating where student focus is where teacher predominately teaches
- Written procedure to line up
- Assigned seating for carpet activities
- Written procedure for moving to carpet
- Specific method to sit on carpet (Ex: criss-cross applesauce w/ spoons in the bowl)
- Timed transitions—specific starting and ending activities
- Raise hand to get out of seat
- Raise hand to talk
- Written procedure for arrival to classroom
- Written procedure for dismissal from classroom

Secondary:

- Adult created seating chart
- Written procedure for arrival to classroom
- Written procedure for dismissal from class-the bell does not dismiss students.
- Adult permission required before talking
- Adult permission required to get out of seat

Essential 5

Utilize the Essential 5 (both verbally and visually) when giving students an assignment or task to provide predictability and structure

1. Behavioral standards (Address: Voice volume / Movement around the room / Independence level)Exact
2. Materials needed (Specific standards: Clear your desk of other materials to decrease distractions)
3. Assignment (Time allotment, Subject and page number)
4. What to do if you need help (Specific standard: Raising hand, staying in seat, being patient etc.)
5. What to do when finished (Specific standard: Where paper should be placed and activity to be engaged in until others are ready)

BIST Concepts to Teach/Review

Terms:

- Responding to Adult Greetings—Teach students appropriate responses: “Good Morning!” “Hi” Wave, smile, etc.
- Safe Seat--A seat in the classroom away from other students to help get back on track.
- Buddy Room--A seat in another teacher's classroom to help the student regroup to work back to the safe seat.
- Recovery Room/Focus Room--A place where students can go to stop acting out, calm down, prepare an apology and create a plan to be successful
- Think Sheet--A tool that the student completes to help him/her take ownership of the problem and create a plan to be successful.
- Processing--Questions that the adult asks the student so he/she may take ownership, practice skills and make a plan to be successful.
- Partnership--The ability to discuss the problem, be coached and plan with the adult.
- Redirection Language--“I see...(disruptive behavior)” “Can you...(desired behavior)” “Even though...(student’s feeling)”
- Bottom Line--It is never okay to be disruptive/it is never okay to be hurtful
- Expectations--It is always okay to be helpful/it is always okay to do your best
- Triage--Daily “check in” with an adult to assess emotions, establish focus about what it means to have a good day and formulate solutions if problems occur.
- Class Meeting--Weekly meetings facilitated by the adult to help students solve problems, plan events and maintain a positive classroom community.

Concepts:

- Define as a class: What is kind, disruptive and hurtful
- Goals for life--
 - I can be productive and follow directions even if I am mad. (overwhelmed by my feelings)
 - I can be productive and follow directions even if others are not okay.
 - I can be productive and follow directions even if I don't want to. (even if it's difficult)
- Expectations for safe seat and buddy room (Raise hand to talk / Adult permission to leave area / Work on classwork, complete think sheet or calm down silently)
- How and why to complete thinks sheet appropriately
- How and why to process with teachers appropriately
- How and why to work back through continuum
- Apologies ("I'm sorry for _____ / Next time I will _____ / Do you accept my apology?")

Practice:

- Powerful Words: (Ex: "I feel _____ / I would like _____ / I can do this")
- Powerful Actions: (Ex: Move self to safe seat, Take a deep breath, Count to 10, Ask for help)
- Movement to the safe seat
- Movement to the buddy room
- Movement to recovery room/focus room
- Hallway expectations
- Lunchroom expectations
- Class meeting format
- Apologies

Resources needed:

- Practice schedule for procedures (building common area plan)
- Think sheets
- Prepared work
- Data Collection (Consistency chart, BIST tracking sheet, BIST data sheet)
- Review schedule on calendar to ensure consistent practice/review

Administrator/District Staff Meeting Dates: (To establish communication at the building and district level)

- **September 16, 2013**--8:30-11:30 Administrator Workshop at Ozanam (\$60)
- **October 14, 2013**--8:00-9:30 Meeting at Ozanam (*No Charge*)
- **January 27, 2013**--8:00-9:30 Meeting at Ozanam (*No Charge*)
- **March 31, 2013**--8:00-9:30 Meeting at Ozanam (*No Charge*)
- **May 12, 2013**--8:00-9:30 Meeting at Ozanam (*No Charge*)

BIST Consultant Activities:

****Ask your consultant about facilitating the *Sort It Out Activity* with staff****

- Identification of students who need support
- Expeditious individual student planning to facilitate lasting change
- Provides administrators an overview of student need in the building
- A means to provide support for adults and create a strong community of problem-solvers