



PUTTING THE SPOTLIGHT ON  
STUDENT LEADERSHIP  
WITHIN TIER 1

Topping Elementary

Kansas City, MO

# SESSION OUTCOMES

- Gain ideas for creating or strengthening Tier 1 systems that establish clear and consistent expectations
- Learn how to foster student leadership and ownership in your school

# INTRODUCTIONS

- Amber Stichler - 1st grade teacher
- Cassie Nettle - 4th grade teacher
- Calista Speake - Kindergarten teacher
- Shelley Campbell - Counselor

# WHO ARE WE?



Topping Elementary School  
Kansas City, Missouri  
Title 1 Elementary

5th most diverse  
elementary school in  
Missouri

## Socio-Economic

- 2021: 60.7% free and reduced lunch
- 2022: 47.3% free and reduced lunch
- 2023 (Dec.): 71.2% free and reduced lunch

## Linguistic

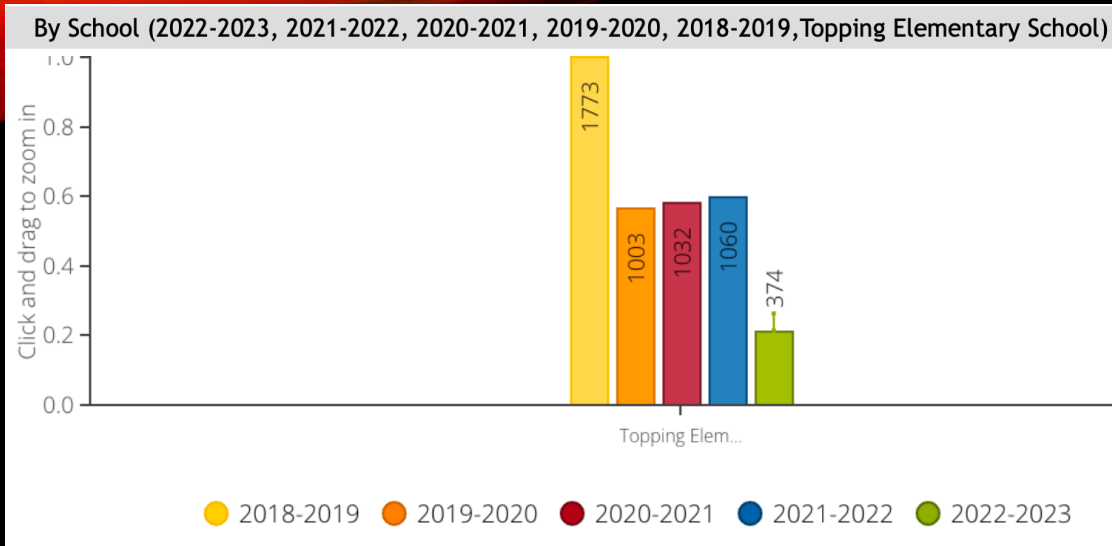
- 14 languages
- 22 countries represented

## Race and Ethnicity (Total students)

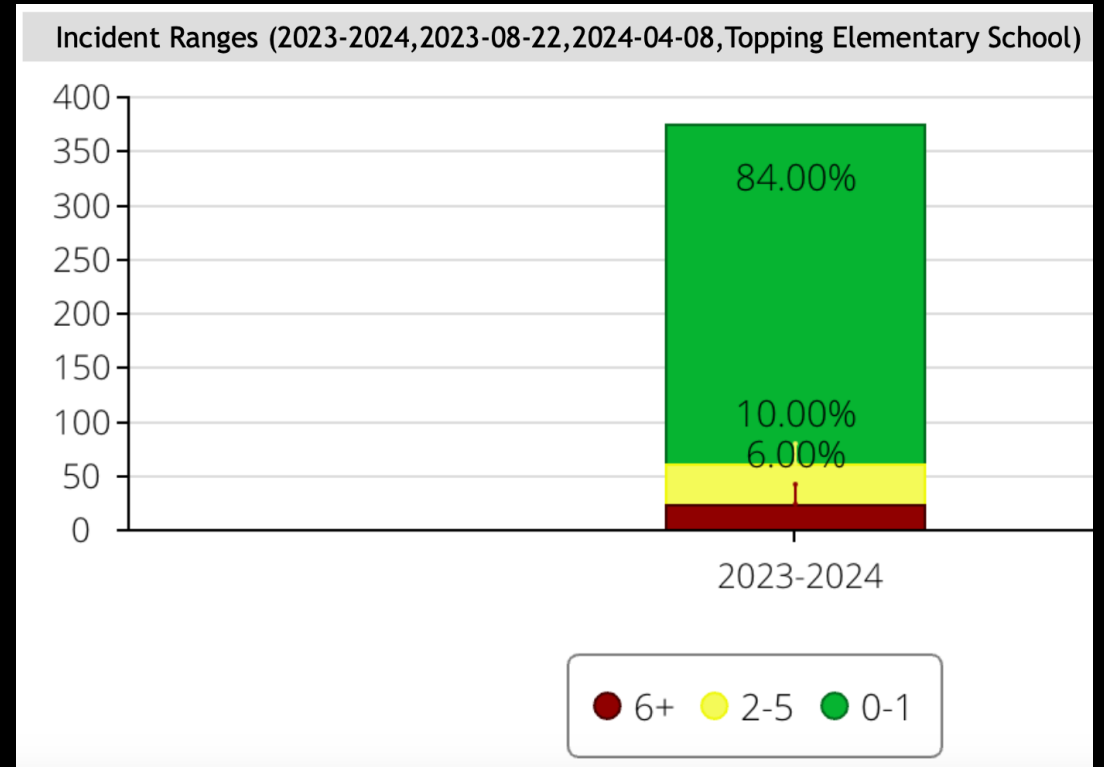
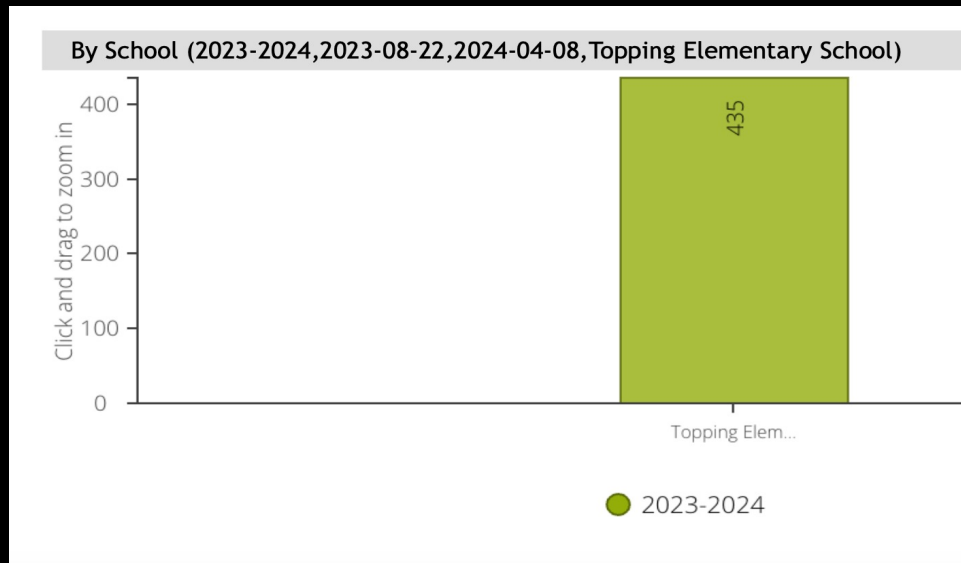
- Asian 2%
- African American 34%
- Hispanic 17%
- Multiracial 11%
- White 36%



# DATA



\*2022-23 data is only through January



\*2023-24 data is through April 8, 2024

# PBS HANDBOOK

- We have a handbook that is given to each staff member at the beginning of the year that includes all things PBS.
- We started putting this handbook together in 2018. We have edited and added to it each year.
- It includes everything we will talk about today plus many other helpful resources for staff members.

# COMMON LESSON PLANS

We have common lesson plans to teach procedures in each of the following areas:

- Arrival
- Dismissal
- Café
- Hallway
- Recess
- Assembly
- Drills
- Calming Spot
- Restroom & Drink

# COMMON LESSON PLANS EXAMPLE

## Restroom & Drink Procedures

\*Water bottles should be encouraged to cut down on individual drink breaks.

Expectation	Restroom Procedures
Specific behavior(s) and/or procedures	<p data-bbox="937 332 1154 368"><u>At all times:</u></p> <p data-bbox="937 375 1911 418">Listen to the adult(s) in charge and follow all directions</p> <p data-bbox="937 468 1205 504"><u>In the hallway:</u></p> <ul data-bbox="1001 518 2038 939" style="list-style-type: none"><li data-bbox="1001 518 1358 554">• Walk in the halls</li><li data-bbox="1001 568 1898 654">• Finger wave to students and adults while in the hallway</li><li data-bbox="1001 661 2025 696">• Go directly to the restroom and take the shortest route</li><li data-bbox="1001 711 1633 746">• Keep hands and feet to yourself</li><li data-bbox="1001 761 2038 846">• Stop whenever you see a STOP sign or at the end of a long hall</li><li data-bbox="1001 861 1556 896">• Make sure you have a pass</li><li data-bbox="1001 911 1314 939">• Voice Level: 0</li></ul> <p data-bbox="937 1003 1225 1039"><u>In the restroom:</u></p> <ul data-bbox="1001 1046 1829 1382" style="list-style-type: none"><li data-bbox="1001 1046 1633 1082">• Keep hands and feet to yourself</li><li data-bbox="1001 1096 1409 1132">• Give others privacy</li><li data-bbox="1001 1146 1493 1182">• Flush the toilet after use</li><li data-bbox="1001 1196 1753 1232">• Wash hands – use only 2 paper towels</li><li data-bbox="1001 1246 1829 1282">• Put trash and paper towels in the trash can</li><li data-bbox="1001 1296 1498 1332">• Return to class promptly</li><li data-bbox="1001 1346 1516 1382">• Keep floors and sinks dry</li></ul>



Monitor	Pre-correct /Remind	<p>Before leaving the classroom to transition to the restroom, the teacher prompts students by saying, "Who can remind us of how we should behave in the restroom?"</p> <p>While students are walking in the line, the adult may say, "Remember to go the most direct route."</p> <p>When students are waiting to use the restroom, "Remember to respect the privacy of others. Remember to flush the toilet."</p>
	Supervise	<p>The adult will assist all his/her students through the hall and to the restroom location. Teachers will provide prompts, specific positive feedback and corrections as needed to any and all students during this time.</p>
	Feedback	<p>"Thank you for remembering to be on the third tile away from the wall. Thank you for remembering to report spills or flooding. Thank you for remembering pick-up the trash."</p>

Context	Restroom and Hallways
Tell	<p>"Today we are going to learn the restroom procedures that describe how all students and staff are helpful, kind, and safe while in the restroom."</p> <p>"There will be steps to follow at all times while in the restroom."</p> <p>Students should use the restroom and drinking fountain closest to their classroom or school location.</p> <p>The teacher may choose to briefly brainstorm with students why it is important to have procedures for the halls.</p>
Show	<p>Teacher first describes steps for each part of the procedure.</p> <ul style="list-style-type: none"> <li>Any time a student is in the hallway by themselves, they should have a pass. This includes when going to the restroom. Students are expected to go directly to their desired location and take the shortest route.</li> </ul> <p>Students should always travel on the right side, three squares away from the wall.</p> <ul style="list-style-type: none"> <li>Whole class hallway transitions: When a whole class is transitioning in the hallway to the restroom, they should have a safe body and quiet voice. Students should travel in a line, three squares from the wall and on the right side of the hallway. At the end of a long hallway and/or at a STOP sign, the whole class is expected to stop and wait for adult directions.</li> <li>Students will enter the restroom, one person to a stall. When exiting, students will make sure that the toilet is flushed and that they have washed their hands. Students will ensure that the floors and sink are dry and that the faucet has been turned off. Students will throw away any trash and paper towels.</li> <li>Students will return promptly to their classroom, using the most direct route.</li> <li>Any spills, leaks, or flooding should be reported to staff.</li> </ul> <p>Teacher first describes steps for each part of the procedure. "At all times we must follow adult directions."</p> <p>Teacher models examples and non-examples of following restroom procedures asking students to give performance feedback with thumbs up for appropriate and thumbs down for inappropriate behaviors.</p>

# STAFF BOOTCAMP



- Use a staff P.D. afternoon BEFORE school starts to have teachers go through all schoolwide procedures.
- Each member of PBS team takes a section of the schoolwide lessons to teach to staff.
- Every staff member is on the same page going into the school year.
  - All questions or concerns are addressed prior to teaching kids.

# STUDENT BOOT CAMP

- We have a building wide schedule to teach all of our lessons for procedures. Each grade level has a specific time to go practice in each area.
- Beginning of the year, after winter break, after Spring break
- The first day back, the complete schedule is followed. Then, each class must practice at least 2 more times that week.

	K	1	2	3	4	5
9:30				Recess Procedures	Café Procedures	
9:45				Café Procedures		Recess Procedures
10:00	Restroom Procedures			Recess	Encore	Café Procedures
10:15	Restroom Procedures	Café Procedures		Recess	Encore	
10:30		Restroom Procedures	Café Procedures		Encore	Recess
10:45	Café Procedures	Restroom Procedures			Encore	Recess
11:00	Lunch		Encore	Restroom Procedures	Recess Procedures	
11:15	Lunch		Encore	Restroom Procedures		
11:30	Recess Procedures		Encore	Lunch		
11:45		Lunch	Encore	Lunch	Restroom Procedures	Lunch
12:00	Encore	Lunch	Recess Procedures		Restroom Procedures	Lunch
12:15	Encore	Recess Procedures			Lunch	Restroom Procedures
12:30	Encore				Lunch	Restroom Procedures
12:45	Encore		Lunch			
1:00		Encore	Lunch			
1:15		Encore				
1:30		Encore	Recess			
1:45		Encore	Recess			
2:00			Restroom Procedures	Encore	Recess	
2:15			Restroom Procedures	Encore	Recess	
2:30	Recess			Encore		
2:45	Recess			Encore		Dismissal Procedures
3:00		Recess				Encore
3:15		Recess				Encore
3:30	Dismissal Procedures	Dismissal Procedures	Dismissal Procedures	Dismissal Procedures	Dismissal Procedures	Encore
3:45						Encore

# SEL CALENDAR

## Schoolwide Calendar

- Mondays- Weekend Check-in
- Tuesdays- Second Step Lessons
- Wednesdays- Class Circles (Circle Forward)/Little Spots and Zones

## of Regulation

- Thursdays- Individual classroom needs
- Fridays- Portrait of a Graduate Competencies

# CLASSROOM MATRIX

- During the 2nd week of school, each classroom builds a classroom matrix based off the specific routines and procedures in that classroom.
- Integrated into the SEL calendar—all grade levels do together

Topping Bulldogs are learners who lead by:	Helpful	Kind	Safe
Arrival	Hang up your backpack and coat.  Turn in Folder.  Get water bottle ready.	Greet your teacher and classmates.	Walk into the classroom quietly and start morning procedures.
Dismissal	Eat Breakfast. Pack up quickly and quietly.  Listen quietly to afternoon announcements.  Linc: Line up at the door until released to the Linc Staff.  Car riders: Line up by the door until released to the hallway.  Bus riders: Stay at your desk until you are called to line up to walk out to your bus.	Clean up your area.  Say "goodbye" to your teacher and classmates.	Walk to your assigned spot quietly.
Focus Lesson	Sit correctly with your hands in your lap.  Raise your hand to talk.	Be a good listener.  Turn and talk: take turns and be respectful.	Keep hands and feet to yourself.

# BRAVOS

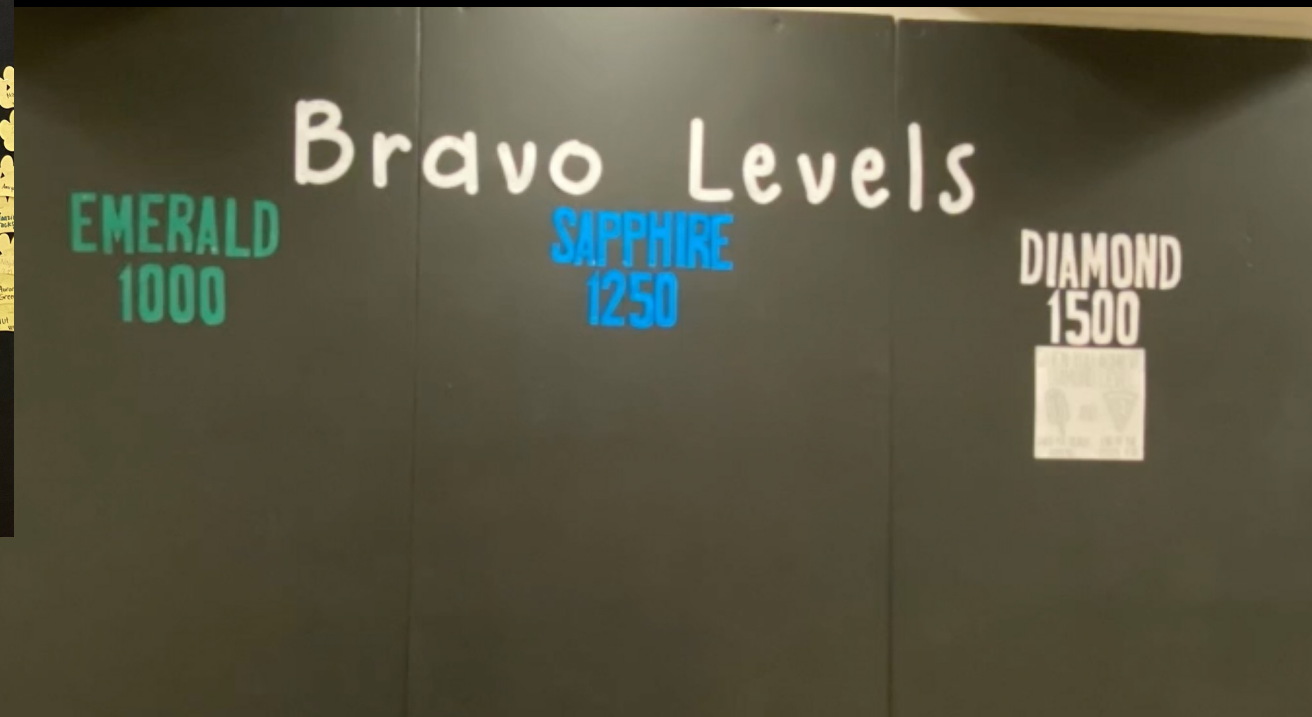
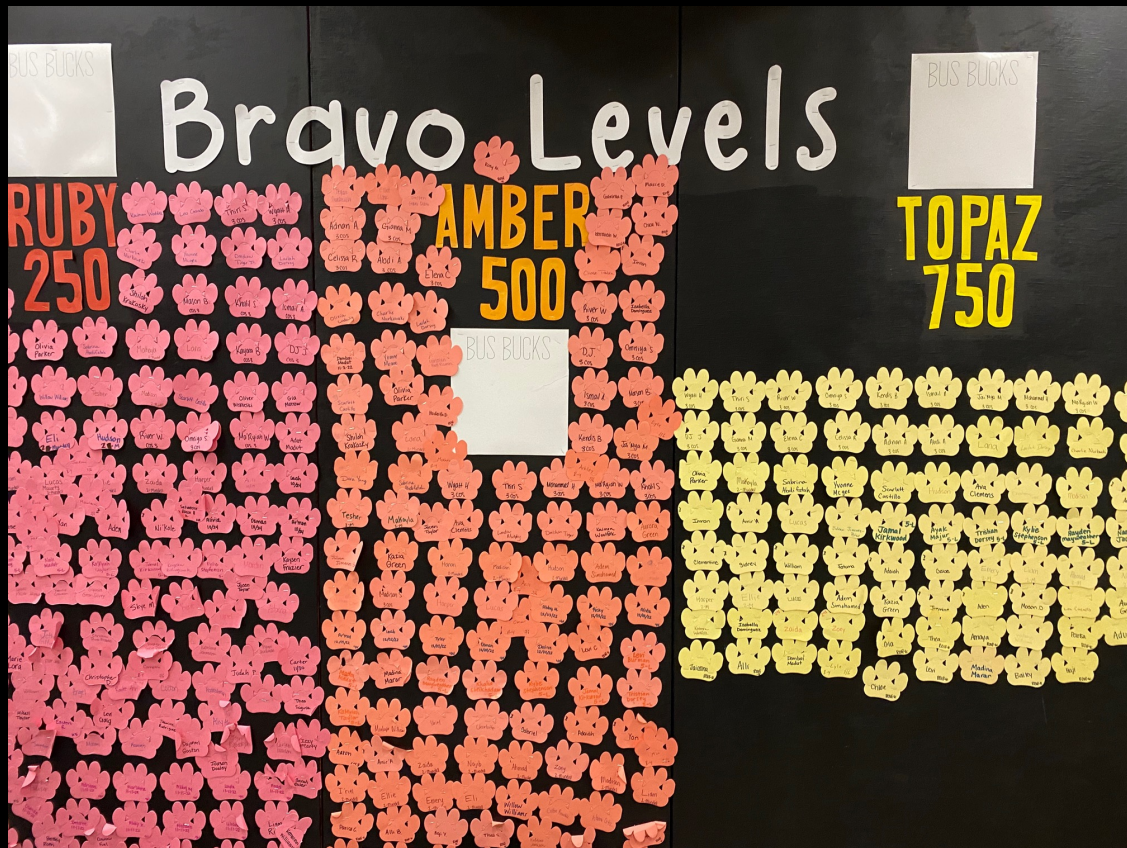
- Bravos are handed out to students for following our Pride Guide of being helpful, kind and safe.
- Students can spend bravos on both intangible and tangible items.
- Each class has a Bravo Menu that students can shop from.
- Examples of what can be bought are:
  - Treasure chest items
  - Stickers
  - Stuffed animal for the day
  - Change dojo avatar
  - Special stool/chair for the day
  - Extra recess
  - Help with morning announcements
  - Class Pajama Day

# BRAVO PAW LEVELS

- Ruby – 250 Bravos
- Amber – 500 Bravos
- Topaz – 750 Bravos
- Emerald – 1,000 Bravos
- Sapphire – 1,250 Bravos
- Diamond – 1,500 Bravos
- \*Goal for all students to meet Ruby level by the end of September.
- \*Once a student meets a level, their name is read on the announcements, a certificate is sent home, and a paw with their name is posted on a hallway bulletin board.
- \*Students earning Diamond by the end of the school year earn ice cream.



Bus Bucks are earned by bus riders and are traded in for Bravos, so buses are able to earn levels as well.



# BULLDOG COMPLIMENTS

- Earned by individual classes for following procedures and meeting expectations
- Handed out by any staff member
- Bulldog Compliments sign posted in classroom
- Clip moved along letters to show each compliment earned
- Class party once all letters in Bulldog Compliments earned



# Voice Levels

 0	No Voice
 1	Whisper
 2	Partner
 3	Small Group
 4	Whole Class
 5	Outside

# STOP SIGNS

- At the end of each transitional point in the hallway, there are stop signs on the floor. The students know that when they are walking in a line, they stop at the stop signs. This helps with smooth transitions, traffic control, and supervision.



# OFFICE REFERRALS/WHEN TO CALL THE OFFICE

- We have a document that walks you through when to enter a referral and when to call the office for assistance.

Minor behaviors managed in the classroom, not entered into Educlimber:	Minor behaviors managed in the classroom but entered in EduClimber as Minor:	Majors- Entered as a major. No immediate call, but send admin an email	Majors – Call office and enter into Educlimber as a Major	
<ul style="list-style-type: none"> <li>-Not having materials</li> <li>-Loud talking</li> <li>-Refusal to work</li> <li>-running</li> <li>-Dishonesty</li> <li>-Minor disruption</li> <li>-Out of seat</li> <li>-Minor aggression (pushing in line, tapping, nudging)</li> <li>-Rough play</li> <li>-Name calling</li> <li>-Attitude</li> <li>-Tattling</li> <li>-Misuse of classroom materials</li> <li>-Toys</li> </ul>	<ul style="list-style-type: none"> <li>-Talking back to an adult</li> <li>-Screaming/yelling</li> <li>-non-compliance</li> <li>-Cheating</li> <li>-Defiance</li> <li>-Disrespect</li> <li>-Inappropriate Language</li> <li>-Eloping area (Call office with code #3)</li> </ul>	<ul style="list-style-type: none"> <li>-Stealing</li> <li>-Bullying</li> <li>-Harassment based on race, ethnicity, disability, gender, or sexual orientation</li> <li>-Chronic infractions of minor behaviors</li> <li>-Chronic refusal to follow school rules</li> <li>-Chronic disrespect and disregard of adult directions</li> <li>-Inappropriate use to district technology</li> <li>-Cheating on district assessments</li> </ul>	1	<ul style="list-style-type: none"> <li>Inappropriate Physical Contact</li> <li>Fighting with intent to harm</li> <li>Weapons</li> <li>Unsafe behavior such as hitting, kicking, throwing furniture</li> </ul>
			2	Vandalism
			3	<ul style="list-style-type: none"> <li>Leaving school property</li> <li>Eloping area and hiding or running from staff</li> </ul>
			4	<ul style="list-style-type: none"> <li>Severe use to profanity, verbal abuse/gestures</li> <li>Extreme disruption to the learning environment</li> </ul>

# OTHER INFORMATION INCLUDED IN OUR HANDBOOK:

- PBS Binder
- Leveled Lunch and Recess
- Classroom Management questions to ask when setting up your classroom.
- Active Supervision
- How to refer students for Tier 2/Tier 3.

One of the things we value most at Topping is building relationships. We feel it is important to build relationships with students as well as other staff members.

- Examples of how we build community:
  - Build trust by having clear and consistent expectations
  - Look for ways to connect with students and families
  - Greetings in the morning—greeted at front door, greeted by cafeteria, greeted by teacher, greeted by student ambassadors all staff visible

# BUILDING COMMUNITY

- Staff Outings
- Classroom compliments
- School wide acknowledgement—positive student shout outs, Bravos, etc.
- Having fun with kids
- Acknowledging who they are as individuals—what students like to do? How to say names? Learning about cultures
- Embracing diversity and backgrounds
- ELL bulletin board

# LEADERSHIP GROUPS

- Three leadership groups: Student Ambassadors, Diversity Council, and Hope Squad
- Each group has a distinctive purpose, but also work in conjunction with each other
- Recognition of students that exhibit leadership skills and are examples of our Topping Pride Guide
- Groups are made visible by doing school jobs and lessons throughout the school building



# STUDENT AMBASSADORS



# STUDENT AMBASSADORS

## The "Why"

- Highlight students that do the right thing all time and/or highlight students that do the right thing even when they have a big emotion.
- Have role models in the building
- Prevent motivation for students to want to enter a Tier 2 plan
- Create more opportunities for student leaders to be visible

## How to become an ambassador?

- Teacher Nominated
- Follow characteristics
- Parent/guardian permission
- Stay an ambassador as long as they continue to meet characteristics

# STUDENT AMBASSADOR CHARACTERISTICS

- Helpful
- Kind
- Safe
- Good academic standing
- Apply their best effort to complete work on time
- Positive attitude
- Proud to be a Topping Bulldog
- Welcoming and friendly
- Enthusiastic and confident

# STUDENT AMBASSADOR JOBS

Student ambassadors become visible by doing daily jobs and helping with school events.

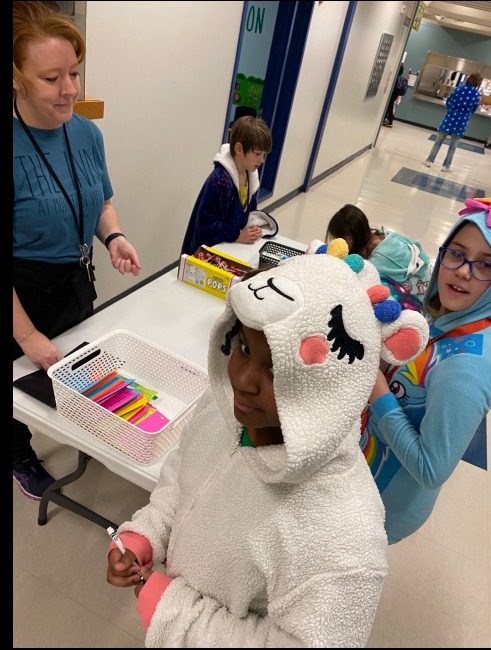
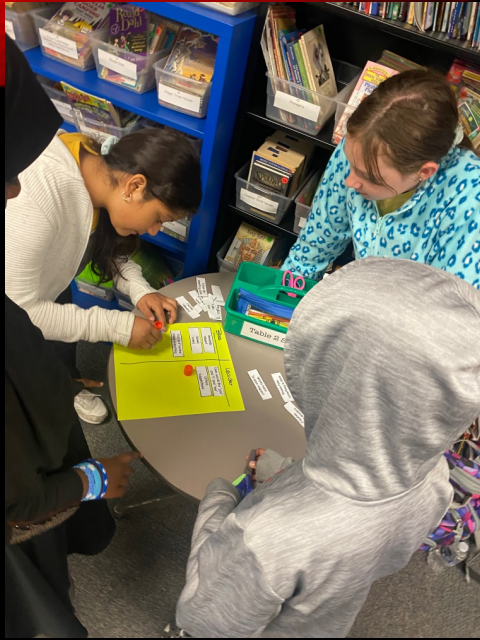
## Daily Jobs

- Teacher and classroom needs. (Help with classroom organization, specific students, etc.)
  - Teachers are sent survey to request help.
- Jobs divided by hallway
- Morning bus greeter
- Recycling
- Office Helpers
- Requested help



# LEADERSHIP MEETINGS AND LESSONS

- Leadership Responsibilities: Daily jobs, Spirit Week creation, Staff of the Month recognition
- Meetings: Circle (get to know you, job reflection), leadership lesson, collaborative work in their cross grade level community groups
- Leadership Lessons:
  - Boss vs. Leader
  - Clear Communication
  - Public Speaking
  - Kindness
  - Leadership Skill Brainstorm using texts and videos



# DIVERSITY COUNCIL



# DIVERSITY COUNCIL

## Our Vision

*(Who we hope to become)*

*Topping Elementary hopes to be a community that fosters a sense of belonging, supports mutual respect, opportunity, equal access and academic excellence for all.*

## Our Mission

*(Why we exist)*

*The purpose of diversity council is to support, facilitate and monitor school experiences that foster understanding and acceptance of diverse values, beliefs, and people by having an awareness of the world so we can navigate the world around us and help change it.*

*The purpose of Diversity Council is to support, facilitate, and contribute to school experiences that foster understanding and acceptance of diverse values, beliefs, and people by participating in monthly lessons that focus on topics such as; identity, diversity, equity, and inclusion.*

## Topping Diversity Council Purpose

*Diversity Council is composed of students that represent all social identity groups. The council is committed to supporting and guiding the district's equity initiatives. The council acts as bridge builders and promoters of equity and inclusion within the school community.*





# DIVERSITY COUNCIL LESSONS

- Diversity Council students learn about various cultures each month and do a lesson within their team.
- Then, these students present to grade levels what they learned.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
Meaning of Your Name	Identity Puzzle	Indigenous Lesson (parent came and presented information about her culture and brought Fry Bread)	Winter Celebrations Around the World	MLK, Jr.	Preparing for Kindness Assembly	Irish-American Heritage Month	School Service Project



# HOPE SQUAD



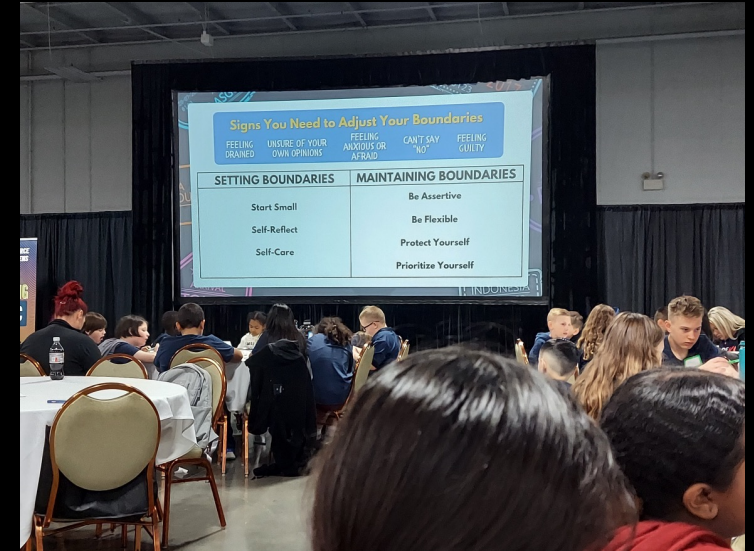
# HOPE SQUAD IS A NATIONALLY RECOGNIZED SUICIDE PREVENTION PROGRAM THAT PROMOTES:



- A school culture of inclusivity through connection
- Interpersonal skills
- Anti-bullying
- School safety by encouraging connections
- Positive mental health
- Help seeking behavior

# HOPE SQUAD MEMBERS

- Are 4th and 5th graders who have been nominated by their peers
- Are seen as helpful and trustworthy members of the school community
- Go through a training to strengthen their interpersonal skills
- Meet monthly to receive and participate in the HOPE SQUAD curriculum.
- Organize school-wide activities that promote connectedness
- Serve as a bridge to support their peers
- Spread HOPE and positivity within the school
- Are trained to recognize when classmates are struggling and encourage them to seek help from a trusted adult



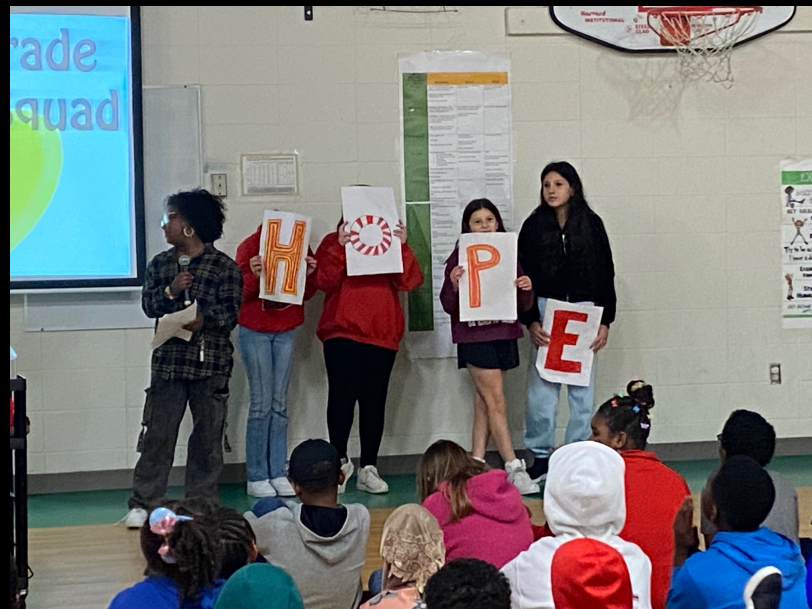
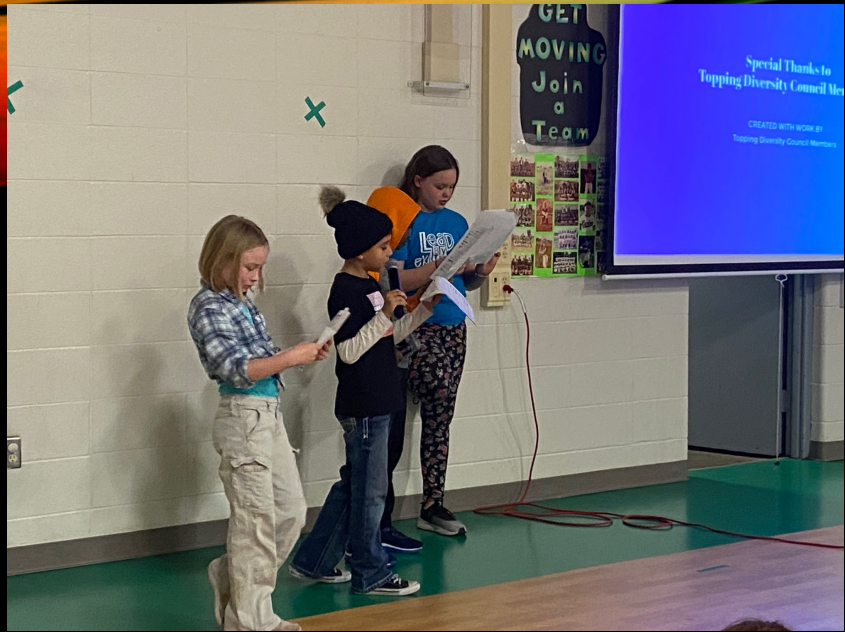
# KINDNESS WEEK AND KINDNESS GRAMS



# KINDNESS ASSEMBLY

- Student Ambassadors, Diversity Council, and Hope Squad participate in a project to promote kindness in the school.
- Leadership teams brainstorm problems in the building and create categories to teach during assembly.
- Groups create a way to present topics and ideas (ex: video, live speaking, songs, cheers, posters, etc.)
- Students lead assembly with all leadership groups involved
- Music Video is used






KINDNESS  
WEEK MUSIC  
VIDEO  
2023-2024



# QUESTIONS



# REFERENCE LIST

- Boyes-Watson, Carolyn, and Kay Pranis. *Circle Forward: Building a Restorative School Community*. Living Justice Press, 2015.
- *Second Step Programs: Second step*. Second Step Programs | Second Step. (n.d.). From <https://www.secondstep.org/>
-  <https://hopesquad.com/>

# CONTACT INFORMATION

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