

Topping Elementary School, Kansas City, Missouri

Putting the Spotlight on Student Leadership within Tier 1



Contact Information

Amber Stichler-1st Grade Teacher- amber.stichler@nkcschools.org

Cassie Nettle-4th Grade Teacher-cassandra.nettle@nkcschools.org

Calista Speake-Kindergarten Teacher-calista.speake@nkcschools.org

Shelley Campbell-Counselor-shelley.campbell@nkcschools.org

Sample Lesson Plan

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>At all times: Listen to the adult(s) in charge and follow all directions</p> <p>In the hallway:</p> <ul style="list-style-type: none"> Walk in the halls Finger wave to students and adults while in the hallway Go directly to the restroom and take the shortest route Keep hands and feet to yourself Stop whenever you see a STOP sign or at the end of a long hall Make sure you have a pass Voice Level: 0 <p>In the restroom:</p> <ul style="list-style-type: none"> Keep hands and feet to yourself Give others privacy Flush the toilet after use Wash hands – use only 2 paper towels Put trash and paper towels in the trash can Return to class promptly Keep floors and sinks dry
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"> 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.

		<p>Students should always travel on the right side, three squares away from the wall.</p> <ul style="list-style-type: none"> 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. 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 and dry and that the faucet has been turned off. Students will throw away any trash and paper towels. Students will return promptly to their classroom, using the most direct route. Any spills, leaks, or flooding should be reported to staff. <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>
Practice		<p>Bulldog Boot Camp will occur on the first day of school to practice these procedures. Each teacher should schedule three other times to practice procedures in the café before the end of the second week. Practice will also be scheduled after any breaks in the school year.</p>
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>
Reteach		<p>Teachers can ask for feedback from other staff regarding student behaviors at the restroom. This serves as information about what the students might need to re-practice, as well as opportunities for the teacher to recognize students for following expected procedures and how this contributes to a safe and welcoming environment.</p> <p>Teachers should plan for whole class re-teaching sessions whenever a new student joins the class, whenever feedback from other adults indicates there is a need, or after vacations or extended breaks in the school year.</p>

Sample Class Practice Schedule

	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	Lunch	Encore	Restroom Procedures	Recess Procedures	
11:15	Lunch	Lunch	Encore	Restroom Procedures		
11:30	Recess Procedures		Encore	Lunch		
11:45			Encore	Lunch	Restroom Procedures	Lunch
12:00	Encore		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

	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	Lunch	Encore	Restroom Procedures	Recess Procedures	
11:15	Lunch	Lunch	Encore	Restroom Procedures		
11:30	Recess Procedures		Encore	Lunch		
11:45			Encore	Lunch	Restroom Procedures	Lunch
12:00	Encore		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

Social Emotional Calendar

Day of the Week	Scheduled Lesson	Description
Monday	Weekend Check-In	Morning Circle Weekend Check-In
Tuesday	Second-Step Lessons	District curriculum lesson
Wednesday	Circle Forward/Little Spots/Zones of Regulation	Curriculum based lessons
Thursday	Individual classroom needs	Lesson that your classroom needs or supplements district curriculum lessons
Friday	Portrait of a Graduate Competencies	District life competencies to be taught and uploaded <ul style="list-style-type: none"> • Adaptability • Communication • Collaboration • Empathy • Integrity • Learner’s Mindset • Problem Solving

Student Leadership Groups

	Student Ambassadors	Diversity Council	Hope Squad
Who?	Building student leadership team, grades 3-5	District aligned building student leadership team, grades 3-5	Nationally aligned building student leadership team, grades 4-5
What?	Building program to develop student leadership and create students that are doing the right thing all the time and/or doing the right thing even when they have a big emotion visible	Supporting and guiding the district's equity initiatives by building a bridge to promote equity and inclusion within the school community	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, and help seeking behavior
How?	Daily jobs and lessons that align to leadership skills	Diversity lessons aligned to various cultures every month	Lessons that promote healthy boundaries, emotional regulation, and help seeking