

Kellogg Middle School Climate Guide



2025-2026

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Kellogg Mission:

Kellogg Middle School, in partnership with the community, strives to prepare all students to become lifelong learners and engaged members of the community, ready to meet the challenges and opportunities of the future.

Kellogg Vision:

Centering equity, we will partner with the community and students to provide relevant learning opportunities and we will be prepared to listen and adapt to the needs of our students and community. Together we will plan and collaborate so that all students will be able to achieve their goals in a constantly changing world.

DLI Mission:

The dual language Spanish immersion program provides students with the opportunity to develop skills to become bilingual, biliterate and bicultural. Native speakers of English, Spanish as well as additional home languages, work together in a cooperative, language-rich environment to develop high levels of academic achievement in both English and Spanish.

Kellogg Values:

At Kellogg Middle School our ROAR is loud and proud!

Respectful: Showing consideration and regard for yourself, others and things

Open-Minded: willing to consider new ideas and analyze things from multiple perspectives

Authentic: being real and true

Responsible: being dependable, keeping your word, and honoring our commitments

Our Core Values were created with student, staff, family & community input. Posters are distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help Kellogg ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year.



KELLOGG SCHOOL CLIMATE OVERVIEW

What is school climate?

School climate encompasses the quality and character of school life, reflecting the patterns of experiences shared by students, parents, and school personnel. It integrates norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive and sustainable school climate intertwines safety, academic and community engagement, and the overall school environment to cultivate a welcoming atmosphere that supports students in becoming productive and contributing members of society. This includes implementing culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices, and comprehensive social-emotional learning opportunities. Racial equity and social justice are integral, ensuring every student feels a sense of belonging and enjoys a positive educational experience.

What does this look like at Kellogg Middle School?

At Kellogg we strive to create a welcoming, safe and wholesome environment where every child can succeed. We believe that the pillars to a successful school climate are building relationships with all stakeholders, setting high expectations for students accompanied by strong support, grounding ourselves in equity-oriented practices and systems, and using positive interventions, and restorative justice to address student concerns. These pillars allow us to thrive as a learning community and work together to help all our young people reach their fullest potential and plan for their future.

Multi-Tiered System of Support

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Within an MTSS structure, all students receive sustaining universal supports (Tier I). Additional support is provided for students that need it through targeted interventions (Tier II), and individualized interventions (Tier III). These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.



Restorative Practices



Restorative Practices, which are components of the Restorative Justice Program, are student behavior supports that goes beyond traditional discipline and instead, emphasizes repairing the harm caused by hurtful behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, listen, make amends and reintegrate back into the community.

Kellogg Middle School aims to provide students with the opportunity to reflect on the impact of their actions, repair harm, and develop skills to make better choices in the future. Our ultimate goal is for students to be reintegrated back in the learning community. Practices can be proactive and reactive, such as restorative inquiry, mediation, conferencing, dialogue, and that have three foundational

1. Understanding impact and repairing harm: Restorative practices on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability.

2. Engaging community: Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, students, family and community organizations; a web that supports students to make responsible decisions and holds them accountable for misbehaviors. Community support could mean participation in a mediation or circling process or providing community service opportunities.

3. Empowering all involved: It is critical that those who are harmed or impacted have a voice in defining how to repair the harm so they feel equally supported by the school community and stay engaged. One of the primary functions of restorative justice in schools is to reintegrate students who have misbehaved, rather than excluding them and risking further separation, negative attitudes towards school, and discontinuation of academic learning.



circling,
themes:
focus



CULTURALLY-RESPONSIVE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS



CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

- 1) Explicitly **teach** what is expected
- 2) Actively **acknowledge** kids when they are following the expectations
- 3) Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.



Culturally Responsive Practices

Kellogg Staff understand that a student's culture is central to their learning. It plays a role not only in communicating and receiving information, but also in the shaping and thinking process of groups and individuals. The art of Culturally Responsive Teaching (CRT) responds to, celebrates and acknowledges the importance of incorporating students' cultural identities in all aspects of learning, which creates equitable opportunities for all of our diverse students to succeed.



What Does School-Wide Restorative Practices Look Like at Kellogg?

Community Circles:

We want to provide a trusting and equitable environment while cultivating academic success and promoting the fullest potential of each learner by implementing classroom community circles. A community circle is a highly structured way for students to check in with each other, discuss class issues and build class spirit and relationships. Community circles help create trusting, supportive relationships amongst students and between students and staff.

All students must have the opportunity to participate in community circles at a minimum during homeroom.

Possible topics of Class Circles:

1. To get to know each other
2. Discuss current events
3. To help each other
4. To solve problems

Restorative Inquiry:

Restorative Inquiry is an essential element to restorative practice. Restorative Inquiry is a way of talking with a student or students about a situation using nonjudgmental active listening (see questions below) to resolve any conflicts that arise. Restorative inquiry primarily focuses on repairing harm and restoring relationships when misbehavior occurs by asking the following questions:

- ★ What happened?
- ★ Who was affected/impacted?
- ★ What can be done to make and keep things right?
- ★ How can others support you?

Students and Teachers may access services by using this google form. The RJ coordinator, SCS, and school counselors also review bullying/incident reports that may result in a restorative conversation.

Push-In Support

The Push-in Support Model is designed to provide just-in-time support for teachers and students; to provide opportunities for teachers to have restorative conversations with students in a timely manner. This involves members of the school's Core Team (Administrators, Restorative Justice Coordinator, and the School Climate Specialist) pushing into classrooms to support the teacher in managing classroom conditions, providing time and opportunity for timely intervention, facilitating restorative conversations,



and ensuring that all students return to engaged learning that follows classroom and building expectations.

Interested in learning more? Listen to [this KOED podcast](#) to hear the impact of this model.

How does the Push-In Support Model work?

In this model, rather than send students to the office, teachers call for immediate support for student behavior for which 1) low-level interventions and support have not been effective or 2) the behavior is more significant in nature.

When a member of the Support Team arrives, they will provide support to teachers and students to try to get everyone back to learning while reducing exclusionary measures.

How do I request Push-In Support?

- **Step 1:** Dial 0 from your classroom phone (if you only have a walkie-talkie, radio for the main office)
- **Step 2:** Tell the office who you are and that you need Push-In Support in your room. ("This is Ms. Smith. I need Push-In Support in room 212)."
- **Step 3:** A member of the Support team will be dispatched to your room based on availability.
- **Step 4:** The Support Team member can provide support in the following ways:
 - They can be *another person in the room* (providing additional monitoring and presence, sitting with a particular student/group in the classroom, etc). This is the default when Support members enter unless the teacher shares that they need something else.
 - They can *monitor a class and continue your lesson* while the teacher has a one-on-one restorative conversation with a group of students or an individual student (either in the classroom or in the hallway)
 - They can *relieve a teacher* from their classroom to allow them to recenter.
 - They can help *facilitate a restorative circle* to address whole-class behaviors
 - They can provide *immediate one-on-one restorative conversation or support* for students outside the classroom; they will then wrap back to the teacher to complete restorative work with the student and teacher prior to student re-entry into class (that day or the following day).



What Does School-Wide PBIS Look Like at Kellogg?



At Kellogg, we ROAR!

Respectful: We show consideration and regard for other people and things in our school and larger community.

Open-Minded: We are willing to consider new ideas and be unprejudiced in our thinking.

Authentic: We show up with our real and true selves.

Responsible: We are dependable, keep our word, and honor our commitments both in and outside of the classroom.

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- Name of acknowledgment: ROAR Tickets.
- Teachers will catch students exhibiting one of the Kellogg ROAR Values: Respect, Open-minded, Authentic, Responsible.
- Schoolwide systems: weekly drawings of success tickets at **Lunch** on Friday(students can choose something from the goodie station and quarterly recognition assemblies. At the end of each quarter, a classroom teacher selects one student for each Kellogg ROAR Values. We also recognize students who have at least 95% Attendance record for the quarter.

ROAR Tickets

To improve student's positive behavior we'll use ROAR Tickets both in the classroom and out. When a staff member sees a student doing something following the ROAR values, the staff member will compliment the student and issue a ROAR Ticket. Students will hold onto the ROAR Tickets and place them in containers in the office before Friday at lunch time.

When to use positive student feedback:

- Students are honest and take responsibility for situations without being prompted.
- Students do extra cleaning that may or may not be their mess.
- Students consider the feelings of others by encouraging words or actions.
- Students improve on issues/areas/behavior independent of the teacher.



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- Students are exhibiting specific behavior in their area of focus (value of week, warm-up done, etc.).

When not to use positive student feedback :

- Whole class is having a good day.
- Positive behavior is temporary.
- Doing homework.

KELLOGG MIDDLE SCHOOL VALUES EXPLANATION MATRIX:

VALUES	STUDENTS	STAFF
<u>Respectful</u>	<i>Kind, appropriate language</i> <i>Participating</i> <i>Leaving no trace</i> <i>Treating the school property with care</i> <i>Keeping body and items to self</i>	<i>Kind tone</i> <i>Welcoming</i> <i>Considering all cultures</i>
<u>Open-minded</u>	<i>Considering other perspectives and new ideas</i> <i>Respecting the personal choices of others</i> <i>Acknowledging people are different and accepting them for who they are.</i>	<i>Considering other perspectives and new ideas</i> <i>Respecting the personal choices of others</i>
<u>Authentic</u>	<i>Remembering your morals and values</i> <i>Not give into peer pressure</i> <i>Showing up as yourself</i>	<i>Being vulnerable and sharing with students</i>
<u>Responsible</u>	<i>Ready to learn</i> <i>Organized</i> <i>On time</i> <i>Engaged</i>	<i>Prepared to teach when students arrive</i> <i>Meeting students at the door in the hall</i> <i>Clear expectations that are shared with students</i>



COMMON AREA EXPECTATIONS

COMMUNITY

Respectful	Open-Minded	Authentic	Responsible
Pick up trash that may not be your	Remember your impact on others	Be Kind	Follow street safety rules
Respect physical boundaries	Remember you are a part of the neighbor and extended community	Be safe with your body and words	Represent Kellogg in the BEST way
Respect off limit areas			
Use school-appropriate language			

CLASSROOM

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-3	Be patient and wait to be helped	Be Kind	Have all your materials for each class ready
Listen to adult instructions	Persevere, learning can and will feel difficult	Pick up trash that may not be yours	Use your learning log
Respect physical boundaries		Be safe with your body and words	Turn in assignments when due
Respect procedures and off limit areas		Speak from your lived experience and perspective	Computers are used for school work only
Use school-appropriate language			

HALLWAY

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-2	Interrupt Bullying	Be Kind	Have your signed learning log or hall pass
Listen to adult instructions		Pick up trash that may not be yours	Walk on the right side of the hallway
Respect physical boundaries		Use school-appropriate language	Be on time
Respect procedures and off limit areas		Be safe with your body and words	Lock your locker
			All personal electronic devices are still in locker

OFFICE

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-1	Be patient and wait to be helped	Be Kind	Show your hall pass to an adult working in the office
Listen to adult instructions		Pick up trash that may not be yours	Communicate why you are there and what you need
Respect physical boundaries		Be safe with your body and words	Sit on the sofa chairs
Respect procedures and off limit areas			Communicate only when asked to by an adult
Use school-appropriate language			

LIBRARY

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-1	Be patient and wait to be helped	Be Kind	If visiting for lunch, sign in and hand in your pass
Listen to adult instructions	Explore different genres of books	Pick up trash that may not be yours	Check out books with the librarian
Respect physical boundaries		Be safe with your body and words	Return books when due
Respect procedures and off limit areas		Use your Student I.D. number to check out books	Library computers and printers are used for school work only
Use school-appropriate language			

CAFETERIA

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-2	Interrupt Bullying	Be Kind	Eat!
Listen to adult instructions	Be open to others sitting with you	Pick up trash that may not be yours	Remain seated
Use words like please and (no) thank you	Try foods you may not typically eat		Raise your hand to your leave seat
Respect physical boundaries			Clean up after yourself
Respect procedures and off limit areas			Throw away all trash
			All personal electronic devices are still in locker

COURTYARD

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-3	Interrupt Bullying	Be Kind	Walk in the courtyard
Listen to adult instructions	Choose calm body activities	Pick up trash that may not be yours	Eat only in the cafeteria
Respect physical boundaries		Use school-appropriate language	Line up when whistle blows
Respect procedures and off limit areas		Be safe with your body and words	All personal electronic devices are still in locker
Use area for calm body socializing			

FIELD

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-3	Interrupt Bullying	Be Kind	Eat only in the cafeteria
Listen to adult instructions	Be open to letting any student play	Pick up trash that may not be yours	Use and share equipment for its intended sport
Respect physical boundaries	Be patient and wait your turn	Use school-appropriate language	Put away equipment when whistle blows
Respect game rules and off limit areas		Be safe with your body and words	Head to courtyard when whistle blows
Use area for football, soccer, frisbee			All personal electronic devices are still in locker

BLACKTOP

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-3	Interrupt Bullying	Be Kind	Eat only in the cafeteria
Listen to adult instructions	Be open to letting any student play	Pick up trash that may not be yours	Use and share equipment for its intended sport
Respect physical boundaries		Use school-appropriate language	Put away equipment when whistle blows
Respect procedures and off limit areas		Be safe with your body and words	Head to courtyard when whistle blows
Use Area for Basketball or Volleyball			All personal electronic devices are still in locker

GYM

Respectful	Open-Minded	Authentic	Responsible
Voice Level 0-3	Persevere when trying something new	Be Kind	Use equipment for its intended purpose
Listen to adult instructions		Participate and follow the rules even when the teacher can't see you	Bring only water into the gym (no foods or non-water drinks)
Respect physical boundaries		Be safe with your body and words	
Respect procedures and off limit areas			
Use school-appropriate language			



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***Classroom expectations to be co-created with each teacher and class at the start of the school year.**

Yearly Schedule for Teaching Common Area Expectations

[Click here for lesson plans](#)

Expectation Teaching Dates
August 28 , 2025 PBIS Rotations: <i>Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</i>
December 1st, 2025 PBIS Rotations: <i>Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</i>
January 5 PBIS Rotations : <i>Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</i>
February 13, 2025: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 30, 2025 PBIS Rotations: <i>Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</i>
April/May : <i>As indicated by Kellogg Middle School Discipline data</i>

[Click here to see the Climate team meeting dates and agenda items.](#)

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS & DISCIPLINE POLICIES

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school. Please see the PPS Student Handbook and Kellogg's Student and Family Guide for more information on discipline procedures as well as the Kellogg Behavior Management Flowchart.

What Does Culturally Responsive Teaching Look Like at Kellogg?

Learning Partnerships

- Re-imagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push by communicating high expectations for all, and providing scaffolding for students who need additional support.
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for their learning
- Give students language to talk about their learning moves

Community of Learners & Learning Environment



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- Create an environment that is intellectually & socially safe for learning
- Make space for student voice & agency
- Build classroom culture & learning around communal (socio-cultural) talk & task structures that place students at the center of learning
- Reshape the curriculum to reflect learning within the context of culture
- Use classroom rituals and routines to support a culture of learning
- Use principles of Restorative Justice to manage conflicts & redirect negative behavior

Core Principles of Culturally Responsive Instruction

- Global Awareness
- Family and Community Engagement
- Growth Mindset
- Mindfulness
- Social and Emotional learning
- Civic Responsibility
- Collaborative Cross-Cultural Communication and Learning

Schoolwide (Tier 1) Climate Practices

Each Kellogg student deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- ROAR tickets to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons minimum three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to:

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.



Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Caregivers are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP

PERSONAL ELECTRONIC DEVICES:

In alignment with the new PPS board policy, students must keep personal electronic devices off and away throughout the school day. At Kellogg, **away** means locked in their assigned locker and not on their person at any point during the day.. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school's behavior matrix and discipline flowchart, linked below.

BEHAVIOR DEFINITIONS AND DISCIPLINE PRACTICES

Kellogg Middle School has created and aligned around behavior definitions and discipline practices to describe how staff will consistently respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. *De-escalation spaces are a predesignated **non-punitive space** in the school, not the classroom, for students to de-escalate with adult support.*

Proactive and Inclusive Practices

Staff build a learning community by

- Routinely weaving Restorative Justice practices, TSEL, PBIS, Racial Equity and Social Justice into classroom practices
- Have a 5:1 ratio of acknowledgements to corrections both classwide and for individual students
- Explicitly teach and reinforce school/classroom/activity behaviors you expect students to demonstrate throughout the lesson



- Creating community agreements with input from students that are posted and referred to regularly
- Greeting students at the door during transitions to have a positive initial interaction
- Holding restorative/community-building circles and activities regularly so students feel connected to the learning environment and each other
- Warmly welcome students back when they return from a needed break outside the classroom, letting them know what the class is doing
- Building positive relationships with students by connecting and checking in about life outside of school
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.)
- Recognizing and reinforcing on-task behaviors by distributing acknowledgements and through other incentives/positive interactions
- Providing leadership opportunities for students by assuming classroom responsibilities to become positive role models
- Developing classroom routines and rituals and sticking with them
- Providing multiple opportunities for students to listen to and learn from each other
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Creating opportunities to increase student voice and choice where students can contribute their ideas and life experiences connected to the curriculum

Defining Stage 1 and Stage 2/3 Behaviors

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Low-Level Behaviors Behaviors are handled on the spot using simple redirections, support strategies and teachable moments Repeated: teacher contacts parent.	Stage 1 Classroom Intervention PPS Stage 1 report used: Teacher makes contact with guardian by phone, voice mail, email or in person as needed.	Minor Stage 2/ Major Stage 3 Office Intervention Office referrals: The teacher may contact the parent. Admin or SCS will make follow-up contact by phone or in person with the guardian within 24-48 hours as needed.
Personal Electronic Device • Student forgot to turn off their device, including cell phones, tablets, smart watches, etc, when they arrived at school and it pings, but they weren't using it and it has been away since they've arrived at school.	Personal Electronic Devices • First violation of the Off an Away policy • Using or having a PED (Phone, smartwatch, tablet) out of their locker during the school day. • Confiscated, logged in Kellogg PEDS violation tracker and returned at the end of the day. STAGE 1: <i>Personal Electronic Device Violation</i>	Personal Electronic Devices • Second violation and third violations-device is confiscated, logged using the Prohibited Item Google Form. Documented as Stage 2. See the Student Rights and Responsibilities Handbook p. 5 for more details. Stage 2: <i>Personal Electronic Device Violation</i>



Language • Language “slips” • Inappropriate non-swearing language • Student repeats language but doesn’t understand its meaning	Use of Inappropriate Language (written/spoken) • Use of “lesser” swear words • Use of obscene hand gestures • Minor suggestive/sexual talk STAGE 1: <i>Mild Cursing</i>	Abusive/Profane Language (written/spoken) • Use of “greater” swear words directed at others • Repeated obscene/offensive gestures • Repeated or explicit/offensive sexual talk • Threatening conversation STAGE 2/3: <i>Harassment and Bullying, Language Abusive/Profane</i>
Vandalism/Theft/Misuse of Property • Careless accident causing the destruction of classroom materials • Teasingly taking others possessions • Writing on desk with pencil • Writing on whiteboard with dry-erase markers without permission	Vandalism/Theft/Misuse of Property • Thoughtlessly damaging property that takes time to fix. • Taking other’s possessions w/o permission (items returned) STAGE 1: <i>Damaging Property, Taking Other’s Property if under \$50</i>	Vandalism/Theft/Misuse of Property • Taking others possessions to keep • Purposefully damaging property- may be timely or costly to fix STAGE 2/3: <i>Theft, Property Damage</i>
Classroom Attentiveness • Playing with toys/materials • Noise making and/or talking • Out of seat • Cutting in line • Frequent bathroom breaks • Calling out	Classroom Disruption • Repeatedly off task, calling out that interrupts learning, repeatedly interrupting others • Argumentative with peers and adults STAGE 1: <i>Excessive Talking, Bothering/Pestering, Mild Defiance, Not Following Directions</i>	Chronic/Serious Classroom Disruption • Unsafe Behaviors/Disruptions leading to room clear: physical attack, throwing items, using classroom items to threaten others • Loud and repeated cursing • Knocking over desks or materials. STAGE 2/3: <i>Disruptive Conduct</i>
Reluctant Compliance • Initially resisting or ignoring directions • Not responding in a timely manner; not in tune with the routines/environment of the classroom	Ignoring Instructions • Repeatedly and intentionally ignoring reasonable requests • Refusing to do work STAGE 1: <i>Mild Defiance, Not Following Directions</i>	Defiance • Escalated body and/or verbal language • Leaving the classroom w/o permission. • Pushing past staff when asked to wait STAGE 2/3: <i>Class Cutting/Leaving w/out Permission Insubordination/Defiance/Disobedience Minor/major</i>



Teasing ● Altering names without it being racially, sexually, or any other seriously insulting innuendo. (Nonsense teasing) ● Annoying on purpose: bothering/pestering (non-sexual, non-racial)	Early Response to Bullying/Harassment ● Put Downs or “roasts” ● Threatening stares ● Mean-spirited teasing ● Personal verbal attacks STAGE 1: <i>Teasing/Putdowns</i> <i>Bothering/Pestering</i>	Escalated/Severe Response to Bullying/Harassment ● Documented patterns of “put downs,” “roasts,” or personal attacks ● Threats/extortions, encouraging others to fight ● Ethnic/racist, disability related, sexual orientation, gender, religious- based remarks, and others not listed ● Sexual Harassment- sexually explicit/ suggestive writing, drawings, actions. STAGE 2/3: <i>Harassment/ Bullying, Language: Abusive/Profane</i>
Hands/Feet/Objects to Self ● Poking or pushing, pinching, jostling ● Throwing minor or small materials such as pieces of an eraser, paper, or items that won't injure.	Rowdiness ● Play wrestling, body holds, light kicking, light hitting, pushing/shoving, aggressive posturing ● Throwing classroom materials that could injure, with the intent to hit others. STAGE 1: <i>Play Fighting, Pushing/Shoving</i>	Fighting/Physical Attack ● Hitting/kicking/punching/ pushing with the intent to seriously harm, grabbing clothing, hair-pulling, spitting ● Throwing objects with the intent to harm others/or causing harm STAGE 2/3: <i>Threat Causing Fear of Harm, Physical Attack/Harm, Physical Contact-Inappropriate</i>



Responding to Behaviors

	Low-Level Behaviors	Stage 1 Classroom Intervention	Stage 2/3 Office Intervention
Supports & Interventions	• Acknowledgement of expected behaviors • First attention to best conduct • 30-second intervention • Reteach rule • Gentle reprimand • Keep in proximity • Pre-correction • Private redirection • Sensitive use of humor • Praise for taking responsibility • Identify replacement behavior • Modify/differentiate work	• Classroom goal-setting/behavior contract • Class circle/community meeting	• SIT Process & Tier II Interventions - o Daily Progress Report - o Check-in/check-out - o Mentor at school/check and connect - o Breaks are Better - o Social Skills groups • Safety plan • Determined by Administrator according to Student Rights and Responsibilities Handbook
Restoration & Accountability	• Restorative inquiry and dialogue • Change seating • Family contact • Time in quiet space (in-class) • Loss of privilege • Active but restricted recess/activities (ex: "walk the perimeter") to provide an opportunity for reflection • Informal behavior contract	• Repair Reflection • Restorative inquiry and conversation with student(s) involved followed by tangible repairing of harm • Time out/Partner Class Reset with (out of class- less than 15 minutes) • Parent contact and documentation • Structured or restricted recess • Loss of privilege/time out	• Repair session with Admin and Admin parent communication • Admin follow-up with staff • Class circle/community meeting • Restorative Community Service • Loss of privilege • In-school Suspension • Consequence determined by Administrator according to Student Rights and Responsibilities Handbook



Behavior/Discipline Support Flowchart

Problem Behavior

Is the behavior a low level, Stage 1 staff-supported or Stage 2/3 team-supported?

Low level, Stage 1 Staff-Supported Behaviors

Stage 2/3, Team-Supported Behaviors

Low level behaviors

To improve behavior, implement three restorative support strategies.

Student remains in class

Responsibilities

Teacher

- Implement restorative support strategies

Administration

- No response

Defining & Classifying Behaviors

(See chart for full description)

Low Level Behaviors	Minor/Stage 1 Classroom Managed Behaviors	Major/Stage 2/3 Team Managed Behaviors
Language slips	Swearing/Vulgarity (written/spoken) Mild Cursing, Language "slips"	Swearing/Vulgarity (written/spoken) Indecent Gesture/Language, Abusive/Profane
Low level Property Behaviors	Vandalism/Theft/Misuse of Property Minor damage that can be repaired, minor theft	Vandalism/Theft/Misuse of Property Technology use violation, Major Theft
Annoyances	Classroom Disruption Talking too loudly, bothering, pestering, excessive talking, wandering, leaving class w/o permission	Chronic/Serious Classroom Disruption Continued disruptive conduct, eloping
Reluctant Compliance	Ignoring Instructions Mild defiance, not following directions	Defiance Back Talk, Repeated refusal to follow directions
Teasing	Pre-harassment Altering names, annoying on purpose, teasing, name calling	Harassment Repeated pattern of stage 1 behaviors
Not Keeping Hands/Feet/Objects to Self	Roughness Play fighting	Fighting/Aggression Threat causing fear of harm, fighting, encouraging others to fight, tipping or throwing furniture, weapons

Major/Stage 2/3 Behaviors

If situation is physically safe:

Classroom intervention or SIT recommended intervention

If situation is physically unsafe call office immediately

Student remains in class if safe

Responsibilities

Teacher (required)

- Call for support if unsafe/highly disruptive
- Implement interventions
- Complete stage 2/3 referral
- Communicate to family
- Refer to SIT for chronic behavior

Admin

- Remove student if unsafe/highly disruptive
- Investigate incident
- Determine consequence
- Contact family
- Communicate w/staff within 48 hours

Responses to Minor/Low Level Behaviors

To improve behavior, implement three restorative support strategies.

Support Strategy 1: Check for understanding of expectations (Does student know expectation?)

Support Strategy 2: Reteach expectation with scaffold and model behavior (Student does know expectation but needs example)

Support Strategy 3: Restorative chat in classroom or hallway (call office for 5-10 min classroom coverage if necessary) (Student needs to know how behavior is impacting the community)

Think in 3's

Level 1's may = one stage 1
Level 2's may = one stage 2
Level 3's start every 3 weeks

Practice being STOIC!

Structure for success

Teach expectations explicitly

Observe student behavior (circulate & scan)

Interact positively (3:1, 2x5, greet at door, etc.)

Correct fluently

Responses to Level 1 Behaviors

1st Time:

Teacher reminder of expectation

2nd Time:

Teacher determined consequence

3rd Time:

Teacher determined consequence & Parent contact.

4th Time:

Stage 2/3 Referral (Google Form)



**Purpose of All Student Behavior Responses:
De-escalate, Resolve, Restore, Re-teach, Return to Learning**

EFFECTIVE CLASSROOM PRACTICES PLAN

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back to school night.

See sample plans Effective Classroom Practices Plans here.

[Kellogg Effective Classroom Practices Plan 25-26](#)

[Kellogg Guest Teacher Support System](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and by giving students ROAR tickets along with specific praise.

Description of our school-wide acknowledgement system:

- **Name:** ROAR tickets
- **How to use in the classroom/ common areas:** Kellogg teachers, counselors and any staff give students ROAR tickets along with specific praise when students demonstrate a behavior aligned with our ROAR school values.
- **Schoolwide systems:** Weekly drawings, prizes for purchase in the ROAR store, monthly themed drawings.
- **Feedback from students and families about current systems and planning for changes and improvements:**



Family/Caregiver Involvement & Feedback Opportunities

AUGUST • Community Care Day	SEPTEMBER • Back to School Night • SUN Latino Parent Night • Climate Team Meetings • Site Council Meeting	OCTOBER • SUN Latino Parent Night • Climate Team Meetings • Site Council Meeting
NOVEMBER • Dia de los Muertos Celebration • Conferences • SUN Latino Parent Night • Community Meeting • Climate Team Meetings • Site Council Meeting	DECEMBER • Site Council Meeting • Climate Team Meeting	JANUARY • SUN Latino Parent Night • Climate Team Meetings • Site Council Meeting
FEBRUARY • Black Excellence Celebration • SUN Latino Parent Night • Community Meeting • Site Council Meeting • Climate Team Meetings • Staffing Survey	MARCH • SUN Latino Parent Night • Climate Team Meetings • Site Council Meeting	APRIL • SUN Latino Parent Night • Site Council Meeting • Climate Team Meetings
MAY • SUN Latino Parent Night • Climate Team Meetings • Site Council Meeting	JUNE • Site Council Meeting • Climate Team Meetings	

DATA THAT INFORMS OUR CLIMATE PLAN

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)

This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

- [Kellogg Middle School RJ Handbook 2025-2026](#)
- [Kellogg Middle School 2025-2026 School Improvement Plan](#)



Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

- [Successful Schools Survey Findings 2024-2025](#)

