

GALE RANCH MIDDLE SCHOOL

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Gale Ranch Middle School (GRMS) Alignment of Behavioral Expectations and Responsibilities

Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment is characterized by positive interpersonal relationships among students and between students and staff. To that end, GRMS has adopted and implemented a school wide Positive Behavior Intervention and Support (PBIS) program.

PBIS supports research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students receive instruction necessary to enhance the positive school climate and reduce or avoid negative behavior altogether. This research also shows that there is a correlation between positive school climates and academic success for all students when students clearly understand behavioral expectations.

GRMS has developed and annually reviews the PBIS framework and plan to include:

1. teaching positive school rules;
2. implementing a social emotional skills development program;
3. positively reinforcing appropriate student behavior;
4. using effective classroom management;
5. providing early intervention and support strategies for misconduct;
6. apply appropriate and meaningful consequences to include restorative practices.

In conjunction with the GRMS PBIS Plan, specific behavioral expectations provide additional guidance and transparent communication to the entire school community to include:

1. students,
2. parents/caregivers,
3. teachers,
4. and administrators

In the spirit of understanding, collaboration and cooperation between the members of the school community, we continue to strive for the creation and/or maintenance of a learning environment that fosters academic exploration and success for all students.

Student Responsibilities

Students are expected to learn and model GRMS student behavioral expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior in alignment with three pillars; be safe, respectful and responsible.

1. BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

2. BE RESPECTFUL

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with others and myself.
- I avoid spreading rumors or gossip.
- I respect each person's right to be different and I look for the good in others.

3. BE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I give my best in everything I do.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

Parent/Caregiver Responsibilities

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.

- Support the implementation of the school's PBIS Plan.
- Be familiar with and review the GRMS student behavioral expectations and school rules with their children.
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
- If misconduct escalates, parent/caregivers will cooperate with the school as a collaborative partner to address student's needs.
- Send the student to school prepared for work--with books, pencil, homework, and appropriate dress.
- Insure that the student attends school regularly and is on time.
- Provide a home environment that encourages respect for the school and the learning process; provide a healthy home environment with adequate nutrition, and rest.
- Take corrective action when requested by the teacher or school administration.

Teacher Responsibilities

Every teacher has a fundamental role in supporting a positive classroom and school. A positive classroom environment includes consistent and effective classroom management strategies. The teacher is responsible for:

- Define, teach, review and model appropriate student behavioral expectations and school rules.
 - Acknowledging and reinforcing appropriate student behavior.
 - Reporting the inappropriate student behaviors to the school administration via the Classroom Incident Form despite appropriate interventions.
 - Provide corrective feedback and re-teach the behavioral skill when misconduct occurs.
 - Collaborating with parents/caregivers to reinforce appropriate school/classroom behavior (telephone, meeting, e-mail).
 - Follow the individualized behavior plan for students with disabilities. This plan is accessible and distributed to all staff working with identified students.
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- Assume responsibility for all students of the school, not just those in individual classrooms.
 - In the event a student placed in an alternate location, the teacher must provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

School Administration Responsibilities

School administrator's role is to model and lead. School administrators, in collaboration with school instructional staff and community are responsible for establishing a safe, respectful and welcoming environment by:

- Ensuring student behavioral expectations and school rules are taught, enforced, advocated, communicated and modeled to students, parents/caregivers, and staff.
- Annually review and further develop a PBIS Plan consistent with the positive school climate initiatives.
- Ensure that accurate student information is reflected in all student information data systems.
- Ensure that methods for recording, collecting and analyzing behavior/discipline information is available for monitoring and evaluation. This data is incorporated into ongoing school climate decision making related to individual students to the school-wide student population.
- Provide necessary training and support to staff and parents/caregivers in maintaining an environment conducive to learning.
- Implementing the consistent application of reasonable alternatives to suspension, expulsion and suspended expulsions that include the use of equitable consequences consistent with law and district policy.
- Assembling an ongoing collaborative team at the school (Student Study Team) with appropriate staff to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and

designing and implementing an effective individualized behavior support plan that may include, but is not limited to:

1. Intensive behavioral supports and strategies
2. Adapted curriculum and instruction
3. Schedule modification
4. Communication strategies
5. Community agency referrals

Consequences for Student Misconduct

School behavior infractions yield consequences that strive to be consistent, reasonable, fair, and matched to the severity of the student's misbehavior. A progressive discipline plan is used to guide consequence. Each consequence pairs with meaningful interventions, instruction and guidance. Students are afforded an opportunity to connect their misconduct with new learning. Any use of consequence is carefully implemented with defined outcomes in order to provide the greatest benefit.