

BEL AIRE CITIZENSHIP PLAN 2009-10

“Making the Pillars Come Alive”





Introduction

Citizenship is defined as the “duties, rights and privileges” of being a member of a community. Bel Aire School is a learning community of staff, students and parents working together. We seek ways to model behaviors that exemplify our pillars - caring, respect, responsibility, fairness, trustworthiness, and citizenship. We celebrate our success and honor one another.

This Citizenship Book outlines our program. It has been written by staff and students. Please read through it and join us in partnership as we strive to create one school, one community with respect and dignity for all.

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BEL AIRE SCHOOL PLEDGE

I pledge to show respect and care for myself, others and my environment.

I promise to accept responsibility for my own actions and learning.

I will be trustworthy and fair in all that I do.

I will strive to be good a citizen of my school, my community and my world.

I believe that I can make a difference!

WELCOME!

Welcome to Bel Aire School.

**You are entering a community of
learners, inventors, creators,
explorers, thinkers, problem
solvers, peacemakers, and friends.**

**We are proud of our team of
staff, students and parents.**

We are proud of our school!





BEL AIRE SCHOOL SONG

Original Bel Aire School Song written by Elaine F. Lange, September 1970

**We are California kids from a California school
And we make our home in a town called Tiburon
It is where we love to live
And we live the golden rule
Nestled high up in the hills of Tiburon
And we go to Bel Aire School
And we go to Bel Aire School**

**On the shores of the San Francisco Bay
And we go to Bel Aire School
And we go to Bel Aire School
That's where we get our chance to learn and play**



SCHOOL RULES

Bel Aire School rules have been written by the students. The rules are based on the Character Pillars. Additional “game” and “playground” specific rules are taught by the teachers and are posted.

RESPECT - Be courteous and polite to other people by listening and getting to know one another. **Keep your hands, feet and all objects to yourself.**

TRUSTWORTHINESS - **Be honest** and a reliable student and friend.

FAIRNESS - Give other people a chance and **play by the rules.**

CARING - Support one another to feel and be their best by being considerate, helpful and appreciative. **Use kind words that are appropriate for school.**

RESPONSIBILITY - Be aware of the consequences of your actions and **accept your part in a mistake.**

CITIZENSHIP - Be an active member of the Bel Aire community to **make it a positive environment for all.**



SOUL SHOPPE! MESSAGES

Bel Aire students participate in “Soul Shoppe”. This is an organized method to deliver peaceful messages to one another. The following are some of the techniques and messages learned by all students

Stop & Breathe In a challenging situation, remember to:

- Stop,
- Breathe
- Think
- Choose / Act
- Cheer

Active Listening When solving an issue with another student, remember to:

- Sit up straight.
- Look at the person and nod your head.
- Repeat back what you heard.

“I” Message When stating your feelings and ideas, use the “I Message”

I feel . . . (*sad, angry, upset, etc.*)

When I . . . (*see/hear you: use those words, act that way, make those faces, etc.*)

I need . . . (*you to use different words, talk softer, invite me to play, etc.*)

Will you please . . . (*agree to do that?*)

Clean up If I make a mistake, I will use the clean up message:

I know that I . . .

I apologize.

What can I do to make it right?

Next time I will . . .

Will you forgive me?

Peace Path Process When I want to solve a problem, I can ask support of a Team Mosaic student. I can walk the “peace path” and follow each step. I understand I must follow these rules along the path:

“Treat each other with Respect.”

“Listen without interrupting.”

“Work to solve the problem.”

Rewards & Celebrations

- **CAUGHT BEING GOOD:** This is recognition of an individual student who exemplifies one of the pillars. Students who are “caught being good” will earn a “Caught Being Good” coupon. This coupon will be printed in duplicate: one goes to the student, and one to the office. The person issuing the coupon will check the pillar that the student has modeled. Each week the principal will read the names of four randomly selected “caught being good” students from each grade level, who will be given a prize and invited to sit at special lunch tables for that week.

- **BEL AIRE BUCKS:** This is a recognition of an entire class for their wonderful behavior. This can be awarded by the teacher, a specialist teacher, or the principal. All classes in the school participate in this program. Each class has the opportunity to acquire “Bel Aire Bucks”. When a class is recognized by the teacher, the principal, the art/music/PE/library/computer teacher for their outstanding behavior, the class accrues a Bel Aire Buck point. When ten Bel Aire Bucks have been awarded, the class will be given a special classroom event!

- **BEL AIRE BADGE:** Individual students are recognized by staff members for academic, social and personal achievements. The principal invites students and parents to an early morning recognition assembly. The students are “pinned” with a Bel Aire Badge symbolizing their accomplishment.

- **BEAR TRACKS: Keeping “track” of school service!** Students have many opportunities to “contribute” as school citizens. They can participate in Student Council, Team Mosaic, Green Team, Choir, Band, Percussion Ensembles, Yearbook, A.V. Crew, etc. There are also special projects in which students can assist. Each trimester, students will be awarded a “bear track” tag for their service. These can be collected on a key chain and displayed proudly!!

Consequences

Should students fail to follow the rules that keep the Bel Aire campus safe for all, the following are consequences that may occur based on the severity of the event:

- **S.T.O.P.:** A student will be given a S.T.O.P. as a reminder about rules that were not followed. **S.T.O.P.** stands for: **S**top, **T**hink, list **O**ptions, make a **P**lan for the future. The S.T.O.P. form will be printed in duplicate: one to the student, one to the teacher of the student. The student will be expected to attend a STOP "time out" at the morning recess immediately following the infraction. The staff member issuing the S.T.O.P will check the "pillar" that was not followed. Any student who fails to attend the STOP time out will receive an automatic citation. During the S.T.O.P., the student will complete a STOP and THINK form. That form will be signed by the advisor, and sent back with the student to class. Classroom teachers will keep those forms for future reference. If a child has received two S.T.O.P.'s in one trimester, the third S.T.O.P. will be a "citation" (see next section for consequence of a citation). Students are expected to take their copy of the STOP form home for parents to review and sign. Teachers will notify parents by email that a S.T.O.P. has been issued. The number of S.T.O.P.'s received each trimester will be noted on each trimester report card.
- **CITATION:** A citation will be given for any major infraction. There will be a NO TOLERANCE for any physical violence, name-calling or teasing. It is an immediate (no warning) citation and could (depending upon severity) result in suspension. Citation is followed by a detention with the principal during the lunch hour. Teachers may remove any student from a field trip or special event should the student have received a citation prior to the event. After two citations for the same offense, the third citation may result in a suspension under Ed Code 48900, (k), "*disrupted school activities or willfully defied school personnel.*" Parents will be notified by the classroom teacher if a citation is given to a student. Parents must review, sign and return the citation form. Citations will be noted on each trimester report card.
- **DETENTION:** "Detention" will be held for all students receiving a citation. This will be held during a lunch hour monitored by the principal. During detention students will discuss and write plans for appropriate school behavior. Failure to report to detention will result in another citation.
- **BEHAVIOR CONTRACT:** Three citations, or suspension, will result in a meeting with school counselor, teacher, principal, student and parent. Parents will be notified and given appointments for this meeting. The team will work with the parents to develop a "contract" for behavior for the particular student. This contract can include specific goals for behavior. It also can include consequences for failure to uphold the terms of the contract including loss of privilege for all school related activities.

• **SUSPENSION:** California Education Code Section 48900 clearly outlines “suspendable” offenses. Some of which include:

a. 1

“Caused, attempted to cause, or threatened physical injury to another person.”

a. 2

“Willfully used force or violence upon the person of another, except in self-defense.”

b.

“Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.”

f.

“Caused, or attempted to cause, damage to school property or private property.”

g.

“Stolen, or attempted to steal, school property or private property.”

h.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i.

Committed an obscene act or engaged in habitual profanity or vulgarity.

k.

“Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.”

n.

Sexual Harassment (grades 4-12)

o.

Engaged in harassment/threats/intimidation against student(s) which disrupted classwork, disorder, invaded rights of student(s) by creating an intimidating OR hostile environment

Suspension from school requires that the student remain at home under the personal supervision of parents during the regular school hours. The student is not to be on or near a school campus during the time of suspension. The student also may not attend, as a participant or spectator, any school event. Depending upon the terms of the suspension, it can result in the immediate loss of privilege to participate in any subsequent school activity.



SCHOOL CITIZENSHIP & SPIRIT

Bel Aire students understand their responsibility to serve their school, their community and their world. They understand their call as a “community” of learners to be positive, contributing members of their school. Several programs are in place to foster that sense of community responsibility and citizenship.

- **FAMILIES:** Bel Aire students are all members of a school community. They are assigned to a specific classroom and are also assigned a “family” group. The “family” is comprised of multiage students from grades three, four and five. The purpose of “families” is to foster a sense of community and build positive relationships among students of all grade levels. They meet on a regular basis under the advisement of the “family” teacher. During family gatherings, students work on various projects and discover ways to foster relationships across grade levels.

- **TEAM MOSAIC:** Like many other school districts in Marin County, the Reed Union School District has adopted six Pillars of Character, the "Pillars", that we use as a guide for appropriate school behavior. Bel Aire students are actively involved in promoting the Pillars with the help of TEAM MOSAIC. Student representatives from each class are chosen to participate at the start of each school year. Members of TEAM MOSAIC have the opportunity to attend a week-long diversity camp in the fall of each year. At the camp they learn ways to resolve conflicts and serve as “peacemakers” on the campus. Throughout the year they are provided additional training in conflict resolution techniques. They assist students to use the “I Messages”, the Active Listening techniques, and the Peace Path. They serve as conflict managers on the playground during recess and support students to find peaceful ways to play together.

- **STUDENT COUNCIL & SERVICE GROUPS:** The Bel Aire Student Council is a leadership group that sponsors activities that promote school spirit. Representatives from each class meet bimonthly throughout the school year to discuss and plan activities to benefit the Bel Aire student body. In addition there are other service groups that support the school programs. The A.V. Crew assists at all assemblies and student gatherings. The S.O.S. (Serve our School) team supports school-wide activities and events. The fifth grade S.W.A.T. (Students Who Assist with Technology) provides daily assistance to all classrooms. These students troubleshoot technology issues, assist in the cleaning of computers and the maintenance of regular software updates and virus protection. The Green Team and Solar Cookers support the overall “greening” efforts that are embraced by the Bel Aire community. Students also have the opportunity to help other students by serving as Peer Tutors, and Reading Buddies.

- **SCHOOL GARDENS:** During the 09-10 school year, all grade levels will maintain gardens. The third grade classroom gardens are right outside the rooms and are complete with gardening beds. The theme in third grade is “growth”. Children learn how and why plants grow, as students are actively engaged in planting and harvesting the gardens. In fourth grade the students will maintain a “blacktop garden”. The theme for fourth grade is “production” and students will study how to increase production of food with minimal land. They will participate in this project with other students around the world, as part of an effort by the United Nations Food and Agricultural Division to increase worldwide food production. They will also be exposed to “solar cooking” of their food, as an alternative way to bring food to the table. The theme for the fifth grade level is “waste management” (with emphasis on reduction and recycling.) Students will tend gardens and learn the benefits of composting and alternative energy sources. This is closely tied to their science program and will provide an outdoor laboratory.

- **GREENING OF THE SCHOOL:** It is the responsibility of the students to “care” for their school and their environment. Students are encouraged to use reusable containers for their snacks and their lunch. They are expected to dispose of their own lunchtime waste in “recycle” or “garbage” cans or compost bins. They also serve as classroom “green monitors” assisting with reduction of waste, reuse and recycling of paper, the monitoring of the lights and water usage, and the planning of waste-free parties and celebrations. A recommended “green supplies and wish list” is provided for all families. Throughout the year some of these items are sold in the “student store” to help support the greening effort.

- **LUNCH TIME ENRICHMENT:** Various enrichment activities will be offered for students during lunchtime. These may include Technology, Multi-Media, Gardening, Yearbook, Book Clubs, etc. Students will have an opportunity to sign up for different programs.

- **ALL SCHOOL ASSEMBLIES/ SPIRIT DAYS:** The school community will come together on a regular basis. During assemblies, students or outside guests may perform. There will be recognition of classes for their contribution to the school. There will be designated “spirit days” organized and run by students. These will include a variety of fun activities during the lunch hour.