

Minnewashta Belief Statement

Respect yourself and others. Be safe and have fun. Do your best.

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[Teacher Beliefs Matter](#)

Teacher Beliefs Matter is a new section added during the summer 2021 update from Teacher Belief Study. The selection represents a two-year study conducted by the Center for Responsive Schools (2020). The study found that two of the key factors that inform a teacher's approach to teaching and discipline: the Goal of Discipline and Goodness of Student Intentions, have the most significant impact on teachers' beliefs when teachers engage directly in Responsive Classwork (RC) coursework*.

[Nature of Learning \(NL\):](#)

The belief is that learning is cognitively constructed and relies on social, emotional, and cooperative processes. The belief that learning builds on prior knowledge is facilitated by choosing and understanding students' contexts and interests. It becomes transferable to a new context when there is an emphasis on process and outcome. The belief is that changes in the learner happen because of the learning experience.

[Purpose of Education \(PE\):](#)

The belief is that education aims to build social consciousness and a strong sense of self, cultivate the attitudes and dispositions of positive citizenship, and teach students to participate in the democratic process. The belief is that education should provide new experiences and open windows for students to see and pursue a bright future for themselves, their families, and their local and

global communities. The belief that the purpose of education is to enable students to read, speak, write, and listen well; to work well with numbers and technology; to think, reason, wonder, and be curious; to appreciate and value music, art, culture, movement, and athletics; and to manage themselves and know how to cooperate reasonably with others.

Fourth & Fifth Week September 27-October 8, 2021




- Continue modeling and practicing rules, routines, and logical consequences, with students now showing a greater understanding by contributing ideas for their use during Class Meetings, independent conflict resolution, and apology of action.
- Continue use of common language.
- Continue Guided Discoveries/Interactive Modeling as needed.

Playground/Recess/Extra Recess

We believe that a playground is a place where students should be safe. We believe that a variety of activities should be available to meet the needs of our diverse student interests. We believe that all adults on the playground should interact with and respond to the needs of all children.

Adults will actively engage with students and avoid congregating or being distracted. We will provide 20 minutes of recess and 10 minutes of additional recess before lunch for students consistently following the group plan.

Some ideas from [Playworks](#) for Recess and Body Breaks.

Our Group Plan for Recess			
Signals to Line Up	Students promptly response	Adult “calling” class	
Whole-body listening	Body & brain in the group	Positive listening	
Line Behavior	Walking, facing forward, body in the group	Quiet	

Equipment	Follow the rules for each different zone	Getting help as needed	Safe
Fair Play	Be a positive opponent, demonstrate a respectful attitude, everyone has the same rights	Encouraging words, acceptable words of disappointment	Safe, belonging
Winter Clothing	Hats, gloves/mittens, snow pants, boots		Warm & cozy
Fall/Spring Clothing	Jacket, sweatshirt		

General Guidelines

- Staff will
 - engage with students to help friendships flourish
 - engage students in working out challenges
 - foster a sense of community

Staff agreements:

All staff will

- communicate expectations
- quietly lead students to the doors that lead to the playground

Classroom Teachers will

- teach the rules for the Mobius and practice safely using it with students

Mobius

General Guidelines	Poles	Safety Do's	Safety Don'ts	Clothes
Up to 10 kids at a time on Mobius	1 person on a pole at a time	Take your time while climbing	Don't push people down	No gloves on poles—slippery
Only 2 people on the ladder at a time	K & I on short poles only in	Keep feet locked on poles	Don't go head first down poles	No slip off shoes
People should watch you climb	2 nd , 3 rd , 4 th , 5 th on tall poles	Watch where you are stepping	Don't jump off	No shoes with heels
		Use common sense	Don't walk underneath	No skirts
		Ask for help		

- teach the guidelines for the slides and other equipment
 - Slide down, feet first.
 - Sit on your bottom when sliding down a slide
 - Do not pull someone down a slide
 - Do not walk up a slide
 - Do not climb up a slide
 - Do not sit or walk on top of tube slides or monkey bars
- teach games of tag during the first six weeks of school
 - Some non-examples to emphasize:
 - Using physical aggression is not part of playing tag
 - Pulling people down forcefully is not part of the game
 - Pulling people down by various body parts is not part of the game
- address recess issues in a timely way
- develop an in-class system to report recess challenges and successes

Others will

- implement Mobius and slide rules
- monitor the safety of all children
- problem-solve issues that arise




Leadership will

- *engage students in focus groups to improve recess options*

Physical Activity

[Policy 533 Wellness](#)

We will promote and protect students' health, well-being, and ability to learn by supporting healthy eating, **physical activity**, and social and emotional health. We are committed to enhancing lifelong wellness practices through an active partnership with parents and the community. Therefore, we support children having reasonable access to recess, physical activity, ways to engage and meet a variety of physical needs during an organized daily recess time, as well as transitions or instruction. [Keep Your Class Moving](#)

Our Group Plan for Physical Activity			
Jumping Jacks	5-6 at the transition	Students counting	Hearts pumping
Dance, exercise, running in place	4 minutes before academics	Breathing	Hearts pumping
Stretches	Try a few poses at a transition: Happy baby, standing forward bend, eagle, butterfly, downward-facing dog, dancing shiva, extended mountain, upward facing dog, warrior three, tree, tabletop, flower, child's pose, sun salutation	Quiet breathing	Mind focused
Walking, Running	Building Transitions (e.g., 4 minutes to/from music go outside and walk/run to the	Quiet noise	Heart pumping

	entrance near your room or specialist room)		
Furniture	Wiggle stools, standing to work,		

General Guidelines

Staff will

- purposefully increase physical activity in the classroom to help students get the recommended amount of daily physical activity (i.e., at least 60 minutes per day) and fully embrace regular physical activity as a personal behavior.

Staff agreements:

All staff will

- reinforce the knowledge and self-management skills needed to maintain healthy habits and reduce sedentary activities
- provide short movement breaks between lessons or classes, as appropriate
- incorporate opportunities for movement into other subject lessons
- discourage extended periods (i.e., periods of two or more hours) of inactivity

Others will

- will have at least 20 minutes a day of the supervised recess, preferably outdoors, during which we will encourage moderate to vigorous physical activity, verbally and through the provision of space and equipment
- will discourage extended periods (i.e., periods of two or more hours) of inactivity
- offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special healthcare needs

Leadership will

- support staff efforts in this area

Homework (updated 2021)

The district addresses homework via [Policy 621](#). Please read the policy.

We believe that we should teach students how to do homework successfully by defining what acceptable work looks like and having students complete homework *during school* to

take home to share with their parents *before* we send homework home. Practicing may provide a connection between school and home and model the routine of homework completion until they are ready to begin completing their homework at home (K-2nd grade - 6 weeks; 3rd-5th grade - 4 weeks). We will refrain from sending homework home until we meet these conditions and inform families of our practice.

Did you know, Policy 621 states at the elementary level starting at grade 2, purposeful homework, in appropriate amounts, has a small beneficial academic result? Even though homework may not noticeably improve test scores, it does help young students develop positive study habits, foster positive attitudes toward school, and communicate that learning takes work at home and school.

For example, appropriate homework for K-1 might be reading at home by yourself or an adult for 10 minutes--this is the total amount of time, not time per subject. If teachers share students, time for homework must be coordinated. Homework might be an area to study as a PLC. Homework is not assigned because the class plan was interrupted or took longer than expected. The policy clearly outlines some reasons for assigning homework. CAREI published a helpful 2-page brief, Homework, in 2019.

[Homework](#) [Homework's Diminishing Returns](#) [The Question of Homework](#)

Supplies

Until the pandemic is at a different stage or children are allowed to vaccinate, we will limit the use of shared supplies.

Due to our efforts to reduce the spread of infection and keep our students healthy and safe, we will encourage them to wash their hands before and after using shared supplies.