

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*.

[Role of SEL in Learning Belief \(RL\):](#)

The belief that the social and emotional curriculum has equal weight as the core academic curriculum. Social and emotional learning includes (a) school and classroom environments that support the development of social and emotional learning skills and (b) time and resources given for explicit instruction in social and emotional skill development.




Role of School and Classroom Environment (SC):

The belief is that the school and classroom are a community where all students belong, operate autonomously and responsibly, and feel represented, welcome, and accepted as school and academic community members.




Sixth Week October 11-14, 2021 (Conference Week)

- Continue modeling and practicing rules, routines, and logical consequences, particularly after fall breaks, after winter break, after spring break, and during the last six weeks of school.
- Continue use and review of common language, Hopes and Dreams, and Y charts.

Beginning of the School Day

Our Group Plan for Arrival			
Staff & Students	Staff greeting students	Quietly beginning the day	Organized & Ready
K	Staff walk students to the locker or classroom	Encouraging words, teachers & students greeting each other	Calm & Safe
First - 5th	Students walking through the hallways towards their locker/cubby	Laughter and quiet voices in the hallways	Calm & Safe
Waiting	Students waiting in vehicles until the doors open at 8:15	Respectful dialogue	Calm & Safe

End of the School Day

Our Group Plan for Dismissal			
Staff & Students	Devices put away, eyes on Smartboard	Listening for announcements	Organized & Ready
K	Students walking, following the path to the correct dismissal door	Encouraging words, teachers & students saying goodbye in the classroom, laughter, and quiet voices in the hallways	Calm & Safe
First - 5th	Students walking, following the path to the correct dismissal door	Encouraging words, teachers & students saying goodbye in the classroom, laughter, and quiet voices in the hallways	Calm & Safe
Waiting	students waiting safely in line for their respective bus behind the yellow marking OR behind the yellow line at their assigned cone for parent pick-up	Respectful dialogue	Calm & Safe

General Guidelines

- Staff will
 - engage with students in a safe and orderly dismissal
 - be mindful of the bully circle
 - engage Jenny Van Aalsburg if problems arise

Staff agreements:

All staff will

- follow directions of dismissal via the end of the day announcements
- walk students to buses
- help if a student is struggling (move to the side of the hallway)
- teach and review the agreements
- dismiss students by walking to buses or as directed by announcements
- supervise hallways as students are preparing to go home
- ensure students have dressed appropriately for the weather (i.e., winter gear must be worn when temperatures are below freezing)
- be sure students have time to clean up before leaving at the end of the day
- provide extra support during early or unexpected dismissal or when there is inclement weather at dismissal time

Classroom teachers will

- stay in the classroom until dismissal
- insist on quiet dismissal
- walk students out to the buses
- communicate with parents in advance
- stand outside until Jenny VanAalsburg dismisses

Explorers staff will

- pick up K-2 students

Others will

- monitor all students in the hallways
- implement agreements

Leadership will

- greet staff members
- hold everyone to the exact expectations
- remind parents of procedures
- provide direction to all staff for supporting an early or unexpected dismissal or a dismissal during inclement weather (e.g., duties will be assigned)

Ideas:

- ☒ ~~Bus buddies should not have end of the day specials~~
- ☐ Explorer club students have their own hooks or wait until others are dismissed
- ☒ ~~Assign some staff to help at parent pick up~~
- ☒ ~~Consider giving each teacher a specific assignment for the end of day~~

- ☐ Need to address after school class supervision

Building Community

Morning Meeting

We start each day with a Morning Meeting (MM) as a transition from home to school. The 2021-22 specialist schedule allows for MMs. The goals of these meetings are:

- To build social skills
- To encourage a sense of school community
- To model and practice rules and routines
- To develop academic readiness
- To integrate social, emotional, and intellectual learning

The components of the [Morning Meeting](#) are:

- **Greeting:** use eye contact and a sincere, friendly tone
- **Sharing:** listen attentively, practice exciting questions and answers, and give positive, friendly comments
- **Activity:** social and academic, engaging, and respectful
- **News and Announcements:** may include interactive academic learning, skills practice, and higher-order thinking skills

Classrooms may also use the meeting format to practice the 3 R's (Reinforce, Remind, and Redirect) and reflect on activities and interactions throughout the day. Specialists are encouraged to incorporate and adapt components of the Morning Meeting format within their classes.

Articles on [Morning Meetings](#).

Group Assemblies

Our purposes in holding group assemblies are:

- To grow and learn as a school community
- To promote responsibility
- To address school-wide issues
- To reinforce and reflect on school beliefs

Logical Consequences

For additional information, see articles for [logical consequences](#).

Purposes

The goals of logical consequences are:

- To repair the immediate situation
- To teach social skills
- To preserve and build self-esteem
- To learn from mistakes

Logical Consequences should be:

- Respectful – without sarcasm or negative tone in voice (keep the tone neutral)
- Relevant – related to the issue specifically
- Reasonable – doable and productive

Types of Logical Consequences

- Time Out/Take a Break
 - Students take a short break from an activity or lesson to restore themselves to self-control so they can follow the classroom or community rules.
 - The focus is on making positive choices.
 - Two places to think should be available within the classroom with comfortable seating, calming visuals, manipulatives, and thinking prompts for students to use as needed.
 - Another option is time out in a buddy teacher's room – make sure the principal or the designee knows that the student is on the way.
- Restitution
 - The student must set things right (apology of action - see Rules in School). ...another [idea](#) from RC
 - Each child must be heard and validated. “Drive-thru” language may be helpful (each student shares what they feel happened, and the other student repeats it back like in a drive-thru).
- Loss of Privilege
 - The student loses the privilege that has been abused.
 - Review routines as needed with the child and give them another chance soon to make a better choice.