

## Minnewashta Belief Statement

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

### [Minnewashta Belief Statement](#)

[Fourth & Fifth Week September 27-October 8, 2021](#)

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- 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

### [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\*.

#### [Conditions for Learning \(CL\):](#)

The belief that students learn best in environments of high expectations that are student-centered, developmentally responsive, academically challenging, and

safe to make learning mistakes.

#### Conditions for Effective Teaching (ET):

The belief is that teaching is most effective when planned and designed knowing students. Lessons and designs include evidence-based practices and strategies, offering learning goals and instructional activities directly related to expectations for what a student should know and do at the end of the instructional chunk.

#### Mindset

At Minnewashta, we will encourage a growth mindset within ourselves and our students. We believe everyone can learn and that all staff and students can grow. A person's ability to grow is not stagnant. At Minnewashta, we believe learning is a journey. We celebrate challenges and view failure as another opportunity for learning and growth. We value perseverance and hard work.

According to [Merriam-Webster](#), one definition for instill is to set permanently in the consciousness or mindset, We chose the word to instill with intention for work with mindset.

To instill a growth mindset in our students, we commit to:

- Lead by example and practice a growth mindset through our words and actions.
- Explicitly teach children that they can develop their intelligence.
- Model language to encourage students to try and learn from their mistakes.
- Praise effort and perseverance, not an achievement.
- Emphasize the process over the product.
- Be mindful of our words, body language, and tone as we work with students and one another.
- Celebrate the opportunity to fix mistakes.
- Point out our own mistakes and how we react.
- Create a safe environment where students can take risks.
- Embrace the challenge and encourage the struggle of learning.
- Frame failures in a positive light.
- Promote a growth mindset with parents. Encourage them to let their children experience some failures.

We believe in providing students with praise specific to task or effort, not speed or intelligence. We will use the following language with our students to promote a growth

mindset:

- “Keep trying!”
- “I see you are thinking.”
- “I see you have put a lot of thought/work into this.”
- “Your hard work is making a difference.”
- “How could you fix that?”
- “How could we work that differently?”
- “You don’t know this...yet.”

Ideas for further learning and implementation:

- Parent education on Mindset including information in school newsletters
- Posters to hang around the building that reminds us of the language of a growth mindset
- Add to our list of crucial phrases that encourage a growth mindset
- Utilize biographies of people who have failed many times before succeeding
- Continue a focus on the growth mindset
- Research schools and resources that will further support our work of practical application
- Share ideas and strategies for working with students on developing a growth mindset
- Observe colleagues

We have a series of Mindset articles we will re-publish this year.

Assemblies

We promote the use of group assemblies to build a sense of school community and to address school-wide issues and beliefs. During assemblies we focus on the four A’s: Attend, Allow, Appreciate, and Applaud. At the current time, our assemblies are virtual. Our first virtual assemblies by grade level are October 11, 2021. Students will be presenting their class agreements.

|                               |   |  |   |
|-------------------------------|---|--|---|
| Our Group Plan for Assemblies |  |  |  |
| Signals                       | Prompt response   | Quiet  |   |

|                      |  |                      |                        |
|----------------------|--|----------------------|------------------------|
| Whole-body listening | Sitting on pockets with quiet hands and feet | Positive listening   |                        |
| Attend               | Eyes on the speaker or performance           | Mostly silence       | Heart & mind engaged   |
| Allow                | Distraction-free                             | Mostly silence       | Relaxing               |
| Appreciate           | Smiles, eye contact                          | Varies               | Warm & positive        |
| Applause             | Hands clapping in rhythm                     | Inside encouragement | Engaging & encouraging |

Lunch

[Well-Being](#)

We believe that lunch should be a time of positive community building and interaction. Relationships should reflect our school Belief Statement, with a focus on respect, safety, and fun. Students should have 20 minutes to eat and 5 minutes to transition to the cafeteria.

|                          |   |  |   |
|--------------------------|---|--|---|
| Our Group Plan for Lunch |  |  |  |
| Signals                  | Prompt response   | Quiet  |   |
| Whole-body listening     | Sitting on pockets knees under the table  | Positive listening   |   |
| Line Behavior            | Walking   | quiet  |   |
| Table                    | Sit at assigned table   |  |   |
| Manners                  | Chew with your mouth closed. Use utensils correctly. Use your napkin.               |  |   |

|                  |                                   |   |                          |
|------------------|-----------------------------------|---|--------------------------|
|                  | Pace yourself with fellow diners. |   |                          |
| Voices           | Quiet                             | 5- 12 inch voice                          | Polite, respectful, calm |
| Recycling        | Use compost & trash bins          | Asking for help, giving helpful reminders |                          |
| Friendly         | Smiles, acts of kindness          | Encouragement & helpful reminders         | Inclusive                |
| Responsibilities | Clearing table, sweeping, recycle | Asking an adult to leave                  |                          |

General Guidelines

- Staff will
  - engage with students to help friendships flourish
  - engage students in working out challenges
  - foster a sense of community
  - be on time
  - keep agreement

Staff agreements:

*All staff will*

- keep students organized
- hold students accountable for agreements
- ensure students are treating each other with respect

*Classroom teachers will*

- communicate expectations to students
- meet students at their assigned table at the designated time on the lunch schedule
- be on time
- dismiss tables on time
- ensure table clean up
- monitor proper recycling and disposal
- lead quiet lines back to their classrooms
- provide ways for students to connect at lunch (e.g., lunch partners, topics for dialogue)

- use incentives initially to scaffold behaviors as needed
- reinforce rules/agreements throughout the year
- follow through on situations reported
- appoint a cleaning leader for each table weekly
- When lining students up by the Port, make sure that students will:
  - be quiet
  - not knock on the Port windows
  - not be left unattended

#### *Others will*

- hang Lunchroom Oath posters in locations where students stand in line before lunch
- teach recycling and proper disposal responsibilities
- inform Cindy/Jenny if a teacher is late picking up class habitually
- enforce agreements
- ask for support if something is not working

#### *Custodians will*

- address spills
- general clean up when possible
- keep containers rotated

#### *Leadership will*

- involve parents in helping during lunch when pandemic mitigation strategies are no longer needed

#### Ideas:

- try playing classical music
- conversation starters at the table
- at beginning of year post a sign up schedule to practice going to the cafeteria (we keep the cafeteria open all day the first week of school for this and have for several years when that has not been possible, we have set up the commons)
- consider setting the table for a class as a reward, tablecloth, authentic dishes
- more para help per student ratio
- consider a contest to reduce food waste
- more efficient serving payment/cashier system to help with time + organization
- consider videotaping students and show them what is happening that is not respectful

### **The Lunchroom Oath**

**I will not throw food or play with food.**

This leads to a messy lunchroom, and something could get spilled.

**I will use my walking feet.**

This keeps me safe from falling or spilling my tray

**I will keep my hands to myself**

This leads to physical behavior that is not appropriate or safe at the table

**I will not share my food or touch other people's food**

This leads to spreading germs; let's stay healthy  
Some people might have food allergies

**I will use my inside voice in the lunchroom**

This makes sure you and others can enjoy your conversations with your friends  
Adults need to be able to hear you to respond to your needs

**I will not pound on the tables**

We believe in respecting school equipment

**I will stay seated throughout the whole lunch time**

It's positive manners to stay seated while eating  
You may dump your tray (one at a time) when you are finished eating

**I will take my hat off while I am in the lunchroom**

It is positive manners to remove your hat while at the table No hats are part of the district dress code

**I will ask permission to leave the lunchroom for any reason**

For your safety, we need to know where you are at all times

**El juramento de la cafetería**

*"Por mi honor"*

**Yo no voy a tirar o jugar con la comida.**

Esto haría un desorden en la cafetería y algunas cosas se pueden derramar.

**Yo solo voy a caminar en la cafetería.**

Esto es para evitar que me caiga o por accidente derramar mi comida.

**Yo voy a mantener mis manos en mi espacio.**

Es para evitar un comportamiento que no es apropiado o seguro en la mesa.

**Yo no voy a compartir mi comida o tocar la comida de otras personas.**

Es para evitar el repartir gérmenes; vamos a mantenernos saludables.

Algunas personas pueden tener alguna alergia a las comidas.

**Yo voy a hablar en voz baja dentro de la cafetería.**

Esto lo hacemos para que puedas disfrutar de la conversación con tus amigos. Los adultos tienen que poder escucharte, para responder a tus preguntas.

**Yo no voy a golpear las mesas.**

Nosotros respetamos el material de la escuela.

**Yo me voy a mantener sentado durante todo el almuerzo.**

Son buenos modales, el mantenerse sentado durante el almuerzo.

Puedes dejar tu bandeja una vez que has terminado (un chico a la vez).

**Yo me sacaré el gorro cuando estoy en la cafetería.**

Es tener buenos modales el sacarse el gorro cuando estamos comiendo.

No usar gorros es parte de las reglas de vestir en la escuela.

**Yo voy a pedir permiso para retirarme de la cafetería.**

Por tu seguridad, nosotros necesitamos saber dónde estás en todo momento.

Gracias por su cooperación!