

# Parent: Our Beliefs Update 2021 #2

[Goal of Discipline \(GD\)\\*:](#)

[Goodness of Student Intentions \(GS\)\\*:](#)

[Trauma-Informed Practices](#)

[Third Week September 20-24, 2021](#)

[Community Routines](#)

[Silent Signals](#)

[Sign Language Signals](#)

[Hallways](#)

[Added February, 2013](#)

[Bathrooms/Drinking Fountains](#)

[Added February, 2013](#)

[Hand Washing](#)

[Classrooms](#)

[Snacks](#)

[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\*.

[Goal of Discipline \(GD\)\\*:](#)

The belief is that the purpose of discipline is to help students learn self-control and choose socially and morally responsible behavior because it is the right thing to do, not because of fear of punishment or hope of reward. The belief that learning self-discipline and self-control develops goal-setting, problem-solving, and critical thinking skills, helps them become positive citizens who exhibit prosocial behaviors and respect themselves, others, and property.

[Goodness of Student Intentions \(GS\)\\*:](#)

The belief is that educators should hold and communicate positive thoughts and expectations for all students, including those who may have different values than they do; are culturally, racially, or socioeconomically diverse from them; who appear disengaged and unmotivated; or who struggle and misbehave. The belief

is that problem behaviors result from unmet needs or lack of skills rather than the student's character, family background, or intention to harm.

### Trauma-Informed Practices

The Trauma-Informed Practices (TIP), added during the summer of 2021, has not been formally explored by all staff. Nonetheless, we can support the concepts of TIP.

What is trauma-informed teaching? As you read, consider how you structure class or your responsibilities with students and how you interact with students. The following are strategies to consider (Kaufman, T; n.d.):

- Be mindful of your own emotions. Identifying and managing your feelings is the first step in helping students manage theirs.
- Expect that students will overreact sometimes. Provide the space and time they need to calm down. Let them know this is a normal response to trauma.
- Give students opportunities to talk or write about their experiences. Understanding the reasons behind a student's behavior can help you respond with empathy.
- Remind yourself that behavior is a form of communication. Try not to take it personally.
- Communicate with families about what you're seeing. They might have ideas you could try in class. Or they might ask you for ideas on how to help at home.
- Make sure your teaching is culturally responsive and doesn't exacerbate traumatic experiences students may have had.
- Teach and model social and emotional skills, including positive behavior strategies.
- Ask the school psychologist, social worker, or other mental health specialists for recommendations and support. A functional behavioral assessment can help identify what is causing the behavior and how to address behavior issues.

### Third Week September 20-24, 2021

- Continue creating, modeling, and practicing rules, routines, and logical consequences.
- Continue use of common language
- Continue Guided Discoveries
- Post rules and logical consequences on Schoology (4-5) and SeeSaw (K-2)
- Participate in the curriculum in all major subject areas, stopping for reflection and redirection as often as is needed for students to be equally successful at both academic and social expectations ([the idea is building stamina without physical rewards](#))




## Community Routines

We believe in the importance of practicing rules and routines in the classroom and all areas of our school community, emphasizing respect, positive choices, teamwork, and language that acknowledges and supports children's positive behavior. All adults will be responsible for using the 3 R's (Reinforce, Remind, and Redirect) with all children.

We will post our Belief Statement and schoolwide, classroom Y- charts, and thumbs up/thumbs down posters (including classroom rules and hopes and dreams) where appropriate. We will teach standard reminders (e.g., quiet, walk) in sign language so that they may be used effectively by both English and Spanish-speaking staff, and we will model and practice the following routines in our learning community:

### Silent Signals

After learning and practicing these silent signals in their classrooms, students will transfer these routines to other areas and situations in the school community. These signals may be used to obtain student attention and promote student safety.

Our Group Plan for the use of Silent Signals			
Signal #1	One raised hand	Silence	
Signal #2	<i>Non-aggressive</i> clapped pattern, then eyes on the speaker	Repetition of clapped pattern, then silence	

### Sign Language Signals

We believe that all adults should feel comfortable redirecting all students, regardless of the language they are speaking. Therefore, we will teach all students to respect and respond to the following cues in sign language:




- [stop](#)
- [quiet](#)
- [walk](#)

- [please](#)
- [thank you](#)
- [great job](#)

### Hallways

Our goal is to promote responsible hallway behavior when the class is walking together and when students are moving throughout the halls independently. Our hallways will highlight student work. Not following hallway agreements is an area that creates friction. We need to be tight on following our hallway agreements. The older students should be modeling this for our younger students. Minnewashta is an inclusive school--approaching our hallways as a standard, inclusive space is a matter of equity and safety.

Added February, 2013

Our Group Plan for all MWA Hallways			
Direction	Right side of the hallway in a single or double file line	silence or quiet, <i>friendly</i> voices	
Walking	Feet or when redirected	using hand signals, thumbs up, sign language	
Lockers	Closed	quiet mouth and feet	
Body	Whole Body Listening, Body in the Group	adults greeting other adults	
Eye	Facing forward & engaged	Mostly silent, a quiet greeting	
Clean & organized	No snacks or paper on the floor,		

Winter Gear	Jackets, snow pants, backpacks, etc. in lockers or boots neatly placed in a hall		
-------------	--	--	--

### General Guidelines

- Staff will
  - be with the students walking in large groups in the hallways--this includes going outside with students at recess and switching classes
  - address students that are following and not following this agreement and inform their teacher
  - implement staff agreements consistently
  - if possible, return to class by walking outside and returning to the door near your classroom--fresh air is a positive thing

Specialists will monitor hallways before and after school.

### Staff agreements:

#### *All staff will*

- be present and in doorways when students arrive
- teach & practice expectations with students
- reinforce expectations for line and hallway etiquette
- [compliment classes doing well](#)
- plan for transitions, so classes are not rushed in the hallway
- control assigned students (e.g., teachers, paras)
- set a student monitor for hallway cleanliness (e.g., lockers closed, trash free, hooks used, items organized), making it a part of morning routines
- greet others in the hallway
- maintain posters in the hallway or takedown outdated ones

#### *Individually, I will*

- make expectations clear
- be a role model
- help students organize
- share a sense of pride about hallways
- practice frequently signals in class
- hold self and students accountable for agreements while preserving student dignity

- limit freedom when students do not follow expectations

#### *Others will*

- hold students accountable if they are not following agreements while preserving student dignity
- address agreements if students or staff are not keeping them
- plan time for transitions to be conducive to others learning (maintaining control, lining students up quietly, etc.)
- remind loitering students to return to class




#### *Leadership will*

- *develop videos for agreements*
- *consider addressing in weekly communication*
- *compliment keeping agreements and address when this is not happening*
- *consider putting lines on the floor*
- *inform teacher and class if there is an issue*
- *ask parents to monitor how many items students bring to school*

### **Bathrooms/Drinking Fountains**

Our goal is to promote responsible bathroom behavior when the class is together and when students are independent. Our bathrooms will be clean, sanitary, and prepared.

Added February, 2013

Our Group Plan for Bathroom/Drinking Fountains			
Toilets	Flushed	Quiet voices	
Paper towels	In trash container		
Fountains	Debris free	Running water	

#### **General Guidelines**

- Staff will
  - implement staff agreements consistently
  - teach bathroom expectations and the importance of keeping our school clean

- towels in trash containers
- toilets flushed
- use hand washing routine
  - One squirt of soap
  - One hand swipe of towels
- use quiet voices
- clean floors
- faucets off
- monitor students in the bathroom area
- be sure the area is clean before leaving it
- report if the bathroom area begins to look dirty

Staff agreements:

*All staff will*

- be consistent with bathroom routines and expectations
- compliment and correct students as needed in bathrooms and at drinking fountains

*Individually, I will*

- pick up items on the floor--not just walk by
- notify custodian if supplies are lacking in bathroom

*Others will*

- notify custodian if supplies are lacking in bathroom
- pick up the floors
- hold each other accountable
- encourage each other to follow these agreements
- set a positive example for students, so they follow our actions

*Custodians will*

- ensure toilet paper rolls are replenished daily
- ensure soap dispensers are ready to go
- ensure paper towels are available and machines are working properly
- empty containers as needed during lunch

*Leadership will*

- consider developing a video series
- address in a weekly announcement
- conduct spot checks and consider rewards




*Ideas*

- Signs on stall doors

Hand Washing

To reduce the spread of infections and keep our students healthy and safe, we promote the use of handwashing (20 seconds) at the following times:

- beginning of the school day
- after using the bathroom
- before lunch
- before and after specials
- end of the school day

Our Group Plan for Hand Washing			
Length of Time	Washing hands 20 seconds	A silent Happy Birthday, use a timer	
Soap	One squirt		
Paper Towel	One hand swipe		

**Classrooms****General Guidelines**

- Staff will
  - Clean surfaces to eliminate bacteria and viruses
  - implement staff agreements consistently

**Staff agreements:***All staff will*

- do our part in our area so that custodians may do their part in each of their rooms

*Individually, I will*

- have a consistent cleaning schedule for students to clean and organize parts of the classroom, including lockers and desks



- host a custodian in a grade level meeting for clarifications for cleaning and expectations
- consider what the custodians do and set reasonable expectations for the class to do other cleaning tasks

*Custodians' daily checklist includes:*

- Check for non-operating lights
- Empty pencil sharpener
- Empty trash receptacle
- Clean and fill soap and towel dispenser
- Clean sink and countertop around sinks
- Vacuum carpeted and hard surface floors
- Wet mop spills
- Check and secure all windows and doors

*Custodians' checklist for non-student day classroom cleaning includes:*

- Clean chalkboard (secondary)
- Dust horizontal surfaces
- Spot clean walls and doors
- Wet mop hard floors
- Clean glass

*Custodians' checklist for classrooms during summer break:*




- Clean and disinfect student desks
- Disinfect light switches
- Disinfect sinks and counters
- Disinfect door handles
- Disinfect pencil sharpener handles
- Clean glass, walls, doors
- Dust blinds, shelves, window ledge
- Scrub and wax floors

*Leadership will*

- work with the head custodian to make suggestions for improvement
- work with the district level to make sure custodians have what they need
- observe what rooms look like for the day and at the end of the day
- work with an individual staff that need to make improvements

**Snacks**

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 believe healthy snacks and hydration are vital habits that enhance learning in flexible learning spaces. We are committed to improving the development of lifelong wellness practices through an active partnership with parents and the community. Therefore, we support children having reasonable access to healthy snacks and ways to hydrate and meet various physical, social, and emotional needs during an organized daily snack time.

Our Group Plan for Snacks			
Healthy snacks	Fruits, veggies, nuts, bread, humus	Polite social commentary	
Drinks	Water bottles that are "spill proof" in learning spaces	Class dialogue	
Handwashing	20 seconds, soap, & water	Silent with students reading or working	
Clean Up	Children cleaning spaces including floor after snacks	Voice level for board game conversation	

#### General Guidelines

- Staff will
  - provide a scheduled time daily for snacks (10 minutes). The type of activity could vary:
    - social time
    - working time
    - reading time
    - class dialogue
  - allow students to keep a water bottle in class to use according to the class agreement about snacks and water
  - Clean surfaces frequently to eliminate bacteria and viruses
  - implement staff agreements consistently

- follow the [Wellness Policy](#) set forth by the district

Staff agreements:

*All staff will*

- model healthy snacking and hydration habits at school
- hold each other accountable
- consult custodial staff if there is difficulty with trash, recycling, sanitation, etc
- follow the wellness policy set forth by the district
  - not provide candy to students as a reward
  - make every effort to eliminate social stigma or prevent the overt identification of students needing financial assistance for snacks by working with counselors/social worker as necessary
  - promote student hand-washing or hand-sanitizing before snacks
  - discourage tutoring, club, or organizational meetings or activities during mealtimes or snacks, unless students may eat during such activities
  - do not use food as a reward or reinforcement of learning unless it is used in exceptional settings. Food as a part of celebrations may be acceptable
  - discourage restricting cafeteria time as a student consequence for misbehavior unless it is necessary for the safety of students.

*Individually, I will*

- communicate expectations for snacks and water in the classroom with students and families
- have consistent cleaning schedule in classrooms for tables, floors, and desks
- host a custodian in a grade level meeting for clarifications of cleaning and expectations as needed or talk with Cindy

*Custodians will*

- ensure soap dispensers are ready to go
- ensure paper towels are available and machines are working properly
- talk with staff if snacks are causing cleaning to be challenging on an ongoing basis
- collaborate with teachers to ensure a clean learning environment daily

*Leadership will*

- ensure staff have the support they need to implement our beliefs
- hold staff accountable for habit of cleanliness in each learning space