



Mississippi School-wide Behavior Plan

Our Principles & Core Beliefs

We, the Mississippi Elementary Staff, believe:

- Students need an environment that provides motivation and promotes self-confidence, low-anxiety, and academic risk-taking. This is especially true for students who are fragile (struggling emotionally, behaviorally, or academically) or under-represented.
- It is the responsibility of all school staff to create a warm, welcoming, and positive learning environment.
- Students enter our educational system with a wide range of cultural, social and academic knowledge.
- Adults should work to build and maintain positive and trusting relationships with students.
- Relationships have a significant impact on learning.
- Adults have the responsibility to learn and implement strategies that are proven to de-escalate and reduce student misbehavior.
- Family involvement impacts a student's success.
- Adults should be reflective about classroom management practices and actions in order to decrease misbehavior in students.
- The behavior of all members of the school community must honor the school as a place of teaching and learning.
- Teachers must regularly teach, model, practice, review and positively reinforce routines and expectations.
- Families have the right to regular communication concerning their child's behavior choices both positive and negative.
- The best way for students to learn what behavior is considered inappropriate is when they face logical consequences for their choices (i.e. you break something, you figure out a way to fix it / you hurt someone, you make it up to them) instead of punishments.
- Mutual respect among staff, students, and families are crucial for effective management and discipline systems.
- Students whose teachers spend time building community within the classroom show improved school appropriate behavior.
- Students should have some control over their lives.
- Students have the right to a conversation with their teacher (or other adult) when their treatment seems unfair.
- Students construct meaning by connecting new information to existing knowledge, which varies from culture to culture.
- Students need to be held responsible for their actions.
- Socio-economic and cultural factors (such as background, customs, and experiences) contribute significantly to performance in school.
- Adults are here to help not judge.
- A safe and productive learning environment includes students being responsive to the needs of others.



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- Students should be treated in ways that preserve their dignity at all times.
- Problems are really opportunities to learn and grow.
- Adults are responsible to learn and use culturally competent strategies in the area of behavior management.
- Students are responsible for treating all persons respectfully, responding to all directives and inquiries from staff, and for following rules and regulations that apply to them.

These principles are the basis for which all decisions regarding student behavior are made. School-wide consistency comes from all of us upholding our Principles and Beliefs with our actions, especially in response to inappropriate student behavior.

School-wide Expectations

When adults (staff, parents, volunteers) have consistent and high expectations there is a significant impact on student behavior.

At Mississippi Elementary, we will show respectful behavior by:

- Being Safe
- Being Kind
- Being Responsible

Our school-wide expectations are explicitly taught to students, and staff, in all areas of the school and revisited throughout the year. Furthermore, our expectations are posted throughout the school and are visible through our actions. These expectations and routines are modeled, practiced, and positively reinforced throughout the classrooms and common spaces regularly. Special attention is given to recognize difficult “seasons” (before and after breaks and other big changes in routine) because revisiting routines and expectations supports the success of students. In addition to the effort we put into building and maintaining positive relationships with students, we strive to do the same with our student’s’ families.

We would like to thank each family in advance for supporting, encouraging and reinforcing positive school behaviors at home.

Management and Discipline

Our goal is to keep students as functioning members of the group so that the focus stays on learning. Mississippi Elementary staff utilizes a variety of management and engagement strategies to avoid discipline and preserve relationships. These strategies are consistent with our core beliefs and our district policies noted in the Anoka Hennepin School Handbook.