



Classroom and Student Behavioral Expectations

Spring Lake Park Schools is committed to continuous improvement and enhancement of our classroom and student management practices. Our continuous effort to create inviting student learning environments is accomplished when we individually and collectively commit to the following beliefs and assumptions that guide our classroom and student management practices:

- Value each student, and recognize that each student brings unique assets, experiences, and voice to the school and classroom environment
- Value each family and recognize that families are essential partners in our shared desire for each student to become positive, caring contributors to our schools and community
- Provide clear, consistent, and caring expectations, and teach the skills needed for each student to find success that leads to predictable and safe learning environments for both students and staff
- Recognize that staff influence the behavior and culture of a classroom and school through their responses, and pattern of responses, to challenging behavior. Partnership among staff is necessary to support students and one another

Despite our best efforts, challenging student behavior will inevitably occur. Therefore, it is important to implement and reinforce clear behavioral expectations. Behaviors that disrupt learning or create an unsafe environment are not permitted within our schools. Behavior that is physically or emotionally unsafe will result in immediate removal from the classroom or other school environment. Behaviors that disrupt student learning also result in immediate teacher response as well as classroom removal if the behavior is not corrected after teacher intervention. Parents/guardians are contacted anytime their child demonstrates a significant behavior.

Our teachers and staff regularly participate in professional learning related to classroom and student management and are equipped with evidence-based strategies to create safe and engaging learning environment. We have also continued to deepen our partnership with the Lee Carlson Center in order to make direct mental health services available to students in each of our schools.

For more information about our school-based mental health services please contact Abbey Pierce, Social Work and Community Resource Liaison, at apierc@district16.org.

For more information about our classroom and student practices, please contact:

- Tealie Krugerud, Dean of Students in Grades 5 and 6: tkruge@district16.org
- Kim Harris-Robinson, Dean of Students in Grades 7 and 8: kharr1@district16.org



Student and Family Behavioral Agreement

Our schools have behavioral expectations that everyone must follow. When everyone follows these behavioral expectations, each student and staff member can feel safe and respected.

Expectations

Below are the five common K-12 student behavior expectations. Below each expectation is “student friendly” language that is communicated to students at their respective grade levels.

- Students will engage in words and actions that result in a safe physical and emotional environment
PreK-4: I will use **self-control** so that our school is safe for each student and adult
5-8: I will treat others the way they want to be treated so that our school is safe for each student and adult
9-12: I will engage in words and actions that result in a safe physical and emotional environment
- Students will promote a positive school culture and a sense of belonging for each student through their words and actions
PreK-4: I will use **empathy** to show care for others so that our school is an inviting place to learn and play
5-8: My words and actions will be inclusive of others so that each person has a sense of belonging at Westwood
9-12: I will promote a positive school culture through my actions and words, so that all students feel a sense of belonging
- Each student will be a steward of their school environment, creating a place they are proud to call their school
PreK-4: I will show **responsibility** when caring for my school so that we are proud to be Panthers
5-8: I will be an owner of Westwood to create a school we are proud of
9-12: I will take care of my school to create a place we can all be proud of
- Students will be aware of, and advocate for, their social-emotional and learning wants and needs
PreK-4: I will pay attention to what I need, and be **assertive** in communicating those needs
5-8: I will use my voice to express what I need so that I am - You are - We are - successful at Westwood
9-12: I will know and share my academic, social-emotional, and physical needs
- Students will adjust their behavior to match the learning activity and environment, and be open to feedback when they have difficulty
PreK-4: I will **cooperate** with others so that we each learn and be successful in the way that works best for our learning
5-8: I will use respectful words and actions that align to situations and environments, and be open to feedback
9-12: I can be successful in different environments, remaining coachable and open to feedback

Spring Lake Park Schools’ Behavioral Response Process

Behaviors that disrupt the learning environment and should be addressed “in the moment” but not issues of physical or emotional safety

Examples of behavior include, but are not limited to: throwing objects in the classroom, repeated interruption of teacher that interferes with instruction, excessive noise inconsistent with classroom activity, first occurrence of non-compliance with masking requirement, first occurrence of non-compliance to maintain appropriate physical distance

School Response

Responses may include, but are not limited to:

- Teacher directed time out
- Conference with student
- Removal from environment
- Parent communication

Behaviors that result in a physically or emotionally unsafe environment

Examples of behavior include, but are not limited to: profanity directed at another person, racial slurs, possession of weapons, physical aggression (e.g., hitting others), bullying/cyberbullying, harassment, repeated non-compliance with masking requirement, repeated non-compliance to maintain appropriate physical distance

School Response

Responses may include, but are not limited to:

- Immediate removal from class
- Individual consequences that may include suspension or expulsion
- Clear communication to staff and families on the outcomes

Note: repeated disruptive behaviors are not acceptable. Individual behavioral intervention plans will be developed, identifying specific strategies to improve behavior and address disruptions.