



Student and Family Behavior & Attendance Agreements

2026-27 School Year

Each year, we ask students and families to review student behavior and attendance expectations. After reviewing together, we ask families to acknowledge they have done so. This process helps set the tone for students as they begin the year and clarifies for students how we all expect them to conduct themselves each day at school. If a family has any questions about these expectations, they may reach out to the school principal.

Behavior Expectations

At Spring Lake Park Schools, we have high expectations for students, their behavior, and how they contribute to a positive, safe, and engaging learning environment. We communicate our expectations and proactively teach and model social and behavioral skills at all grade levels.

Grades K-12 Expectations

- Students 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.
- Each student will positively contribute to and show care for their school environment, creating a place they are proud to call their school.
- Students will be aware of, and advocate for, their social-emotional and learning wants and needs.
- Students will adjust their behavior to match the learning activity and environment and be open to feedback when they have difficulty.

Behavior Response

We know, even with clear and consistent expectations and proactive development of students' social, emotional, and behavioral skills, challenging and unexpected behaviors will occur. When this happens, we provide immediate, consistent, and predictable responses that are aligned to the intensity of the behavior. Repeated disruptions to learning are not acceptable and individual plans are developed to improve behavior and maintain an engaging, safe learning environment.

Behaviors that result in a physically or emotionally unsafe environment

Examples include but are not limited to: profanity directed at another person, racial slurs, possession of weapons, physical aggression, bullying/cyberbullying, harassment.

School Response may include but is not limited to:

- Immediate removal from class
- Individual consequences that may include suspension or expulsion
- Parent communication

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: repeated interruption of teacher that interferes with instruction, excessive noise inconsistent with classroom activity.

School Response may include but is not limited to:

- Behavior contract
- Conference with student
- Removal from environment if repetitive
- Parent communication

Repeated disruptive behaviors are not acceptable and will not be tolerated. Individual behavioral support plans will be developed, identifying specific strategies to improve behavior and address disruptions.

Attendance Expectations

Regular attendance in school is essential for learning. Regular school attendance benefits a student's academic progress and social development and establishes regular habits of dependability important to a student's future. Parents and guardians play the most important role in their child's education. Making sure students arrive at school each day on time and ready to learn is critical to each student's success.

Grades K-6:

- A student is considered tardy if he or she arrives up to 60 minutes late.
- A student is considered absent for a half day if he or she misses more than 60 minutes at the start or end of a school day.
- A student is considered absent for a full day if he or she misses four or more hours of the school day.

Grades 7-12:

- Student attendance is recorded for each class period.
- A student is considered tardy if he or she arrives late to class.
- If a student is excessively late to class or leaves excessively early, this will be considered an absence.
 - Students who are "excessively" late or leave "excessively": any student who chooses to come to class excessively late or leave class excessively early will be counted absent. "Excessively" is defined as the student has missed too much of the learning to meet the learning outcomes for that period. The teacher will communicate this to the guardian when it occurs. Once the teacher has communicated this to the guardian, the student will be marked "absent" for the class period. This absence will count toward the student's overall absence count. If this absence is unexcused, it will count toward truancy.
- Tardies are considered a disruption to class. Repeated violations will be responded to as disruptive behavior.

Attendance Response

Grades K-6	Grades 7-12
School Response may include but is not limited to: • Parent communication • Meeting with Student Services Specialist • Referral to other student and family supports • Required Dr/Nurse note for absences <i>A student is considered "continuing truant" when they have three days of unexcused absences. (MN Statute 260A.02)</i>	School Response may include but is not limited to: • Parent communication • Meeting with counselor or administrator • Attendance contract • Referral to other student and family supports • Required Dr/Nurse note for absences • Individual disciplinary consequences <i>A student is considered "continuing truant" when they are unexcused absent three or more missed class periods on three days. (MN Statute 260A.02)</i>
Public schools are required to report to the student's county of residence when a student has seven or more unexcused absences. (see student handbook for additional details)	