

Northland Pines School District

Behavior Handbook

Parent



Northland Pines School District
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2024/25 School Year

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This Behavior Plan is based on the Mission and Collective Commitments of the Northland Pines School District.



The Northland Pines community guarantees rigor, relevance, and relationships to prepare all learners for life.

ALL staff BELIEVE in ALL students



Northland Pines School District

COLLECTIVE COMMITMENTS

RIGOR

- We are collectively responsible for ensuring ALL students are proficient in district promise standards.
- We will work together as collaborative teams to hold each other accountable for STAFF and STUDENT learning.
- We will proactively plan for learner variability to meet the needs of all students within the universal lesson.

RELEVANCE

- We will design learning experiences to leverage the unique strengths and interests of the students in our classroom.
- We will facilitate real-world, hands-on and authentic learning opportunities to increase student engagement.
- We will align policy and funding to these Collective Commitments.

RELATIONSHIPS

- HOW we teach is equally as important as WHAT we teach.
- We recognize that what we know and believe about our students informs our expectations, reactions and attitudes about those students.
- We will foster a safe and positive school culture through collaboration and relationships.

Our mission, centered on Rigor, Relevance and Relationships, drives our commitment to develop academically and socially skilled individuals who are prepared for life. To do this, we will ensure safe, joyful, and engaging learning environments.

We Believe...

Social and Emotional Learning (SEL) is a process that empowers all learners to navigate healthy development while fostering resilience, empathy, and interpersonal competence.

Northland Pines acknowledges that academic, social, and emotional learning are interconnected and integrates SEL into all aspects of our community life. This approach enhances academic achievement and nurtures responsible citizens equipped for lifelong learning and success in diverse endeavors.

This belief was created by a committee of parents, staff, and community members.

We Expect...

- Students will
 - Be Kind (Social Skills)
 - Respect, Empathy, Cooperation
 - Be Strong (Executive Functioning)
 - Responsibility, Perseverance, Courage
 - Be Well (Emotional Regulation)
 - Gratitude, Honesty, Creativity
- Students Shall:
 - Abide by school and classroom rules.
 - Use appropriate and respectful language in the school environment.
 - Use the school building, equipment, materials and property in a respectful manner.
 - Resolve differences without resorting to physical force or verbal abuse.
 - Not possess illegal items such as weapons, look-alike weapons, fireworks, alcohol, tobacco products, drugs or other items used in a harmful manner.
 - Respect the feelings, private space, safety and property of all people.
 - Follow established bus rider rules and procedures.
 - Follow established network rules and procedures.
- Staff will
 - Provide safe, engaging, and supportive school culture through Responsive Classroom practices
 - Provide a curriculum that aligns with the student expectations and offer tiered support to foster skills development for students who demonstrate a need for additional assistance
 - Teach expected behaviors in appropriate locations.
- Families will

- Work in partnership with school staff to support their student(s).

We will measure behavioral success by...

- Attendance
- Office Discipline Referrals (behavior type, location, etc.)
- Academic and Character Grades/Learning Behaviors

We will respond to students who need behavioral support by...

- Guiding students to understand the impact of their actions and develop better decision-making skills through:
 - Collaborating and communicating with families and staff.
 - Engaging Student Success Teams to identify students who require additional support through tiered programming, family engagement, and community partnerships.
 - Holding students accountable by implementing responsive, reflective, and disciplinary measures outlined.

Staff Managed Behaviors

Definition: Failure to follow school or classroom rules and expectations

Behavior	Staff Response/Student Consequence
<p style="text-align: center;">(these will not be entered into IC)</p> <ul style="list-style-type: none"> ● Defiance <ul style="list-style-type: none"> ○ Failing to follow rules/directives ● Disrespect ● Disruption <ul style="list-style-type: none"> ○ Interrupting Instruction ○ Inappropriate voice level ○ Off task ○ Note passing ● Dress Code Violation ● Inappropriate language/comments ● Outside of assigned location ● Tardy <ul style="list-style-type: none"> ○ Late coming in from playground ○ Late coming to class (attendance in IC) ● Unsafe play/inappropriate use of equipment ● Violation of school-issued technology <ul style="list-style-type: none"> ○ Using school-issued technology at inappropriate times ○ Using school-issued technology in inappropriate ways ● Violation of student personal electronic device protocols (Chromebook, phone, smart watches, earbuds, etc.) 	<p style="text-align: center;">(these will not be entered into IC)</p> <p><u>Isolated Behavior</u></p> <ul style="list-style-type: none"> ● Re-teach appropriate behavior and provide additional practice ● Remind, redirect, reinforce ● Engage in a problem-solving conference ● Ignore inappropriate/acknowledge appropriate behavior ● Implement logical consequences <ul style="list-style-type: none"> ○ Loss of privilege (recess, computer time, etc.) ○ You break it/you fix it (clean up duty, restore environment, etc) ○ Time and space ● Contact parent when appropriate <p><u>Repeated Behavior</u></p> <ul style="list-style-type: none"> ● Complete behavioral referral when minor behavior becomes repetitive ● In addition to the strategies above, implement one or more of the following: <ul style="list-style-type: none"> ○ Student reflection ○ Parent conference ○ Consultation with colleagues ○ Informal plan of support ○ Behavioral referral in IC

Office Managed Behaviors

Definition: Serious misbehavior that jeopardizes safety, well-being, or disrupts normal classroom activities.

Behavior	Administrator Response/ Student Consequence
<p>(Staff will enter Behavior Referral in IC and send student to office when necessary)</p> <ul style="list-style-type: none"> ● Academic dishonesty ● Bullying ● Fighting ● Harassment ● Inappropriate conduct ● Inappropriate language ● Insubordination ● Leave without permission ● Physical aggression (danger to others or destruction of property) ● Violation of school rules ● Violation of student personal electronic device protocols (Chromebook, phone, smart watches, earbuds, etc.) ● Theft ● Vandalism 	<ul style="list-style-type: none"> ● Parent communication ● Notify law enforcement (as necessary) ● Potential Consequences <ul style="list-style-type: none"> ○ After School Reflection ○ Behavioral Contract ○ Lunch Reflection ○ Loss of Recess ○ Restitution ○ Suspension (In-school/out of school) ● Tiered Behavioral Plan
<p>(Administrator Managed Behaviors)</p> <ul style="list-style-type: none"> ● Alcohol ● Arson ● Bus Violation ● Dress Violation ● Drugs ● Leave School Building without Permission ● Sexual Harassment ● Tardies ● Threat ● Truancy 	<p>(Administrator Managed Behaviors)</p> <ul style="list-style-type: none"> ● Send student to office, if necessary ● Parent contact, by administrator ● Notify law enforcement (as necessary) ● Potential Consequences <ul style="list-style-type: none"> ○ After School Reflection ○ Behavioral Contract ○ Lunch Reflection ○ Loss of Recess ○ Restitution ○ Suspension (In-school/out of school) ○ Expulsion ● Tiered Behavioral Plan ● Title IX Referral

GLOSSARY

Behavior Plan - A plan outlining the district's philosophy towards student behavior and actions taken to support that behavior to establish clarity for staff, students, parents, and community members.

Bullying – Deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however, this type of behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing. [Policy 5517.01](#)

Disruption - When a student is a disruption to themselves or other students in an educational or extra-curricular setting. [See Board Policy 5520 - Disorderly Conduct](#)

Distribution – Providing items not permitted by school or law enforcement for money or some other consideration on school property, events or activity connected to the school.

Drugs – All illegal drugs, controlled substances, narcotics, or prescription medications. The definition does not include prescription medications that are possessed 1) while under the care of a licensed healthcare provider who prescribed the drug to the student AND 2) in conformance with District policies regarding the administration of medication at school. [See Board Policy 5530 - Drug Prevention & Policy 5330 Administration of Medication/Emergency Care](#)

Fighting – Physical contact between two or more students that is harmful, injurious, or disruptive. Self-defense is an action taken to block an attack by another person to shield oneself from being hit by another person. Responsive action, such as hitting a person back, is not self defense and may be considered as fighting. Making, transmitting, or distributing, including posting to the internet, any recording of physical contact, whether or not the participants considered it “play fighting.”

Harassment – Any status expressly defined and protected by federal, state or local law, regulation, or ordinance including gender, race, national origin, ancestry, creed, religion, pregnancy, marital status, parental status, sexualorientation, gender identity, gender expression, or physical, mental, emotional, or learning disability. [Policy 5517 - Student Anti-Harassment](#)

Infinite Campus -A student information system designed to manage attendance, schedules, and other information about the students at the Northland Pines School District.

Possession – Having an item on one's person or in one's locker, car/vehicle (if parked on District property), backpack, purse, or other container.

Student Personal Electronic Device – Any device that has the potential to detract from and/or disrupt student learning, whether electronic or otherwise, including, but not limited to, cellular phones, personal digital assistants (PDAs), personal music/video/gaming devices (e.g., Nintendo DS, iPods, MP3 players), electronic tablets, cameras and/or any other image/voice capturing device. [See Board Policy 5518 - Cell Phones and Electronic Communication Devices](#)

Student Success Teams - A multidisciplinary group of educators and support staff who collaborate to address and resolve academic, behavioral, and social challenges faced by students. The primary goal of the team is to develop and implement effective intervention strategies to support students' success. Student support plans are often generated as a result of these meetings.

Title IX - A Federal Regulation that expressly protects students and staff based on sex discrimination. Please see [Policies 2266 & 2264](#) or contact the Director of Pupil Service who serves as the Northland Pines Title IX Coordinator.

Threat – Engaging in conduct that places a person a reasonable apprehension of bodily harm including, but not limited to, non-verbal aggression/ intimidation, verbal statements, or written statements.

Transportation- When a student is transported in a school vehicle or on a bus for school, activities or school related events.

Weapon – The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, (subject to the exceptions below) razors, with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives. [See Board Policy 5772 - Weapons](#)

BOARD POLICIES

Below are some of the policies that are used to create and work with parents and students in regards to discipline. All Board Policies can be found on the District Website under District and then Board of Education.

- 2266 & 2264 – NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
- 5512 - USE OF TOBACCO AND NICOTINE BY STUDENTS
- 5517 - STUDENT ANTI-HARASSMENT
- 5610 - SUSPENSION AND EXPULSION
- 5710 - STUDENT COMPLAINTS
- 5610.02 - IN-SCHOOL DISCIPLINE
- 7540 - COMPUTER TECHNOLOGY NETWORK, AND INTERNET ACCEPTABLE USE AND SAFETY

List of Contacts

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Visit - www.npsd.k12.wi.us for more information