



PINELLAS PREPARATORY ACADEMY

Behavioral Program & Expectations

RATIONALE

Pinellas Preparatory Academy strives to provide a creative and positive environment for emotionally mature children. Our excellent faculty shares with parents and the community the responsibility to prepare each child for secondary education and beyond.

We are proud of our students and recognize that the vast majority of our students are exceptional young people who follow the rules and expectations of our school. Our behavior and character education programs are developed to help our students become role models within the community. We realize that high standards and clear boundaries will help every member of the school community experience a sense of safety and happiness within school.

Our character education program assists students developing a sense of Pride Pinciples, and Accountability through instruction in specific character traits each month (caring, citizenship, cooperation, courage, fairness, honesty, integrity, leadership, loyalty, perseverance, respect, and responsibility). We strive to include these traits in our daily life at school, and expect that parents will join us in modeling these traits with their children as well.



While our students are typically very well behaved and demonstrate the emotional maturity standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore our behavior program has been developed to provide opportunities for students to learn, and to change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. Each of our teachers have their own classroom system they use to work with students, which will typically involve several warnings when students begin to misbehave. If these classroom systems fail to curb the misbehavior, the first written step for minor issues is typically a "Consequence of Action" [COA]. COA's are developed as warnings and as a communication tool with parents. While consequences can be assigned (such as an after school detention), it is primarily meant as a way to keep parents informed of misbehavior, and does not go into a student's permanent record. When issued, the COA is both emailed to the parent and printed off for the student to bring home. We must receive verification from the parents that you are aware of the situation, and would prefer that parents respond by using the "Reply to All" feature of their email, to let both the staff member who issued the COA and the office staff know that it has been received.

The next step in our process is that if a student continues to exhibit misbehavior they will receive an office referral. We use a 'behavior matrix' (attached) as a *guideline* in classifying the behavior into one of three levels. Infractions are then assigned an appropriate consequence based on the level, and the number of times a student has received a referral. We encourage you to spend time reviewing this matrix along with the accompanying chart of consequences with your child. A detailed explanation of the consequences is available

within our “Administrative Policy Manual” which is available at on our website; however, here is a brief summary of the five consequences which will typically be used:

Detention – Detentions are held on Tuesdays after school from 2:45pm – 3:30pm. Detentions must be served on the day they were issued, unless the student has a doctor’s note on that physician’s office stationery excusing them from being at school during the detention. If a student does not show up or is late for a detention, they will be issued a second detention, and still need to re-serve the initial one. During detention, students may be asked to complete tasks which relate to their misbehavior, provide restitution to the school for the misconduct, or may be asked to complete work, at the discretion of school staff. This should not be seen as a time for students to complete their normal homework. After a detention, a student should be promptly picked up by at 3:30. If they are not, they will be asked to go to after-care, for which the parent would receive the normal charge.

In-School Suspension – In-School Suspensions are designed to allow students the opportunity to reflect on the misbehavior which caused the student to receive the referral. During the in-school suspension a student will be secluded from his or her peers, and will be given a task to complete. This task may be an essay related to their misconduct, completing homework, restitution to the school, etc. Once the task has been completed to the satisfaction of school staff, they may return to the typical daily schedule. If the child does not complete the task within a reasonable time frame (typically no more than one and one-half days), he or she may be assigned an Out-of-School suspension. Following a referral with a suspension students are placed on extra-curricular probation for 30-days.

Out-of-School Suspension – An Out-of-School suspension is time away from the school. Again our hope is that the student will use this time to reflect on the misbehavior. While suspended, students are not allowed on PPA or any public school property, and to do so is considered trespassing. Out-of-school suspensions will be considered unexcused absences, and the student will be required to make up on their own time all work from time missed. When returning, students will not be allowed to participate in extra curricular activities for thirty days following the referral.

Parent Shadowing – With repetitive misbehavior from the student, the school staff will require assistance from the students’ parents in order to help the child behave more appropriately. The parent will be notified and expected to attend school with the child when he or she returns from suspension. We will attempt to work with the parents to find a reasonable time for this shadowing. However, it is expected that this will happen as soon as the student returns to school. This provides the parent an opportunity to see what we are experiencing with the student in the classroom, and demonstrates to the student that staff and parents are willing to work together for positive results.

Recommendation of Reassignment – In rare circumstances, if the school’s repeated attempts to help a child experience behavioral success have failed, a child may be recommended for reassignment. The school’s behavioral team will discuss the student and the issues that have been occurring. The team may recommend to the school district that the student be reassigned to another Pinellas County public school.

While we hope that these consequences will not be necessarily, we want students and families to understand that they are in place to ensure a safe and cooperative learning environment at school. We also realize that while the school can impose the various consequences, the only way true change and learning is possible is if the students internalize the circumstances and learn from the situation. We expect that parents are spending time discussing the situations with their children as they may occur throughout the school year, and helping them to reflect upon and devise strategies to deal with future situations more appropriately. When a student receives an office referral, the office will send home (and email) a formal referral, which will include a description of the specific event that occurred, notes from the conversation we had with the student, as well as reports from the investigation while speaking with staff members and other individuals who were present or involved. This form must be physically signed and returned to school the next day.

For further information on the behavioral policies of the school, you are encouraged to read Administrative Policy B.5 which outlines the specific implementation of the behavioral program, consequences, and the appeal process should a parent feel that a specific situation was handled incorrectly.



BEHAVIOR EXPECTATIONS

AND INCIDENT REFERRAL PROCEDURES

The following list is representative, but not all-inclusive, of misbehaviors that will be used by Pinellas Preparatory Academy to determine appropriate consequences. Please bear in mind that all criminal offenses will be reported to law enforcement officials.

<u>LEVEL 1</u>	<u>LEVEL 2</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Teasing or harassment of any kind <input type="checkbox"/> Defiance or disrespect (words/gestures) <input type="checkbox"/> Offensive language or gestures <input type="checkbox"/> Being in an inappropriate/unsupervised location <input type="checkbox"/> Vandalism (restitution may be required) <input type="checkbox"/> Lying, cheating <input type="checkbox"/> Generally unsafe behavior <input type="checkbox"/> Theft (level to be determined by circumstances) <input type="checkbox"/> Inappropriately or unsafely throwing objects <input type="checkbox"/> 3 Consequence of Actions per quarter <input type="checkbox"/> 2 skipped/missed unexcused detentions <input type="checkbox"/> Skipping class <input type="checkbox"/> Repetitive misbehavior of any kind (PDFA, dress code, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal/physical threats with or without intent to bodily harm <input type="checkbox"/> Endangerment to persons/property <input type="checkbox"/> Encouraging, aiding, enabling violence <input type="checkbox"/> Assault <input type="checkbox"/> Fighting <input type="checkbox"/> Truancy/leaving school grounds without permission <input type="checkbox"/> Hate speech (referencing race, creed, gender orientation) <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Intentional plagiarism <input type="checkbox"/> Visiting inappropriate websites <input type="checkbox"/> Offensive language or gestures directed towards staff persons <input type="checkbox"/> Use of photo or recording equipment without permission
<u>LEVEL 3</u>	
<ul style="list-style-type: none"> <input type="checkbox"/> Threatening someone's life <input type="checkbox"/> Possession of illegal substances (medication <u>must</u> be kept in the office) <input type="checkbox"/> Possession of weapons or facsimile <input type="checkbox"/> Sexual assault 	<ul style="list-style-type: none"> <input type="checkbox"/> Bomb/fire threat or serious disruption of school order/safety <input type="checkbox"/> Lewd or lascivious behavior <input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> Public display of sexual body parts

Misbehavior	First Incident	Second Incident	Third Incident	Fourth Incident	Fifth Incident
Level 1 Offense	Based on situation: <ul style="list-style-type: none"> • Detention • In-School Suspension, or • Out-of-School Suspension 	In-School (I.S.) Suspension and referral to permanent file	Out-of-School (O.S.) Suspension and referral to permanent file	O.S. Suspension (parent may be required to shadow their student upon returning) and a referral to permanent file	Recommend reassignment to another school
Level 2 Offense	Out-of-School Suspension	O.S. Suspension (parent may be required to shadow their student upon returning) and a referral to permanent file	Recommend reassignment to another school		
Level 3 Offense	Recommend reassignment to another school				



PINELLAS PREPARATORY ACADEMY

School Expectations

Use kind, respectful words and behaviors

Be prepared for class

Walk in the hallways

Hall passes are required during the day

Follow the dress code

Keep your gum at home

Water is the only beverage allowed outside of lunch

Do not demote others to promote yourself

Cell phones should be kept off and put away

Toys & Electronic devices should be kept away

Phone calls home are for emergencies only