



DR. ALBERT B. CONSENTINO MIDDLE SCHOOL

PRIDE POLICY & PROCEDURES

2021-2022

Contents

Section I. Mission & Purpose.....	3
Section II. Charger Values.....	3
Section III. Merits.....	4
Section IV. Reminders.....	4
Section V. Automatic Detention (AD).....	4
Section VI. Reflections.....	5
Section VII. Accountability.....	5
Section VIII. Skipped Consequences.....	6
Section IX. Out-of-School Suspension (OSS).....	6
Section X. Use of Points.....	7
Section XI. Use of Rewards.....	7
Section XII. Student Hallway Conduct, Restroom, Water Fountain Use & Locker Access.....	7
Section XIII. Student Incident Report.....	8
Section XIV. Communication with Families.....	8
Section XV. Use of DeansList.....	8
Section XVI. Student Support Coordinator.....	8

SECTION I. MISSION & PURPOSE

In order to assist students in making positive choices and to create a positive climate for learning, Dr. Albert B. Consentino Middle School will use a tiered system to address behavior starting in the 2018-2019 School Year.

The system will provide rewards for positive behaviors and consequences for negative behaviors. This system is intended to assist students in making good choices thus producing well behaved students. Our ultimate goal is to develop students who are self- disciplined and good citizens. It should be our focus at all times as educators to catch students “being good”.

The driving factor of the updated PBIS program at Consentino is to maximize time on learning and minimize exclusions from the classroom and/or building.

Teachers and administrators are expected to handle minor discipline incidents in the classroom as well as in common areas of the school such as hallways, cafeteria and during assemblies using the school-wide system described herein. Reminders are redirections and should be delivered in a neutral tone (i.e. “Johnny, that’s a Reminder for being unprepared”). The rationale for Reminders is to remind students of expectations in order to prevent small obstacles from becoming larger escalated behaviors. Our goal as a school is that each teacher has an average 5:1 Merit to Reminder ratio. It is expected that all staff members assist in the implementation of this program.

Major infractions may result in disciplinary action that is not addressed through the use of Reminders. The Merit/Reminder system is a school-wide climate plan that should be focused on behavior and is not connected to academic ability or proficiency. That being said, students who take academic risks and participate regularly should and will be rewarded through the PBIS system to encourage that participation. Any staff member can issue Merits and Reminders as well as Automatic Detentions (ADs). ADs will be issued for the reasons outlined in this policy and nothing further.

SECTION II. CHARGER VALUES

Beginning in the 2021-2022 School Year, the school transitioned from the original Respectful, Responsible and Safe values to a set of values more closely aligned with the school’s climate and academic goals. The values are equally important to academics as they are to behavior. The acronym for these values is PRIDE. In general, staff and students show their Charger PRIDE by the following:

Positivity: “Can Do” Attitude

Respect: Yourself and Others

Integrity: Do the Right Thing

Determination: Never Give Up

Enthusiasm: Do Your Best

SECTION III. MERITS

Students who demonstrate the following POSITIVE BEHAVIORS aligned to the school's values earn MERITS:

1. Positivity
2. Respect
3. Integrity
4. Discipline
5. Enthusiasm
6. Citizenship (to be given by administration only)

SECTION IV. REMINDERS

Students who demonstrate the following NEGATIVE BEHAVIORS will earn REMINDERS:

1. Disruptive
2. Tardy to class
3. Unprepared
4. Disregarding directions
5. Cell phone
6. No pass
7. Non-Directed Profanity
8. Unsafe Conduct
9. Social Distancing Violation

SECTION V. AUTOMATIC DETENTION (AD)

Additionally, students will earn AUTOMATIC DETENTIONS (ADs) for the following behaviors:

1. Academic integrity violation
2. Gross disrespect
3. Minor destruction of school property (i.e. writing on a desk in pen and/or pencil)

AUTOMATIC DETENTIONS will be served on the next school day. A report will be generated each day, detailing the students who are scheduled to serve detention for that day. At the end of Period 7, those students will be escorted to a central Detention Room where they will remain for 30 minutes. Students in detention will reflect on their behavior, homework or other activities will not be allowed.

Students earning 5 or more NEGATIVE CONSEQUENCES (REMINDERS and/or ADs) in one class period will be referred to the office for further action. At no other time should a student be referred to the office unless displaying unsafe behavior. Any time a student is referred to the office, a referral must be entered into DeansList (triggers text message and email to administration). It is the staff member's responsibility to ensure consequences have been logged and the referral clearly explains the behaviors that occurred.

SECTION VI. REFLECTIONS

REFLECTIONS will be issued for two reasons: Unsafe Behavior or 5 REMINDERS in one class. Unsafe behavior can be the following:

1. Threatening language/physical posture
2. Directed high-level profanity
3. Fighting
4. Throwing item(s) at another individual
5. Major classroom disruption

****NOTE**** This list is not all inclusive****NOTE****

If a student earns 5 NEGATIVE CONSEQUENCES (Reminders and/or ADs) in one class they will be referred to the office in the same manner. Teachers must ensure that any REMINDERS and/or ADs are entered into DeansList along with a Reflection in DeansList. Reflections should be clear, concise, and accurate. Reflections should be entered into the system before the student exits the room.

Anytime a Reflection is entered into DeansList all administrators receive both a text message and an email informing them of the child, location, and nature of offense. This added benefit will reduce students wandering the halls, provided Reflections are entered in a timely manner.

SECTION VII. ACCOUNTABILITY

ACCOUNTABILITY is intended to allow students to reflect on negative behaviors/choices and create an action plan to move forward, instilling a growth mindset in each student. Students will earn ACCOUNTABILITY for the following:

1. 2 or more office Reflections in the same day
2. Failure to serve assigned disciplinary action twice
 - a. Students skipping detention will be issued another (double). If a student skips their consequence for a second time they will earn Accountability for the first period of the next school day in addition to the additional detention noted above.
3. Refusal to surrender cell phone/electronics

If a student is disruptive or defiant in the Accountability Room, he/she will receive a Strike Packet (1, 2). After earning Strike 2, a member of the school counseling team will be alerted to speak with the student in an attempt to reflect on actions and avoid further consequences. If a student receives 3 strikes in the Accountability Room, he/she will be suspended out-of-school for one school day (or longer if offense noted below calls for such).

When the student is ready to process the behavior in question, a member of the School Leadership Team, preferably the Student Support Coordinator (see Section XVI) will facilitate the conversation with an emphasis on Restorative Justice. Prior to earning any Strikes, every attempt will be made to deescalate the behavior and replace it with appropriate behaviors.

It is the goal of ACCOUNTABILITY to return the student to learn as quickly as possible following reflection on actions. Students earning a Reflection for 5 CONSEQUENCES will fill out their Think Sheet, have their consequences issued (if required), and return to class as soon as possible. Students earning a second referral in the same school day will serve ACCOUNTABILITY as noted above.

SECTION VIII. SKIPPED CONSEQUENCES

Students who choose to skip their consequences (i.e. detention) will be automatically deducted 15 points and rescheduled to a detention date two days later. If a student fails to attend three consecutive detentions, he/she will earn one 1/2 day of ACCOUNTABILITY. Future failure to serve consequences will result in Out-of-School Suspension (OSS).

At parent request only, students may serve lunch/recess detention rather than after school. Should a parent request this, the student will serve for two consecutive school days for both lunch and recess.

SECTION IX. OUT-OF-SCHOOL SUSPENSION (OSS)

OUT-OF-SCHOOL SUSPENSIONS will be determined by administrators ONLY after all other avenues have been exhausted. However, there are several offenses for which suspensions are warranted. They are as follows:

1. Harassment: 1 day*
2. Directed profanity: 1 day
3. Theft: 3 days*
4. Vandalism: 3 days*
5. Weapon possession/use: 5-10 days*
6. Fighting (Mutual): 2 days
7. Fighting (1 aggressor): 5 days*
8. Possession/Use of Alcohol, Drugs, Tobacco (including Vapor): 5 days*
9. Habitual truancy from earned consequences: 1 day

*Denoted possible involvement of School Resource Officer (SRO) and Haverhill Police Department (HPD)

SECTION X. USE OF POINTS (converted to Charger Cash on monthly Charger Report)

Citizenship Merits = +10 (given by administration only)

Merits = +2

Present on a Friday= +5

Present on ½ Day or Special Day= +10

Present & On Time to Class= +1

Reminders = -2

Automatic Detention = -5

Accountability = -10

Skipped Consequence= -15

OSS = -20 (each occurrence)

Tardy (unexcused) = -1

Absence (unexcused) = -2

Tardy to class= -1

SECTION XI. USE OF REWARDS

Points earned or lost by positive/negative consequences will be converted to a monetary value of Charger Cash (e.g. 4 points = \$4). This number will be reflected on their Charger Report, issued to students monthly. On a regular basis, students will be allowed to “purchase” various items during lunches using their Charger Cash. The amount of Charger Cash spent will be deducted from their accrued balance.

Additionally, certain “earned unexpected rewards” may be given from time to time based on a “focus area” for a specific day or other time period. These will generally not be announced to students in advance, nor will the reward be deducted from their Charger Cash balance.

SECTION XII. STUDENT HALLWAY CONDUCT, RESTROOM, WATER FOUNTAIN USE & LOCKER ACCESS

Students should remain in single-file lines, escorted by a staff member when traveling to and from Specials classes, lunch/recess, and other school events. Staff members should position themselves and close proximity to students who may require additional support during transitions. Students should conduct themselves appropriately in hallways during transitions, moving quickly to their next class. Students who are disruptive or inappropriate during transitions will earn the consequences listed in Sections II-VII. Additionally, staff members will be vigilant in rewarding students who are complying with expectations through the use of Merits.

Students using the restroom or water fountain during class must have a pass signed by a staff member. Students will not be allowed to utilize the facilities or water fountain during the first 10 minutes or last 10 minutes of each class.

Students will not be allowed to access their lockers during class periods for any reason. If a student is unprepared for class, s/he will earn a Reminder for being unprepared.

Using students to run errands for teachers during class time is discouraged. However, should it become a necessity, the proper pass with time, date, destination, and staff signature is required.

SECTION XIII. STUDENT INCIDENT REPORT

Students needing to make a report of an incident will get a pass from their teacher and report to the Main Office during lunch or specials to fill out the report. Reports will be addressed by administration throughout the day. However, if it is an emergency that puts themselves or others at risk it should be reported to the teacher immediately, who will in turn inform administration.

SECTION XIV. COMMUNICATION WITH FAMILIES

It is expected that any detentions issued or repetitive classroom disruptions be addressed by the staff member to the parent. Staff members should log **all** communication into SCHOOLBRAINS so that it may be observed on a District level.

SECTION XV. USE OF DEANSLIST

It is the expectation of all staff members to record student behavior into DeansList. The streamlined system allows us as a school to track consistent data in order to action plan steps for improvement.

There are several ways a staff member could utilize DeansList during a class period. DeansList is available online at consentino.deanslistsoftware.com, your user information has already been sent to you. Additionally, there is a mobile device application available for free download. The application is user friendly and great for catching kids being good in the hallway, etc. The application also limits stationary time at a computer.

Some staff may wish to write down consequences and rewards given throughout the day and enter them intermittently into the system. This method is also completely acceptable. However, please ensure all data is entered by 3pm, otherwise detentions for the following day will not process in time for us to inform parents.

Training for DeansList will be provided on a volunteer basis over the summer and throughout the school year. Additionally, all staff training will be provided several times a year during professional development time, including but not limited to, the day before school begins for students.

SECTION XVI. STUDENT SUPPORT COORDINATOR

Beginning in the 2019-2020 School Year, a new role of Student Support Coordinator was added to the School Leadership Team. The Student Support Coordinator is a non-evaluative member of the School Leadership Team reporting to the Principal and Assistant Principal(s), responsible for the implementation and evaluation of school-wide positive behavior interventions and supports in and out of the classroom. The primary objective of the Student Support Coordinator will be to enhance the capacity of the school community by improving the connection between positive practices and teaching and learning.

Duties and responsibilities of the Student Support Coordinator include but are not limited to the following:

1. Direct support of students in need of therapeutic and/or educational programming that supports their social-emotional development and academic success.
2. Supervise the consistent and fair administration of school policies regarding student conduct and discipline.
3. Support teachers and other staff to create and sustain classroom management systems in line with school-wide expectations that ensure a focus on learning and student success. This aspect includes classroom observations and feedback.
4. Collaborate with IST to develop and implement student supports and interventions.
5. Maintain and analyze data collection systems to determine trends and improve practice towards a consistent school norm.
6. Based on data analysis and classroom/non-classroom observations, facilitate staff professional development related to school culture and the consistent enforcement of student discipline.
7. Serve as a member and advisor to the Climate Committee.