

## Detention Sessions at Revere High School

A “detention session” is a mandatory, supervised detention of students during the school day, after school or on the weekend. Assigning an overtime session to a student serves three primary purposes:

1. Hold students accountable for choices they made that impact classroom or school climate, took their focus away from learning and/or caused harm to others in the community
2. Provide intentional skill-building in the areas of [CASEL Competencies](#): Self-Awareness, Self-Management, Social Awareness, Relationships Skills and Responsible Decision Making.
3. Support students to understand the impact of their behavior, review expectations, and set goals to improve behavior and restore relationships

**Detention Sessions as a School Issued Consequence to Promote Accountability.** In our Restorative Framework for Accountability and Support, sessions are categorized as a consequence. Lunch, After-school and Saturday Sessions take precedence over all other school-sponsored activities (athletic practice or competition, extracurricular commitments, arrangements with other educators). In most cases, educators assigning sessions will give students (and caregivers) 24 hours notice to attend the session if family or work-related conflicts prevent the student attending on the day the session was assigned.

**Detention Sessions as an Intervention to Provide Support.** While we classify sessions as a consequence, the use of a session is not designed to be exclusively punitive. Educators should thoughtfully use this “found time” with students (often one-on-one or in small groups) to provide a number of interventions from our Restorative Framework. For example, this time with students is an excellent opportunity for educators to engage with students on the following topics: Conferencing, Mediation, Collaborative & Proactive Solutions “Plan B” Conversations, Restorative Conversations or Circles, Reflection & Goal Setting, Support Completing Missing Academic Work, and many others. It is important when using consequences as a space for intervention that educators ensure that their process is Restorative, Trauma Informed, and Culturally Responsive. At Revere High School this includes the following elements:

Restorative	Trauma Informed	Culturally Responsive
<ul style="list-style-type: none"><li><input type="checkbox"/> Restorative Quadrant of the Social Discipline Window</li><li><input type="checkbox"/> Responsive to Compass of Shame</li><li><input type="checkbox"/> Principles of Fair Process: Engagement, Explanation and Expectation Clarity</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Ensure Physical and Emotional Safety</li><li><input type="checkbox"/> Maximize Trustworthiness through Task Clarity, Consistency, and Interpersonal Boundaries</li><li><input type="checkbox"/> Maximize Choice and Control</li><li><input type="checkbox"/> Maximize Collaboration and Sharing Power</li><li><input type="checkbox"/> Prioritize Empowerment and Skill-Building</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Active Listening</li><li><input type="checkbox"/> Student Voice</li><li><input type="checkbox"/> Neutral space for collaboration and shared problem solving</li><li><input type="checkbox"/> Adult facilitation where power is set aside</li><li><input type="checkbox"/> Shared responsibility</li></ul>

At Revere High School, there are four primary types of sessions that a student might be required to attend:

	Process & Supervision	Caregiver Communication & Documentation
Teacher Issued Lunch Session	<ul style="list-style-type: none"> <li>• A teacher may issue a lunch session where the student eats lunch in the classroom with the teacher assigning the session. This can be in place of an after-school session.</li> <li>• The teacher should give the student a that signifies to the cafeteria that the student can bring lunch to the classroom.</li> <li>• The teacher and student should agree on <i>when</i> the student is expected back in the classroom from the cafeteria <b>and</b> what the response will be if the student is late or skips the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should contact caregivers by the third time they've assigned any session. This communication should be logged in the <a href="#">Caregiver Communication Log</a>. This communication can come from the student's phone during the session for an impromptu conference. Alternatively, the teacher can give the student the option to tell their caregiver first and let the caregiver know to expect follow-up from the teacher the next day.</li> </ul>
Teacher Issued After School Session	<ul style="list-style-type: none"> <li>• A teacher may issue an after school session from 2:25 until 2:40 or 2:55 (depending on how late a teacher stays that day).</li> <li>• Though not required, it is best practice to provide the student with a "session slip" to confirm the time and date of the session.</li> <li>• Teachers who issue a session are responsible for supervising the session for their student(s). They should use the time to engage the student with interventions to address the issue at hand.</li> <li>• Students are expected to treat the after school session like a fifth class, meaning they should arrive by 2:25. Arriving late may result in the student needing to serve the session another day or serve an additional session.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should contact caregivers on the third time they've assigned any session. This communication should be logged in the Caregiver Communication Log.</li> <li>• If a student fails to attend a teacher session, the teacher should first address this with the student the next day. If the student skips again, the teacher should enlist the support of the students' caregiver to ensure attendance. <a href="#">This communication should be logged</a>. If the student continues to skip the session, the teacher should submit a conduct referral to the Assistant Principal for an administrative response.</li> <li>• Though not required, it is best practice to record the time a student stayed with a teacher using a sign-in sheet <a href="#">similar to this one</a>. This supports our school's responsibility to document interventions prior to issuing further consequences.</li> </ul>
Administrator Issued Lunch Session	<ul style="list-style-type: none"> <li>• Administrators may assign a Lunch School Session for Level 2 incidents and repeated level 1 incidents.</li> <li>• An SEC will "host" lunch sessions in the student support center (Room 121A) on a daily rotation.</li> <li>• Students are expected to leave their class 5 minutes prior to the end of the class to "beat the line" so they are able to get their lunch and arrive on time to their session.</li> <li>• Phones are not allowed</li> </ul>	<p><i>For Both Lunch and After-School Sessions</i></p> <ul style="list-style-type: none"> <li>• Administrators, or their designee, need to notify caregivers that they have assigned an after school session, the reason for the session and the date/time of the session.</li> <li>• Administrators will work with families when unique situations prevent the student from serving the session; however these unique situations do not mean the student</li> </ul>

Administrator Issued After School Session	<ul style="list-style-type: none"> <li>• Administrators may assign an After School Session for Level 2 incidents and repeated level 1 incidents.</li> <li>• An administrator, or their designee, assigns an after-school session for one or multiple days. The student will receive an OTI slip.</li> <li>• Administrative After School Sessions (OTI) are held on consistent days and times in the Learning Commons.</li> <li>• Students are expected to treat the after school session like a fifth class, meaning they should arrive by 2:25. Arriving late may result in the student needing to serve the session another day, serve an additional session or attend Saturday Session.</li> <li>• Students must sign in to the session and remain for the agreed upon time. Student phones should be out of sight.</li> </ul>	<p>does not need to attend. It means the administrator designs an accommodation.</p> <ul style="list-style-type: none"> <li>• Students who consistently refuse to attend an after school session may receive additional consequences including Saturday School, RISE-uP Interventions and even Out of School Suspension. Administrators will use suspension as a last resort when other alternatives have been exhausted</li> </ul>
Administrator Issued Saturday Session	<ul style="list-style-type: none"> <li>• Administrators may assign a Saturday Session for Level 3 incidents and repeated level 2 incidents.</li> <li>• The student will receive a letter outlining the date and time of the session to be served.</li> </ul>	<ul style="list-style-type: none"> <li>• Caregivers will receive a letter notifying them of the Saturday Session</li> </ul>