

## DISCIPLINE AND RESTORATION PROTOCOL FOR STUDENT AGGRESSION (Toomer ES)

\*This protocol is designed to guide school responses to student aggression, which should be understood as physical fighting, using an object to physically harm someone (e.g. throwing or swinging a dangerous object at someone), or causing hazardous damage to school property (e.g. intentionally breaking glass). "Play fighting," although formally outside this definition, should be curtailed quickly and disciplined within the classroom, as it commonly escalates to fighting. Additionally, these processes do not apply to self-harming behaviors, which should be immediately communicated to the counselor or social worker for evaluation.

The protocol's stages are recommended guidelines. Administrators may need to utilize additional interventions and supports in particular cases, for instance when IEP considerations take precedent or when the aggression causes moderate to severe harm. Finally, if the aggressing student is on a privileged behavior level (e.g. "Sabertooth"), the student loses the status and has to re-earn it. Likewise, any act of aggression causes the student to lose the chance to participate in the school-wide reward (Cougar PRIDE) celebration for that 9-week period.

### I. STUDENT-TO-STUDENT AGGRESSION STAGES

#### 1. *First Act of Aggression*

- Repair/restoration process facilitated by Behavior Specialist using "Harm and Repair" or similar protocol.
- Home contacted by phone (by teacher or observing staff member)
- Record of incident documented in school report (and IC, depending on severity).
- 2 hours of Repair Room recommended

#### 2. *Second Act*

- Home phone and formal letter by administration
- Repair/restoration process facilitated by Behavior Specialist using "Harm and Repair" or similar protocol.
- Conference with parent, teacher, student, and behavior specialist
- Record of incident documented in IC and school report.
- 1 day ISS recommended

#### 3. *Third Act*

- FBA/FBI requested through district office or appropriate personnel.
- Consultation with SST Coordinator for Tier 3; behavior intervention plan (BIP) established or revisited.
- Home phone and letter by administration
- Conference with administrator, teacher, parent/guardian, and student
- Consultation with school counselor
- Record of incident documented in IC and school report.
- 1 day OSS or 2 days ISS recommended

#### 4. *Fourth Act*

- Formal home letter by administration: Parent observation of student recommended.
- Restorative circle with multiple school community members
- Regular meetings with behavior specialist mandated.
- Consultation with Social Worker
- Consideration of therapy options
- Record of incident documented in IC and school report.
- 1 day OSS or 2 days ISS and 2 hours school service recommended

#### 5. *Fifth Act*

- **Problem-solving meeting with school behavior team and district behavior personnel**

## II. STUDENT-TO-STAFF AGGRESSION STAGES

### 1. *First Act of Aggression*

- Student cannot return to class of harmed teacher that day.
- Repair/restoration process facilitated by Behavior Specialist using “Harm and Repair” or similar protocol.
- Conference with parent, student, harmed staff member, and behavior specialist
- Home phone and letter by administration
- Record of incident documented in school report and IC, if relevant.
- Consultation with social worker.
- 1 day ISS and 30 min service (considering logical consequences) agreed upon by harmed staff member (does not have to be *with* staff member) recommended
- Student Disciplinary Tribunal considered

### 2. *Second Act*

- Home phone and letter by administration
- Student cannot return to class of harmed teacher that day.
- Conference with administrator, parent/guardian, harmed staff member, and student
- Consultation with SST Coordinator for Tier 3; behavior intervention plan (BIP) established or revisited.
- Regular meetings with behavior specialist mandated.
- Repair/restoration process facilitated by at least two staff members (including counselor)
- Record of incident documented in school report and IC, if relevant.
- 2 days OSS, 2 hours Repair Room (as transition), and 1 hour service agreed upon by staff member (does not have to be *with* staff member) recommended
- Student Disciplinary Tribunal considered

### 3. *Third Act*

- **Problem-solving meeting with school behavior team and district behavior coordinator or other district personnel.**
- Home phone and letter by administration
- Student cannot return to class of harmed teacher that day.
- Repair/restoration process facilitated by multiple community members (including district SEL specialist)
- Record of incident documented in IC and school report.
- Consideration of therapy options
- 2 days OSS, 2 hours Repair Room (as transition), and 2 hours service agreed upon by staff member (does not have to be *with* staff member) recommended
- Student Disciplinary Tribunal considered

\*In cases in which a student aggresses against another student (student-to-student Stage 1) and, in a later event, aggresses against a staff member, then the student will be considered on Stage 2 for record keeping, but discretion can be used by administration regarding whether to utilize the steps in Stage 1 or Stage 2 (or a combination) of the student-to-staff discipline and restoration stages. Subsequently, another act of aggression against another student would place the aggressing student on Stage 3 for record keeping, but any unutilized interventions from previous stages are options.

\*Within 5 school days of any restorative process, a staff member should follow-up with relevant parties to assess the efficacy of the repair and, if needed, facilitate further supports.