

Significant Behavior Policy

In alignment with mission and values, we are committed to providing a safe and orderly school environment where students will receive, and staff may deliver, quality educational services without disruption or interference.

When a significant behavioral crisis arises every effort shall be made to resolve the challenging and/or unsafe behavior. A wide range of behavioral support and de-escalation strategies as well as programmatic alternatives will be attempted prior to the use of this policy.

Purpose:

This policy has been developed to outline the procedures Wildwood School staff will follow, as a last resort after all available resources have been exhausted, in the event a student demonstrates a significant behavioral crisis that cannot be safely managed by school staff.

Definitions:

A significant behavioral crisis is defined as challenging behavior that may include, but is not limited to:

- Aggressive behavior towards self, classmates or school staff that is severe in nature (i.e. behavior that results in an injury that requires more than first aid).
- Aggressive or self-injurious behavior that continues consistently without any periods of de-escalation and that causes potential risk of harm to both student, classmates and/or staff.
- Challenging behavior that requires consecutive physical restraints that are ten minutes or more in duration and are not consistent with the student's typical programming needs.
- The use of an object, item, or furniture, that could cause harm to others in a threatening or aggressive manner towards self, other students or staff.
- Making threats to harm self or others that have not already been previously documented in a student's Behavioral Intervention Plan.
- Inappropriate physical contact of others that is sexual in nature towards classmates and/or staff.
- Behaviors that result in a significant health risk to the student, classmates and/or staff (i.e. behaviors that include excessive exposure to bodily fluid including; saliva, blood, vomit, and/or fecal matter).



Wildwood School
2995 Curry Road Extension
Schenectady, New York 12303
p: 518-836-2200
f: 518-836-2201

Procedures:

1. If the behaviors defined above are observed in any student within Wildwood School the classroom staff will notify a member of the Behavior Support Department and a member of administration immediately.
2. Classroom staff, with support from the Behavior Support Department and School Administration will attempt to follow written behavior plans and maintain safety for the student and others. Physical restraint and timeout may be used as necessary.
3. If members of both the Behavior Support Department and School Administration agree that criteria for a significant behavioral crisis has been met then an administrator or designee will call the student's family to notify them of the situation.
4. Once contacted the student's family will be briefed on behaviors that have occurred, interventions that have been attempted and current status of the situation.
5. Given the significant nature of the behavioral issue, lack of ability to program for the student safety and potential risk for the student and others the family will be asked to pick up their child from school.
6. If the family is not able to pick up their child or does not feel that they can do so safely, then an administrator or designee may need to call 911.
7. At this point Wildwood staff would begin to follow the school's Emergency Protocol. The applicable portion of the protocol is as follows:
 - a. The school administrator or designee involved in the behavioral crisis will act as the lead person going forward. He/she is responsible for delegating, coordinating and giving/receiving information. All information should be given to the administrator or designee and all decisions will be made by the administrator in conjunction with other key individuals. The lead will ensure that the following people are informed and/or involved in decisions as necessary:
 - i. The student's parents/guardians
 - ii. A school nurse
 - iii. School office staff
 - iv. School director
 - v. Agency director of communications
 - vi. COO



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vii. CEO

- b. If EMT, ambulance, and/or police are needed, a call is made to 911.
- c. One staff member who is familiar with the emergency will be assigned to meet the EMT/ambulance/police at the curb to inform them of the situation and give them information regarding what help is needed.
- d. Staff should be very clear when informing emergency personnel about the student (i.e. student does not like to be touched).

8. When a significant behavioral incident occurs administration will meet to determine appropriate next steps for the student to ensure safety and attempt to prevent further significant behavioral issues. This may include but is not limited to:

- a. out of school or in school suspension;
- b. adjustments to or the creation of a behavior intervention plan, emergency management protocol, or modifications to classroom programming. This will include a system for ensuring consistency of plan implementation and data collection to evaluate the effectiveness of the plan. Modifications will be made as needed.
- c. This may also include a student specific significant behavior policy that outlines criteria for future incidents.

The parents and student (if appropriate) will be asked to meet with classroom staff and school administration as necessary to cover any changes that have been made to the student's program and to discuss any other relevant information.

9. A member of administration will call the student's school district to inform them of the incident. A formal letter will be sent to the district and family as necessary.