 P 811Q

MARATHON SCHOOL

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Independence-Collaboration-Technology-Communication

Nicole Avila

**Principal Assistant Principals**

**Elementary Offsites**: P 37**,** P 147, P 822 Johnnie Bradford III

**Intermediate Offsites:** 227 Yvette Miguez

**High School Offsites:** Bayside HS, Francis Lewis HS, QHST Katis Romig

**MEMORANDUM # 3**

TO: All Staff

FROM: Johnnie Bradford, APO

DATE: October 2, 2019

RE: Crisis Intervention Protocol

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The following is the protocol for students in crisis at P811Q:

1. **Proactive Strategies**: Physical structure, routines, schedules, timers, positive reinforcement and token boards will allow

you to avoid the majority of behavior problems. For more severe behaviors, a Functional Behavior

Assessment (FBA) is done leading to a **behavior intervention plan**, which should contain the behaviors and strategies responsible for the plan. Cluster teachers and related service providers should be given a copy of the plan. You should not only have a behavior support plan in place for those students in your class that require a behavior support paraprofessional as per their IEP but for **every** student in the class who displays challenging behaviors.

2. **Behavior Plan**: Follow the behavior plan for the student consistently and **keep daily data**. For example, if the student follows a schedule or gets break time, this should be implemented all day, regardless of which staff is absent, to avoid crisis situations. **Plans should be shared with class paraprofessionals, all clusters and related service providers.**

3. **De-escalation**: If the student is beginning to demonstrate the beginning signs of a crisis/appears agitated despite implementing behavior support strategies, you can call for a de-escalation team that consists of 1-3 members that can assist you in calming the student down and redirecting them back to a task/activity.

**4. Crisis Intervention**: If de-escalation is not working and the student is in crisis, then proceed to Step 4.

4. **Make Area Safe**: When a student is in crisis and may be throwing objects, do not confront the student by making them pick up chairs or object or by “lecturing” him/her. Only speak in a calm voice if you need to speak. Make the area safe for your students and yourself. This may involve **moving furniture and/or other students.** If the student is not able to calm down, proceed to Step 5.Our priority is to de-escalate without having to move the student to different areas of the schools, as this can cause further safety issues.

5. \***NEW: Depending on the student/severity of the behavior, call for De-escalation Team or Crisis Team**: Call extension 1100, 1102, 1103, 1031, 2070, or 2074. Say, “De-escalation or Crisis team needed in room \_\_\_\_ for class \_\_\_\_.” Do not announce the student’s name. If you **must** move a student to a safer location, ask for permission and assistance from the designated colleague. An administrator will accompany the crisis team and direct the staff as to how to respond.

Members of the crisis team:

Nicole Avila Gaston Budes/Mark Shifter/Philip Ross/Jose Hago

Yvette Miguez Philip White/Anthony Fuller/Paul Frazile/ Anthony Odum

Johnnie Bradford Greg Zervas/Nestor Gomez/Steven Ngwangwa

Katis Romig John Hunt/Sean Johnson/Jennifer Kim/Maryclare Meditz

Jeannine Kerr Rosalia Montenegro/ Howard Simmonds/Sharif Ahamed

Alison Middleton Vincent Puccio, Jason Levy, Nicholas Hayden

Members of the crisis team are responsible for being aware of the students that can require crisis support and should review the document that indicates specific strategies/observations about the student. This form was drafted created by the Crisis Team and further information can be added. This can be found in the AP suite (207b), in Room 103 or in Room 205. To maintain student privacy, it cannot be posted publicly.

6. **Interacting With Students in Crisis**

* Avoid open shoes, dangling jewelry and eyeglasses. Tie back long hair.
* Stay alert; be aware of your position in relation to the student.
* Stand behind the student and keep your body at a slight distance.
* Do not speak about the student’s behavior in front of them. Do not speak to the student in a confrontational way.
* Always have a designated assistant who will come to your aid when you request it.
* Reinforce the student after they calm down.

**Remember**: All behavior has function/meaning and can be modified through the FBA/Behavior Intervention Plan (BIP) process or a behavior support plan. Our priority is to address the function of the behavior, prevent and de-escalate.

1. **Missing Student Protocol:**

Please read the Missing Student Protocol distributed to all staff. If a student is missing from your classroom call the main office at extensions 1101, 1102, 1103 and state a student is missing and that a “missing student” announcement needs to be made over the public address system. Give the student’s name and description

If a student is missing on trip immediately call 911 and call the Principal/Designee

1. **Chancellor’s Regulation A-420:** To address many concerns regarding the handling of students in crisis, please note below Chancellor’s regulation A-420 regarding pupil behavior and discipline.

Corporal punishment **does not include** the **use of reasonable physical force** for any of the following purposes:

• to protect oneself from physical injury;

• to protect another pupil or teacher or any other person from physical injury (e.g., breaking up a physical altercation without using excessive force);

• to protect the property of the school or of others; or

• to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers, or duties if the pupil refuses to comply with a request to refrain from further disruptive acts, and alternative procedures and methods that do not involve the use of physical force cannot be reasonably employed to achieve the purposes set forth above

1. **Crisis Team Protocol:** Assess/Protect/Remove/Introduce Cues when appropriate