



Building Knowledge and Character

CORPORAL PUNISHMENT AND EMERGENCY SAFETY INTERVENTION POLICY

PURPOSE AND PHILOSOPHY

Good Foundations Academy (GFA) is committed to creating a safe, productive and positive learning environment for all students. This policy is designed to guide the development, enforcement and reporting of reasonable and necessary physical restraint or seclusion of all students in the educational setting, and to prohibit corporal punishment consistent with the law.

DEFINITIONS

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| Chemical restraint | A drug or medication used on a student to control behavior or restrict freedom of movement. |
| Corporal Punishment | The intentional infliction of physical pain upon the body of a minor child as a disciplinary measure. |
| Emergency safety intervention | The use of seclusion or physical restraint when a student presents an immediate danger to self or others, and are not for disciplinary purposes. |
| Immediate danger | The danger of physical violence/aggression towards self or others likely to cause serious physical harm |
| Physical restraint | Personal restriction that immobilizes or reduces the ability of an individual to move the individual's arms, legs, body, or head freely. |
| Seclusion | When used with a student, means that all of the following conditions are met: <ol style="list-style-type: none"> 1. The student is placed in an enclosed area by school personnel, 2. The student is purposefully isolated from adults and peers, and 3. The student is prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area. |

POLICY

1. Good Foundations Academy's policy regarding the prohibition of corporal punishment shall be made available to the public via the school website and parent handbook.
2. Staff members at GFA shall not use corporal punishment on any student, consistent with the law.
3. Emergency safety interventions shall be consistent with the law and best practices, and hereby prohibit:



Building Knowledge and Character

- a. Physical restraint except when a student presents an imminent danger of serious physical harm to self or others.
 - b. Prone, or face-down, physical restraint; supine, or face-up, physical restraint; physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student's primary mode of communication.
 - c. Mechanical restraint, except those used by a law enforcement officer in carrying out law enforcement duties, seatbelts and any other safety equipment when used to secure students during transportation.
 - d. Chemical restraint, except as:
 - i. prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and
 - ii. administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law; S2036/HR 1893.
 - e. Seclusion except when a child presents an imminent danger of serious physical harm to self or others, then use of seclusion should include time limitations and risk.
 - f. Emergency safety interventions being written into a student's individualized education program, 504 plan or any other planning document as planned intervention, unless:
 - i. school personnel, the family, and the individualized education program team agrees;
 - ii. less restrictive means which meet circumstances described above have been attempted; and
 - iii. a functional behavior assessment has been conducted and positive intervention plan based on analysis has been written into the plan and implemented.
4. Processes implementing positive behavior interventions and supports shall be developed, implemented and reviewed.
 5. Procedures for training and certification of school personnel in state-approved crisis intervention training programs and GFA policies related to emergency safety interventions shall be developed and tracked. Such training shall:
 - a. address prevention techniques, positive behavior intervention strategies, and
 - b. be designed to meet the needs of students and GFA personnel.
 6. In the case of an emergency safety intervention to protect the student or others from harm, appropriate school personnel shall notify GFA administration and the student's parent or guardian within 24 hours. The school's incident review team shall communicate or convene within 5 days of the incident. The team shall include at a minimum the adult witnesses, a school administrative representative, at least one family member of the student, and the



Building Knowledge and Character

student when appropriate. The team will discuss what positive behavior interventions should be implemented, determine what assessments might be needed, and ways to prevent emergency safety interventions in the future.

7. The school will maintain documentation of any incident requiring the use of emergency safety intervention, which shall include the date and time of the intervention, the length of time the intervention was used, the school personnel who participated in or supervised the intervention, any injuries to student or staff which may have occurred as a result of the intervention, and how the parent/guardian was notified.
8. Documentation of any use of emergency safety interventions shall be provided to the USOE upon written request of the USOE.
9. Procedures for use of safety interventions in accordance with state and federal law are provided in the school's special education policies.
10. A periodic review of special education behavior plans, procedures or manual, and emergency safety intervention data as related to IDEA eligible students will occur in accordance with Utah's Program Improvement and Planning System (UPIPS).

COMPLIANCE

Good Foundations Academy will comply with all state and federal laws regarding corporal punishment and emergency safety interventions. Employees are subject to school disciplinary action for noncompliance with this policy. Parents or employees wishing to appeal the decisions of school personnel shall follow school Communication Policy or applicable Special Education Policies.