



EMERGENCY SAFETY INTERVENTIONS MANUAL

Introduction

The Jordan School District's Emergency Safety Interventions (ESI) Procedure Manual is in compliance with the rules and guidelines provided in the *Least Restrictive Behavior Intervention (LRBI) Technical Assistance Manual (2023)* as well as guidance from the Utah State Legislature (R277-608 and 53G-8-301).

ESI's are not effective in reducing the long term occurrence of behaviors that pose immediate danger to the student or others - that is not their purpose. ESI's are emergency measures of last resort to prevent imminent serious harm to an individual in a school setting, not teaching strategies or behavior interventions. ESI's may only be used in response to emergency situations in which the student's behavior presents an immediate danger to self or others. Even in these circumstances, ESIs should be avoided if less restrictive means of managing the student's behavior and ensuring safety are available. ESIs are prohibited for use of any non-dangerous or non-emergency reasons, such as noncompliance, disrespect, disobedience, misuse or destruction of property or disruption. (*LRBI Technical Assistance Manual, p196*)

There are two types of ESIs, which includes Physical Restraint and Seclusion. In the Jordan School District, physical restraint may only be used by trained staff, unless there is extreme danger or an emergency situation. The primary purpose for using these procedures is to provide a response that helps to ensure the safety of all involved as well as to produce a timely de-escalation of the behavior. This document provides administrators, teachers, parents, and other school professionals with specific guidelines for the use of ESIs in the school setting.

Physical Restraint

Definition

Physical restraint is defined as a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely. The term 'physical restraint' does not include a physical escort. 'Physical escort' means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

Use of Physical Restraint

A school employee may use reasonable and necessary physical restraint only:

- (a) in self defense;
- (b) to obtain possession of a weapon or other dangerous object in the possession or under the control of a student;
- (c) to protect a student or another individual from physical injury;
- (d) to remove from a situation a student who is violent; or
- (e) to protect property from being damaged, when physical safety is at risk.

The use of physical restraint must be immediately terminated as soon as the student no longer presents an immediate danger or if the student is in severe distress.

Training/Certifying Staff

Training pertaining to physical restraint in the Jordan School District is based on meeting the needs of personnel as appropriate to their duties and given their likelihood of using ESI's. Educators are trained per *R277-608-4*. Some programs are provided additional training such as ASPEN and/or Mandt.

Safeguarding the Student's Well-Being

Procedures for the use of an ESI for a student should be consistent with evidence- and research-based practices including the prohibition of:

- (a) Physical restraint, is subject to the requirements of Section R277-608-5, except when the physical restraint is allowed as described in Subsection [53G-8-302\(2\)](#);
- (b) prone, or face-down, physical restraint;
- (c) supine, or face-up, physical restraint;
- (d) physical restraint that obstructs the airway of a student or adversely affects a student's primary mode of communication;
- (e) mechanical restraint, except as consistent with Section R277-608-2;
- (f) chemical restraint, except as consistent with Section R277-608-2;

Prohibited Practices are also outlined in the LEA training programs, which includes:

- Pain compliance, slight discomfort, trigger/pressure points
- Hyperextension of any part of the body (pushing or pulling of the fingers, thumbs, wrist, elbows, shoulders, feet, ankles, knees, etc.)
- Joint or skin torsion (twisting/turning in opposite directions)

- Pressure or weight on chest, lungs, sternum, diaphragm, back, or abdomen, causing chest compression
- Straddling or sitting on any part of the body
- Any type of choking, hand chokes, arm chokes, sleeper hold
- Any technique that involves pushing one's mouth, nose, eyes, or any part of the face
- Any maneuver that involves substantial risk of injury.
- Any take-downs, body throws, or other martial arts techniques or maneuvers that force the person to the floor
- Any maneuver that involves punching, hitting, poking, pinching, or shoving
- Any lifting or carrying of a person who is actively combative (unless an extreme hazard or emergency where the person is at risk exists)

Monitoring Implementation of the Physical Restraint

“If the need for physical restraint is anticipated, the LEA should ensure at least one additional staff who has been appropriately trained/certified in the use of the physical restraint can be present to monitor the restraint. Implementing restraint alone is dangerous for both the student and staff member, and it does not allow for appropriate monitoring due to the positioning involved in most physical restraints (e.g., the student facing away from the staff member(s) applying the restraint). The individual monitoring can provide feedback to ensure the restraint is performed correctly and safely, relieve the staff engaged in the restraint if needed, and observe the student for any indication of physical distress (e.g., flushed face, blue lips, changes in breathing or consciousness). The restraint must be immediately terminated if the student shows any such signs of severe distress.” (*LRBI Technical Assistance Manual, p201*)

Ensuring the Student Can Communicate

“School staff must ensure that a student placed in a restraint can communicate freely using their primary mode of communication. A student with a disability affecting verbal communication must be able to communicate in whatever method they primarily use (e.g., sign language, picture exchange, assistive technology, etc.). This may necessitate the selection of a physical restraint that does not immobilize the student's hands. Teams are advised to plan ahead to ensure a student who uses augmentative or alternative communication (AAC) has both the ability and vocabulary to communicate discomfort or distress if needed. If a student communicates discomfort, adjustment should be made to the restraint as needed. The restraint must be immediately terminated if the student is in severe distress.” (*LRBI Technical Assistance Manual, p202*)

Terminating The Physical Restraint

“Physical restraint must be immediately terminated as soon as the student no longer presents an immediate danger to self or others, or if the student is in severe distress. Physical restraint must not exceed the minimum time necessary to ensure safety. The maximum duration of a single instance of physical restraint is the shortest of the following:

- a) the amount of time described in the LEA's emergency intervention training program;
- b) 30 minutes; or
- c) when law enforcement arrives.” (*LRBI Technical Assistance Manual, p203*)

- Follow specific release criteria when safe to do so or when maximum time is met.
- Communicate to student and staff that you are going to release.

- Release in a gradual, slow, step-by-step method in reverse order.
- Step back with hands up in a non threatening position.

Assessing the Student After Physical Restraint Ends

“If, at any point during or after the use of physical restraint, the student was in physical distress or otherwise appeared unwell, then school health personnel must assess the student immediately. Any injuries or other health concerns should be addressed and documented, and this information should be communicated to the parent/guardian when they are notified of the use of the physical restraint. As part of their ESI policy, LEAs are advised to consider including such an assessment following any use of physical restraint.” (*LRBI Technical Assistance Manual, p203*)

Notification and Documentation

According to Utah Admin. Code Section *R277-608* and *53G-8-301*, When an emergency safety intervention is used to protect a student or others from harm, a school shall: (i) notify parents immediately, and not to exceed 15 minutes after the use, of any emergency safety intervention used on the parent's child, including seclusion or physical restraint (ii) provide notice to school administration; and (iii) provide documentation of the emergency safety intervention to the LEA's ESI Committee described in Section *R277-608-6*. If the use of an emergency safety intervention occurs for more than 15 minutes, the school shall immediately provide a second notification to: (i) the student's parent or guardian; and (ii) school administration. A parent or guardian may request a copy of ESI documentation and a time to meet with school staff and administration to discuss the use of an emergency safety intervention.

There are multiple ways to notify a parent or guardian, which includes in person, phone, or email. The following email template must be used immediately, and not to exceed 15 minutes after the use of any emergency safety intervention, in addition to other chosen communication methods needed.

Email Notification Template:

Physical Restraint Notification:

Dear Parent(s) or Guardian(s),

We are reaching out to inform you that an emergency safety intervention was used today with your child. For more information, please contact the school team directly. A copy of the documentation will be provided to you upon request.

Thank you,
School Team

Seclusion

Definition

According to *R277-608-2*, "Seclusionary time out" (seclusion) means that a student is:

- (a) placed in a safe enclosed area by a school employee in accordance with the requirements of Rules R392-200 and R710-4;
- (b) purposefully isolated from adults and peers; and
- (c) prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

Use of Seclusion

According to *R277-608-5 (9)* and *53G-8-301*, A school may use seclusion as an emergency safety intervention for a student **in grade 1 or higher** only when:

- (ii) a student poses an immediate and significant threat to the student or others;
- (iii) less restrictive interventions have failed;
- (iv) a staff member who is familiar to the student is actively supervising the student for the duration of the seclusion; and
- (v) the use is time-limited to a maximum time of 30 minutes and monitored;

A school may not use seclusion:

- (A) as an intervention or disciplinary practice;
- (B) for coercion, retaliation, or humiliation; or
- (C) due to inadequate staffing or for the staff member's convenience;

If seclusion was used, a school shall document the reason for its use, duration, and any alternative strategies attempted; shall notify parents immediately, and not to exceed 15 minutes after the use, of any emergency safety intervention used on the parent's child, including seclusion or physical restraint.

Training Staff

All school staff that will be implementing seclusion must be trained in the appropriate use of this ESI in advance. These procedures should be reviewed periodically and proof of training should be kept on file. Once training has been received, the Seclusion Procedures should be reviewed with frequency. Seclusion must never be attempted by untrained staff.

Ensuring the Student Can Communicate

"School staff should ensure that a student placed in seclusionary time out can communicate freely using their primary mode of communication. A student with a disability affecting verbal communication must be able to communicate in whatever method they primarily use (e.g., sign language, picture exchange, assistive technology). Teams are advised to plan ahead to ensure a student who uses augmentative or alternative communication (AAC) has both the ability and vocabulary to communicate discomfort or distress if needed." (*LRBI Technical Assistance Manual, p206*)

Monitoring and Procedures During Seclusion

If a student escalates to the point where they pose imminent danger to themselves or others, employ the following steps outlined in *R277-608*. Seclusion may only be used for maintaining safety. Staff may not use seclusion as a means of discipline or punishment.

1. If the student displays dangerous behaviors that pose an imminent threat to the safety of himself/herself and/or other students, tell the student in a calm, “neutral” manner: “Name of Student, you need to go to seclusion.” Alternatives to verbal directions may be used instead, such as gestures, signs, or pictures. If you encounter resistance from the student, you should:

A. Gently but firmly escort the student to the seclusion room. Use a physical escort to assist the student to seclusion. Physical escort means a temporary touching, or holding, of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location *UCA 53G-8-301*. Additionally, physical guidance does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs, or head (*LRBI, 107*).

B. If the student continues to refuse, request help from additional staff to place the student in time-out if this can be done safely. If the student is unable to de-escalate and the staff judge that the student continues to pose a threat to himself/herself or others, staff should make school administration and guardians aware of the situation.

2. Once a student enters the seclusion room, the time begins. Check the clock or set a timer. Document the time and later transfer the information in more detail on the Individual Seclusion Log. A student should only be in the seclusion room for the minimum time necessary to ensure safety. Under no circumstances should the student be told to go to seclusion and come out when he or she can behave. A suggested procedure would be to require the student to demonstrate 30-60 seconds of having a calm body with no verbalizations.

3. Once a student is in the seclusion room, a staff member must maintain appropriate control of the door mechanism by holding the door handle and maintain within line of sight in order to ensure student safety and monitor student behavior throughout the entire procedure. The staff member in charge must ensure that the door to the seclusion room remains unlocked.

4. When the seclusion is over, open the door to the seclusion room and the student may be given the option to leave the seclusion room. Document the time that the door to the seclusion room was opened on the seclusion log. The student may be asked to rejoin the class or group or given time to de-escalate in the seclusion room while the door remains open (staff will not stand in front of the door, block the door, or prevent the student from leaving the room in any way). If the student is not completely de-escalated, they may be

given additional time to calm down by using a less restrictive intervention such as, specific breathing techniques, exclusionary time-out, or another strategy.

Terminating the Seclusion

“Seclusion must be *immediately* terminated as soon as the student no longer presents an immediate danger to self or others, or if the student is in physical distress, engages in self-injurious behavior, or appears in any other way to be at risk of harm. Seclusion must not exceed the minimum time necessary to ensure safety. The maximum duration of a single instance of seclusion is 30 minutes.” (*LRBI Technical Assistance Manual, p206-207*).

Assessing the Student After Seclusion Ends

If, at any point during or after the use of seclusion, the student was in physical distress or otherwise appeared unwell, then school health personnel must assess the student immediately. Any injuries or other health concerns should be addressed and documented, and this information should be communicated to the parent/guardian when they are notified of the use of seclusion.

Notification and Documentation

Each use of an ESI with a student must be documented. Information collected should assist school staff in making changes that prevent the need for the ESI in the future.

Documentation must include, but is not limited to, the following information:

- Date and time the ESI was used
- Student’s behavior that led to the use of ESI (defined in measurable and observable terms)
- Type of ESI (physical restraint, or seclusion)
 - For physical restraint, the specific restraint hold used
 - For seclusion, the specific seclusion space used
- Duration (in minutes) the ESI was in place
- Names of school personnel who participated in or monitored the ESI
- Notification of the student’s parent or guardian, including the time and manner of notification (e.g., phone, e-mail, in-person, etc.)
- Notification of school administrator
- Additional notification of the parent/guardian and school administrator (required only if the use of the ESI exceeded 15 minutes)
- Any injuries or health concerns arising from the incident and/or the use of the ESI to any student and/or staff, and how those needs were addressed
- alternative interventions used
- Date of the submission of the above documentation to ESI Committee

Any in-progress documentation (e.g. seclusion room logs) must be stored in a confidential manner. ESI documentation becomes part of the student’s education record, which parents may view upon request.” (*LRBI Technical Assistance Manual p210-211*)

There are multiple ways to notify a parent or guardian, which includes in person, phone, or email. The following email template must be used immediately, and not to exceed 15 minutes after the use of any emergency safety intervention, in addition to other chosen communication

methods needed. The parent/guardian may request a time to meet with school staff and administration to discuss the use of the ESI.

Email Notification Template:

Dear Parent(s) or Guardian(s),

We are reaching out to inform you that an emergency safety intervention was used today with your child. For more information, please contact the school team directly. A copy of the documentation will be provided to you upon request.

Thank you,
School Team

When an ESI is used, the school must notify school administration immediately. In addition, if the ESI is used for more than 15 minutes, the school must *immediately* provide an additional notification to parent/guardian and school administration.

The occurrence of the seclusion should then be documented on the Emergency Safety Intervention Report for that particular student. A copy of each student's ESI Log, Parent Emails, and all completed FBAs and BIPs should be sent to the Emergency Safety Interventions Committee at the end of each quarter for review.

See Appendix A for the Emergency Safety Intervention Log used in Rivers Edge School, Kauri Sue Hamilton and Self Contained Special Classrooms serving students with social/behavioral needs. Staff from these settings are trained on this form during yearly Emergency Safety Intervention training and it is also reviewed yearly during crisis prevention (ie, Mandt/ASPEN) certification and recertification.

See Appendix B for the Emergency Safety Intervention Log used in all other district settings in the event that an Emergency Safety Intervention is necessary. Licensed special educators are trained on this form during ASPEN and/or Mandt certification and recertification yearly.

This documentation becomes part of the student's educational record, which parents may view upon request. A copy of this documentation must be sent to the district Emergency Safety Interventions Committee quarterly.

The staff should monitor the frequency that an ESI is used with an individual. This may be done by frequently reviewing and analyzing the student's data. If the data indicates an increase in the frequency and/or duration that a student is placed in Seclusion or Physical Restraint is used, the team should review the student's BIP to see if any changes can be made that would decrease the number of ESIs.

After the occurrence of an ESI, staff should meet to debrief about the incident. The discussion may include what happened, preventative measures, safety needs, how to do things differently, and etc.

District Emergency Safety Intervention Committee

Definition:

“Emergency Safety Intervention Committee” or “ESI Committee” means an emergency safety intervention committee comprised of the following members:

- At least one (1) administrator;
- At least one (1) licensed education professional with behavior support training and knowledge in both state law and LEA discipline policies/procedures related to ESIs;
- At least one (1) parent or guardian of a student enrolled in the LEA, appointed by the LEA; and
- At least one (1) additional licensed educator.

Implementation of the ESI Committee

The ESI Committee is required to meet at the end of each quarter. The ESI Committee will review all ESIs that have been implemented within the previous quarter. All members will have a redacted copy of each ESI form.

Once all ESI forms have been reviewed the ESI Committee will determine if there are professional learning (training) needs, where and how the training will be addressed and the time frame in which the training will take place.

The ESI Committee will maintain documentation of meeting agendas and minutes. The ESI Committee will document all training that is provided to the needed schools/staff.

Appendix A

Emergency Safety Intervention Log

Student: _____ Teacher: _____ School & Classroom: _____

General Information	Antecedent	Emergency Behavior	Physical Restraint	Seclusion																												
Date: _____ Time: _____ Location: _____ Staff Involved: _____ Injury: ☐ No ☐ Yes (describe below) ☐ Staff ☐ Student ☐ Peer Staff name(s) and Injury: _____ Student Injury: _____ Peer Injury: _____	☐ Activity too long, easy, short, etc. ☐ Preferred activity ended ☐ Non-preferred activity ☐ Attention ☐ Reinforcement delivered ☐ Consequence imposed ☐ Item taken away ☐ Negative peer interaction ☐ Other - Describe Antecedent: _____	☐ Ongoing Aggression: ☐ Hitting ☐ Kicking ☐ Biting ☐ Off campus* ☐ Climbing* ☐ Other - Describe Behavior*: _____ *Identify immediate danger: _____ _____ _____	Number of restraints used <table border="1"> <thead> <tr> <th>#</th> <th>Start Time</th> <th>Duration</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> </tbody> </table> Time of LEA notification: _____ Restraint(s) used: ☐ ASPEN ☐ Mandt	#	Start Time	Duration	1			2			3			4			5			One Seclusion/Duration (If more than one seclusion occurs, complete separate form for each) <table border="1"> <tr><td>Time Started</td><td></td></tr> <tr><td>Time Ended</td><td></td></tr> <tr><td>Total Minutes</td><td></td></tr> <tr><td>Time of LEA Notification</td><td></td></tr> <tr><td>Location of Seclusion:</td><td></td></tr> </table> Alternative Strategies Attempted: _____ _____ _____	Time Started		Time Ended		Total Minutes		Time of LEA Notification		Location of Seclusion:	
#	Start Time	Duration																														
1																																
2																																
3																																
4																																
5																																
Time Started																																
Time Ended																																
Total Minutes																																
Time of LEA Notification																																
Location of Seclusion:																																
Physical Restraint and/or Seclusion	Seclusion (15 minutes or more)	FBA & BIP/ Preventative Steps		Signatures																												
Must be contacted via email immediately (not to exceed 15 minutes after the beginning of ESI) This email informs Guardian of use of ESI and rights to request documentation. Guardian Notification Email (Required) Time: _____ Additional Contact Method (Optional) ☐ Phone ☐ In-Person	In addition to the notification email already sent, Guardian must ALSO be notified via phone or in-person when seclusion reaches 15 minutes: Guardian Notification (Required) Time: _____ Method: ☐ Phone* ☐ In-Person*	Does the student have a current FBA? ☐ Yes ☐ No (If no, complete separate Physical Restraint form). And a current BIP? ☐ Yes ☐ No (If no, complete separate Physical Restraint form). Steps to be taken to help prevent this from occurring again: _____ _____ _____		LEA Signature: _____ Staff Signature: _____ _____ Form updated: August 2025																												

If an emergency situation occurs that requires the immediate use of highly intrusive individual interventions to protect the student or others from harm, the staff shall complete and submit the emergency contact information to the LEA and notify the student's parents before the child leaves the school building for the day R277-609-5(6).

Appendix B

JORDAN
SCHOOL DISTRICT
EMERGENCY SAFETY INTERVENTION REPORT

STUDENT INFORMATION

Student Name		Teacher/Case Manager	
Grade		School	

INCIDENT INFORMATION

Date:		
Start time:	End time:	Total duration of incident:
Location(s):		

Student's behavior that posed an immediate danger to self or others and led to the use of ESI *(Define in Measurable/Observable Terms)*:

--

Alternative strategies attempted:

--

Description of Incident *(Include the activity/event that occurred immediately before the student's dangerous behavior)*:

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ESI DETAILS: Physical Restraint

Physical Restraint: Type	Start Time	End Time	Duration	Staff Present

ESI DETAILS: Seclusion

Seclusion Location	Start Time	End Time	Duration	Staff Present

DESCRIPTION OF INJURIES TO STUDENT(S) AND/OR STAFF

Person Injured	Injury	School Response to Injury
Staff/Role:		
Student:		

ADDITIONAL INFORMATION

Does the student have a current FBA and BIP?	☐ YES ☐ NO
What can be done to prevent this from happening again? Proactive Intervention(s)	
Steps Needed to Implement Intervention(s)	

NOTIFICATIONS**Physical Restraint and/or Seclusion (Less than 15 minutes):**

Guardian must be contacted **via email immediately** (not to exceed 15 minutes after the beginning of ESI).

This email informs Guardian of use of ESI **and** rights to request documentation.

	Date	Time	Contact Method	Additional Details
Administration			☐ Phone ☐ In Person	
Parent/Guardian			☐ Email *Required (see template) ☐ Phone ☐ In Person	

Seclusion (Exceeds 15 minutes):

Guardian must be contacted **via email immediately** (not to exceed 15 minutes after the beginning of ESI). This email informs guardian of use of ESI **and** rights to request documentation.

When seclusion reaches 15 minutes, the guardian must be notified **immediately** via phone or in-person.

	Date	Time	Contact Method	Additional Details
Administration			☐ Phone ☐ In Person	
Parent/Guardian			☐ Email *Required (see template)	
Parent/Guardian			☐ Phone ☐ In Person	

Signature of Person Completing Form

Date

Signature of LEA

Date

Please email a completed copy of this Emergency Safety Intervention Report and a copy of the required parent/guardian email notification to riversedge@jordandistrict.org within 24 hours. All forms will be reviewed by the district ESI Committee.

Adapted from USBE LRBI Technical Assistance Manual (2023)
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