



Utah State
Board of
Education

Student
Services

Emergency Safety Interventions (ESIs) Frequently Asked Questions (FAQs)

Updated January 2026

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Introduction

[Utah Code Section 53G-8-301](#) and [Board Rule R277-608](#), both regarding ESIs, have gone through some significant changes over the last year. As such, there have been several questions that have been asked regarding policy and implementation. This document intends to provide answers to some of the frequently asked questions that have been received.

Definitions

1. **Comprehensive ESI training** (outlined in [Board Rule R277-608-2\(2\)](#)): *a training required for key identified school personnel that has the components described in [Subsection R277-608-4\(4\)](#).*
2. **Emergency Safety Intervention** (outlined in [Utah Code Section 53G-8-301\(1\)\(b\)](#)): *the use of seclusion or physical restraint when a student presents an immediate danger to self or others.*
3. **Foundational behavior support training** (outlined in [Board Rule R277-608-2\(6\)](#)): *a training required for all school employees who supervise students, or may be asked to assist in managing a student's behavior that has the components described in [Subsection R277-608-4\(1\)](#).*
4. **Physical Restraint** (outlined in [Utah Code Section 53G-8-301\(1\)\(d\)](#)): *a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely.*
5. **Seclusion** (outlined in [Utah Code Section 53G-8-301\(1\)\(f\)](#)): *seclusionary time out that is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including:*
 - a. *placing a student in a locked room; or*
 - b. *placing a student in a room where the door is blocked by furniture or held closed by staff.*

FAQs

Policy Implementation Questions

1. **Question:** If a student in crisis is in a “low reinforcement” room with an adult but is prevented from leaving, would that be considered seclusion?

Answer: In [Utah Code Section 53G-8-301\(1\)\(f\)](#), “seclusion” means seclusionary time out that is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including: placing a student in a locked room or placing a student in a room where the door is blocked by furniture or held closed by staff. Each local education agency (LEA) should consult with their legal support to determine whether certain circumstances meet the definition of seclusion as outlined in code.

2. **Question:** If schools in our LEA already had areas designated for the sole purpose of seclusion prior to the rule change in spring 2025, are we required to write a policy and go through the approval process outlined in [Board Rule R277-608-3\(2\)](#)?

Answer: All LEAs must include in their ESI policy a determination on whether they will allow schools to designate areas for the sole purpose of seclusion. If this is allowable, the LEA is also responsible for outlining specific items as outlined in [Board Rule R277-608-3\(2\)\(a\)](#). The LEA’s policy should include requirements for all areas solely designated for the purpose of seclusion regardless of when they were built.

Training Requirement Questions

1. **Question:** Does the USBE foundational behavior support model training fulfill the requirements for the foundational behavior support training in [Board Rule R277-608-4\(1\)](#)?

Answer: The USBE foundational behavior support model training fulfills most of the requirements outlined in [Board Rule R277-608-4\(1\)](#). However, it does not include the requirement for LEA's to train on their policies related to ESIs, as this must be done by an LEA.

2. **Question:** Is an LEA required to use the USBE-created foundational behavior support model training to fulfill the foundational behavior support training requirement in [Board Rule R277-608-4\(1\)](#)?

Answer: LEAs are not required to use the USBE created model training. LEAs can choose to develop their own training or contract with an organization to provide a training that meets the requirements. LEAs can use the [Foundational Behavior Support Training Rubric](#) in the creation of their training.

3. **Question:** Who falls under the “all school employees who supervise students, or who may be asked to assist in managing a student's behavior” that are required to be provided the foundational behavior support training as directed in [Board Rule R277-608-4\(1\)](#)?

Answer: The school employees that need to be trained according to this requirement include, but are not limited to school administrators, general education teachers, special education teachers, behavior specialists, paraprofessionals/paraeducators/aides, school-based mental health specialists, related service providers, bus drivers, secretaries, and district/school coaches. Each LEA will need to decide exactly who will need to be trained according to the employee's role in working with students.

4. **Question:** Does the comprehensive ESI training, outlined in [Board Rule R277-608-4\(4\)](#), replace the need to have staff trained in Mandt or SafetyCare?

Answer: Not necessarily. Training such as the Mandt System Relational-Technical training and QBS SafetyCare® training would meet the requirements for the comprehensive ESI training. LEAs should provide key identified school employees the comprehensive ESI training using a program that meets the requirements.

5. **Question:** Can an LEA develop their own comprehensive ESI training?

Answer: Because of the requirement that the comprehensive ESI training include "appropriate, safe, and effective use of ESI," it is not something that should be developed by an LEA. Specifically, an LEA should not be creating their own physical restraints/holds. The organizations who have developed training (e.g., Crisis Prevention Institute's Nonviolent Crisis Intervention® (NCI), QBS's SafetyCare®, Mandt System's Relational-Technical training, etc.,) have had teams of research professionals with expertise who have developed safe physical restraints that are research- and evidence-based. LEAs open themselves up to significant liability concerns if they attempt to create their own physical restraints/holds.

LEA ESI Committee Questions

1. **Question:** Who should be on the LEA ESI Committee?

Answer: As per [Board Rule R277-608-6\(a\)](#), an LEA ESI committee should include:

- at least one administrator;
- at least one licensed educational professional with behavior support training and knowledge in both state law and LEA discipline policies related to ESIs;
- at least one parent or guardian of a student enrolled in the LEA, appointed by the LEA; and
- at least one other licensed educator

LEAs may choose to include additional committee members based on their individual needs.

2. **Question:** What are the responsibilities of the LEA ESI Committee?

Answer: As per [Board Rule R277-608-6\(b-e\)](#), the LEA ESI Committee shall:

- meet often enough to monitor the use of ESI in the LEA;
- determine and recommend professional learning needs;
- develop policies for processes to resolve concerns regarding the use of ESIs; and
- ensure that each emergency incident where a school employee uses an ESI is documented in the LEA's student information system and reported annually to the Superintendent.

Data Reporting Questions

1. **Question:** Why is there an ESI Data Qualtrics Survey, when it is uploaded to Utah eTranscript and Record Exchange (UTREx) already?

Answer: Currently UTREx can only capture data related to whether a physical restraint or seclusion occurred as part of an incident that is being reported. However, effective May 7, 2025, [Utah Code Section 53G-8-301](#) requires additional data to be reported. Having additional data reported through Qualtrics is a temporary solution, until UTREx has the capacity to receive the additional data.

2. **Question:** Can we submit a spreadsheet of our ESI data instead of submitting data through the Qualtrics survey?

Answer: For the 2025-2026 school year, whether an ESI (i.e., physical restraint or seclusion) occurred during an incident must still be included in UTREx reporting. Additionally, all new ESI data requirements must be submitted through the Qualtrics survey for each individual ESI.

3. **Question:** What are the deadlines for LEAs to report ESI data through Qualtrics?

Answer: LEAs should report their ESI data through Qualtrics by:

- October 15
- January 15
- April 15
- June 15

However, if LEAs would like to report their ESI data in Qualtrics more frequently than that, they are encouraged and welcome to do so.

4. **Question:** If we have a School Resource Officer (SRO) who, while in our school, decides to intervene with their Police Department's physical management intervention, would we report that in our SIS as ESI?

Answer: It depends on who initiates ESI with a student, either a school employee or the SRO. According to [Utah Code Section 53G-8-301\(11\)](#) and [Board Rule R277-608\(8\)](#), LEA's have an affirmative responsibility to collect and report data regarding any incident in which an ESI was implemented by a school employee. Per [Board Rule R277-608-5\(4\)](#), this would include a need to report use of an ESI by a school employee that is terminated when law enforcement intervenes.

Per [Utah Code Section 53G-8-301\(12\)](#), the section does not apply to law enforcement officers. However, an LEA should consult with their legal counsel to determine if an SRO's law enforcement intervention is compliant with their contract with law enforcement pursuant to [Utah Code Section 53G-8-703](#).

5. **Question:** Is there a specific form that we need to be keeping this ESI data on?

Answer: USBE does not designate a specific form where ESI data be kept. However, the Least Restrictive Behavioral Interventions (LRBI) Manual - 2025 Edition, when finalized and released will have a model form that could be used by an LEA, if desired.

6. **Question:** How can we get confirmation that our school finished the qualtrics survey?

Answer: The person who submits a survey through Qualtrics will receive an email directly from Qualtrics that a survey was successfully submitted, including a copy of what was submitted. Any LEA who submits at least one completed entry in Qualtrics during a reporting period will receive a letter via email from esidata@schools.utah.gov following the reporting period.

7. **Question:** Do we need to report ESIs if they are written into the Individualized Education Program (IEP)?

Answer: Yes, any ESI that is used regardless of whether it is written into the IEP should be reported.