

LEAST RESTRICTIVE BEHAVIOR INTERVENTION (LRBI) POLICY

Purpose

To establish clear guidelines and procedures for the implementation of foundational behavior support training for all school employees and to govern the use of Emergency Safety Interventions (ESIs) at Promontory School of Expeditionary Learning. This policy ensures that all interactions involving student behavior are handled in a safe, supportive, and legally compliant manner, prioritizing prevention and de-escalation, and only utilizing ESIs as a last resort in strict adherence to Utah Code Section 53G-8-301 and Utah State Board of Education (USBE) Rule R277-608.

Policy Statement

Promontory School of Expeditionary Learning is committed to fostering a positive and safe learning environment where student behavioral and emotional needs are addressed proactively and with evidence-based strategies. All school employees who supervise students or may be involved in managing student behavior are required to complete foundational behavior support training focusing on prevention and de-escalation techniques. It is critical to understand that this foundational training **does not authorize the use of Emergency Safety Interventions (ESIs)**. ESIs, defined as physical restraint or seclusion, are extreme measures reserved only for situations where a student poses an immediate danger to self or others, and they may only be implemented by employees who have completed comprehensive ESI training, under strict conditions and prohibitions mandated by state law.

Definitions

- **Behavioral/Emotional Crisis Cycle:** Refers to the phases of a crisis and the behaviors associated with each phase.
- **Corporal Punishment:** The intentional infliction of physical pain upon the body of a student as a disciplinary measure.
- **Emergency Safety Intervention (ESI):** The use of seclusion or physical restraint when a student presents an immediate danger to self or others.
- **Key Identified School Employee:** A definition required by Board Rule R277-608-3(1)(c), which Promontory School of Expeditionary Learning defines as a staff member who has received comprehensive emergency safety intervention training and has been designated by the school to receive and respond to reports about student safety, mental health needs, or incidents, like restraint or seclusion.
- **Least Restrictive Behavioral Interventions (LRBI):** Refers to the Utah State Board of Education (USBE)'s Technical Assistance Manual, with which de-escalation strategies should align. School employees shall first use the least restrictive intervention available.
- **Physical Escort:** A temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.
- **Physical Restraint:** A personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely.
- **Seclusion:** Seclusionary time out 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 a room where the door is blocked by furniture or held closed by staff.

Procedures

1. Foundational Behavior Support Training Requirements:

- **Mandatory Training:** Starting in the 2025-2026 school year, foundational behavior support training is required for all school employees who supervise students, or who may be asked to assist in managing a student's behavior. This includes, but is not limited to:
 - Administrators
 - General Education Teachers
 - Special Education Teachers
 - Paraprofessionals/paraeducators/aides
 - Behavior Specialists
 - School-based Mental Health Specialists
 - Related Service Providers
 - Bus Drivers
 - Secretaries
 - District/School coaches
- **Training Frequency:** This training must be provided within two months of employment, or 30 days if working directly with a student with disabilities, and bi-annually thereafter.
- **Training Content:** This training will include information regarding behavioral/emotional crisis prevention, preparedness, response, and recovery, with de-escalation strategies aligning with USBE's Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual. Key content areas include:
 - **Behavioral/Emotional Crisis Prevention:** Understanding the brain's response to traumatic events, behaviors associated with crises, the behavioral/emotional crisis cycle, proactive and preventative behavior supports, strategies for a safe/positive school climate, and considerations for students with disabilities.
 - **Behavioral/Emotional Crisis Preparedness:** Team roles, environmental considerations, principles for safe de-escalation, and adult responses aligned with the crisis cycle.
 - **Behavioral/Emotional Crisis Response:** Research- and evidence-based de-escalation strategies, communication skills (problem solving, conflict resolution), effective/evidence-based interventions matched to student needs, balancing physical and emotional safety, and emphasis on ESIs as a last resort (only if appropriately trained).
 - **Behavioral/Emotional Crisis Recovery:** Post-crisis debriefing and supporting student recovery.
- **Important ESI Disclaimer:** Completing the Foundational Behavior Support training does not qualify an employee to use an emergency safety intervention (physical restraint or seclusion). This training does not include training on the implementation of ESIs. ESIs can only be used by a school employee who has completed comprehensive ESI training.
- **School-Specific Policy Training:** Promontory School of Expeditionary Learning will ensure that all employees are trained on the school's specific policies related to ESIs.

2. Emergency Safety Interventions (ESIs) – Guidelines and Prohibitions:



- **Least Restrictive Interventions:** A school employee shall first use the least restrictive intervention available, including a physical escort, to address dangerous circumstances. Less restrictive interventions may be used subsequently.
- **Appropriate Use of Physical Restraint:** Reasonable and necessary physical restraint may *only* be used by appropriately trained staff in the following circumstances:
 - In self-defense.
 - To obtain possession of a weapon or other dangerous object in a student's control.
 - To protect a student or another individual from physical injury.
 - To remove a violent student from a situation.
 - To protect property from being damaged, when physical safety is at risk.
- **Prohibitions:**
 - Corporal punishment is strictly prohibited.
 - Promontory School of Expeditionary Learning will not enforce any rule, policy, or directive that permits acts prohibited by Utah Code Section 53G-8-301.
 - Promontory School of Expeditionary Learning will not sanction an employee who refuses to commit a prohibited act.
 - Seclusion is prohibited for students below Grade 1.
 - For students in Grade 1 or higher, seclusion may not be used as an intervention or disciplinary practice, for coercion, retaliation, or humiliation, or due to inadequate staffing or for the staff member's convenience.
- **Conditions for Using Seclusion (Grade 1 or Higher):** Seclusion may only be used as an emergency safety intervention for a student in Grade 1 or higher when *all* the following conditions are met:
 - The student poses an immediate and significant threat to themselves or others.
 - Less restrictive interventions have failed.
 - A staff member who is familiar to the student is actively supervising the student for the duration of the seclusion.
 - Promontory School of Expeditionary Learning has developed and implemented written policies and procedures that describe:
 - The circumstances under which a staff member may use seclusion.
 - Which staff members are authorized to use seclusion.
 - Procedures for monitoring a student in seclusion.
 - Time limitations on the use of seclusion.
 - Requirements for immediate and continuous review of the decision to use seclusion.
 - Documentation of the use of seclusion.
 - Record keeping requirements related to seclusion.
 - Requirements for debriefing of all witnesses, involved staff, the secluded student, and their parents.
- **Designated Seclusion Areas:** Promontory School of Expeditionary Learning has not designated an enclosed area solely for seclusion.
- **Consistency with Practices:** Procedures for ESI use must be consistent with evidence- and research-based practices, including all outlined prohibitions.

- **Students with Disabilities:** Criteria and steps for using ESI with students with disabilities will be consistent with federal and state law, as part of Promontory School of Expeditionary Learning's special education policies, procedures, and practices.

3. Documentation and Notification:

- Documentation: If seclusion was used, the school shall document the reason for its use, its duration, and any alternative strategies attempted.
- Parent Notification: Promontory School of Expeditionary Learning shall notify parents immediately, and not to exceed 15 minutes after the use, of any emergency safety intervention (including seclusion or physical restraint) used on their child.

4. Data Collection and Reporting:

- Promontory School of Expeditionary Learning shall collect and report data to the Utah State Board of Education (USB) annually regarding:
 - Each incident of ESI.
 - For each incident, the:
 - Duration of the intervention.
 - Stated purpose for the intervention.
 - Alternative interventions attempted.
 - Student demographic information (sex, gender, age, grade, applicable disability status).
 - If the staff involved received the relevant training, without revealing staff identity.

5. Violations

- Any violations of Utah Code Section 53G-8-301 on corporal punishment, including violations of any state board standards for seclusion or physical restraint, shall constitute an act of unlawful detention and are subject to penalty. Such violations will also result in a referral to local law enforcement and the Utah Professional Practices Advisory Commission.

6. Exemptions

- This policy and Utah Code Section 53G-8-301 do **not** apply to:
 - A law enforcement officer as defined in Section 53-13-103.