



Safe and Healthy Schools Newsletter

TEAM HIGHLIGHT

Tiana McCall joined the USBE Safe and Healthy Schools Team in July 2021 after spending five years with Granite School District as a School Social Worker. She worked her first year as a general School Social Worker in a Title I Elementary School. Then served the last four years specializing in Refugee Services with their Department of Educational Equity. She supported students and families of refugee background by helping them meet basic needs and navigate the educational system.

Tiana graduated from the University of Edinboro in Pennsylvania with a Masters in Social Work (May 2016) and later obtained her LCSW license (December 2020). She also recently finished a School Leadership program through Utah State University (May 2021). She loves macro-level social work and is excited to be a part of shaping the future of school-based mental health in Utah!

SAFE AND HEALTHY SCHOOLS WEBSITE UPDATES

The webpage is undergoing an upgrade! These changes will provide in depth information for the Utah School Safety Framework and the programs that support it. Stay current on grant opportunities, upcoming trainings, new resources, and much more. <https://schools.utah.gov/safehealthyschools>



SPECIAL POINTS OF INTEREST

- Grant Opportunities
- Supporting Students in the Return to School
- COVID Reminders for Isolation and Quarantine
- New Specialists on the School Counseling Team
- Introducing the USBE Prevention Team



SCHOOL
SAFETY
CENTER



GRANT OPPORTUNITIES

- ◆ [Healthcare Teams Pilot Program Grant](#)
- ◆ [SafeUT SuperUser Grant](#)
- ◆ [School Safety Pilot Program Grant \(additional schools\)](#)
- ◆ [School Social Worker Evaluation Program Grant](#)

Visit each grant page to get more details.

SCHOOL SAFETY CENTER TRAINING EDUCATORS IN COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES (CSTAG)

Over the summer, many Utah schools were trained on threat assessment, specifically the *Comprehensive School Threat Assessment Guidelines (CSTAG)* created by Dr. Dewey Cornell. This is a nationally recognized school threat assessment training that has already shown great success in mitigating harm across the state (53G-8-802). The CSTAG model utilizes multi-tiered systems of support (MTSS), positive behavior intervention and supports (PBIS), trauma informed responses, and social-emotional learning (SEL). The focus of the CSTAG model is making decisions within a restorative framework for prevention rather than a crisis response. This training is appropriate for administrators, counselors, teachers, or other educational professionals. Requests for a CSTAG training can be made through the [Training Request Portal](#).

“You are never too old to set another goal or to dream a new dream.” - C.S. Lewis

SUPPORTING STUDENTS IN THE RETURN TO SCHOOL

As a new school year begins there may be feelings of uncertainty, worry, and frustration. Consider taking a restorative approach to engaging with students by:

1. *Helping others feel a sense of belonging and relational trust through building positive, supportive relationships. When students feel like they belong and are cared for, their brain structure is strengthened and they are more capable of weathering challenging experiences in their lives.*
2. *Utilizing restorative approaches to discipline rather than punitive ones. Recognizing that misbehavior is often a demonstration of a need or a trauma allows professionals to better meet student needs. Consider replacing punitive discipline with self-regulation and conflict resolution skills to help students develop empathy and a deeper understanding of themselves and others.*

This year, find ways to connect with students to form meaningful relationships and replace punitive methods of discipline with strategies and skills that help students grow.

EMERGENCY PREPAREDNESS

September was recognized as National Preparedness Month. The 2021 theme was **“Prepare to Protect. Preparing for disasters is protecting everyone you love.”**

Individuals are encouraged to prepare for the types of emergencies that could affect them where they live, work, and visit. **Realize it is better to be prepared a day, week, month or even a year early than one minute too late.** Take steps now to get prepared! Please share this information with family, friends and others.

1. Make A Plan

Talk to your family and friends about how you will communicate before, during, and after a disaster. Make sure you update your plan to include the Centers for Disease Control (CDC) recommendations due to the COVID-19 pandemic.

2. Get a Kit of Essential Emergency Supplies

Gather supplies that will last for several days (96 hours) after a disaster for everyone living in your home. Don't forget to consider the unique needs of each person or pet in case you need to evacuate quickly. Update your kits and supplies based on recommendations from the CDC due to the COVID-19 pandemic.

3. Prepare for Disasters

Limit the impacts that disasters might have on you and your family. Know the risk of disasters in your area and check/update your insurance coverage. Learn how to make your home stronger in the face of (wind) storms and other common hazards, and how to act fast if you receive a local warning or alert.

4. Teach Youth About Preparedness

Talk to your kids about preparing for emergencies and what to do in case you are separated. Reassure them by providing information about how they can get involved. You can learn more at www.bereadyutah.gov and www.ready.gov.

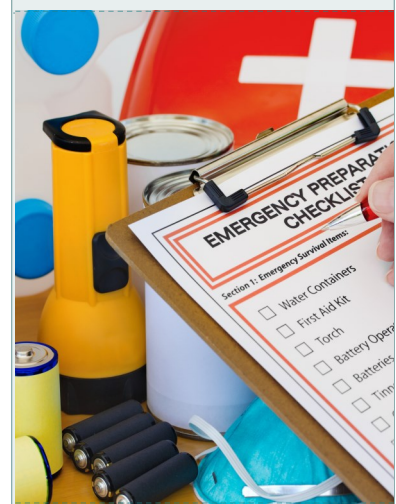
5. Prepare to be Involved

Become CERT trained or take CERT refresher training. Also consider going to www.ready.gov/cert and browsing links and topics there.

Preparing all at once may feel paralyzing. Consider taking small steps and creating a **“plan of action.”** Disasters happen everywhere, and every member of the community can prepare. Preparedness for the future starts today.

“Act as if what you do makes a difference. IT DOES.”

- William James



FOLLOW ALONG WITH THE UPCOMING 2022 LEGISLATIVE SESSION

2022 Utah Legislative Session

- ◆ [2022 Education Bill Tracking Document](#) (coming soon)
- ◆ [Utah State Legislature website](#)



MEET THE TEAMS

[Safe and Healthy
Schools Team
Contact Us page](#)

[Prevention Team
Contact Us page](#)



COVID REMINDERS FOR ISOLATION AND QUARANTINE

What is the difference between “isolation” and “quarantine”? There has been confusion about these terms/ actions and their application in Utah schools throughout the pandemic. This article will clarify the difference between the two terms and when it’s appropriate to use each.

Students and staff who test positive for COVID-19 must isolate. **These individuals cannot be allowed to return to school or participate in extracurricular activities until they have completed their period of isolation.**

Students and school staff who are exposed to COVID-19 should quarantine. This includes people who have come into close contact with someone who has tested positive for COVID-19. Local education agencies (LEAs) should work with local health departments to determine what quarantine options are recommended for those exposed at school.

Students or staff who develop symptoms of COVID-19 should not attend school while symptoms continue and should be tested for COVID-19. Anyone who tests positive for COVID-19, regardless of whether they have been vaccinated, should follow the isolation guidance above.

Visit the [Utah Dept. of Health’s Coronavirus Disease Plan](#) and/or <https://coronavirus.utah.gov/education> for more [information](#).

“Life isn't about waiting for the storm to pass. It's about learning how to dance in the rain .”

- Vivian Greene

“You can’t use up creativity. The more you use, the more you have.” - Maya Angelou



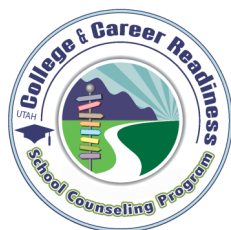
NEW SPECIALISTS ON THE SCHOOL COUNSELING TEAM

Dr. Michelle Glaittli and Bethany Marker began working for Utah State Board of Education (USBE) in August 2021 as the School Counseling Program Specialists.

Michelle has been a school counselor for eight years and worked most recently at Granite Connection High School. Outside of work, she enjoys watching college football, attempting home repairs, and spending time with her family.

Bethany has been a professional school counselor for 18 years. She worked most recently as the lead counselor at Salem Hills High School. Bethany loves hiking with her family, traveling, reading, eating, going to her children's events, and watching the Utah Jazz.

These specialists work collaboratively with Utah’s school counselors to develop, implement, and evaluate K-12 College and Career Readiness School Counseling Programs which benefit students, educators, and communities.



NEWSLETTER CONTRIBUTIONS

- ◆ *School Safety Center Training Educators in Comprehensive School Threat Assessment Guidelines (CSTAG)* (Rhett Larsen, USBE; Christy Walker, USBE)
- ◆ *Supporting Students in the Return to School* (Tiana McCall, USBE)
- ◆ *COVID Reminders for Isolation and Quarantine* (BettySue Hinkson, UDOH; Kendra Muir, USBE)
- ◆ *New Specialists on the School Counseling Team* (Bethany Marker and Michelle Glaittli, USBE)
- ◆ *Introducing the USBE Prevention Team* (Tanya Alborno, USBE)

INTRODUCING THE USBE PREVENTION TEAM

The USBE Prevention Team has recently been incorporated into the USBE Center for Continual School Improvement and the school counseling specialists have also been added to the Prevention Team. These moves reflect that school improvement efforts should include the universal work of prevention and school counseling, and that student supports in these areas are an integral part of improving school culture and climate. The team has also assigned two specialists for each prevention focus area. We now have a specialist with primary responsibility for each area and a secondary specialist who can provide assistance, when needed (list below). Questions for the Prevention Team can be sent to prevention@schools.utah.gov.

Coordinator: Tanya Albornoz
Support Staff: Tandalaya Stitt

Absenteeism, Dropout & Truancy Prevention

Primary: Amy Steele-Smith
Secondary: Cuong Nguyen

At-Risk WPU Add-on Funding

Primary: Rita Brock
Secondary: Tanya Albornoz

Bullying Prevention

Primary: Amy Steele-Smith
Secondary: Rita Brock

Child Sexual Abuse and Human Trafficking Prevention

Primary: Rita Brock
Secondary: Amy Steele-Smith

Gang Prevention

Primary: Rita Brock
Secondary: Cuong Nguyen

Restorative Practices

Primary: Cuong Nguyen
Secondary: Amy Steele-Smith

School Counseling

Bethany Marker
Michelle Glaittli

Substance Use Prevention

Primary: Clarissa Stebbing
Secondary: Cathy Davis

Suicide Prevention

Primary: Cathy Davis
Secondary: Michelle Knight

