



Prevention Newsletter

April 2026

This newsletter is intended for educators and other stakeholders who have a role in providing school-based prevention activities. Any information contained is to provide updates to the field on prevention matters. This newsletter should not be forwarded.



Utah State
Board of
Education

Prevention

The Utah State Board of Education (USBE) Prevention Team upholds the Board's Mission to open doors of opportunity for all students by working to identify and decrease risk factors, increase protective factors, and provide students with access to resources in a safe environment that will help them thrive. In collaboration with families, educators, and communities, the USBE Prevention Team aims to foster students' well-being and success across all stages of life.

Message from the Prevention Coordinator

Effective Prevention Through Proactive Planning, Part 1

As the school year winds down, I would like to revisit a concept first introduced in the [December newsletter](#): **"If it's predictable, it's preventable"**. The end of the year is an ideal time to look ahead, not only to close out the year well, but to prevent predictable challenges when students return in the fall.

I encourage schools to think about what can be done now, as the school year winds down, to help ease the transition in the coming school year. Thoughtful planning and discussion can significantly reduce behavioral concerns, disengagement, and confusion at the beginning of next year. **Universal prevention is about creating predictable, consistent learning environments for all students.**

Beginning-of-year challenges are to be expected. However, concerns such as anxiety, acting out, or withdrawal are often the result of inconsistencies in our systems rather than student choice. Some of these common transition challenges can be planned for, before they escalate, through strengthening tier 1 prevention approaches and planning ahead. Strong Tier 1 prevention systems lead to smoother transitions, clearer expectations, and fewer behavioral issues.

For example, when expectations vary widely from classroom to classroom, predictable challenges are more likely to emerge. When expectations, routines, and instructional practices are clear and aligned across grade levels, students experience continuity rather than disruption as they transition to a new classroom and teacher. **Aligning expectations across grade levels** helps ensure that students are not required to relearn behavior norms each year. Similarly, **establishing consistent routines for daily procedures, relationship-building, and classroom community will support student success during the critical first weeks of school.**

Effective Tier 1 prevention also includes **proactive planning for how expectations will be taught, modeled, and reinforced at the start of the year.** School staff should be given the opportunity to collectively reflect on what expectations, routines, and practices worked well this year and where students struggled, so adjustments can be made and planned in advance. Build time into the calendar now and in the fall for teachers to meet and share common transition challenges, routines that support students, and strategies that help groups of learners succeed. **When Tier 1 supports are consistent and intentional, fewer students require additional intervention.** This reduces overall behavioral concerns and allows Tier 2 and Tier 3 resources to remain focused on students with greater needs.

Teams can further strengthen prevention efforts by **planning for early universal screening and data reviews.** Identifying emerging needs early prevents small concerns from becoming larger, more complex challenges later in the year.

By investing in Tier 1 planning now, schools reduce uncertainty and create learning environments where students know what to expect and feel supported from day one. **When systems are predictable, many issues that disrupt learning at the start of the year can be prevented.**

In summary, here are examples of prevention practices that can be done in advance to address predictable issues that may arise in the beginning of the next school year:

- Review and align school wide expectations and behavior routines across grade levels, so expectations are predictable and students are not navigating new rules each year

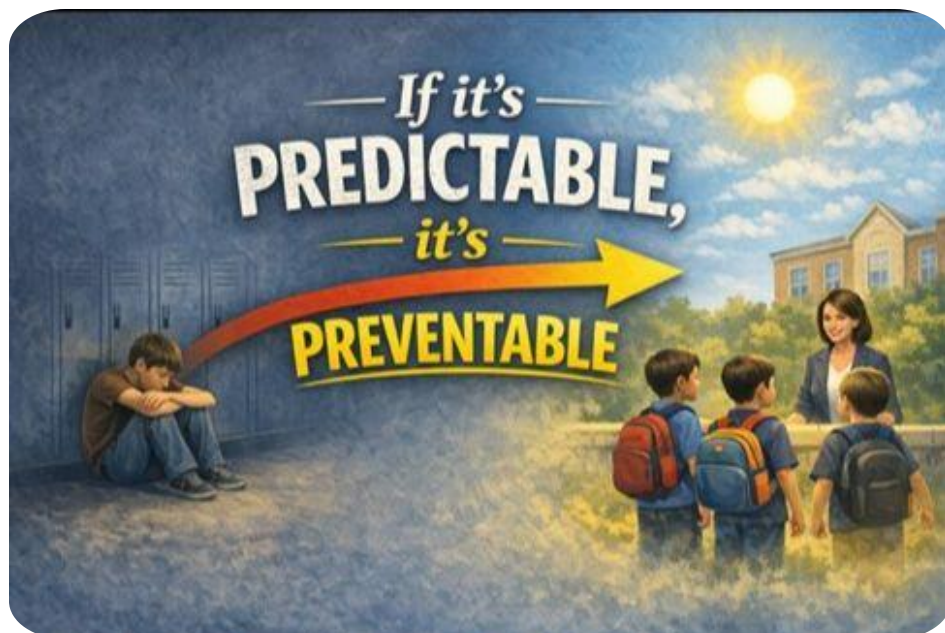
- Consider if there are any activities you can do with students before school ends that will help them transition successfully to new teachers and classrooms
- Discuss with staff how to strengthen classroom community and relationship building practices at the start of the year, including consistent approaches in welcoming students and establishing teacher-student connections early
- Plan for early, proactive teaching and reteaching of expectations, including how and when they will be explicitly taught
- Schedule data reviews and early universal screening to identify students who may need support, so emerging needs are identified before they become larger challenges
- Build time in the schedule for teachers to discuss needed individualized supports for specific students, to provide continuity and a knowledge of what works
- Establish clear communication and problem-solving routines between grade level teams and support staff
- Discuss, clarify, and plan how all staff will collaborate around Tier 1 supports

Warm regards,

Tanya Albornoz

USBE Prevention Coordinator

Please reach out to prevention@schools.utah.gov with questions or for help.



Protective Factor Feature

The **Protective Factor Framework** is a research-based approach that strengthens and improves child and family well-being by reducing risks and promoting positive outcomes, even amid adversity. It guides education staff to focus on five key attributes that help reduce student risk, enhance well-being, and support student success. Information about Protective Factors will be highlighted each month. This month's focus is on the **application of the protective factor work with students**.



One of the most powerful and encouraging truths from prevention science is this: **protective factors do not develop in isolation; rather, they are multifaceted and deeply connected.** When schools intentionally focus on building one protective factor in students, they are often strengthening or naturally reinforcing several others at the same time. This **“stacking effect”** is **one of the reasons the Protective Factor Framework is such an effective, efficient, and sustainable approach to school based prevention work.** Schools do not have to implement separate, isolated programs to reduce or mitigate risk factors separately. Instead, they can focus intentionally on building the five protective factors that have a broad and lasting impact.

What this Looks Like in Schools

Provided below are some concrete examples for how effective protective factor work looks in schools. We hope this illustrates the importance and meaningful

impact the protective factor approach can have for students.

Example 1: Strengthening Social Connections

When a teacher intentionally builds positive relationships with students through daily check-ins, mentoring, or collaborative classroom practices, they are doing more than improving school climate. They are modeling and strengthening positive **social connections** with students. Having social connections also bolsters **resilience**, because students feel supported and more willing to push through difficult challenges. Having positive social connections also helps build **emotional and social competence**, because students who feel connected to caring adults are more likely to develop and use coping skills, manage stress effectively, and have a higher sense of self-worth.

Example 2: Providing Concrete Supports in Times of Need

When schools connect students and families to resources such as counseling, food support, or other needed services, they do more than address immediate needs. These efforts help students build self advocacy skills, communicate their needs (**social competency**), and strengthen trust in caring adults, which reinforces **social connections**. When educators consistently model and normalize asking for help, students experience a greater sense of safety and **emotional competency**. Over time, learning that self advocacy is safe, effective, and free of shame also strengthens their willingness to try new things and push through challenging circumstances (**resilience**).

Example 3: Teaching with Developmentally Appropriate Expectations

When educators understand and apply **knowledge of child development**, classroom expectations become more realistic and supportive. This reduces unnecessary disciplinary responses and helps students feel understood. As a result, students experience a stronger sense of safety in their classroom (**concrete supports**), and a greater sense of connectedness to their teacher and peers (**social connections**). It also helps them develop an increased willingness to push through academic challenges (**resilience**), and improved confidence in their ability to succeed and manage stress (**emotional competence**) and confidently communicate their needs to their teacher (**social competence**).

As demonstrated in the examples above, when protective factors are intentionally embedded into classroom practices and school culture, they create a strong foundation that supports all students. Prevention work is most effective when it focuses on helping students build skills and thrive, not just reduce problems or risk behaviors. Protective factor work allows schools to take an

upstream, strengths-based approach that builds lasting skills and supports student well-being across their lifespan.



Prevention Updates & Information

Updated Youth Suicide Prevention Training for Employees Now Live

The Utah State Board of Education (USBE) is committed to training and education that helps school communities build capacity for effective youth suicide prevention. The [Youth Suicide Prevention Training for Employees course is now live and available to all licensed school employees.](#)

In accordance with [Utah Code Section 53G 9 704: Youth suicide prevention training for employees](#), school districts and charter schools are required to ensure that licensed employees complete a minimum of two hours of professional development training on youth suicide prevention every three years. Successful completion of this course is one way to fulfill the training requirement.

The course is delivered through USBE Canvas and includes four modules:

1. Understanding Suicide
2. Identifying Risk Factors, Warning Signs, and Protective Factors for Suicide
3. How to Talk About Mental Health
4. Creating a Culture of Caring

By the end of the course, participants will better understand youth suicide in Utah, build knowledge and skills to support prevention, recognize warning signs, and identify appropriate resources for referral and support. Upon completion, participants should print or save their training certificate for their records.

Course Registration and Information:

- If you already have a USBE Canvas account, go to [Enroll in Youth Suicide Prevention Training For Employees](#).
- If you **do not** have a USBE Canvas account, go to [Create a Canvas Account](#).

1. Click on **I'm a Student**.
2. Enter the Join Code AFYCF9
3. Complete the **Student Sign Up Form**. Check that you agree to the terms, and then click on **Start Learning**.

For questions, please contact [Michelle Knight](#) (michelle.knight@schools.utah.gov).



April 2026 Child Abuse Prevention Month: Pinwheels of Possibility in Utah Schools

April is **Child Abuse Prevention Month**, a national effort led by Prevent Child Abuse America to center families and strengthen communities so children can grow up safe, supported, and full of possibility. The 2026 campaign, Pinwheels of Possibility, emphasizes that prevention happens when families have access to the relationships, resources, and the support they need before a crisis occurs. The blue pinwheel, our national child abuse and neglect prevention symbol, represents the joyful childhood every child deserves and reminds us that each turn of support expands what is possible for children and families when prevention is prioritized ([Prevent Child Abuse America, 2026](#)).

In Utah, schools are foundational to child abuse prevention, offering stability, connection, and trusted relationships to students and their families. Prevention efforts are crucial for integrating protective factors into the school environment. This includes fostering safe, stable, and nurturing relationships, implementing trauma-informed practices, and ensuring staff can respond compassionately when concerns emerge. When students experience support and connection at school, they are better positioned to flourish academically and socially and are more likely to seek assistance when necessary.

April is also an important time to reinforce mandated reporting responsibilities. In Utah, anyone who suspects child abuse or neglect is required to report. Reports can be made to the Utah Division of Child and Family Services (DCFS) through the 24 hour Child Abuse Reporting Line: 1 855 323 DCFS (3237) or through [Utah's online reporting system](#). Early reporting helps connect families to supports and services that can reduce harm and strengthen family stability. Prevention and reporting are complementary, both are essential to keeping children safe.

As we recognize Child Abuse Prevention Month, Utah schools can use April to

highlight prevention efforts already underway and recommit to practices that keep families strong year round. Prevention is not a single event or campaign; it is an ongoing investment in relationships, systems, and everyday actions that keep the Pinwheels of Possibility turning for children across our state.

Ways Utah Schools Can Support Child Abuse Prevention:

- Strengthen safe, stable, and nurturing relationships between students and trusted adults
- Provide ongoing training for school staff on Utah's mandated reporting laws and trauma informed responses
- Integrate protective factors into classrooms and schoolwide practices
- Share prevention and family support resources with staff and families
- Participate in awareness activities such as Wear Blue Day (April 10) or planting pinwheels to spark prevention conversations ([Prevent Child Abuse America, 2026](#))
- Ensure all staff know how to report concerns to Utah DCFS quickly and appropriately

Updated LEA Bullying Policy Checklist Now Available

[Utah Board Rule R277-613](#) and [Utah Code Section §53G-9-606](#) require Local Education Agencies (LEAs) to maintain policies and procedures addressing bullying, cyber-bullying, hazing, retaliation, and abusive conduct, and to report related policy and incident data to the Utah State Board of Education (USBE) annually on or before June 30. To support LEAs in meeting these requirements, USBE has developed the [Local Education Agency \(LEA\) Bullying Policy Checklist](#), a technical assistance resource designed to help LEAs review, update, and strengthen their bullying policies. This document can also be accessed from the [USBE Bullying Prevention webpage](#).

What is the LEA Bullying Policy Checklist?

The checklist is a practical reference tool that walks LEAs through required policy components outlined in Utah Code and Board Rule. It is intended to help LEAs:

- Assess whether current policies meet all statutory and rule requirements
- Identify gaps or areas needing updates
- Ensure policies clearly address prevention, reporting, investigation, parent notification, and response requirements

Using the checklist can help streamline policy review and support accurate, timely annual reporting to USBE.

Who Should Use This Resource?

All Utah LEAs, including school districts and charter schools

Why This Matters

Clear, compliant policies are a critical part of creating safe and supportive school environments. The checklist helps ensure LEA policies are not only compliant, but also practical and responsive in addressing incidents and supporting students, families, and staff.

For additional information or support, please contact both:

[Tanya Albornoz](mailto:tanya.albornoz@schools.utah.gov) (tanya.albornoz@schools.utah.gov)

[Becca Rae](mailto:becca.rae@schools.utah.gov) (becca.rae@schools.utah.gov)



Prevention Funding

Child Sexual Abuse and Human Trafficking Prevention (CSA/HT) Alternative Provider Choice Grant

The Utah State Board of Education (USBE) is pleased to announce that the application deadline for the Child Sexual Abuse/Human Trafficking (CSA/HT) Alternative Provider Choice Grant has again been extended to **May 29, 2026**.

This grant is intended **only** to support CSA/HT prevention training for **elementary students**. Training for parents/guardians and adults serving youth is not eligible for these funds.

Prevent Child Abuse Utah (PCAU) is the state's preferred provider and is contracted to deliver CSA/HT prevention instruction to elementary students free of charge to local education agencies (LEAs). Therefore, grant funds are not intended to support PCAU-employed trainers delivering classroom presentations to elementary students.

Awarded funds may be used for the following:

- Instructional materials for students in grades K-6.
- Paying stipends for educators to become trainers or to provide approved instructional materials to students.
- Paying an organization to provide approved materials to students.
- Costs for printing or other materials needed to provide the instruction.
- Travel costs for staff providing instruction to students.
- Costs for online training materials (if approved by USBE).

Awarded funds may **NOT** be used for the following:

- Food or other incentives for student participation.
- Assemblies.
- Computer equipment.
- Full-Time Equivalent (FTE) positions to provide the instruction or benefits for an FTE.

Interested LEAs can apply for this grant in the Utah Grants Management System.

If you have questions regarding the program, instructional material approval, or the grant process, please contact [Mindy Elliott](mailto:mindy.elliott@schools.utah.gov) (mindy.elliott@schools.utah.gov), *Prevention Specialist*, or [Tina Morandy](mailto:tina.morandy@schools.utah.gov) (tina.morandy@schools.utah.gov), *Executive Secretary*.



Prevention Stars



Paul Edmonds

We are pleased to recognize **Paul Edmonds** of Granite School District as our **Prevention Star for April, 2026**.

Paul has served as Granite School District's Prevention Coordinator for nearly 13 years and currently oversees Drug and Alcohol Prevention and Bullying Prevention. A former School Social Worker, Paul is widely known for his passion for prevention and his deep expertise in the field.

Each April, Paul organizes the Prevention Day Ballgame, inviting 5th and 6th grade teachers who have implemented prevention lessons to bring their

students to a baseball game at Utah's ballpark. The event also brings together prevention professionals from across the community, creating opportunities for networking and collaboration.

Paul's impact extends into the community as well. Nominated by Jordan Petersen of the [Magna United Communities that Care Coalition](#), Paul was recognized for his consistent leadership and contributions to the coalition. Jordan writes: "Paul Edmunds has been a dedicated prevention professional in Magna, consistently engaging with Magna United as a key leader. His insight guides coalition decisions, strengthens partnerships, and contributes to data and other workgroups that create effective, community-based prevention initiatives."

Congratulations, Paul! Thank you for your outstanding dedication to prevention for the students of Granite School District and the communities you serve.

Nominate a Prevention Star

The USBE Prevention Team would like to celebrate with you! We would like to recognize successful prevention work happening across the state that has demonstrated promising outcomes for students. Please submit any success stories, excellent practices, or examples of exemplary prevention work that is happening in your LEA (school district or charter school). We will be including these in future newsletters so we can share your work with your colleagues statewide. We may also be including them in statewide prevention webinars as well as other professional learning opportunities.

Feel free to nominate a school district, charter school, program, school, or an individual. We may follow up with you if we need more information. We look forward to receiving your nominations.

Please fill out this [Qualtrics form to nominate a Prevention Star](#).



Prevention Team Spotlight



Amy Hunt

This month we would like to put the spotlight on **Amy Hunt**, our new **Assistant Superintendent of Student Support**.

Dr. Amy F. Hunt is an experienced educational leader and prevention-focused professional with a strong track record of improving student outcomes and strengthening school systems. She has served in senior leadership roles across multiple public school districts, including Chief Academic Officer for Park City School District, as well as Principal and Assistant Superintendent of Human Resources and Pupil Services in Southern California. In these roles, she led teaching and learning, student services, and district-wide initiatives to support academic success and student well-being. Her work has focused on building effective systems of support and creating positive school environments where all students can thrive.

In addition to her district leadership, Dr. Hunt has consulted with schools and organizations to develop strong leaders, implement strategic initiatives, and support meaningful change. Her career reflects a deep commitment to collaboration, prevention, and the long-term success of students, families, and communities. Amy and her husband raised their six children in San Diego, California. They have five grandchildren and lived abroad in São Paulo, Brazil for three years.



Professional Learning

The USBE Prevention Team offers many professional learning opportunities. You can find the details in the Professional Learning sidebar menu on the [Prevention webpage](#).

For customized professional learning or training requests please use the [Student Services TRP](#).

Remember to put the following dates on your calendars.

2025-2026 Prevention and Student Services Webinar Series

Please note there has been a change to the webinar series topics. In April's webinar, attendees will learn about why challenging behaviors happen, how they are reinforced, and how to implement effective behavior strategies. Practical,

evidence-based intervention strategies will be discussed, and attendees will learn how to match the strategies with individual student needs.

Protective Factor Focus: Concrete Supports, Knowledge of Development, Social Connections, Resilience, and Cognitive, Emotional, and Social Competence.

As always, you can find recordings and materials from past webinars on the [USBE Prevention Professional Learning webpage](#).

WHO: School administrators, prevention staff, behavior specialists, school counselors, social workers, teachers, school mentors, and other staff who work directly with students and have an interest in prevention topics.

WHEN: Please see the list below for more information about future webinars.

- **April**
Thursday, April 16, 2026 | 12:00 p.m.
• Behavior Support Basics
- **May:**
Thursday, May 21, 2026 | 12:00 p.m.
Check & Connect Mentoring / Attendance

WHERE: Virtual Zoom meeting

ACTION: [Register for the combined webinars via Zoom](#)

INFORMATION: Reach out to prevention@schools.utah.gov or visit the [USBE Prevention Professional Learning webpage](#) for more information, including recordings and materials from past webinars.

USBE Prevention Webinar: 2025 SHARP Survey Results Informational Webinar

WHAT: The Utah State Board of Education (USBE) Prevention team will be hosting a webinar with the Utah Department of Human Services regarding the Utah Student Health and Risk Prevention (SHARP) survey.

This webinar will highlight some of the key state data results from the 2025

administration of the SHARP survey. Attendees will learn about notable statewide trends reflected in the data and explore ways these results can be used to guide prevention priorities, planning, and ongoing collaborative efforts to support student health and well-being.

WHO: LEA administrators, Student Services Directors, Prevention Specialists, School Counselors, and all those engaged in Prevention work.

WHEN: April 30 | 12:00 - 1:00 p.m.

WHERE: Virtual Zoom meeting

ACTION: [Register in advance via Zoom](#)

After registering, you will receive a confirmation email containing information about joining the meeting.

PREPaRE Workshop 1, Comprehensive School Safety Planning: Prevention Through Recovery

WHAT: PREPaRE Workshop is a one-day workshop that provides essential strategies for integrated school safety and crisis response. The course covers the development of Incident Command System (ICS) safety teams and crisis plans to improve a school's overall readiness and crisis response capabilities.

WHO: School Safety and Security Specialists, school building administrators, crisis-response team members, school-based mental health professionals, school resource officers (SROs) / law enforcement, and Prevention Specialists, School Counselors, and all those engaged in who support school safety and school-based prevention work.

WHEN: May 14, 2026 | 8:00 a.m. - 4:00 p.m.

WHERE: Utah State University Brigham City
989 S Main St, Brigham City, UT 84302

ACTION: [Register via MIDAS Course ID 66016-2](#)

INFORMATION: If you need assistance creating a MIDAS account or have

questions regarding registration, contact [Tina Morandy](mailto:tina.morandy@schools.utah.gov) (tina.morandy@schools.utah.gov). For questions and more information regarding the training, please contact [Michelle Knight](mailto:michelle.knight@schools.utah.gov) (michelle.knight@schools.utah.gov) or [Ashley Lower](mailto:ashley.lower@schools.utah.gov) (ashley.lower@schools.utah.gov).

NOTE: Registration will close at 5:00 p.m. on May 4, 2026.

PREPaRE Workshop 2, Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools

WHAT: The Utah School Board of Education is providing an in-person two-day workshop on the knowledge and skills required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor. This workshop is an excellent course for all school-based mental health professionals in your district who provide mental health crisis intervention services.

WHO: PREPaRE Workshop 2 is appropriate for any individual filling the role of crisis intervention specialist. This includes school-based mental health staff (school psychologists, school social workers, school counselors, and school nurses).

WHEN: May 11-12, 2026 | 8:30 a.m. - 4:00 p.m.

WHERE: Nebo Summit Center, Timpanogos room
165 South 700 East, Springville, UT 84663.

ACTION: [Register via Midas Course ID 66579-1](#)

INFORMATION: This training will be available to the first 40 registrants. A waiting list of 5 people will be maintained. Pre-work is required to attend this workshop, and the pre-work must be completed prior to the in-person training. For this reason, there will not be on-site registration. You must be registered via MIDAS to attend, a MIDAS account is required. Registration will be open until April 27, 2026 or until filled, whichever comes first. There will be a 45 minute lunch on your own each day (please plan ahead). There is also a morning and

afternoon break. 13 license renewal hours are available via MIDAS. You will need to check-in and attend both days to receive license renewal hours.

If you need assistance creating a MIDAS account or have questions regarding registration, contact [Tina Morandy](mailto:tina.morandy@schools.utah.gov) (tina.morandy@schools.utah.gov). For questions and more information regarding the training, please contact [Michelle Knight](mailto:michelle.knight@schools.utah.gov) (michelle.knight@schools.utah.gov) or [Ashley Lower](mailto:ashley.lower@schools.utah.gov) (ashley.lower@schools.utah.gov).

NOTE: Registration will close at 11:59 p.m. on April 27, 2026.

Youth Mental Health First Aid (YMHFA) Trainings

WHAT: USBE will be hosting multiple YMHFA trainings throughout 2025 and 2026. 7.5 USBE license renewal hours are available to those who attend and complete this training. This training establishes a foundational understanding of mental health. It is important to note that school-based mental health specialists may possess advanced training that extends beyond the scope of this particular program.

WHO: School personnel supporting students from ages 12-18.

WHEN: Wednesday, April 15, 2026 | 8:00 a.m. - 3:00 p.m.

WHERE: Virtual Zoom Meeting

ACTION: [Register for YMHFA trainings via MIDAS Course ID 65691](#)

School-Based Mental Health (SBMH) Pre-Conference at the Promising Youth Conference

WHAT: In partnership with the Promising Youth Conference, the Utah State Board of Education (USBE) is excited to announce the Promising Youth Pre-Conference. We strongly encourage administrators and their prevention or School-based Mental Health (SBMH) teams to join. The purpose of this full day training is to strengthen participants' foundational understanding of school-based prevention and mental health. Attendees will increase

knowledge of current laws and regulatory requirements, emerging trends and challenges impacting youth mental health, and evidence-based strategies that can be implemented within tiered systems of support in schools. The content will emphasize practical application and cross-system collaboration to better support student wellbeing and learning. Don't miss this opportunity to engage with experts and collaborate with peers in the field.

WHO: SBMH professionals, prevention coordinators and staff, school safety and security specialists, educators and administrators

WHEN: Wednesday, May 6, 2026 | 9:00 a.m. - 4:00 p.m.

WHERE: The Cliff Lodge at Snowbird Mountain Resort
9320 S. Cliff Lodge Drive, Snowbird, Utah 84092
(Entry #4, Hwy 210, Little Cottonwood Canyon)

WHO: School and District Personnel, Community Coalition Members, Community Prevention Coordinators

ACTION: [Register via Whova](#)

INFORMATION: Visit the Promising Youth Conference webpage for more information. Continuing Education Credits (CECs) and USBE license renewal hours will be available for attendees via USBE.

[Cuong Nguyen](mailto:cuong.nguyen@schools.utah.gov) (cuong.nguyen@schools.utah.gov)
Prevention Specialist | Utah State Board of Education

The Power of Connection: Enhancing Positive Childhood Experiences through Social Connections

WHAT: The USBE Prevention Team is partnering with the Utah Prevention Coalition Association (UPCA) to hold a one-day in-person pre-conference workshop in conjunction with the annual UPCA Summit at Bryce Canyon. This collaborative workshop will focus on actionable strategies to strengthen Positive Childhood Experiences through social connection-an approach that supports healthier, safer communities and helps young people thrive in school and beyond.

WHEN: Tuesday, June 9, 2026 | 9:00 a.m. - 3:30 p.m. (One day prior to the annual UPCA Summit held June 10-12, 2026.)

WHERE: Best Western Plus-Ruby's Inn
26 South Main St
Bryce Canyon City, UT 84764

WHO: School and District Personnel, Community Coalition Members,
Community Prevention Coordinators

ACTION: [Register via Whova](#)

For more information, please contact [Clarissa Stebbing](#)
(clarissa.stebbing@schools.utah.gov).

April Board Meeting

Summary of Highlights

The Utah State Board of Education:

- Approved the LEA Annual Assurances document. Please review both documents below to understand the updates.

[Board motions](#)

[Proposed Draft 3](#)

- Approved Box Elder School District's (Snowville Elementary, Grouse Creek Elementary, and Park Valley Elementary) waiver renewal, allowing for a four-day school week
- Approved Lake Mountain School District Charter School Authorizers Application
- Approved Health Education Standards on ["Success Sequence"](#)



The Utah State Board of Education approved, amended, or repealed the following administrative rules:

- [RR277-601, Standards for School Buses and Operations](#)
The Utah State Board of Education approved continuation of R277-601 due to the five-year review period. The purpose of this rule is to specify standards for state student transportation funds, school buses, and school bus drivers utilized by school districts
- [R277-102, Adjudicative Proceedings](#)
The Utah State Board of Education approved continuation of R277-102 due to the five-year review period. This rule specifies how to conduct adjudicative proceedings in matters subject to Utah Administrative Procedures Act (UAPA) to provide for review of Board actions where no opportunity for administrative review is provided by law and where there is a compelling reason for administrative review to fully and fairly facilitate the Board's decision making process; and to identify procedures the Board may apply when administrative review of a Board action is provided for by a law other than UAPA and the applicable law fails to identify procedures to be followed for the administrative review. This rule does not apply to actions for which separate adjudicative procedures are specifically provided for in statute, rule, or negotiated agreement.
- [R277-309, Appropriate Licensing and Assignment of Teachers](#)
The Utah State Board of Education approved continuation of R277-309 due to the five-year review period. The purpose of this rule is to provide criteria for:
 - (a) local school boards to employ educators in appropriate assignments;
 - (b) the Board to provide state funding to local school boards for appropriately qualified and assigned staff; and
 - (c) the Board and local school boards to satisfy the requirements of ESEA for local school boards to receive federal funds.

See the [full agenda](#) or visit the [USBE website](#) for more information.

USBE Prevention Leaders



Tanya Albornoz is the Prevention Coordinator at USBE. In this role she oversees the implementation of prevention programs such as suicide prevention, substance use prevention, gang prevention, bullying prevention, child sexual abuse and human trafficking prevention, trauma-informed practices in education, and more.

tanya.albornoz@schools.utah.gov
(801) 538-7812



Prevention Team, pictured from left to right: Clarissa Stebbing, Michelle Knight, Cuong Nguyen, Tanya Albornoz, Tina Morandy, and Mindy Elliott.



Utah State
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Education

Prevention

Contact Us

[Meet the Prevention Team](#)

To contact the Prevention Team, email prevention@schools.utah.gov.

**250 East 500 South
Salt Lake City, UT 84114**

Subscribe to join the [School-based Prevention Services Listserv](#) using the Utah Education Network (UEN) Mailing List.

Subscribe to join our [Suicide Prevention Listserv](#) using the UEN Mailing List.

USBE Prevention Website



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