



Prevention Newsletter

December 2025

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

If It's Predictable, It's Preventable

As we head into the holiday season, I want to express my gratitude for the incredible work you do for Utah's students. Every day, I hear about extraordinary examples of prevention efforts making a real difference in schools across our state. You deserve a wonderful, well-earned holiday break! Please take time to rest, recharge, and care for your own well-being and that of your families.

Recently, I attended a learning opportunity where a powerful phrase stood out: **"If It's Predictable, It's Preventable."**

This idea is especially relevant as we prepare for the return from winter break. Transitions can be challenging for both students and staff, but here's the good news: these challenges are predictable. That means, with some planning, many of the issues that arise can be prevented.

After breaks, students often need extra support to re-engage with routines and expectations. Predictability creates safety and reduces stress. By planning ahead, schools can make the first days back positive and productive. If we can anticipate where students might struggle, we can put supports and scaffolds in

place, both for the student body as a whole and for individual students who may need extra help.

Practical Strategies for a Smooth Return

- **Before the break:** Talk with students about what to expect when they return, such as topics, units of learning, and any upcoming changes.
- **Review expectations upon students returning to school:** Dedicate time to reteach hallway, lunchroom, and classroom norms. Even brief reminders throughout the first days back can make a big difference.
- **Build connections:** Start with a community circle or check-in activity to re-establish relationships.
- **Use visual and verbal cues:** Post schedules and give countdowns for transitions to help students reacquaint themselves with routines.
- **Increase adult presence:** Station staff in hallways and common areas during arrival, lunch, and dismissal.
- **Practice routines:** Treat routines like academic content: model, practice, and reinforce.
- **Plan targeted supports:** For students who may need extra help, prepare specific strategies ahead of time.
- **Communicate positivity:** Encourage and celebrate small wins to build momentum.

Examples in Action

Elementary:

- Use 30 minutes the first morning back to review expectations, share positive experiences from the break, and practice routines.
- Post a clear daily schedule with pictures or icons to help students feel secure and know what's coming next.
- Rotate or refresh classroom responsibilities to re-engage students in routines.
- Model and rehearse transitions between activities, such as lining up, walking in hallways, and returning from recess.
- Incorporate short reminders or role-play on sharing, taking turns, and using kind words.
- Reinforce and celebrate positive behavior during the first few days back.
- Take 30 min to celebrate successes at the end of the week and discuss where improvements need to be made.

Secondary:

- Increase staff visibility.
- Reinforce hallway flow with one-way traffic patterns and monitor high-traffic zones.
- Offer orientation refreshers for students moving into new spaces.
- Provide a quick overview/review of study habits, homework submission processes, and grading policies to help students re-engage academically.
- Offer structured opportunities for peer interaction, such as advisory sessions or small-group activities, to ease social reintegration.
- Encourage staff to check in with students individually or in small groups, especially those who may have experienced stress during the break.
- Avoid scheduling major assessments immediately after the break; instead, allow time for review and gradual ramp-up.

Predictability is a gift we can give our students. By anticipating challenges and planning supports, we make the return to school positive and productive.

Remember: If it's predictable, it's preventable.

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. One Protective Factor will be highlighted each month. This month's focus is on **Resilience**.

Building Academic Resilience in K-12: What the Latest Research Says, Part 1

Resilience is not just about “bouncing back,” it is also about bouncing forward: adapting, persisting, and thriving in the face of stressors, challenges, and adversity. In K-12 settings, academic resilience means better engagement, stronger performance, and healthier coping under stress.

Below is a clear, research-informed snapshot of four core components of resilience and how schools can strengthen them: growth mindset, stress management and functioning under stress, hope and optimism, and belief that success is possible. This month in part 1 of this article, we will focus on the first two aspects of resilience: Growth Mindset and Stress Management. In January's newsletter, we will focus on the other two aspects.

1) Growth Mindset: Seeing Intelligence as Changeable

Students who believe intelligence and skills can grow with effort and effective strategies are more likely to embrace challenges, persist after setbacks, and improve academically. [Stanford's Teaching Commons](#) highlights that a growth mindset shifts students' focus from “proving” intelligence to improving it. This aligns classroom behaviors, like persistence and strategic effort, with achievement gains.

Brief, well-designed mindset interventions have improved grades for lower-achieving students, especially when reinforced by school culture (e.g., teacher feedback and grading practices that value effort and progress).

What schools can do:

- Model effort and normalize productive struggle in instruction and feedback.
- Align school culture (such as grading practices and recognition systems) with growth-oriented messages to avoid mixed signals and reduce the risk of “mindset fatigue” or self-blame among students.

2) Stress Management: Using Effective Strategies to Maintain Well-being and Perform Well Under Pressure

Resilience grows when students learn concrete coping tools, such as recognizing stress responses, choosing helpful actions, and reframing unhelpful thoughts. [Research briefs from Challenge Success](#) (Stanford Graduate School of Education affiliate) shows many high school students feel significant academic pressure, yet only one-third feel confident in their coping skills. This highlights the need for explicit skill building.

Classroom strategies like breaking tasks into manageable steps, modeling coping, and teaching problem-solving routines help students “bounce forward” and maintain performance under stress, while cultivating optimism and purpose that supports well being in students.

What schools can do:

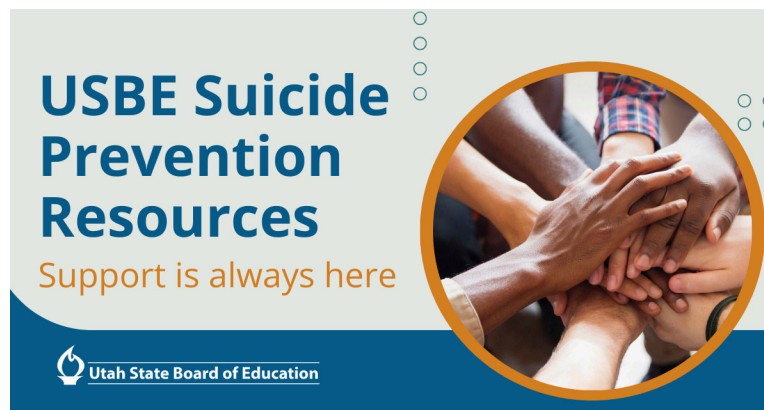
- Integrate brief resilience lessons and coping language into advisory, health, and other classes.
- Teach evidence-based coping strategies, such as task chunking, cognitive reframing, and body-based regulation.

Next month, read part 2 about two powerful drivers of resilience and achievement: Hope and Optimism; and a Belief in Success.

For more information on the protective factor framework, please visit the [USBE Prevention webpage](#).



Prevention Updates



Suicide Prevention Resources

As we head into the holiday break, remember that caring for your mental well-being matters. If you or someone you know needs support, please reach out. Help is available anytime through:

- [SafeUT](#) App for confidential chat or calls
- [988 Suicide & Crisis Lifeline](#)
- [LiveON Utah](#) for local tools and connection
- [USBE Suicide Prevention Resources and other trusted services](#)

Share this message with those around you!

SafeUT's New Tip Feature: Return To Learn What School Staff Need to Know



Schools play a vital role in helping students return to a safe and supportive learning environment after a mental health crisis. To strengthen this process, SafeUT has introduced a new Return To Learn Tip feature within the Parent Profile.

Through the collaboration of USBE, SafeUT, and Intermountain Health, this new feature strengthens continuity and safety for students across our communities. This feature is designed to improve communication between hospitals, families, and schools when a student has been treated for a behavioral or mental health concern.

When a student is seen in a hospital emergency department for issues such as suicidal ideation, an attempt, or other serious mental health conditions, hospital staff will work with parents to submit a Return To Learn tip through the SafeUT Parent Profile. This tip notifies the student's school that the student has experienced a crisis and may need additional support upon returning to class.

For schools, receiving a Return To Learn tip means taking immediate, compassionate action. The first step is to contact the parent promptly to acknowledge the tip and begin planning. Schools should collaborate with families to create a personalized Return To Learn plan that addresses both academic and emotional needs. This plan might include temporary adjustments to workload, scheduled check-ins with a school counselor, and strategies to reduce stress during the transition back to school.

Best practice is to respond within one business day of receiving the tip and involve a multidisciplinary team—such as a school counselor, administrator, and/or teacher(s)—to ensure the plan is comprehensive. Confidentiality is essential; information should only be shared with staff directly involved in supporting the student. Documentation of all actions and ongoing communication with the family will help maintain continuity and trust.

The Return To Learn feature is more than a notification system, it is a bridge between hospital care and school support. By acting quickly and thoughtfully,

schools can help students feel safe, understood, and ready to succeed after a mental health crisis. This proactive approach fosters resilience and reinforces the message that schools are committed to student well-being.

For more information, please contact [Michelle Knight](mailto:michelle.knight@schools.utah.gov) (michelle.knight@schools.utah.gov).

Utah's 2025 Student Health and Risk Prevention (SHARP) Survey Results Released

On December 11, 2025, the Utah Department of Health and Human Services (DHHS) released the results of the 2025 SHARP survey. More than 78,000 students from across Utah participated in this statewide survey.

The overall findings offer encouraging signs that prevention efforts and parent engagement are making a positive impact. Key survey findings show that Utah students reported fewer symptoms of depression and fewer thoughts of suicide compared to the 2023 survey. In addition, reports of experimenting with or using marijuana, vaping products, and alcohol were lower than in 2023.

For the full results of the 2025 SHARP survey for the state of Utah, please see the full [2025 state report](#). For general information about SHARP, including survey questions, past reports, and a parent summary, please visit the DHHS sharp.utah.gov website.

2025 Do the Write Thing Student Highlights

For the past 25 years, Utah's Do the Write Thing (DtWT) Challenge has played a key role in the state's long-term strategy to end youth violence. In partnership with the National Campaign to Stop Violence, 7th and 8th grade students from across Utah, as well as the nation, are invited to answer three essential questions:

1. How has youth violence affected my life?
2. What are the causes of youth violence?
3. What can my community and I do to reduce youth violence?

2025 Impact Highlights

- Over 1,300 students participated in classroom discussions.
- More than 930 students prepared writings.
- 338 students submitted their work for consideration.
- 28 students were honored as finalists and received scholarships deposited into my529 savings accounts.
- Over \$8,000 was awarded in scholarships.

These student writings offer powerful proposals for how adults and youth can interrupt the causes of violence in their communities.

Student Reflections

Mariam Jensen, 2025 National Runner-Up from Roy Junior High School, wrote: "Youth violence is like an abstract art piece. You have to think from different perspectives to truly understand what is being portrayed and the often complicated story behind it."

Abigail Owens, 2025 National Finalist from Fort Herriman Middle School asked: "The real question that my eyes have not yet found the answer to is, how long will it take for the consequences of those actions to happen to the person who did the bad act, rather than their victim? How long until the world can look at violence through these very tired 14 year old eyes and see what I see?"

Ali Wilson, 2025 State Finalist from Diamond Fork Middle School, encouraged the community: "Make a plan, and take a stand, spread the word, write a letter. You may think that one person can't make a difference at all. But every step leaves a footprint, no matter how small."

Brelynn Lee of South Sevier Middle School shared: "Even when you hate the person you can still be nice in the best way you can. So do the right thing, help spread kindness and just be yourself no matter what. I hope that this can get the word out and help the world."

These, and many more authentic, real-life experiences from Utah student writings are available in the [Utah's Challenge: Do the Write Thing Student Writings 2025](#).

Get Involved

The Utah DtWT Committee encourages the prevention community and teachers

of 7th and 8th grade students to consider participating in the 2026 DtWT Challenge. The **deadline for submitting entries is Friday, January 9, 2026**. All information can be found on the USBE [Do the Write Thing webpage](#).



Prevention Funding

Child Sexual Abuse and Human Trafficking Prevention Preferred Provider Contract and Grant

USBE is pleased to announce the Child Sexual Abuse and Human trafficking (CSA/HT) CSA/HT Alternative Provider Choice Grant has been extended to **January 9, 2026**. An additional extension may be possible if funds remain available.

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

Prevent Child Abuse of 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:

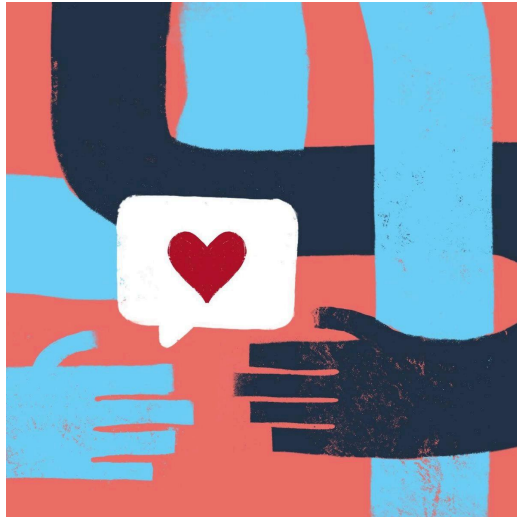
- Food or other incentives for student participation.
- Assemblies.
- Computer equipment.
- Full-Time Equivalent (FTE) positions to provide the instruction or benefits for an FTE.

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



We are pleased to recognize **Jordan School District's Return to Learn Protocol** as the Prevention Star for December 2025.

Annie Larson recently nominated a dedicated team of clinicians employed by Jordan District for their incredible work. The team includes Jeremy Etherington, LCSW; Bradley Trump, LCSW; and Shea Chandler, LCSW. This team has been implementing a Return to Learn protocol for the last few years. We know that transitioning back to school after a prolonged absence is difficult and a critical time for supporting long-term positive outcomes. This protocol is a tool that provides support to students and their caregivers.

Annie stated, "It is wonderful to have these clinicians who are full-time, school-based and familiar with teachers and admin. They are able to support students and parents/caregivers with navigating the school system... We are so lucky in Jordan District to have amazing clinicians in all of our secondary schools who really care about kids, families, and their school community."

To learn more, explore [Jordan School District's Health and Wellness Mental Health resources here](#).



(Left to right) Jeremy Etherington, LCSW, Bradley Trump, LCSW, and Shea Chandler, LCSW.
Both Shea and Jeremy work at Riverton High and Bradley works at Herriman High.

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



This month we would like to put the spotlight on **Megan Menlove, Attendance Support Specialist** on the USBE Attendance team.

Megan Menlove is an Attendance Support Specialist for USBE. She loves being an Attendance Ambassador and promoting positive attendance throughout Utah. Prior to coming to USBE, Megan was an assistant principal for thirteen years in Alpine School District in elementary, junior high, and high school.

She was also an elementary teacher for six years. She graduated from Brigham Young University with her undergraduate degree and completed her graduate work at Utah State University. Megan loves to travel and spend time outdoors. She is married to her husband, Landon Green, and has three stepchildren and one adorable little girl.

Megan Menlove

Attendance Support Specialist

Email: megan.menlove@schools.utah.gov

Phone: (801) 538-7969



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.

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:

- Tuesday, January 20, 2026 | 8:00 a.m. - 3:00 p.m.
- Friday, March 13, 2026 | 8:00 a.m. - 3:00 p.m.
- Wednesday, April 15, 2026 | 8:00 a.m. - 3:00 p.m.

WHERE: Virtually via Zoom

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

Olweus Bullying Prevention Program (OBPP)

WHAT: USBE is partnering with The Center for Schools and Communities (CSC) to provide the OBPP to Utah Schools. This program is backed by over 40 years of successful research and implementation worldwide. The foundational informational webinar took place on October 30, 2025 and is available to view on the [USBE Prevention YouTube channel](#). USBE and the CSC will be offering this program to 15 schools across Utah. All interested LEAs are encouraged to apply by completing the [Olweus Program Application](#).

WHO: All LEAs in the State of Utah

WHEN: Tuesday - Thursday, March 24 - 26, 2026 | 8:00 a.m. - 4:00 p.m.

WHERE: Virtually via Zoom

ACTION: If interested, please complete the [Olweus Program Application](#) by **January 9, 2026**.

INFORMATION: Completing the application does not guarantee registration/selection for the program. USBE staff will contact you to confirm if your school has been selected. Please contact [Becca Rae](#) (becca.rae@schools.utah.gov) for additional information.



2025-2026 Prevention and Student Services Webinar Series

WHAT: The USBE Prevention and Student Services Teams are announcing the 2025-2026 Prevention and Student Services Webinar Series.

We had an incredibly successful and well-attended webinar in November focused on youth peer courts. We were honored to host guests from Canyons School District's youth peer court and are especially grateful to the extraordinary student judges who shared their knowledge and experiences.

If you missed this insightful session, or would like to watch it again or share with others, you can find [the November 2025 Accountability Practices and Peer Court recording](#) on the USBE Prevention YouTube channel. Presentation materials are also available on the [USBE Other Prevention Professional Learning webpage](#).

WHO: School administrators, prevention staff, behavior specialists, school counselors, social workers, teachers, school mentors, and staff who work directly with students.

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

- **January:**
Thursday, January 15, 2026 | 12:00 p.m.
Substance Use Prevention
- **February:**
Thursday, February 19, 2026 | 12:00 p.m.
Understanding and Supporting Student Mental Health
- **March:**
Thursday, March 19, 2026 | 12:00 p.m.
Cybersecurity Gap Analysis & Best Practices
- **April:**
Thursday, April 16, 2026 | 12:00 p.m.
Child Sexual Abuse & Human Trafficking Prevention
- **May:**
Thursday, May 21, 2026 | 12:00 p.m.
Check & Connect Mentoring / Attendance

WHERE: Online on Zoom.

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

INFORMATION: Reach out to prevention@schools.utah.gov or visit the [USB E Prevention webpage](#) for more information.

Find recording and materials from past webinars on the [USB E Prevention Professional Learning webpage](#).

Comprehensive Prevention Plan Workshops:

WHAT: The Prevention Block Grant application is scheduled to open in Fall 2026, and a comprehensive prevention plan will be a required component of the application. To support LEAs in preparing for this opportunity, we invite you to join an interactive workshop designed to help teams develop and implement a prevention plan tailored to their school communities.

During the workshop, participants will:

- Explore evidence-based strategies for prevention
- Receive guidance on aligning efforts with state prevention requirements
- Engage in collaborative planning exercises

While this workshop is especially valuable for LEAs intending to apply for grant funding, all LEA teams are welcome. Attendees will leave with tools and insights to strengthen prevention efforts and improve student outcomes-regardless of funding intent.

WHO: LEA teams that will be implementing a comprehensive prevention plan.

WHEN: All workshops will be held in March 2026 from 9:00 a.m. - 3:00 p.m. at the locations shown below.

WHERE:

- Friday, March 6, 2026 | Spanish Fork
- Tuesday, March 10, 2026 | Ogden
- Tuesday, March 11, 2026 | Price
- Tuesday, March 17, 2026 | Cedar City
- Wednesday, March 18, 2026 | Salt Lake City

ACTION: [Register via MIDAS Course ID 65696](#)

INFORMATION: For additional information, please
contact prevention@schools.utah.gov.

Protective Factors Professional Learning Opportunity

WHAT: The USBE Prevention Team is excited to offer an in-depth, in-person professional learning opportunity on the Protective Factors Framework for LEAs during the 2025–2026 school year. This one-day, six-hour training course built on the foundation introduced during the April 2025 Prevention Workshops. It provides a deep-dive into the Protective Factors Framework—a research-based, evidence-informed approach proven to strengthen child and family well-being and reduce the risk of unhealthy behaviors in students. The training will be held at multiple locations across the state, and participants will earn 5.5 license renewal hours upon completion.

WHO: School administrators, prevention staff, counselors, social workers, school-based mental health staff, behavior specialists, teachers. Anyone will benefit from the information shared.

WHEN/WHERE: Dates and locations are listed below:

- Friday, January 23, 2026 | 9:00 a.m. - 3:30 p.m.
Provo School District Professional Development Center
280 West 940 North
Provo, UT 84604
- Tuesday, March 10, 2026 | 8:30 a.m. - 3:00 p.m.
Carbon School District
Training Room 1
251 West 400 North
Price, UT 84501
- Monday, March 16, 2026 | 8:30 a.m. - 3:00 p.m.
Heritage Center Theater and Festival Hall
105 North 100 East
Cedar City, UT 84720

ACTION: [Register for the Protective Factors opportunities via MIDAS Course ID 65849.](#)

INFORMATION: Visit the [Prevention Professional Learning webpage](#).

December Board Meeting

Summary of Highlights

The Utah State Board of Education:



- Reviewed and discussed statutory change requests in preparation for the upcoming legislative session. The [full list of statutory requests can be found here](#).
- Received a report on the results of a federal funding performance audit conducted by GPP Analytics.
- Approved a special education add-on waiver for new and expanding charter schools.

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

- [R277-111, Board Oversight Framework](#). This rule is being repealed.
- [R277-114, Response to Compliance and Related Issues](#). This rule is being repealed and reenacted in accordance with draft 5, prepared by the Board's Law and Licensing Committee.
- [R277-212, UPPAC Hearing Procedures and Reports](#). This rule is approaching its five-year review in February. The rule is being amended to incorporate technical edits and then continued.
- [R277-213, Request for Licensure Reinstatement and Reinstatement Procedures](#). This rule is approaching its five-year review in March. The rule is being amended to incorporate technical edits and then continued.
- [R277-214, Criminal Background Review](#). This rule is approaching its five-year review in March. The rule is being amended to incorporate technical edits and then continued.
- [R277-216, Surrender of License with UPPAC Investigation Pending](#). This rule is approaching its five-year review in February. The rule is being amended to incorporate technical edits and then continued.
- [R277-477, Distributions of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program](#). This rule is being

amended to update terminology and school plan requirements.

- [R277-484, Data Standards](#). This rule is being amended to clarify when LEAs and schools need to alert USBE of significant changes to data reporting, such as shifting a charter campus under a different authorizer, extending a campus to include new grade levels, or splitting a campus.
- [R277-491, School Community Councils](#). This rule is being amended to update requirements for local governing boards to grant exemptions to school community council requirements consistent with the code.
- [R277-600, Student Transportation Standards and Procedures](#). This rule is being amended to clarify definitions and to provide a requirement for LEAs to put a notice on their website regarding child access routing plans.
- [R277-700, The Elementary and Secondary School General Core](#). This rule is being amended to update the requirements and timeline for the new civics course as required by H.B. 381, Civics Education Amendments. The changes will allow LEAs to begin offering the new course starting in 2027-2028. The rule will be sent to the Standards and Assessment Committee in their January 2026 meeting for review of course and credit requirements.
- [R277-705, Secondary School Completion and Diplomas](#). This rule is being amended to update the definition of Student with a Significant Cognitive Disability (SWSCD) to bring Utah into compliance with assessment requirements for students with disabilities based on a federal requirement in the Every Student Succeeds Act.
- [R277-716, Alternative Language Services for Utah Students](#). This rule is approaching its five-year review in February. The rule is being amended to incorporate technical edits and then continued.

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



Contact Us

[Meet the Prevention Team](#)

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

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

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