



Prevention Newsletter

March 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.

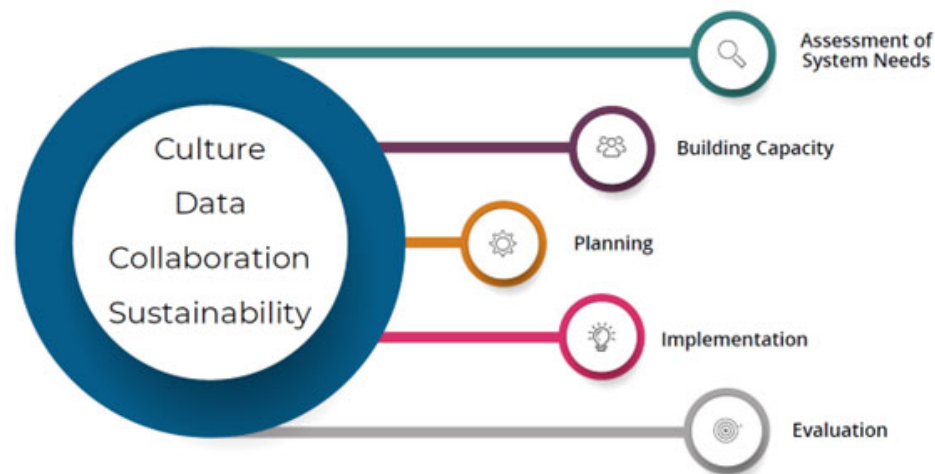


Utah State
Board of
Education

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



The USBE Implementation Science Model, adapted from U.S. Department of Health and Human Services (DHS), Substance Abuse and Mental Health Services Administration (SAMHSA) Strategic Prevention Framework

Reflecting on Our Time Together in the Field

The USBE Prevention team has greatly appreciated the opportunity to be with you in the field this month. Spending time together during the March Prevention Workshops and Protective Factor trainings has allowed us to listen, learn, and

better understand your work, challenges, and successes in prevention efforts with students across the state.

Coming together during the season of St. Patrick's Day is a timely reminder that effective prevention is not about "luck". Instead, effective prevention work is about using thoughtful, proven approaches that help efforts take hold and last. Throughout the workshops, we ground our conversations in the **Implementation Science framework**, which emphasizes **understanding local needs, building capacity, planning intentionally, implementing with care, and evaluating what is working**. When these steps are guided by **strong data, collaboration, an understanding of school culture, and sustainability**, prevention efforts are far more likely to lead to meaningful outcomes for students and school communities.

We have been encouraged by the thoughtful dialogue, shared experiences, and practical strategies discussed during our time together. The work you are doing every day reflects the heart of this framework. School-based prevention that is responsive to community context, rooted in evidence, and focused on supporting student well-being makes it clear that success in prevention comes not from chance, but from intentional planning and shared commitment.

As the school year enters its final months, we also want to acknowledge the sustained effort this work requires. We hope you continue to prioritize self-care so you can maintain safe, connected, and supportive environments for students during this busy season. Thank you for your ongoing dedication to prevention and for the important role you play in supporting students across Utah.

Warm regards,

Tanya Albornoz
USB E Prevention Coordinator

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



Comprehensive Prevention Plan Workshop, March 10 in Ogden
Box Elder School District



Comprehensive Prevention Plan Workshop, March 10 in Ogden
Voyage Academy Charter School



Protective Factor Training, March 16 in Cedar City



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 **Cognitive, Emotional, and Social Competence**.

Last month, we focused on the definition of the three components of this protective factor and “**why**” it is important. This month we will focus on the “**how**”: practical, hands-on approaches that educators can use to strengthen these skills in students as we strive to help them achieve academic success.



Building Cognitive, Emotional, and Social Competence in Daily Practice

Cognitive, Emotional, and Social Competence grows most effectively when students have **frequent opportunities to practice these skills** in safe, supportive, and predictable environments. Research from school-based prevention work, prevention science, and neuroscience shows that skill building is most successful when it is woven into everyday interactions rather than taught in isolation. The strategies below highlight practical, hands-on approaches educators can use to strengthen student competence while supporting regulation and learning. We are confident that there are many examples already happening in the field, but they are good reminders of the many possible ways to create safe, connected learning environments.

- **Prioritize regulation before instruction**

Students are best able to think, reason, and learn when their nervous systems are calm. Begin instructional time by creating routines that support regulation. Predictable schedules, clear expectations, and consistent transitions help students feel safe. Brief grounding practices such as deep breathing, quiet reflection, stretching, guided mindfulness, or fun and simple body movements can help settle emotional and physical energy. When students are regulated and their emotional or limbic system is calm, they are more able to access memory, attention, and problem solving skills.

- **Model calm and self-regulation**

Adults play a powerful role in shaping student regulation. Modeling calm responses, steady tone, and thoughtful problem solving demonstrates

emotional competence in action. When challenges arise, narrating coping strategies such as pausing, breathing, or asking for help will assist students in learning how to respond to stress. Warm, consistent adult behavior provides co-regulation and builds the foundation for student self regulation.

- **Integrate emotional skill building into instruction**

Emotional competence improves when students learn to identify, understand, and express feelings appropriately. Use regular check-ins or simple emotion identification activities to help students build self awareness. Normalize emotions as part of learning and discuss how feelings can influence focus and behavior. Teaching coping strategies such as breathing, positive self- talk, or asking for support equips students with tools they can use during moments of stress.

- **Create structured opportunities for social skill practice**

Social competence grows through meaningful interaction. Design classroom activities that encourage collaboration, discussion, and shared problem solving. Clearly teach communication skills such as listening, waiting to speak, and expressing disagreement respectfully. Cooperative learning and structured group work provide opportunities for students to practice perspective taking and conflict resolution in real time.

- **Use encouragement and strength-based feedback**

Strength-based feedback helps students build confidence and a positive self-concept. Acknowledge effort, persistence, and growth rather than focusing only on outcomes. When students make mistakes, frame errors as opportunities to learn and problem solve. This approach supports resilience, emotional competence, and motivation to engage in learning.

- **Teach and practice executive functioning skills**

Cognitive competence develops through repeated opportunities to practice organization, planning, and flexible thinking. Break tasks into manageable steps and provide visual supports such as checklists, schedules, and examples. Encourage students to set goals, monitor progress, and reflect on what strategies helped them succeed. These supports strengthen working memory, attention, and planning while reducing frustration and overwhelm.

- **Maintain fair structure and clear limits**

Consistent and predictable expectations support emotional and social competence. Clear boundaries help students feel safe while learning how to manage behavior and emotions. Fair and consistent responses guide students toward accountability while reinforcing that adults care about their growth and success.

- **Build supportive relationships**

Positive relationships with adults and peers are central to all three areas of competence. Taking time to learn about students interests, strengths, and experiences fosters connection and trust. When students feel seen and valued, they are more willing to engage, take risks in learning, and practice new skills.

Cognitive, Emotional, and Social Competence develops through **intentional daily practice supported by caring adults and consistent environments**. By embedding these strategies into the school day, educators strengthen the foundation for learning, regulation, and long term student success.



Prevention Updates & Information

Self Injury Awareness Day: Connection, Hope, and Support

Each year on March 1, schools across Utah recognize Self Injury Awareness Day, a time to focus on connection, hope, and support for students and families. This observance reminds us that emotional struggles are common and that help is always available. Raising awareness saves lives by encouraging understanding, compassion, and open conversations about mental health.

Self injury, often referred to as non suicidal self injury (NSSI), is a coping behavior some individuals use to manage overwhelming emotions. While NSSI does not always indicate suicidal intent, risk can increase over time. Reducing stigma and addressing this topic openly helps students feel safer and more comfortable reaching out for help when they need it.

Self Injury Awareness Day also highlights the importance of connection and supportive relationships with trusted adults. Promoting healthy coping skills, help seeking behaviors, and strong relationships builds protective factors that support resilience and emotional well being. When students feel seen, supported, and understood, they are more likely to ask for help, and caregivers and school staff are better equipped to recognize warning signs and respond with compassion.

Support is available for anyone experiencing NSSI, emotional distress, or other mental health concerns. Individuals can call or text 988 or chat at 988lifeline.org at any time, no crisis required. Utah students, parents, and educators can also access free, confidential support through the [SafeUT](#) app, which offers 24/7 chat or phone support with licensed counselors and a way to submit tips to help keep schools safe.

By focusing on awareness, hope, and recovery, we can help create school environments where every student knows they are not alone and that help is always within reach.

Additional resources:

- [Cornell University's Self Injury and Recovery Resources](#)
- [SafeUT](#)
- [University of Utah and Huntsman Mental Health Institute Community Crisis Intervention and Support Services](#)
- [Utah Department of Health and Human Services Suicide Prevention Program](#)
- [Live On Utah](#)
- [988 Suicide and Crisis Lifeline](#)
- [Utah Suicide Prevention Committee and Coalition.](#)



Vaping Prevention Resource for Schools

[Catch My Breath](#) is an evidence based youth vaping prevention program designed to support schools in addressing vaping among students. Enhanced training opportunities offer additional information and practical resources to strengthen prevention efforts.

Thanks to Intermountain Health's support, the cost of the enhanced program is currently covered for interested schools and districts. Educators or administrators who would like to learn more or explore participation may contact [Karlee Kump](mailto:karlee.kump@imail.org) (karlee.kump@imail.org), Pediatric Community Health Program Manager at Intermountain Health.

Schools' Vape Product Testing Pilot

The Utah Tobacco Prevention and Control Program (TPCP), in partnership with the Utah Department of Agriculture and Food (UDAF), is launching a voluntary pilot project to chemically analyze vape devices confiscated in Utah schools. The purpose of this project is to better understand what substances students are being exposed to, including identifying mislabeling, undisclosed chemicals, high nicotine concentrations, Tetrahydrocannabinol (THC), and other emerging substances.

What Participation Involves

Participating districts would need to:

- Provide between **20–75 confiscated vape devices** (flexibility may be available).
- Be located within **150 miles of the UDAF Lab in Taylorsville.**
- Have products ready for pickup between **April–May 2026.**
- Group and label products by school for collection.

The project aims to collect approximately 300 confiscated devices statewide, with representation from both urban and rural districts.

Benefits to Schools

School participation offers several key benefits, including:

- **Confidential Results:** Schools meeting the minimum submission threshold will receive school-level results mid-summer. School and district data will not be publicly reported or shared with other entities, and no individual student data will be collected.
- **Hazardous Waste Removal:** The UDAF laboratory team will manage cataloging, transportation, and professional disposal of all submitted products.
- **Actionable Data:** Schools will receive a full inventory of submitted devices (brand, flavor, labeled substances/strengths) and testing results indicating the presence of:
 - Nicotine (including concentration and whether it is a nicotine salt)
 - THC, Cannabidiol (CBD), and other cannabinoids
 - Ethanol
 - Flavoring agents and other volatile compounds
 - Heavy metals
 - Limited testing for kratom alkaloids

Local Health Departments will assist with coordination and logistics, and centralized collection is preferred when possible.

Timeline

Schools interested in participating must complete the [interest form](#) by **March**

17, 2026. Selected districts will be notified by mid-April, and transportation dates will then be finalized.

Behavior Support for Students Experiencing Mental Health Challenges

Students in schools throughout the state come into classrooms while experiencing varying degrees of mental health challenges. Many schools have school-based mental health (SBMH) professionals who can support these students or have the ability to refer their families to community mental health professionals, but it is helpful for all school staff to have a basic understanding of concerning signs and symptoms, when and how to refer, and to be aware of some common mental health disorders. The overview video was shared in last month's newsletter, [Understanding and Supporting Student Mental Health in an Educational Setting](#). These four short videos (each video is about 6-7 minutes long) will expand on specific behavior strategies that can effectively support students experiencing mental health challenges.

- [Supporting Students with Anxiety and Post Traumatic Stress Disorder in an Educational Setting](#)
 - [Supporting Students with Neurological and Fetal Alcohol Syndrome Disorders in an Educational Setting](#)
 - [Supporting Students with Attachment and Mood Disorders in an Educational Setting](#)
 - [Supporting Students with Oppositional Defiance and Obsessive Compulsive Disorder in an Educational Setting](#)
-

Sleep Matters-Especially for Kids and Teens

March 8-14 was Sleep Awareness Week, which is a great reminder for parents and students to prioritize a full night's sleep. Utah SHARP (Student Health and Risk Prevention) data shows that getting enough sleep is linked to better grades, stronger mental health, less screen time, and lower risk of substance use. In fact, 85% of Utah students who get 8+ hours of sleep report mostly A's and B's.

Adequate sleep is essential because it supports students' attention, emotion regulation, and decision-making. Sleep also strengthens students' self control, coping skills, and mental health. When students don't get enough sleep, they are

more likely to struggle academically, have poor impulse control, and engage in risky or disruptive behaviors (such as substance abuse). Chronic sleep deprivation undermines learning.

Healthy sleep supports healthy brains. Learn more about healthy sleep habits and find [practical tips for families](#) at [The National Sleep Foundation](#).



Accountability with Engagement

Recently, Board Rule R277-100, Definitions for Utah State Board of Education Rules, introduced the term “Accountability practice.” Accordingly, the Utah State Board of Education defines an accountability practice as:

- Any evidence-based practice that increases academic outcomes, decreases behaviors that disrupt the learning environment, and holds students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate.

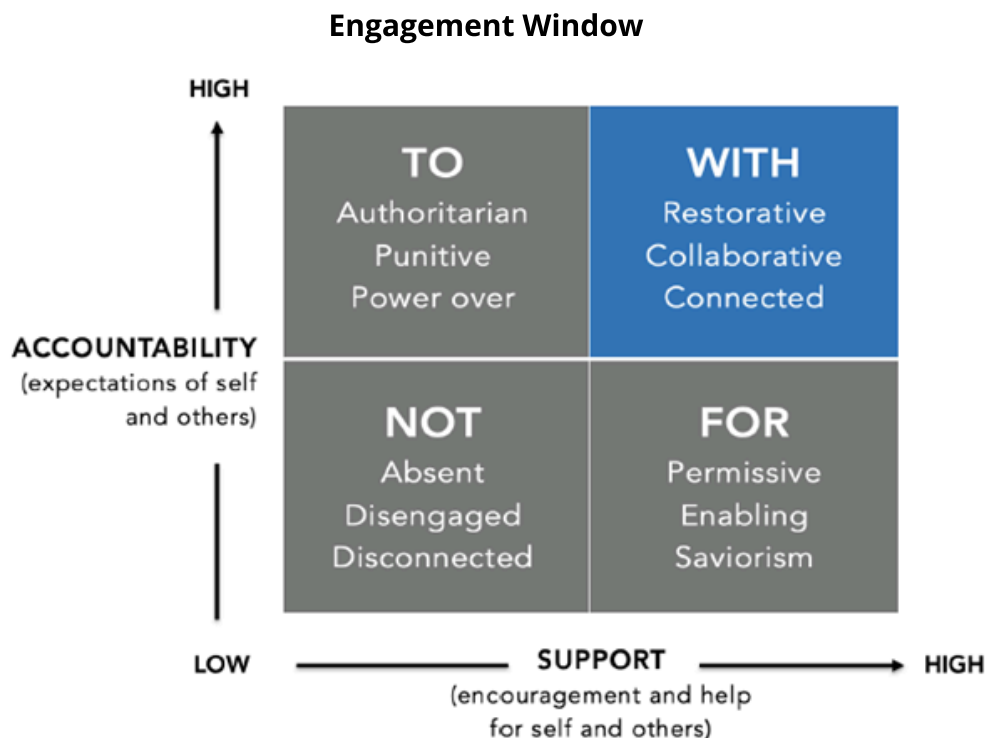
- Practices may include behavior plans, restorative practices, and strategies that increase engagement.

How can we be both restorative and increase engagement in school? Is there a framework for this?

One way to explore these questions is through self-reflection. Think about a person who helps you be your best. What is one word you would use to describe them? Words like *respectful*, *supportive*, or *listener* may come to mind. Do you feel more engaged with this person when they listen to you and support you?

Now, think of a time when this person challenged you-whether you made a mistake or did not live up to your potential. How did they respond? Did they shame you or focus only on what went wrong? Or did they offer encouragement, patience, and guidance while still holding you accountable?

One key principle of restorative practices is the **Engagement Window** (formerly known as the Discipline Window), as identified by the International Institute for Restorative Practices. The Engagement Window is built on two axes: **accountability** and **support**. Accountability refers to setting expectations for oneself and others, ranging from low to high. Support refers to the encouragement and assistance provided, also ranging from low to high.



A restorative mindset exists when high expectations are paired with high levels of support. The person you reflected on earlier likely operates within this window-holding you to high standards while also encouraging and supporting you to do the right thing. While mindsets can shift between low or high expectations and low or high support, each combination carries consequences. The goal for anyone in a position of authority-whether a teacher, parent, school counselor, or other school professional-is to practice a restorative mindset as consistently as possible by setting high expectations while providing high support.



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



Saineha Hiehiapo

We are delighted to recognize **Saineha Hiehiapo** as the Prevention Star for March, 2026.

Mrs. Hiehiapo was nominated by Betty Manaris, who is a Community Engagement Coordinator for the Central 9th Youth Coalition. Mrs. Hiehiapo has taught for 18 years, and is currently an 8th grade teacher at Glendale Middle School.

Ms. Manaris writes: "Mrs. Hiehiapo is an amazing teacher and human. She greets everyone with a smile and offers her kind and caring presence to all. She is the definition of a protective factor- an adult who listens to and sees her students. She is very involved and passionate about serving her community."

Ms. Ashley McKinney, the principal at Glendale Middle School, added the following: "As our Career and College Readiness leader, Ms. Hiehiapo empowers our 8th grade students to see beyond the present and imagine the possibilities that await them. She helps students explore their interests, discover their strengths, and envision meaningful futures for themselves.

In addition, she teaches Techniques for Tough Times, a self-awareness and goal-

oriented class that equips students with the tools they need to overcome challenges, build resilience, and believe in their own potential. Through her thoughtful guidance, students learn not only how to navigate difficult moments, but how to grow from them. Ms. Hiehiapo is truly a remarkable educator and an exceptional human being. She serves every student with genuine kindness, compassion, and unwavering passion. Her work changes lives by helping students see who they are, who they can become, and how they can get there. Glendale is stronger because of her dedication and heart.”

Congratulations, Mrs. Hiehiapo, we are so grateful for your amazing prevention work in the classroom with students and the difference you make for Utah’s students!

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



Shauntelle Cota

This month we would like to put the spotlight on **Shauntelle Cota, Director of School Safety and Student Services** USBE.

In her role as Director, Shauntelle supervises and supports members of the Prevention team, Student Services team, and the Utah School Safety Center. Her priority is ensuring LEAs have access to the resources needed to maintain safe and healthy schools.

Director Cota is a seasoned educator with over 29 years of experience having served as a teacher, principal, director, counselor, and coordinator. She is an

advocate for school safety and student services and is dedicated to providing support to educators across the state.



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. The Cybersecurity webinar will be rescheduled to ensure it accurately reflects legislative updates from the 2026 Utah Legislative Session. Please keep an eye out for additional information regarding the new date and time for this webinar.

March's webinar will instead focus on **Child Sexual Abuse and Human Trafficking Prevention**. The webinar will clarify legislative requirements under [Utah Code Section 53G-9-207](#), including mandates for LEAs, training for personnel and parents, approved instructional materials, where to find funding,

and minimum standards. The webinar will also address parental opt-out rights and strategies for compliance.

Protective Factor Focus: Concrete Supports; Knowledge of Development; Social Connections; Resilience; 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.

- **March**

Thursday, March 19, 2026 | 12:00 p.m.

Child Sexual Abuse & Human Trafficking Prevention

- **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.](#)

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

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. Registration and cost details are coming soon.

WHEN: Tuesday, June 9, 2025 | 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

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

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](#)

March Board Meeting

Summary of Highlights

The Utah State Board of Education:

- Approved a new audit prioritization plan.
- Updated the AI in Education Framework.
- Approved the Charter School Revolving Loans.
- Approved the release of the draft American Constitutional Government and Citizenship Standards for a 30-day public review period.



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

- [R277-484, Data Standards](#). The updated rule includes changes to the language regarding the 90-day parallel testing requirement for Student Information Systems from "shall" to "may." This shift allows for greater flexibility and staff discretion in overseeing data system transitions while maintaining the integrity of state-level reporting and funding accuracy.
- [R277-750, Education Programs for Students with Disabilities](#). The Utah State Board of Education approved continuation of R277-750 due to the five-year review period. This rule serves as the regulatory backbone for special education in Utah, incorporating federal IDEA requirements and the state's Special Education Rules manual by reference.

- [R277-604, Private School, Home School, Scholarship, and Bureau of Indian Education \(BIE\) Student Participation in Public School Achievement Tests](#). The Utah State Board of Education approved continuation of R277-604 due to the five-year review period. This rule ensures that Utah students not enrolled in traditional public schools, including those in private schools, home schools, the Bureau of Indian Education (BIE), and those using state scholarships, have an orderly process to participate in statewide assessments.
- [R277-924, Partnerships for Student Success Program](#). The Utah State Board of Education approved continuation of R277-604 due to the five-year review period. This rule governs the Partnerships for Student Success Grant Program, which funds cross-sector collaborations between school districts, local businesses, and non-profits to improve educational outcomes for low-income students.

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.

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



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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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