



Prevention Newsletter

November 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



AI generated image using the prompt "Lay an image of a blueprint of a school slightly overlapping with the actual picture of the school, and have a arrow pointing directly from the blueprint to the real school that says "Evidence-based Prevention". Include some architect drafting tools next to the blueprint and make the blueprint blue."

**Why Evidence Matters: Building Safer, Stronger
Schools Through Proven Prevention**

Imagine trying to build a school without blueprints, relying only on guesswork and good intentions. That is what prevention efforts can feel like when they are not grounded in evidence.

In education, prevention must be based on strategies that are proven to work. **Evidence-based prevention programs** are supported by research and have **demonstrated success in reducing risk behaviors, increasing protective factors, improving student well-being, and creating safer, more supportive learning environments**. These programs are the “blueprints” that help to address the real challenges we face in our schools, such as bullying, substance use, mental health concerns, and school violence. Evidence-based programs should also have a component that increases protective factors for students. These programs do not simply sound promising; they produce measurable results.

Using untested strategies, like building a school without a plan, can lead to wasted time, resources, and trust. More importantly, it can result in missed opportunities to intervene early or even cause unintended harm. Prevention is simply too important to leave to chance.

Support from the Prevention team at the Utah State Board of Education

With increasing concerns about student well-being, schools need tools that are both effective and tailored to their specific needs. To explore vetted program directories and resources for a wide range of prevention efforts, you may visit the Resources tab on the [Substance Use Prevention page](#) of the [USBE Prevention webpages](#).

In addition, with a wide range of knowledge and expertise, the [USBE Prevention Team](#) is available to assist Utah schools and Local Education Agencies (LEAs) in researching, identifying, and implementing the most appropriate evidence-based programs based on your needs. We are ready to support you in building prevention strategies that are smart, efficient, and grounded in evidence.

Every student deserves a safe and thriving school environment. Let us help you build that environment, with the most effective “blueprints.”

Warm regards,

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 **Social Connections**.

The Power of Social Connections: A Protective Factor for Student Well-Being and Success

In today's educational landscape, where students face increasing mental health challenges and academic pressures, one protective factor stands out as both powerful and accessible: **social connections**. Whether it is feeling a sense of belonging at school, having supportive relationships with peers and adults, or engaging in meaningful activities, social connectedness plays a vital role in helping students thrive.

What Are Social Connections and Why Do They Matter?

According to the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov), **social connectedness** refers to the degree to which individuals or groups are socially close, interrelated, or share resources with others. It is about feeling cared for,

supported, and valued, and it is essential for mental and physical health across the lifespan.

For students, this concept is often expressed through **school connectedness**, which the [CDC](#) defines as students' belief that adults and peers in their school care about their learning and about them as individuals. Research consistently shows that students who feel connected to their school community are less likely to engage in risky behaviors and more likely to experience positive mental health and academic outcomes.

The Research Is Clear: Connection Protects and Promotes

Recent studies underscore the protective power of social connections. Here are just a few of the findings from recent studies:

- The [CDC's Youth Risk Behavior Survey data from 2021](#) revealed that **school connectedness was associated with lower prevalence of every risk behavior** examined, including poor mental health, substance use, and experiences of violence. Notably, 61.5% of high school students reported feeling connected to others at school.
- A [peer-reviewed systematic review](#) published in 2022 in the BioMed Central (BMC) Public Health found that **higher levels of school connectedness significantly reduced symptoms of depression and anxiety** among youth aged 14–24. Interventions that improved relationships at school also led to better mental health outcomes.
- A [2023 meta-analysis in Current Psychology](#) confirmed that **stronger school connectedness is associated with higher psychological well-being in adolescents**. The study emphasized the importance of peer relationships, teacher support, and a sense of belonging in promoting mental health.
- A [2025 study in the Journal of Applied Juvenile Justice Services](#) found that **students who felt connected to their school reported lower levels of anxiety, depression, and suicidal ideation**. Importantly, perceptions of school safety mediated this relationship, highlighting the need for inclusive and safe school environments.
- Utah specific data from the [Student Health and Risk Prevention \(SHARP\) Survey](#) consistently shows that **students with strong connections to school and adults** report lower rates of depression, suicidal ideation, and substance use.

Building Connection in Schools: What Works

Evidence-based strategies to foster social connectedness include:

- **Creating safe and caring schools environments** where every student feels seen and valued.
- **Training educators** to identify and address students' individual needs, and support school staff in building systems that promote at least one meaningful, appropriate connection for every student with a trusted adult.
- **Encouraging extracurricular engagement**, mentoring, and peer leadership.
- **Addressing bullying and promoting safety**, which strengthens trust and belonging.
- **Celebrating varied forms of achievement**, not just academic success.

As educators, prevention coordinators, and administrators, we have the opportunity and responsibility to cultivate environments where students feel connected. By prioritizing relationships and belonging, we not only protect students from harm but also empower them to improve their overall well-being.

Let's make connection a cornerstone of prevention and success.

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



AI generated image using the prompt "Create an image about building connections with students at school."



Prevention Updates

Olweus Bullying Prevention Program (OBPP) Informational Webinar

USBE is partnering with The Center for Schools and Communities (CSC) to provide the Olweus Bullying Prevention Program 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 page](#). 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: March 24-26, 2026

ACTION: For schools interested in participating, please complete the [Olweus Program Application](#) by January 9, 2026.

INFORMATION: Space is limited for this opportunity. As such, 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](mailto:becca.rae@schools.utah.gov) (becca.rae@schools.utah.gov) for additional information.

Crisis Response Support Team Update: New Translated Resources Now Available

USBЕ's Crisis Response Support Team (CRST) is excited to announce the release of newly translated resources to support schools and communities during crisis events. These materials are designed to assist with communication and recovery during incidents such as hoax threats, grief events, and emergency situations. They complement existing LEA protocols and enhance crisis response planning. The translated resources are now available and can be found within the LEA Communications Toolkit and Hoax Threat Guides sections on the [USBЕ CRST website](#).

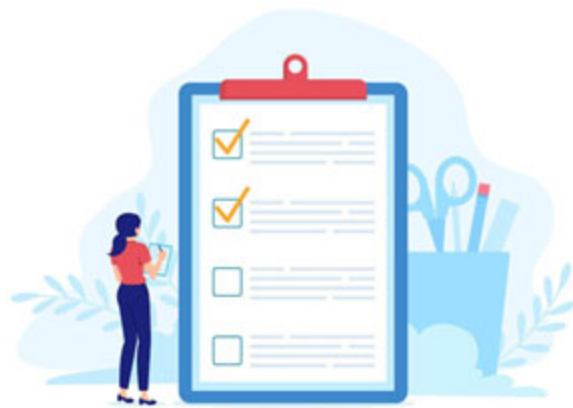
These resources are intended for use by LEAs, school staff, students, families and community partners across Utah. We encourage everyone to share this information widely, especially with multilingual communities who may benefit

from culturally and linguistically responsive support during critical incidents.

The translated materials are available in Arabic, Burmese, Dari, Karen, Russian, Somali, Spanish, Ukrainian, and Vietnamese. Each toolkit includes templates and guides tailored for students, parents, and educators to help navigate crisis events with clarity and compassion.

We invite you to visit the [USB E CRST webpage](#) to explore these resources. Please share this announcement with your networks and encourage families and staff to utilize the translated guides.

For questions or consultation, please contact the CRST team at usbcrisissupport@schools.utah.gov or call (801) 538-7650.



Strengthening School and Community Mental Health: Training Opportunities You Can Request Today

As part of our ongoing commitment to prevention and crisis response, we encourage educators, school staff, and community partners to explore and request three nationally recognized training programs that build capacity, confidence, and connection in supporting youth mental health and safety. These trainings—Question, Persuade, Refer, Youth Mental Health First Aid, and PREPaRE—are evidence-based, accessible, and designed to empower individuals across roles and settings.

Question, Persuade, Refer (QPR) is a suicide prevention training developed by the QPR Institute. Much like cardiopulmonary resuscitation (CPR), QPR is a life-saving intervention that teaches participants how to recognize the warning signs of suicide, offer hope, and refer someone to help. The training is designed for

anyone—teachers, parents, coaches, office staff, and community members—who may be in a position to identify someone in crisis. QPR Gatekeeper Training can be completed in as little as one hour and is listed in the National Registry of Evidence-Based Practices. It is a powerful tool for building a culture of awareness and action in schools and communities. Learn more at [QPR Institute](#).

Youth Mental Health First Aid (YMHFA) is an 8-hour public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents. Designed for adults who regularly interact with youth—such as educators, school staff, parents, and youth leaders—YMHFA teaches a five-step action plan to help young people in both crisis and non-crisis situations. Participants learn how to assess for risk, listen nonjudgmentally, provide reassurance, and connect youth to appropriate support. This training has been shown to increase mental health literacy, reduce stigma, and improve confidence in responding to youth mental health challenges. Learn more at [Mental Health First Aid](#).

PREPaRE, developed by the National Association of School Psychologists (NASP), is a comprehensive school crisis prevention and intervention training curriculum. It is specifically designed for school-employed mental health professionals and other educators who serve on school crisis response teams. The curriculum includes two core workshops: one focused on comprehensive school safety planning and the other on mental health crisis interventions. PREPaRE emphasizes both physical and psychological safety and integrates school personnel and community providers in coordinated crisis response. It is ideal for LEAs seeking to strengthen emergency operations plans and build sustainable crisis teams. Learn more at [NASP PREPaRE Training](#).

These trainings are impactful—and they are also available to be requested for your school or LEA. If you are interested in bringing QPR, YMHFA, or PREPaRE to your community, please reach out to the Prevention Team at prevention@schools.utah.gov. You can also submit a request through the [Student Services Training Request Portal \(TRP\)](#).

Together, we can build safer, more responsive environments where students thrive and communities feel supported. Let's keep the momentum going. Request a training, share this information, and help us expand access to these vital resources.

Caring Connections Teen Grief Support Program



Judi's House (2022). [Childhood Bereavement Estimation Model \(CBEM\)](#).

By the end of high school, five percent of students in the US will have lost one of their parents to death, and 20% will have experienced the death of someone close by age 18. Grief is part of the human experience, but grief as a child, as a teen, or as a young adult, can be much more difficult than the same loss experienced as an adult. The Caring Connections Teen Grief Support Program is an eight-session grief support group designed for high school students, and can be led by a school counselor, school social worker, or school psychologist.

To request a Teen Grief training facilitated by the University of Utah Caring Connections, A Hope and Comfort in Grief Program, please contact [Cathy Davis](mailto:cathy.davis@schools.utah.gov) (cathy.davis@schools.utah.gov).

Check out the following grief literacy materials on the Suicide Prevention website:

[2024 The Caring Connections Teen Grief Support Program Facilitator Manual](#)

[2024 The Caring Connections Teen Grief Support Program Participant Manual](#)

["You Are Not Alone; There is Hope" and "Grief Support Resources"](#)

[Never Worry Alone Resource Guide: Suicide Prevention for Parents and Caregivers](#)



A message from SafeUT

SafeUT and USBE want to provide assurance that we continue to carefully monitor all potential school threat tips submitted to the SafeUT app. With any tips SafeUT receives, the team of licensed counselors works with school administrators and law enforcement as necessary.

Immediately reporting concerns to SafeUT through the "Submit a Tip" feature on the app or SafeUT's website (SafeUT.org), ensures that the information gets to the proper authorities, who can then investigate it. Sharing posts on social media does not guarantee the concern will be received by authorities and likely increases the community's anxiety.



Prevention Funding

Positive Behaviors Plan (Substance Use Prevention) Funding

[Utah Code Section 53G-10-407: Positive behaviors plan](#) requires Utah schools take a proactive approach to student success and wellness by implementing a [Positive Behaviors Plan](#). These plans contain strategies designed to reduce student use of tobacco, alcohol, electronic cigarettes and other controlled substances by promoting positive behaviors.

Each school principal is tasked with developing a plan that addresses peer pressure, mental health, and meaningful relationships with input from students, parents, and staff. Plans must be submitted to the LEA governing board for approval.

To support this initiative, each school will receive **\$4,000** in Fiscal Year 2026 (FY26):

- **\$3,000** for a Positive Behaviors Specialist stipend (up to \$700 of these funds may be used for benefits)
- **\$1,000** to implement the plan

LEAs will receive direct flow-through funding in **October 2025** distributed under the codes 21ECSN, 24ECSN, and 25ECSN.

Schools are invited to carefully consider how to use the \$1,000 implementation funds to best support students in reducing risk factors and increasing protective factors, in alignment with the positive behaviors plan approved by the school's local governing board. Allowable expenses include:

- Evidence-based programs
- Supplies, materials and equipment
- Advertising
- Targeted activities and incentives that build skills and relationships

For more information or to receive feedback on your school's positive behaviors plan, please contact [Clarissa Stebbing](mailto:clarissa.stebbing@schools.utah.gov) (clarissa.stebbing@schools.utah.gov).

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

USBE is pleased to announce a major step forward in child protection efforts. The state preferred provider contract for child sexual abuse and human trafficking (CSA/HT) instruction has been awarded to Prevent Child Abuse of Utah (PCAU).

This partnership ensures that every elementary student in Utah will have access to high-quality instruction designed to equip them with the skills needed to recognize unsafe situations and know where to get support, with no cost to LEAs.

Please contact [Emily Sparks](mailto:esparks@pcautah.org) (esparks@pcautah.org), Education Program Administrator, to schedule this essential, no-cost presentation for your school.

While PCAU is the preferred state provider, grant funds are available for LEAs that wish to utilize an alternative approach. The CSA/HT Alternative Provider Choice Grant is open to LEAs that prefer to contract with another organization or train qualified staff to deliver USBE-approved instructional materials.

Interested LEAs can apply for this grant in the Utah Grants Management System. The application is open until **November 24, 2025**.

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 thrilled to recognize **Nicoletta Householder**, Student Success Specialist at Maria Montessori Academy, as our Prevention Star for November 2025!

Nicoletta has been an integral part of Maria Montessori Academy since its very first day in 2010. Over the years, she has served in multiple roles, including Upper Elementary Teacher, Instructional Coach, Assistant Director, and now shines as the Student Success Specialist.

She was nominated by Mikala Grill, who shared:

"Nicoletta deals with so much every day. She loves the kids deeply and advocates for them tirelessly. She trained me in suicide prevention and serves as our Hope Squad teacher. She works hard every single day to support our student body. Honestly, she is our go-to person for just about everything."

Nicoletta's dedication, compassion, and leadership make her an invaluable part of the Maria Montessori Academy community. We are proud to celebrate her commitment to student success and prevention efforts! Congratulations, Nicoletta!

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

Garrett Russell, Attendance Specialist.

Even though Garrett is not an “official” member of the Prevention team, we work closely with him on truancy prevention and other attendance issues, which are significant risk factors for students.



Garrett Russell is an Attendance Specialist at USBE that also supports Check & Connect for Prevention in the state of Utah. He is a self described "Attendance Dork" that loves to help work on Attendance Systems development to address Chronic Absenteeism. Garrett has been with USBE for almost 2 years and has developed an Attendance Toolkit to support LEAs as well as assisting in the

creation of the "Every Day Counts" attendance campaign for USBE. He came to USBE from Ogden School District where he was the Attendance Specialist and prior to that he worked at Greenwood Charter School and Voyage Academy in Utah and schools in Oregon and Colorado. Garrett has an incredible family that loves adventure. When Garrett is not working at USBE you can find him in the mountains running or skiing, or on the waterways paddling and surfing.

Garrett Russell

Attendance Specialist

Email: garrett.russell@schools.utah.gov

Phone: (385) 295-7923



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

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

Our next webinar in November will feature Canyons School District's youth peer court.

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

WHEN: Dates are listed in MIDAS (see links under "action")

- **November:**
Thursday, November 20, 2025 | 12:00 p.m.
Accountability Practices and Youth Peer Courts
- **December:**
Thursday, December 18, 2025 | 12:00 p.m.
Bullying Prevention
- **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](#).

YMHFA Trainings

WHAT: USB E will be hosting multiple YMHFA trainings throughout 2025 and 2026. 7.5 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, November 19, 2025 | 8:00 a.m. - 3:00 p.m.
- 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](#)

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

[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.](#)

Functional Behavior Assessment (FBA) of Bullying

WHAT: USBE is collaborating with Dr. Berg of Safe and Civil Schools to provide a bullying series for LEAs throughout the state. The primary focus of the series is to increase the capacity of LEAs to reduce bullying incidents by understanding best practices, implementing preventative interventions, investigating and responding to bullying complaints, and making strategic changes that will improve school level culture and climate.

WHO: LEAs in teams of 3-5

- In order to effectively implement the strategies and tools discussed throughout the training, teams will need to collaborate to address the unique individual LEA circumstances. Please register with a **team** in order to fully benefit from this professional learning. Participating LEAs will need to commit all participants to attending 2 days of training.

WHEN: December 2-3, 2025 | 8:00 a.m. - 4:00 p.m.

ACTION: [Register via MIDAS Course ID 65743](#)

Trauma Sensitive Schools Courses

Through online coursework via Canvas, the USBE Trauma Sensitive Schools Professional Learning follows a Trauma Skilled Schools Model (National Dropout Prevention Center, 2018) and is delivered in the following three courses.



- **Course 1: Becoming Trauma Informed Learning Modules**
 - Informs all school personnel (certified and classified) about the prevalence and impact of trauma and toxic stress in the lives of Utah students.
 - Builds capacity for individuals and schools who support students Pre-K through Grade 12.
- **Course 2: Trauma Informed Practices Learning Modules**
 - Equips all school personnel (classified and certified) with trauma informed educational practices.

- Builds capacity for individuals and schools who support students Pre-Kindergarten through Grade 12.
- **Course 3: Trauma Sensitive Schools Implementation and Maintenance Learning Modules**
 - Intended specifically for LEA leaders and building administrators.
 - Builds capacity for administrators in moving towards a sustainable, systemic approach for trauma sensitive school practices.

If you are interested, please visit the [USBE Trauma Sensitive Schools Courses](#) webpage to learn more and to register.

November Board Meeting

Summary of Highlights

The Utah State Board of Education:

- Created a prioritized list of education-related funding requests for the upcoming legislative session
- Made amendments to R277-407 School Fees
- Approved an emergency instructional time waiver request for Box Elder School District
- [Full agenda](#)



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

- [R277-100, Definitions for Utah State Board of Education Rules](#). This rule is being amended to update the definition of "accountability practices," which applies in all USBE rules.
- [R277-311, Specialized Endorsements](#). This rule is being continued upon its five-year review.
- [R277-325, Public Education Exit and Engagement Surveys](#). This rule is being amended to clarify the language and resolve a conflict in how the

engagement survey and school climate survey are administered.

- [R277-731, Catalyst Center Grant Program Policy](#). This rule is being created to implement the Statewide Catalyst Campus Model Program as outlined in [House Bill \(H.B.\) 447 \(2025\)](#).

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

USB E Prevention Leaders



Tanya Albornoz is the Prevention Coordinator at USB E. 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



Utah State
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Contact Us

[Meet the Prevention Team](#)

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

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USBE Prevention Website



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