



Utah State Board of Education

UTAH REINTEGRATION PLAN TOOLKIT

ENSURING THE EDUCATIONAL NEEDS OF ALL STUDENTS ARE
MET WHILE STILL ENSURING SAFETY FOR ALL STUDENTS IN
UTAH SCHOOLS

August 2024

Table of Contents

Purpose.....	3
Reintegration Plan Toolkit	5
Planning.....	5
Teaming	7
Information Sharing.....	9
Plan Requirements.....	11
Behavioral Intervention for the Student.....	11
Short-Term Mental Health or Counseling Services for the Student.....	11
Academic Intervention for the Student	12
Developing a Plan.....	13
Requirement to Develop a Reintegration Plan.....	13
Triggering the Requirement and Initiating the Plan	14
Model of Process for Developing a Plan.....	16
Appendix	18
Frequently Asked Questions	19
Resources	22
Definitions	25
Statutes.....	26
Sample Letters.....	27
Sample Letter: Juvenile Justice and Youth Services	27
Sample Letter: Juvenile Court.....	29
Sample Letter: Notification Triggering Reintegration Plan	30

PURPOSE

During the 2023 Legislative Session, Utah passed [House Bill \(H.B.\) 304](#) [Juvenile Justice Revisions]. This bill initiated new requirements regarding the method for reentry of students who have allegedly committed or committed specific crimes back into the educational setting. Research shows that **transitions, such as placement disruptions**, increase the risk of students disengaging from their educational setting and dropping out of school before completion. Strategic and intentional transition planning for students experiencing a transition back into the educational setting can act as a protective factor against these risks. While this toolkit is intended to primarily support the reintegration of students who have been involved in the Juvenile Court/Criminal process, much of the information captured in this toolkit would benefit any student reengaging in the educational setting after a period of absence.

[H.B. 304](#) (2023) amended [Utah Code § 53G-8-213](#) providing new guidance for Local Education Agencies (LEAs), Juvenile Justice and Youth Services (JJYS), Utah Courts, and Law Enforcement. This toolkit was developed by the Utah State Board of Education (USBE) in collaboration with the Administrative Office of the Courts and JJYS. The purpose of this toolkit is to provide guidance to schools as they navigate adherence to these changes.

In our 2024 legislative session H.B. 84, H.B. 362, H.B. 418, Senate Bill (S.B.) 246, introduced new guidance and standards, please see the following updates below:

- Violent Felony definition changed to “Serious Offense” - [H.B. 362](#)
- School Safety Specialist and School Safety Director was added to the “multidisciplinary team” - [H.B. 84](#)
- Superintendent’s “designee” was added (singular) - [H.B. 362](#)
- Within 5 “school days” was added - [H.B. 362](#)
- If the serious offense was directed at a school employee or another student within the school, notification of the reintegration plan to that student employee or student and the student’s parent - [H.B. 362](#)
- An offense that is a violation of Title 76, Chapter 6, Part 4, Theft, and the property stolen is a firearm - [H.B. 362](#)
- A school district may not reintegrate a student into a school where:
 - Student or staff member has a protective order against the student

- Student or staff member is the victim of a sexual crime committed by the student being reintegrated (July 1st) - [H.B. 362](#) / [H.B. 418](#)
- LEA shall digitally maintain the secure file or, if available, the students related reintegration plan for one year from the day the notice is received and ensure the secure file follows the student if the student transfers to a different school or LEA. - [S.B. 246](#)

This toolkit will be updated as changes occur in USBE Rule and Utah Statute.

REINTEGRATION PLAN TOOLKIT

PLANNING

When an LEA receives a notification from the juvenile court or law enforcement agency that a student was arrested for, charged with, or adjudicated in the juvenile court for a violent felony or an offense in violation of ([Utah Code § 76-10-5, Weapons](#)), the receiving school shall develop a **reintegration plan** for the student with a multidisciplinary team, the student, and the student's parent(s) or guardian **within five school days after the day** on which the school receives a notification ([Utah Code § 80-6-103, Part 3\(a\)](#)).

However, planning for a student's return to the educational setting, even in circumstances different from the one outlined above, should ideally begin as early as possible, and well in advance of the student's anticipated return.

Here are some key considerations when developing a reintegration plan, regardless of the specific circumstances:

- **Pre-Placement Planning:** If a student is involved with the juvenile justice system and placement in state care is likely, educational planning should commence before the placement occurs. This may involve collaboration between the educational institution, juvenile justice agency, and relevant support service providers.
- **During Placement:** Educational services and planning should continue during the student's placement in a correctional program. This includes ensuring that the student receives appropriate educational services while in the program, even if their stay is short-term.
- **Reentry Planning:** As the student's release date approaches, there should be a comprehensive reentry plan in place. This plan should address educational needs, such as identifying the appropriate school or educational program; determining credit transfer; and addressing any special educational needs or supports.

In summary, while statute only requires a reintegration plan when it is triggered by a notification from the juvenile courts, and though it does not require planning at each of these stages, doing so will lessen the negative impacts of transitions and

promote the student's positive engagement in their educational progression. Starting the planning for a student's return to the educational setting early, ideally before placement, and continuing to plan throughout the student's absence or time in a correctional program, enables the student's seamless reintegration into the educational system. Early planning helps ensure that the student's educational needs are met and that any potential obstacles can be addressed proactively.

The following document primarily focuses on providing guidance to LEAs as they work to develop a reintegration plan within the five school days from receiving notification that a student has been arrested, charged with, or adjudicated in the juvenile court for a serious offense ([Utah Code § 53G-8-213](#)). However, the strategies outlined throughout this document are applicable to the development of any reintegration plan and will help to ensure a student's successful transition back into their educational environment after a period of absence.

TEAMING

A successful progression for students involved in the juvenile justice systems has been defined as “a coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities.”¹ The three elements described in this definition are:

- Coordinated
- Outcome-Oriented
- Promotes Positive Progression

COORDINATED

Coordinated efforts necessitate the collaboration of individuals from various systems to ensure that students engaged in the juvenile justice system receive the appropriate support services throughout all stages. Utah Code Section [53G-8-213](#) states that **the reintegration plan meeting must be composed of a multidisciplinary team**. That team is defined as the local education agency (LEA), the juvenile court, the Division of Juvenile Justice and Youth Services (JJYS), school safety and security specialist designated under section [53G-8-701.6](#), school safety and security director designated under section [53G-8-701.8](#), a school resource officer if applicable, and any other relevant party that should be involved in a reintegration plan, for instance a probation officer. A probation officer is a professional within the criminal justice system who plays a crucial role in supervising individuals placed on probation by the court and may be the individual who represents the courts on this team. In addition to the multidisciplinary team the meeting must include the student and the parent(s) or guardian.

A collective effort and coordination of services are required to facilitate a seamless transition for students back to a community setting while ensuring their educational success.

¹ Griller Clark, H., & Unruh, D. (2010). Transition Practices for Adjudicated Youth with E/BDs and Related Disabilities. *Behavioral Disorders*, 36(1), 43–51. <http://www.jstor.org/stable/43153829>

The **parents** of the student should collaborate with both the juvenile court, juvenile justice system and education systems to facilitate the student's transition and actively engage in educational planning. This involvement helps parents comprehend the terms of probation and empowers them to advocate effectively for the student upon their release from placement.

The **student**, too, must embrace and commit to the planned educational program, willingly complying with its requirements and those of the juvenile court, and the juvenile justice system.

The **legal representative** is not explicitly required as part of the multidisciplinary team, however, they should possess knowledge of the student's educational needs and advocate for appropriate educational services while the student is in placement and during the reintegration phase of aftercare.

If the student has an IEP, even though it is not explicitly stated in the statute, the USBE would recommend that LEAs include those members in the planning process.

The **juvenile court** should maintain ongoing oversight, emphasizing the significance of education and, if necessary, mandating that the student complete their education.

Furthermore, **JJYS**, and the **LEA** must ensure the timely maintenance and transfer of education records. They are collectively responsible for guaranteeing that the student receives suitable educational services both before, during, and after their stay in a facility. In the body of the email that an LEA will receive from the juvenile courts there will be a link that identifies the local JJYS representative.

OUTCOME-ORIENTED

When a team is outcome-oriented they are centered on the objectives of achieving successful student involvement in education, preventing a return to the juvenile justice system, and lowering the likelihood of future involvement in the adult criminal justice system. Engagement in school after release is of paramount importance for both short-term and long-term transition success. It is not solely the duty of the student and the juvenile justice agency overseeing the student's release,

but rather a shared responsibility involving the community and all participants in the transition process.²

PROMOTES POSITIVE PROGRESSION

An understanding of the various systems and policies established to assist students in effectively navigating these systems and establishing a positive connection with their community promotes positive progression. It also encompasses the seamless transfer of records and procedures to aid the student in acquiring the necessary academic, career and technical, behavioral, social, and independent-living skills.

INFORMATION SHARING

When notice from the juvenile court is sent to a school official, either to inform the school of a “serious offense” allegation/adjudication ([Utah Code § 53G-8-213](#)) or to inform the school that a youth has been placed on probation ([Utah Code § 80-6-103](#)), the school and probation officer become collaborators in addressing high-risk behavior ([see Utah Code § 53G-8-211](#)).

Pursuant to the Utah Code of Judicial Administration ([UCJA Rule 4-202.03](#)), public or private individuals or agencies providing services to the subject of record may access juvenile court social records if a probation officer determines that access is necessary to provide effective services. Utah statute further allows the juvenile court to share “personally identifiable student data to improve education outcomes for youth” who are under the jurisdiction of the Utah Juvenile Court ([Utah Code § 53E-9-308](#)).

Collaborating with a probation officer and delivering effective services to students under court jurisdiction will pose a challenge for a school if they lack awareness of the specific risk factors that significantly contribute to the student's high-risk behaviors. To help the school provide effective services for students who are under court jurisdiction, probation officers may discuss and share a student’s case plan and Protective and Risk Assessment/Pre-Screen Risk Assessment (PRA/PSRA)

² Griller Clark, H., Mathur, S. R., Brock, L., O’Cummings, M., & Milligan, D. (2016). *Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System*. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC).

information with LEAs. Probation officers should be prepared to share the following information:

- Any information provided in notification letters as outlined in Utah Code section [80-6-103](#);
- Redacted court orders for students under court jurisdiction if the order pertains to the student's academic performance (e.g., grades and attendance).
- General information about community resources that may assist in addressing a student's high-risk behavior.
- If available, risk items, determined to be most impactful to a student's high-risk behavior as determined by the Protective and Risk Assessment (PRA) for moderate or high-risk students.
- If available, action steps and goals included in a case plan.
- If available, interventions used to address risk items determined by the PRA.

A probation officer should make efforts to strengthen a student's community support by helping schools understand how risk items are being addressed. The probation officer should collaborate with the school to identify ways in which meaningful incentives could be provided to the student. For example, a probation officer may share current assignments given to a student from Alternative Response Training (ART) or Families First and discuss how the school may recognize and reward the use of a certain skill. A probation officer may also share specific service delivery efforts that are being offered to the student, such as Carey Guides, so the LEA may effectively assess ways in which to provide services to students who are under court jurisdiction in more meaningful ways.

As per [S.B. 246](#) an LEA shall digitally maintain the secure file described in Subsection (3) or, if available, the students related reintegration plan described in Utah Code section [53G-8-213](#), for one year from the day the notice is received and ensure the secure file follows the student if the student transfers to a different school or LEA.

A reintegration plan under Utah Code section [53G-8-213 \(5\)\(6\)](#) is classified as a protected record under Utah Code section [63G-2-305](#). All other records of disclosures under section 53G-8-213 are also governed by Title 63G, Chapter 2, Government Records Access and Management Act of the Utah Code, and the Family Educational Rights and Privacy Act, 20 U.S.C. Sec 1232g.

PLAN REQUIREMENTS

A reintegration plan, as described in Utah Code section [53G-8-213](#), is a structured strategy designed to support a student's successful transition back into their educational environment after a period of absence, such as time spent in a correctional program, detention facility, or similar setting. This plan is developed to address various aspects of the student's well-being and academic needs to ensure their smooth reentry into the educational system.

BEHAVIORAL INTERVENTION FOR THE STUDENT

A behavioral intervention is a set of targeted strategies and support mechanisms aimed at addressing any behavioral challenges or issues that the student may have. These challenges can range from disruptive behavior to conflict resolution skills.

Addressing and intervening in these challenges may involve working with a counselor, behavior specialist, or other relevant professionals to provide guidance and support to the student in managing their behavior.

The goal of this component is to help the student develop the necessary skills to interact positively and appropriately with peers and teachers in the school environment.

Please Note: The USBE has recently updated the [Least Restrictive Behavioral Interventions \(LRBI\) Manual](#), which takes into consideration the “whole child” and houses a wealth of information regarding how school teams and families can provide behavioral support to all students.

SHORT-TERM MENTAL HEALTH OR COUNSELING SERVICES FOR THE STUDENT

This part of the reintegration plan involves providing the student with access to short-term mental health or counseling services. These services are designed to address any emotional or psychological issues the student may be facing.

It may include individual or group counseling or skill building sessions, crisis intervention, or special therapy, depending on the student's needs.

The aim is to help the student cope with any emotional challenges that may have arisen during their absence, such as trauma, stress, or mental health concerns.

Please Note: It is important to note that not all of these services will be able to be provided by the LEA. Teams may need to utilize youth services support or outside mental health agency resources to support the student in the most appropriate way possible. Teams may want to refer to [Utah's School Behavioral Health Toolkit](#).

ACADEMIC INTERVENTION FOR THE STUDENT

Academic intervention focuses on identifying and addressing any educational gaps or challenges that the student may have encountered during their absence. This may involve assessing the student's academic progress and adapting their educational plan accordingly.

Educational intervention can include tutoring, [Tier 1 or 2 interventions](#) on specific subjects, the development of an Individualized Education Program (IEP) or 504 Accommodation Plan for students with disabilities, providing resources, or providing access to and the ability to make progress in the general education curriculum.

The goal is to ensure that the student can successfully reengage with their studies and progress academically upon their return to the educational setting.

Overall, **the reintegration plan aims to provide a holistic supportive map that addresses the behavioral, mental health, and academic needs of the student.** By doing so, it increases the likelihood of a successful transition back into the school environment and helps the student thrive academically and emotionally. The specific strategies and services will be tailored to the individual needs of the student and the circumstances surrounding their absence.

DEVELOPING A PLAN

REQUIREMENT TO DEVELOP A REINTEGRATION PLAN

When an LEA receives a notification from the juvenile court or law enforcement agency ([Utah Code § 80-6-103, Part 3\(a\)](#)) that a student was arrested for, charged with, or adjudicated in the juvenile court for a violent felony or an offense in violation of ([Utah Code § 76-10-5, Weapons](#)), the receiving school shall develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent **within five school days after the day on which the school receives a notification.**

The process to develop a reintegration plan, as well as the process for how the plan is initiated and triggered, are detailed in the sections that follow.

TRIGGERING THE REQUIREMENT AND INITIATING THE PLAN

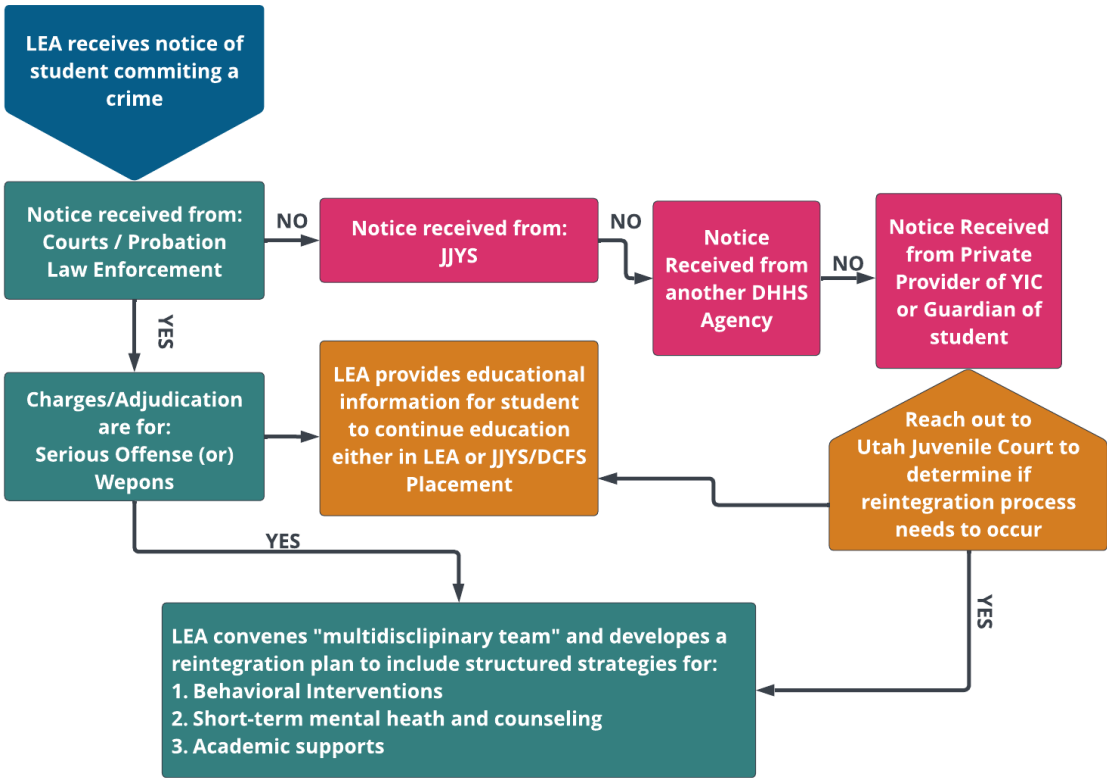


Figure 1: Flow Chart for Determining If Notice Triggers Reintegration Plan

As outlined in the above flow chart, the development of a reintegration is initiated when the LEA receives notice of the student committing a crime. This notice can be received in one of four ways:

1. Notice is received from the juvenile court or a law enforcement agency
2. Notice is received from the JJYS
3. Notice is received from another DHHS agency
4. Notice is received from a private provider of YIC or a parent or guardian of the student

Once notification has been received, then the LEA has to determine whether or not it has triggered the requirement to develop a reintegration plan within five school days. Only the first type of notice—from the juvenile court or law enforcement agency, represented in teal in the above flow chart—triggers this requirement, and

only if the student has been arrested for, charged with, or adjudicated in juvenile court for a serious or weapons offense.

The other three types of notification (represented in pink in the chart), do not trigger this requirement. However, best practice is for LEAs to reach out to the juvenile court to determine if a reintegration process needs to occur. If yes, then the LEA provides the education information necessary for the student to continue their education either in the LEA or through JJYS/DCFS placement. The LEA also provides this information when the notice is from the juvenile court or law enforcement agency, but for an offense that is not serious or in violation of Title 76.

If the notification is from the juvenile court or law enforcement agency, and it notifies of charges or adjudication for a serious or weapons offense, only then does the LEA convene the multidisciplinary team (see [Teaming section](#) above) to develop a reintegration plan within five school days after the day on which notice is received. The reintegration plan developed should include, as per Utah code section [53G-8-213\(4\)](#), structured strategies for behavioral interventions, short-term mental health or counseling services, and academic supports.

Additionally, if the serious offense was directed at a school employee or another student within the school, notification of the reintegration plan to that school employee or student and the student's parent ([Utah Code § 53G-8-213\(4\)\(d\)](#)).

MODEL OF PROCESS FOR DEVELOPING A PLAN

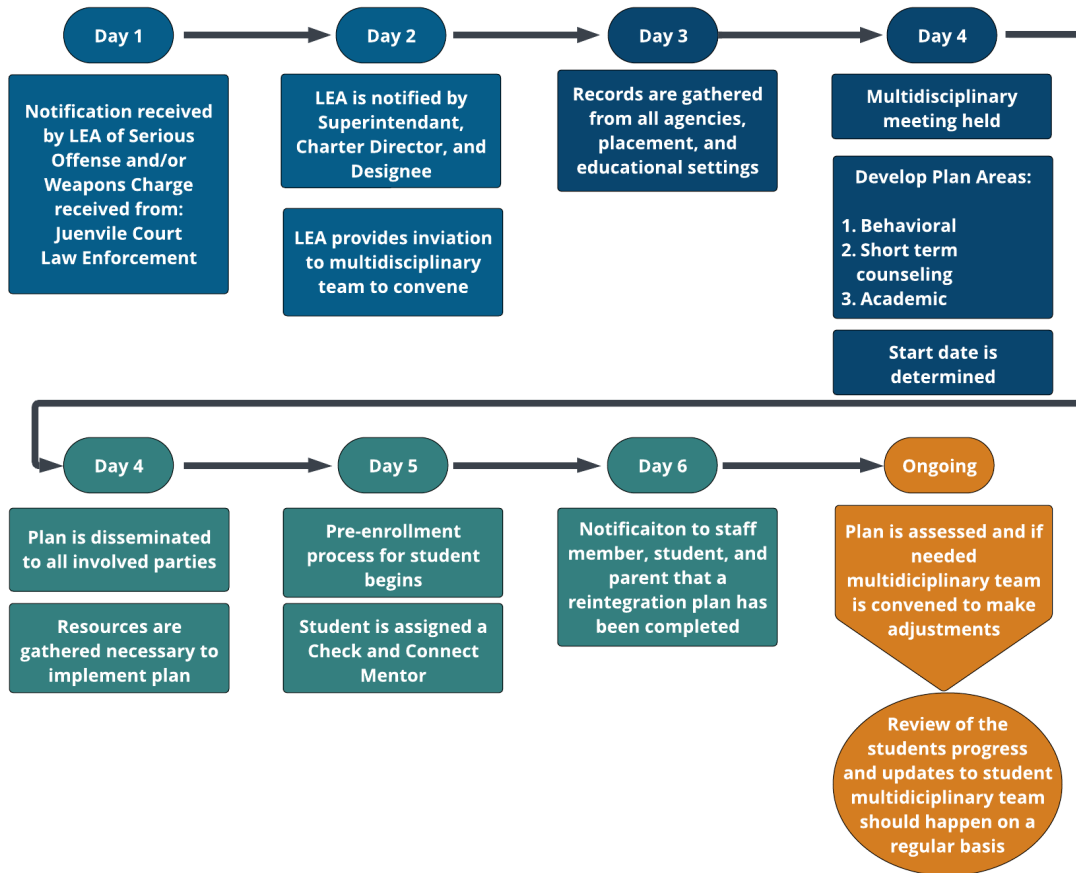


Figure 2: Model of Process for Reintegration Plan Development

Developing a structured reintegration plan within five days in collaboration with the required multidisciplinary team might seem daunting. To help LEAs navigate through this process, this section and the above chart outlines a sample flow for this process.

The process for developing the reintegration plan begins on Day 1, which is the day the LEA receives notification from the juvenile court or law enforcement agency of the serious or weapons offense. The five day time frame for developing the plan then begins on Day 2, i.e., the day after notification is received. On Day 2, the LEA provides an invitation to the multidisciplinary team to convene.

It should be noted that USBE best practice recommends that the LEA reach out to the parent(s)/guardian immediately upon receipt of the notification (Day 1) and schedule a reintegration plan meeting with them and the student. Once that reintegration plan meeting has been confirmed and calendared, it is recommended the LEA then reach out to all members multidisciplinary team identified by Utah Code section [53G-8-213\(1\)](#) and invite them to attend that meeting as well. USBE recognizes that not everyone will be able to attend in person; however, it is required that everyone on the team be notified and that all team members respond to the plan within the five school days. To best address this requirement, all forms of communication, both synchronous and asynchronous, are considered appropriate (i.e., Zoom, email, text, phone call, in-person) for both the reintegration plan meeting and for responding to the plan.

On Day 3, records are gathered from all agencies, placements, and educational settings in anticipation of the scheduled reintegration plan meeting. On Day 4, the multidisciplinary team reintegration plan meeting is held. During the meeting, a plan is developed that addresses how the LEA will provide supports and services to the student for a successful transition back into the educational setting in three required areas: behavioral, short-term mental health or counseling, and academic (see [Plan Requirements section](#) above). Finally, a start date for the student's reintegration should be determined.

In addition to developing the plan on Day 4, it is recommended that it be distributed to all parties involved, in particular to all members of the multidisciplinary team so that they may respond to the plan in a timely manner. Additionally, Day 4 can be used to gather the resources necessary to implement the plan.

On Day 5, the pre-enrollment process for the student begins, and the student is assigned a Check and Connect mentor. By Day 6 (the fifth day after receipt of notice), the reintegration plan should be complete. In cases where the serious offense was directed at a school employee or another student within the school, notification of the reintegration plan should be sent to the staff member or the student and their parent who were involved on this day.

Once the plan has been completed, the multidisciplinary team should make an ongoing effort to assess and review the plan on a regular basis, and if needed, convene to make adjustments. They also ensure that the student's progress is reviewed regularly, as well as any updates to the multidisciplinary team itself.

APPENDIX

- [Frequently Asked Questions](#)
- [Resources](#)
- [Definitions](#)
- [Statutes](#)
- [Sample Letters](#)
 - [Sample Letter: Juvenile Justice and Youth Services](#)
 - [Sample Letter: Juvenile Court](#)
 - [Sample Letter: Notification Triggering Reintegration Plan](#)

FREQUENTLY ASKED QUESTIONS

Does the requirement to complete a reintegration plan depend on if the alleged or actual offense were committed within a school zone versus those committed outside of a school zone?

Yes. Provisions in the current law apply to alleged offenses committed on school grounds. Law enforcement can charge or refer misdemeanor C, infractions, and status offenses that occur outside school grounds to court.

Can school districts access resources from the juvenile system and community without involving the court?

Yes. Department of Health and Human Services agencies will expand the services offered to students outside of the judicial system. See [Resources section](#) of this toolkit.

Are reintegration plans required when schools receive notice that a youth has been placed on probation?

No. The juvenile court is required to send LEAs notice when a student is placed on probation and when a student is alleged/adjudicated to have committed a violent felony or weapons offense. Reintegration plans are only required when a student is alleged/adjudicated to have committed a violent felony or weapons offense.

Are reintegration plans required when schools receive notice from JJYS detention staff?

No. Detention staff will send an initial email that will notify schools about what they can expect. However, LEAs are only required to engage in the process of developing a reintegration plan if notice is received from the juvenile court or law enforcement ([Utah Code § 53G-8-213](#)). The juvenile court will send a notification when a detention hearing is held for a student alleged to have committed a violent felony or weapons offense, when a student is adjudicated for a violent felony or weapons offense, or when a student is placed on probation.

Are schools responsible for preparing a reintegration plan?

Yes. When a school official receives notice from the juvenile court informing the LEA of a violent felony or weapons offense allegation or adjudication ([Utah Code § 53G-8-213\(2\)](#)), within five days the school must develop a reintegration plan for that

student with a team that includes JJYS and Juvenile Probation, as well as the student and the student's parents.

Does the reintegration plan need to contain interventions for the student?

Yes. The reintegration plan must address all the following three things for the student:

- A behavioral intervention
- Short-term mental health or counseling services
- An academic intervention

Are 18-year-old students in our schools treated the same as everyone else in the reintegration plan?

Yes. There are no age parameters within statute. The requirements are provided to ensure any student in the school setting that has been involved in a violent felony ([Utah Code § 76-3-203.5](#)) or offense in violation of section [76-10-5\[weapons\]](#) have a reintegration plan.

Does the student attend the multidisciplinary team meeting with parents? And if so, even elementary students?

Yes. There may be small portions of the meeting that are not appropriate, but it is important that plans involve student input and understanding.

Must we hold the reintegration meeting after adjudication once the Superintendent has sent our team the court notification?

Yes. And the statute ([Utah Code § 53G-8-213\(2\)](#)) requires that the reintegration plan be developed **within five (5) days of notice** that a student has been arrested for, charged with, or adjudicated in the juvenile court; *not* five (5) days from the adjudication.

Are you required to use CSTAG as part of the reintegration planning process?

No. You are not required, but we highly recommend you use the CSTAG as part of this process

Does a reintegration plan need to be documented in the SIS?

No. Statute does not require you to document in the SIS, but the reintegration plan does require to be maintained digitally in a secure file [S.B. 246](#).

Will the LEA still be required to complete a reintegration plan within the 5 school days when a student is still being held in Detention?

Yes. The LEA will need to work with the Detention center and set up a meeting where the multidisciplinary team and students' parents/guardians can meet and discuss the plan. As of now it does not state in code that these meetings need to have everyone in person. Discussion through phone calls, emails, and telecommunication would be considered appropriate.

RESOURCES

Utah Crisis Line

Call 988

Available 24/7, certified crisis workers provide suicide prevention, information, and referrals; psychoeducation about mental health issues; therapeutic assistance to individuals in emotional distress or psychiatric crisis.; coordination and dispatch response to individuals in the community as needed via the Mobile Crisis Outreach Team (MCOT) and/or first responders in coordination with other local mental health authorities. The Utah Crisis Line collaborates with all 13 local mental health authorities across the state to ensure the best services are provided based on location and needs.

SafeUT

[SafeUT](#) is an app and integrated system of care available 24/7 and managed by mental health counselors that coordinate closely with school administrators, and local law enforcement. SafeUT users can start a real-time chat with mental health counselors, report a confidential school safety concern, or start a call that connects to the Utah Crisis Line directly. SafeUT can be downloaded at no-cost on any app store.

JJYS Youth Services

[Utah Juvenile Justice and Youth Services](#) model is a “No Wrong Door” approach to early intervention. Utah delivers evidence-based, individualized youth and family plans with early screening, assessment, plan management, and comprehensive access to service; all driven by the youth and family strengths and needs.

Juvenile Justice Oversight Committee (JJOC)

[JJOC Oversight Committee](#) was created within Utah Commission on Criminal and Juvenile Justice (CCJJ) and is statutorily responsible for overseeing the implementation of the juvenile reform efforts and for gathering and analyzing data that measures the impact of the policy changes. Reform policies elevated the use of evidence-based programs and practices in Utah's

juvenile justice system. Utahns benefit from this because research shows these approaches promote public safety, hold youths accountable while controlling costs. The JJOC ensures that policy objectives are being fulfilled with implementation fidelity, oversight, data monitoring, and ongoing research evaluation.

Center on PBIS

Positive Behavioral Interventions and Support (PBIS) is a framework intended to create schools and programs in which children have improved social emotional and behavioral outcomes. The site has a variety of topics covered, including, but not limited to, bullying prevention, family, equity, disabilities, discipline, and individualization. [PBIS Materials and Resources](#) available include games, videos, webinars, fact sheets, assessment tools, and case studies.

Restorative Justice Collaborative of Utah

The [Restorative Justice Collaborative of Utah \(RJCU\)](#) is a coalition of community members and professionals who promote access and understanding of restorative principles and practices in communities, schools, and justice settings. The RJCU provides resources and training to support the implementation of restorative practices that keep students in school, reduce reliance on incarceration, and make communities safer.

Juvenile Court Terms Glossary and Acronym Guide

This is an informal [list of terms and acronyms](#) commonly used in the Juvenile Court.

Utah MTSS

Universal (Tier 1) represents those supports provided to all students. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or 3. Targeted (Tier 2) represents additional support provided to remediate or accelerate student success. Intensive (Tier 3) represents individually responsive support intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually responsive supports are developed based on individual need but may be provided in a small group or individual format. Tier 2 and 3 supports are provided in addition to, not in place of, Tier 1 instruction.

[Utah Multi-Tiered System of Supports \(UMTSS\)](#) staff and grant funds focus on building critical infrastructure and sustainable systems at the Local Education Agency (LEA) and school levels. UMTSS supports LEAs in building effective leadership and implementation teams capable of implementing and sustaining MTSS practices with fidelity.

DEFINITIONS

"**Multidisciplinary Team**" means the local education agency, the juvenile court, the Division of Juvenile Justice Services, a school resource officer if applicable, and any other relevant party that should be involved in a reintegration plan, as outlined in Utah Code section [53G-8-213\(1\)](#).

"**Parent**" means a parent or guardian who has established residency of a child under sections [53G-6-302](#), [303](#), or [402](#) of the Utah Code, or another applicable Utah guardianship provision, as outlined in [Utah State Board of Education Administrative Rules \(Board Rules\) R277-100-2](#).³

"**Pre-Screen Risk Assessment (PSRA)**" means a short assessment used to determine criminogenic risk level and guide a probation officer's decision making on a student's case.

"**Protective and Risk Assessment (PRA)**" means an in-depth risk and needs assessment used for disposition and case planning purposes.

"**Reintegration Plan**" means a comprehensive and individualized strategy designed to facilitate a student's seamless return to the educational setting following a period of absence.

"**Transition**" means a structured and supportive process aimed at reintegrating young individuals, who have been involved in the juvenile justice system, back into an educational environment after their involvement with the court.

"**Violent Felony**" means the same as that term is defined in section [76-3-203.5](#) of the Utah Code.

³ N.B.: Utah Board of Education Administrative Rules (Board Rules) fall under the Utah Admin. Code under title R277. These rules can be found in two places: the [USB E Administrative Rules webpage](#) or the [Utah Office Administrative Rules webpage](#). Therefore, Board Rules R277-609 refers to the same rule as Utah Admin. Code R277-609. Similarly, though the [Utah State Board of Education Special Education Rules \(SpEd Rules\)](#) appear as a separate set of rules distinguished from Board Rules, they are in fact incorporated into Board Rules by reference ([see Board Rules R277-750](#)).

STATUTES

The following statutes and rules are relevant to the process of reintegration.

- [Utah Code § 53E-9-308](#)
- [Utah Code § 53G-8-211](#)
- [Utah Code § 53G-8-213](#)
- [Utah Code § 76-3-203.5](#)
- [Utah Code § 80-6-103](#)
- [H.B. 304](#)
- [UCJA Rule § 4-202.03](#)

SAMPLE LETTERS

SAMPLE LETTER: JUVENILE JUSTICE AND YOUTH SERVICES

Re: Notice For Youth Taken Into Temporary Custody

Dear Superintendent:

You are receiving this notice because a youth in your school district was brought into a juvenile detention center operated by the Division of Juvenile Justice and Youth Services (JJYS), for allegations of having committed a violent felony as defined in Utah Code section [76-3-203.5](#), or an offense in violation of Utah Code section [76-10-5](#). This notice is being provided in accordance with Utah Code section [80-6-103\(3\)](#). In accordance with this section, we are providing the following information:

- The name of the youth.
- The offense for which the youth was taken into temporary custody or admitted to detention.
- If available, the name of the alleged victim if the alleged victim resides in the same school district as the youth or attends the same school as the youth.

What you can expect:

- In the coming days you will also receive a notice from the Juvenile Court.
- The notice received from the Juvenile Court is the notice which triggers the “reintegration plan” described in Utah Code section [53G-8-213](#).
- In creating the reintegration plan for the youth, you are required to include a representative from the Juvenile Court as well as JJYS on the multidisciplinary team.
- In the notice you receive from the Juvenile Court, you will be provided a link which will contain instructions on how to make contact with the appropriate Juvenile Court and JJYS personnel to join the team.

Please Note:

The presenting youth was brought into a juvenile detention center for allegations of having committed a violent felony as defined in Utah Code section [76-3-203.5](#) or an offense in violation of section [76-10-5](#). This youth is assumed innocent until the allegations against them are proven true beyond a reasonable doubt.

The information indicating the school district where a youth is enrolled was provided by the youth themselves. If this youth is not in fact enrolled in your School District, please email Trina Dickinson (JJYS Program Director, Office of Youth Services) at tdickinson@utah.gov.

SAMPLE LETTER: JUVENILE COURT



Administrative Office of the Courts – Juvenile Court
50 South State Street
Salt Lake City, UT 84111
(801) 578-3811

Name of the Recipient
School District
Address
City, State, and Zip Code

Date

To the XYZ School District,

In accordance with Utah Code section [80-6-207](#), notice is hereby given that said “Student-Full Name” DATE, was placed in a detention facility for allegedly committing a “crime of violence”, to wit: Assault, Aggravated Assault with a Weapon. A detention hearing was conducted by the Court and notice of the Court’s decision is as follows:

- Held in detention
- Review in 7 days

Thank you for your attention to this matter.

Administrative Office of the Courts – Juvenile Court
450 South State Street
Salt Lake City, UT 84111
(801) 578-3811

SAMPLE LETTER: NOTIFICATION TRIGGERING REINTEGRATION PLAN

Please Note: This probation letter triggers the reintegration plan as outlined in the Developing a Plan section above.

Name of the Recipient
School District
Address
City, State, and Zip Code

Date

Superintendent or Designee,

This notice is to inform you that a youth who may attend your school district was adjudicated of a ***serious offense*** as defined in Utah Code section [80-6-103](#). **This notice requires you to take action.**

To support you in your required action, the Administrative Office of the Courts and the Utah State Board of Education developed this informational email. For each of the judicial districts' probation leadership teams, you can find contact information on the Utah Department of Health and Human Services, [Juvenile Justice and Youth Services page](#). JJYS teams contact information is found on the [Contact Map for Parents page](#). To find the appropriate contact information:

- Click on your county
- A menu for different contacts will appear
- Then select "School Reintegration Plan"

If there is an assigned probation officer associated with this case, you will find the contact information of that officer at the end of this email.

The following is information that the Utah State Board of Education recommends you include in your email to the school. Per Utah Code section [53G-8-213](#), this notice triggers your LEAs responsibility to begin the development of a reintegration plan for the student within 5 school days of the receipt of this notification. This

reintegration plan must be developed by a multidisciplinary team as defined in Utah Code section [53G-8-213\(1\)](#), and must include elements that address:

- A behavioral intervention for the student;
- A short-term mental health or counseling service for the student;
- An academic interventions for the student; and
- If the serious offense was directed at a school employee or another student within the school, notification of the reintegration plan to that school employee or student and the student's parent.

Please Note: While a reintegration plan is still needed, per Utah Code section [53G-8-213\(5\)](#), a school district may not reintegrate a student into a school where a student or a staff member has a protective order against the student being reintegrated, or a student or a staff member is the victim of a sexual crime committed by the student being reintegrated.

Your multidisciplinary team may include those you feel are important to the student's reintegration success but must also include:

- Parent and student
- LEA
 - School Safety and Security Specialist (every campus)
 - School Safety and Security Director (every district)
- Juvenile Court
- Division of Juvenile Justice and Youth Services
- School Resource Officer (if applicable)
- Any additional relevant party

The LEA may only deny admission to the student before the 5th day or development of the reintegration plan, whichever comes first.

We encourage you to utilize a [Restorative Practices](#) approach when developing your students' reintegration plan. An effective reintegration plan includes providing them with a mentor that can assist with their transition. Utah is a full implementation state of Check and Connect which is evidence-based in engagement and reducing student dropout. USBE can provide training and support for Check and Connect mentors through [Youth in Care](#) or through [Prevention](#). Additional resources to assist you in developing a reintegration plan can be found in the [Transition Toolkit 3.0](#) of the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth.

If you need assistance with resources or support in developing your student reintegration plan, please contact:

- Prevention@schools.utah.gov

If unable to reach a probation officer, you may contact:

- Blake Murdoch, Deputy Juvenile Court Administrator at blakem@utcourts.gov, or
- Destyni Upton, Program Coordinator at destyniu@utcourts.gov

If you unable to reach a JJYS Case Manager, you may contact:

- Rachel Edwards, Program Director, at redwards@utah.gov

You may also contact Dave Sollami with the USBE with any questions regarding reintegration plans.

Assigned Probation Officer:

- Assigned Probation Officer Name
- Assigned Probation Officer Email

Sincerely,