

Behavior Support Newsletter



Utah State
Board of
Education

Student
Services

February 14, 2025

Legislative Highlights

The 2025 Legislative Session is in full swing, with numerous bills that could affect our K-12 education system in Utah. A full list of bills for the 2025 session can be found on the [Utah State Legislature website](#) in the “2025 Education Bill Tracking” file.

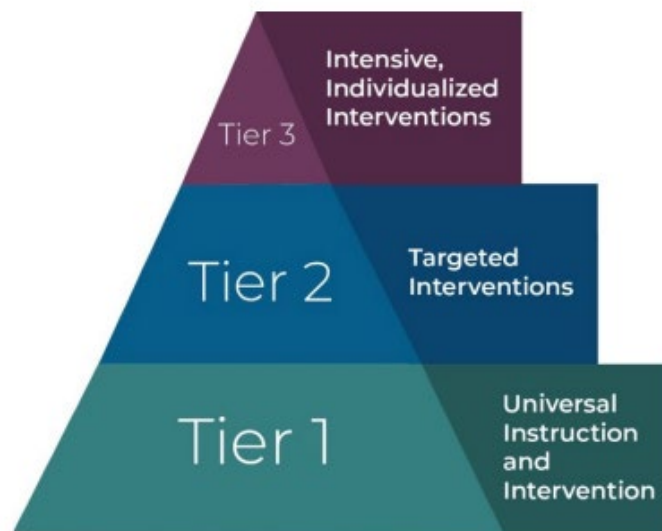
In addition to the legislative session, the following administrative rules were approved, amended, or repealed by the Utah State Board of Education in January or February. These rules are open for public comment. Comments should be directed to [Elisse Newey](#).

| Rule | Contents | Summary |
|--------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R277-725 | Statewide Online Education Program Contractor Requirements | <ul style="list-style-type: none"> • Clarifies procedures for enrollment and operation of the program and outlines the responsibilities of the contractor |
| R277-608 | Emergency Safety Interventions and Prohibition of Corporal Punishment | <ul style="list-style-type: none"> • Defines terms related to Emergency Safety Interventions • Outlines requirements for LEA policies surrounding ESIs and corporal punishment • Amends the duties and requirements for ESI committees • Establishes training requirements for staff related to the behavior support and ESIs |
| R277-631 | Student Toilet Training Requirements | <ul style="list-style-type: none"> • Provides more specific guidance about students with disabilities or suspected disabilities and clarifies that enrollment of students with disabilities is mandatory, despite any toileting issues |
| R277-607 | Absenteeism and Truancy Prevention | <ul style="list-style-type: none"> • Updates the definitions of “truancy”, “absence”, and “valid excuse” to align with legislation |
| R277-609 | Standards for LEA Discipline Policy | <ul style="list-style-type: none"> • Clarifies requirements for LEA discipline policies • Amends definitions • replaces the term “restorative practices” with “accountability practices” • Approved the rule and sent it to the Reports and Requirements task force for additional refinement • Sent the LRBI to the Law and Licensing Committee for discussion and possible revision |

Behavior Topic

February's Behavior Topic comes from the current [USBE Least Restrictive Behavioral Interventions Technical Assistance Manual \(LRBI\)](#). Chapter 3 discusses systems and practices that support the whole child. We encourage everyone to think about how these practices are used in your school, and how you can ensure that they are used with fidelity to enhance student progress.

1. Multi-Tiered System of Supports (MTSS)



MTSS is a framework for implementing systemic, evidence-based practices to maximize student achievement. Schools implementing MTSS consistently and correctly see significant improvement in academic and behavioral outcomes for students. Behavior support efforts within MTSS are referred to as Positive Behavioral Interventions and Supports (PBIS). In schools where PBIS is implemented consistently and correctly, students are excluded from the classroom less frequently, achieve better outcomes in terms of academics and behavior, and are less likely to engage in substance abuse. Teachers in schools that implement PBIS effectively are significantly more likely to feel effective and prepared to meet their students' needs, and less likely to report feelings of burnout.

2. Cultural Responsiveness

Culturally responsive schools are characterized by:

- An inclusive climate and visual environment
- Multicultural and culturally responsive teaching methods and instructional materials
- A wide variety of instructional strategies to meet differing learning styles and backgrounds
- Use of student knowledge and outside resources to provide diverse tools, strategies, and role models
- Extracurricular activities designed to enrich the curriculum and provide multicultural experiences
- Outreach to and meaningful involvement of families from all groups in varied aspects of the educational program, both planning and instructional

- Recognition of multiple intelligences and student strengths through academic opportunities, honors, leadership roles, and creative options

3. Trauma-Informed Practices

The following are effective trauma-informed practices:

- Building a positive, stable relationship with the student individually
- Listening to the student empathetically without dismissing their feelings or concerns
- Supporting the student in developing positive relationships with other adults across the school (e.g., cafeteria staff, custodians, bus drivers, and office staff)
- Connecting the student with school-based specialists with training in trauma, such as a school counselor, social worker, or school psychologist
- Collaborating with the student's family and/or other supportive adults
- Providing opportunities for the student to make choices resulting in success
- Taking opportunities to spotlight the student's strengths, and giving frequent and authentic praise about what the student is doing well
- Ensuring that school efforts in behavior support and discipline are positive and evidence-based

For more professional learning related to trauma-informed care, see [USBE's Trauma Sensitive Courses](#)

Behavior Resources

Our Behavior Support team receives constant questions and requests for training and resources related to behavior support. In an effort to support students and staff, we have created a Behavior Support resource page that is housed in Canvas. This page can be accessed [here](#) (please note that this self-enrollment only allows the user to access the resources; user information will not be shared or used for any other purpose). Questions and requests to add additional resources should be addressed to [Krisanne Lewis](#).

This month, we also wanted to share a few resources from Special Ed Connection. The first provides tips for [tracking student behaviors](#), and the second outlines strategies for [preventing problem behavior](#).

Mark your calendar!

Section 504 Webinar on Accommodations and Related Services in the General Education Setting

- WHEN:
 - 3/13/25 10:00 - 11:00 am
- DETAILS: [Join via Zoom](#) - registration not required

Prevention and Protective Factors Training (Resilience)

- WHEN:
 - 2/19/25 12:00 - 1:00 pm
- DETAILS: [Register here](#)

Prevention Restorative Practices: Foundational Training

- WHEN:
 - 3/12 and 3/13/25 1:00 - 3:30 pm
- DETAILS: [Register in MIDAS](#)

Prevention Restorative Practices: Restorative Circles Training

- WHEN:
 - 3/17/25 1:00 - 3:30 pm
 - 3/18/25 2:00 - 4:30 pm
- DETAILS: [Register in MIDAS](#)

Youth Mental Health First Aid Training

- WHEN:
 - 3/3/25 8:00 am - 3:00 pm
 - 4/18/25 8:00 am - 3:00 pm
 - 5/7/25 8:00 am - 3:00 pm
 - 6/25/25 8:00 am - 3:00 pm
- DETAILS: [Register in MIDAS](#) (space is limited)

Behavior Spotlight

We are excited to highlight schools that are successfully implementing effective behavioral interventions, and we would love to feature your school in our statewide Behavior Support Newsletter!

If you're interested in being featured, we'd love to hear more about:

- The behavioral interventions your school is implementing.
- How these strategies are positively impacting students and staff.
- Any success stories or key takeaways that might inspire other schools.

Your insights and experiences could help other educators across the state enhance their own behavior support practices. Send your nominations to [Krisanne Lewis](#). We look forward to hearing from you!