

# EDUCATIONAL INTEGRITY



THE UTAH STATE BOARD OF EDUCATION  
Report to the Education Interim  
Committee

## School Disciplinary and Law Enforcement Action Report

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## **STATUTORY REQUIREMENT**

This report fulfills requirements for the State Superintendent's Annual Report (53E-1-203), School Disciplinary and Law Enforcement Action Report (UCA 53E-3-516 and R277-912), and bullying and hazing requirements (UCA 53G-9-606 and R277-613).

# **School Disciplinary and Law Enforcement Action Report**

## **EXECUTIVE SUMMARY**

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Throughout the school year LEAs report incident and discipline data to the USBE through the Utah Transcript Record Exchange (UTREx). The data in this report includes school incident, discipline, and enrollment data. Incident data includes information about the frequency and type of incidents and the frequency, type, and severity (days of lost instruction) of disciplines. Discipline data includes in-school and out-of-school suspensions, and expulsions. This report includes key findings as well as tables and figures regarding the analyses, including methods and results, of school incidents, disciplines, and law enforcement activities.

# 2023 School Disciplinary and Law Enforcement Action Report

Utah State Board of Education

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## **Introduction**

This report fulfills requirements for the State Superintendent’s Annual Report (53E-1-203), School Disciplinary and Law Enforcement Action Report (UCA 53E-3-516 and R277-912), and bullying and hazing requirements (UCA 53G-9-606 and R277-613). Following this brief introduction, we provide analyses, including methods and results, of school incidents, disciplines, and law enforcement activities. We offer no discussion, conclusion, or recommendations. Interested readers should look beyond the selected key findings and pay careful attention to the tables and figures within this report.

Starting in school year (SY) 2017, representatives from the Utah State Board of Education (USBE) and Local Education Agencies (LEAs) have collaborated to improve the completeness and quality of behavioral incident and discipline data. National data, Student Health and Risk Prevention (SHARP) survey results, and anecdotal information from schools has supported the belief that Utah’s behavioral incident data are under reported to USBE. We believe the primary reasons for this include complications related to incident data tracking software and student information systems, a need for clear directives from USBE on what constitutes a reportable incident, and misunderstandings about what the data can and will be used for. As a result of efforts to improve data completeness and quality, there was a large increase in the number of incidents reported to USBE in SY 2018, and steady increases through SY 2020. We believe that the decrease in incidents reported in SY 2021 was likely a result of changes in school schedules and learning models due to the COVID-19 pandemic. Incident and discipline counts increased substantially in SY 2022 and increased in SY 2023. New in this year’s report are counts and percents of students who were the victims of bullying, as well as a new sub-section on law enforcement activities.

## **Key Findings**

For SY 2023, most LEAs (96.0%) reported one or more incidents to USBE. Utah’s LEAs reported 80,406 records of primary infractions (incidents), which included 46,692 students reported with one or more incidents. Of these, 28,683 students had only one incident reported and 18,009 had more than one incident reported. The percentage of students with an incident reported in SY 2023 was 6.5%, up from 5.7% in SY 2022. Utah’s LEAs reported 25,583 disciplines from 16,251 students. Of these, 4,720 students had more than one discipline. The

percentage of students with a discipline reported in SY 2023 was 2.25%, up from 2.0% in SY 2022.

- There was an increase in incident and discipline rates from SY 2022 to SY 2023.
- Nearly all (96.2%) Local Education Agencies (LEA) reported incident data.
- The most frequently reported incident types were *Other* (26.4%), *Disruption* (23.1%), and *Truancy* (17.4%).
- 46,692 (6.5%) students reportedly received one or more incidents, an increase from the previous year (5.7%).
- 16,251 (2.3%) students reportedly received one or more disciplines, an increase from the previous year (2.0%).
- Reported use of emergency safety interventions was up noticeably. The reported use of physical restraint was up from 356 in 2022 to 597 in 2023. The reported use of seclusionary time out increased from 526 in 2022 to 697 in 2023.
- There were noteworthy disparities in incidents and disciplines reported across student groups.
- Students reportedly lost 59,979 days of classroom instruction due to exclusionary discipline, a noteworthy increase from the previous year (48,928).
- Law enforcement activity included 23 students reported as being arrested, 53 as receiving non-criminal citations, 219 as receiving criminal citations, and 272 as involved in search and seizure incidents.

## Methods

### Data

The data in this report includes school incident, discipline, and enrollment data. Incident data includes information about the frequency and type of incidents and the frequency, type, and severity (days of lost instruction) of disciplines. Throughout the school year LEAs report incident and discipline data to the USBE through the Utah Transcript Record Exchange (UTREx). An incident may involve one or more student(s), and a student can be involved in more than one incident. Each student may be reported with one primary incident and up to four secondary incident types, as well as one primary weapon and up to four secondary weapons. In addition to offenders, information can also be reported for

victims of incidents, although LEAs have reported very little victim data in the past. With the passage of legislation (53E-3-516-4), victim data related to bullying is included in this report. Otherwise, this report includes only information on primary incidents. See Figure 2 for a list of the 21 incident types.

Discipline data includes in-school and out-of-school suspensions, and expulsions. If a student receives a suspension or expulsion as a result of an incident, we expect LEAs to report the discipline type and total duration. Consistent with federal guidelines, we are not reporting suspensions of less than half a day. Enrollment data includes race/ethnicity, sex, low income status, special education status, English learner status, homeless status, refugee status, military status, and foster care status. It is worth noting that there are important nuances in the definitions of many student groups. For example, homeless status can include students who live in a motel, a shelter, somewhere without adequate facilities, a campground or parking lot, or with another family member because of loss of housing or economic hardship. Military status is defined in Utah Code 53E-3-903 and includes children of active-duty members and members who meet several other criteria. Foster care status identifies students as being in the custody of the Division of Child and Family Services. UTREx provides detailed definitions of these student groups (<https://www.schools.utah.gov/data/data?mid=1419&tid=1>). Enrollment counts in this report may not align with other USBE reports. Since the primary goal is to report incidents and disciplines, we included all students, regardless of school attendance or membership.

## Analyses

We report descriptive statistics that include counts, percentages, and averages of statewide totals, as well as by student groups. To better examine differences in incidents and disciplines across student groups we calculated the following metrics. The first group of these metrics (1 and 2) rely on calculations based on enrollment counts, and a second group of metrics (3) uses incidents to examine discipline rates and disciplines to examine lost days of instruction.

1. We used the following calculations to report incident and discipline rates statewide and by student groups.
  - Enrollment count = group enrollment / total enrollment
  - Incident count = count of incidents

- Students with incidents count = count of students with incidents
  - Incident rate = count of students with incidents / group enrollment
  - Percent of students with more than one incident = count of students with more than one incident / group enrollment
2. We calculated the rate of lost instruction days due to exclusionary disciplines for each student group. We made this calculation by dividing the number of lost days by enrollment counts for each group and multiplying the result by 100 to get the number of lost days per 100 students enrolled (Losen & Martinez, 2020b). Lost days = (count of lost days / enrollment count) \* 100
  3. We used the following calculations to report incident-based discipline rates and the average number of lost days of instruction per student group.
    - Incident-based discipline rate = sum of disciplines / sum of incidents
    - Average number of days lost = mean of days lost

## Results

This section includes results from analyses of incidents, disciplines, and law enforcement activity. We focus first on incidents by presenting incident counts and percentages by student group, grade level, incident type, emergency safety intervention, and bullying. Secondly, we present discipline counts and percentages by student group, the number of lost days of instruction per 100 students, average days lost, and incident-based discipline rates. Finally, we include a new section that provides counts of law enforcement activities. In order to protect students' privacy, we masked all counts of less than 10. Throughout the results section, we use "n<10" to indicate that there were counts of between one and nine. See Appendix A for additional details and information on student data privacy.

### Incidents

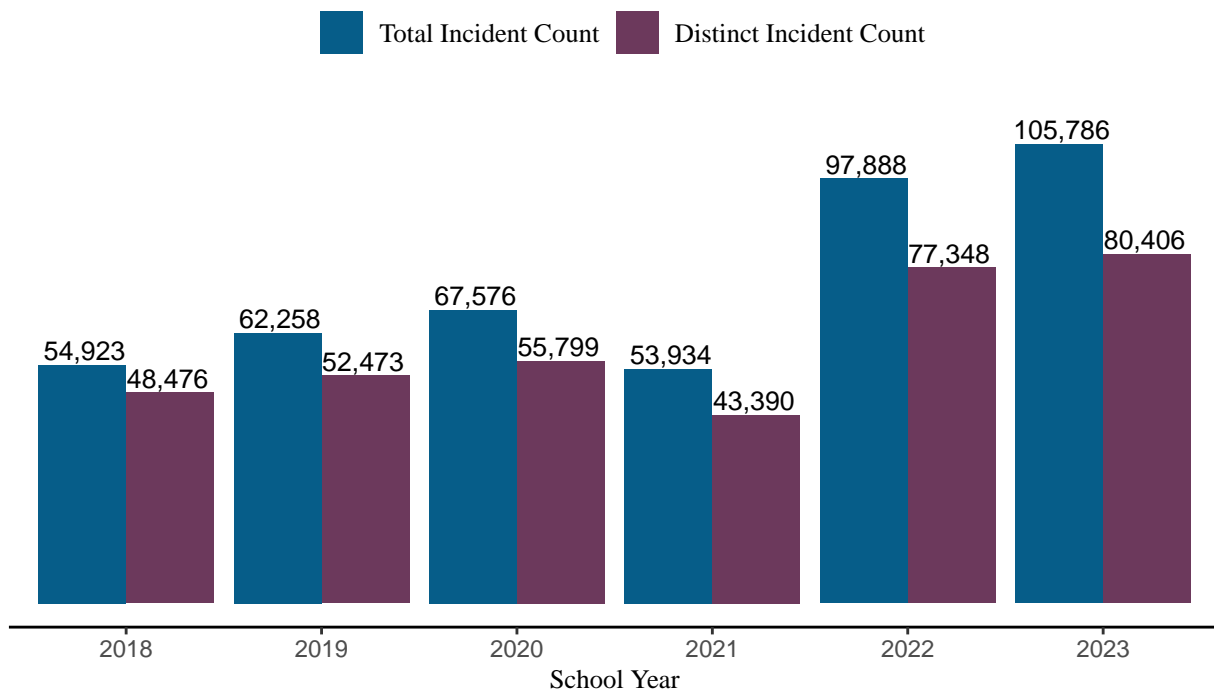
Table 1 shows the percent of LEAs reporting incidents has remained above 90% from SY 2019. Figure 1 displays counts of total reported incidents (one incident may be counted more than once if more than one student was involved) and distinct counts (each incident was counted only once, regardless of the number of students involved) of incidents reported state-wide for the most recent recent six years. This comparison presents two different ways

to calculate and consider incident counts. There was a decrease in distinct incident counts in SY 2021 (43,390), followed by increases in SY 2022 (77,348) and SY 2023 (80,406).

Table 1: Percent of LEAs that reported incidents by school year

School Year	Percent Reported
2018	89.0%
2019	96.1%
2020	96.8%
2021	92.9%
2022	95.5%
2023	96.2%

Figure 1. Incident counts by year



In addition to Figure 1, Table 2 offers incident counts along with enrollment counts, student counts, and incident rates. The percentages of students with incidents (Incident Rate) reported has increased from 4.0% in SY 2018 to 6.5% in SY 2023. While there have been noteworthy improvements in incident data reporting since SY 2017, SHARP survey data (<https://sumh.utah.gov/data-reports/sharp-survey>) suggests that actual incident rates, especially for bullying, are higher than those reported to USBE.



Table 2: State incident counts and rates by year

School Year	Enrollment Count	Distinct Incident Count	Distinct Count of Students With Incident(s)	Incident Rate	Distinct Count of Students With More Than One Incident	Percent of Students With More Than One Incident
2018	696,271	48,476	27,695	4.0%	9,950	1.4%
2019	703,046	52,473	31,233	4.4%	11,328	1.6%
2020	710,159	55,799	28,665	4.0%	10,321	1.5%
2021	711,881	43,390	23,335	3.3%	7,993	1.1%
2022	722,032	77,348	41,142	5.7%	15,472	2.1%
2023	723,027	80,406	46,692	6.5%	18,009	2.5%

Table 3 shows reported statewide incident counts and rates for various student groups for SY 2023. Only race/ethnicity groups are discrete. By race/ethnic group, only students who were identified as Asian or White reportedly had incident rates below the state percentage of 5.7%. The highest incident rates were reportedly among Black/African American (11%), American Indian (10.1%), and Hispanic/Latino students (9%).

Table 3: State incident counts and rates by student group

Groups	Enrollment Count	Distinct Incident Count	Distinct Count of Students With Incident(s)	Incident Rate	Distinct Count of Students With More Than One Incident	Percent of Students With More Than One Incident
Asian	12,908	872	488	3.8%	159	1.2%
AfAm/Black	10,375	2,537	1,143	11.0%	482	4.6%
American Indian	7,316	1,615	739	10.1%	306	4.2%
Multiple Races	25,430	4,256	1,860	7.3%	754	3.0%
Pacific Islander	12,374	1,730	967	7.8%	342	2.8%
Hispanic/Latino	147,473	26,682	13,320	9.0%	5,462	3.7%
White	511,486	50,304	28,219	5.5%	10,548	2.1%
Low Income	228,426	47,539	21,874	9.6%	9,489	4.2%
English Learner	67,481	12,093	6,342	9.4%	2,512	3.7%
Special Ed.	109,544	26,570	10,551	9.6%	4,857	4.4%
Female	349,155	24,007	15,050	4.3%	5,224	1.5%
Male	373,715	59,692	31,632	8.5%	12,780	3.4%
Homeless	14,052	4,589	1,755	12.5%	804	5.7%
Refugee	3,396	327	186	5.5%	80	2.4%
Military	1,288	432	156	12.1%	69	5.4%
In Foster Care	4,326	2,413	844	19.5%	434	10.0%

## Incidents by Incident Type and Grade Level

Utah education data includes 21 infraction (incident) types. Figure 2 shows the percent of incidents represented within each incident type. Other, Disruptions, and Truancy were the three most common incident types, representing well over half of all incidents.

Figure 2. Counts and percentages of incidents by incident type for SY 2023

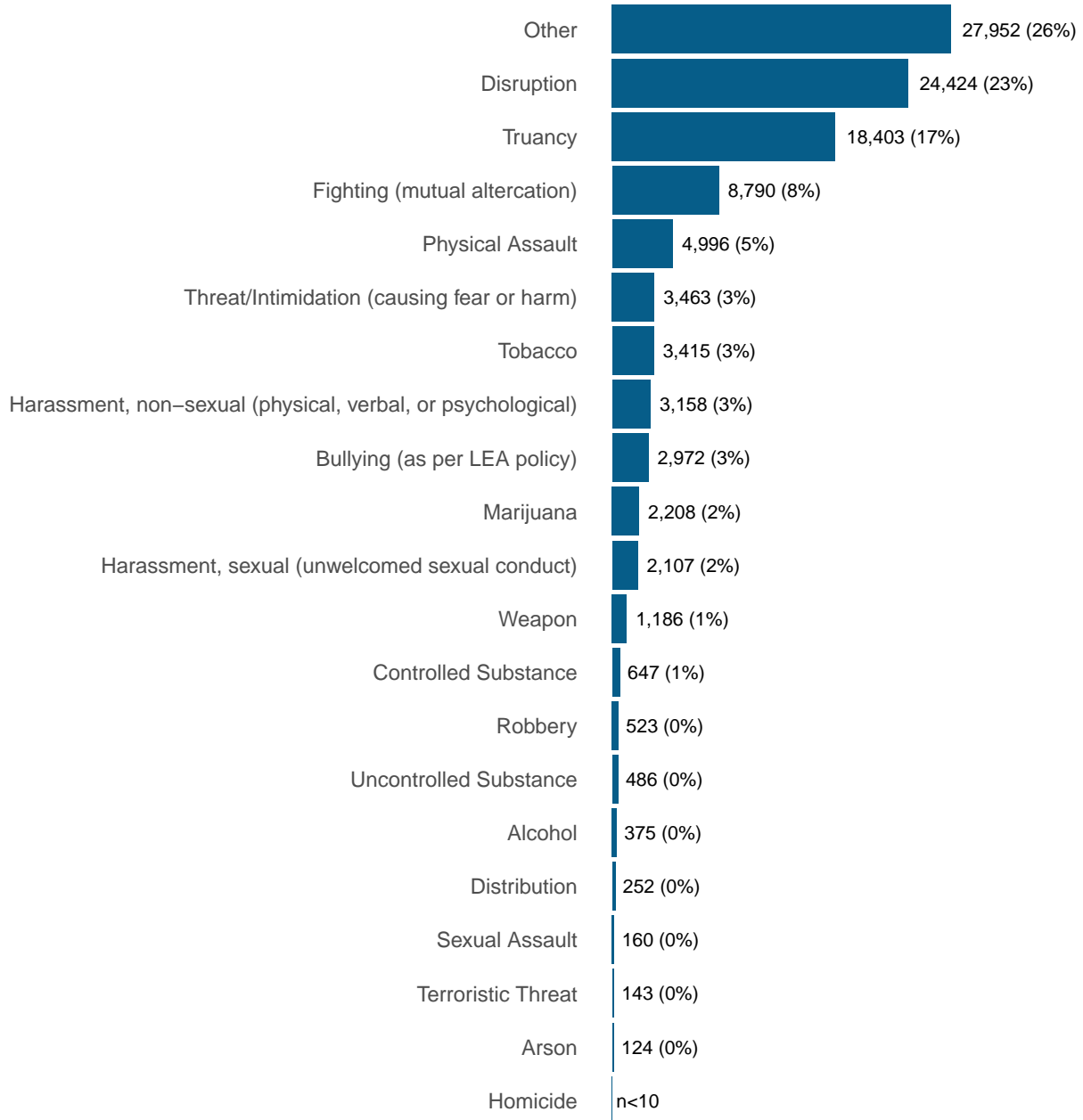


Figure 3 shows trend lines for the top 10 most common incidents. Note that the y axis is unique for each incident type. With the exception of tobacco related incidents, all incident counts were trending down in 2021 (possibly a pandemic effect), but counts for all of the top 10 incidents increased in 2022. Two of these incident types (Truancy, Threat/Intimidation) saw decreases in 2023.

Figure 3. Incident count trends 2018 – 2023

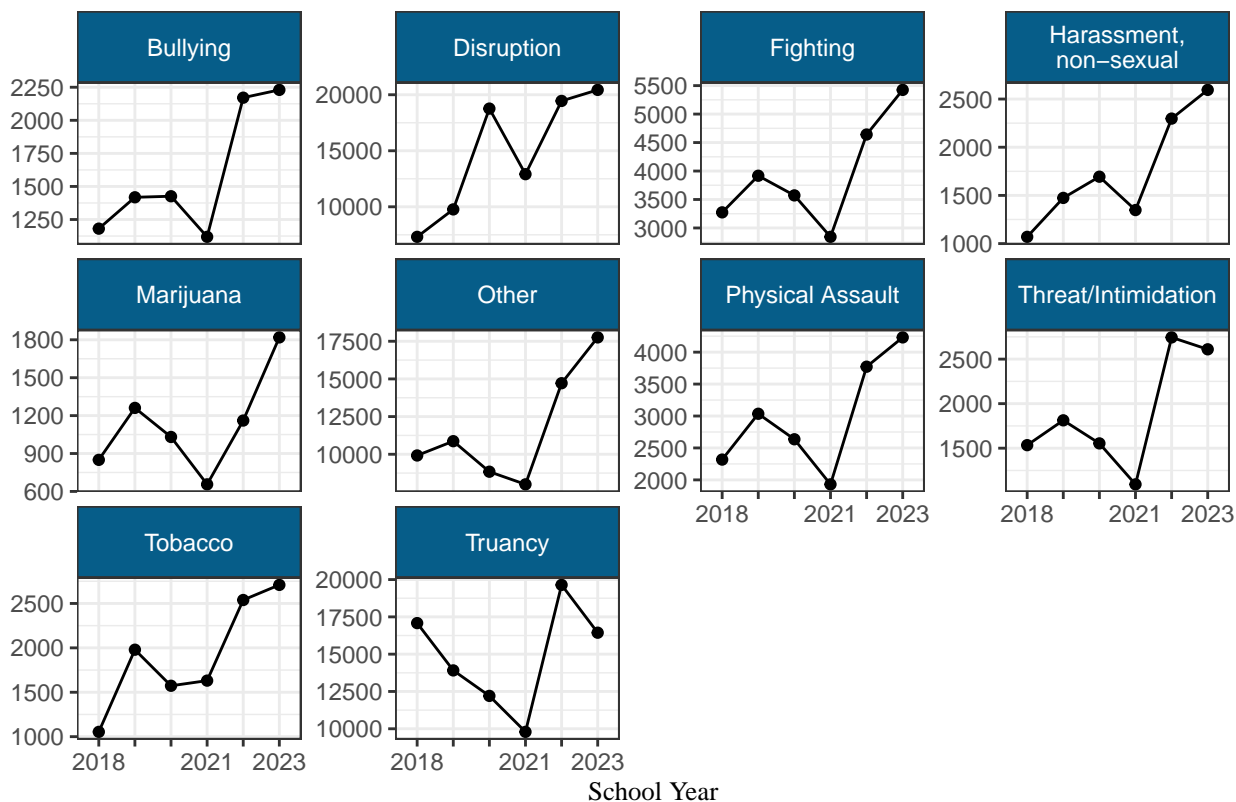
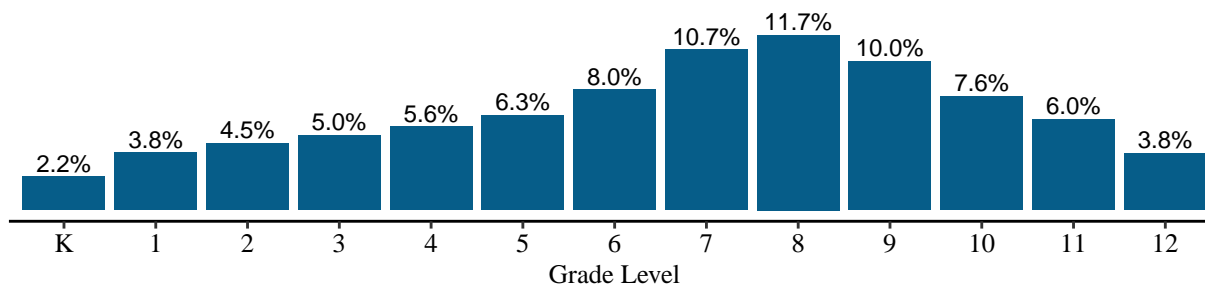


Figure 4 shows that grades seven, eight, and nine had the highest incident rates.

Figure 4. Percent of students with incidents by grade level



## Incidents Associated with Emergency Safety Interventions

As defined in Board Rule R277-609, the USBE collects information on *Emergency Safety Interventions* (ESI), which means the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others. An ESI is not for disciplinary purposes. Very few incidents were reported with one or more ESI in SY 2023 (0.74% of all incidents). Physical restraint was reported to have been used 597 times. A majority of the uses of physical restraints was for *disruption* (70%), followed by *physical assault* (18%), and *other* (6%). The remaining counts and percentages of incident types related to physical restraints are shown in Table 4.

Table 4: Counts and percentages of physical restraint use by incident type

Incident Type	Physical Restraint Count	Physical Restraint Percent
Disruption	416	69.7%
Physical Assault	105	17.6%
Other	35	5.9%
Fighting (mutual altercation)	17	2.8%
Threat/Intimidation (causing fear or harm)	n<10	
Harassment, non-sexual (physical, verbal, or psychological)	n<10	
Robbery	n<10	
Weapon	n<10	
Marijuana	n<10	
Bullying (as per LEA policy)	n<10	
Controlled Substance	n<10	
Sexual Assault	n<10	

Seclusionary time out was reportedly used 697 times. Table 5 shows that a majority of the uses of seclusionary time outs were for *disruption* (65%), followed by *physical assaults* (15%), and *other* (6%).

Table 5: Counts and percentages of seclusionary time out by incident type

Incident Type	Seclusion Count	Seclusion Percent
Disruption	455	65.3%
Physical Assault	105	15.1%
Other	39	5.6%
Fighting (mutual altercation)	28	4.0%
Threat/Intimidation (causing fear or harm)	21	3.0%
Harassment, non-sexual (physical, verbal, or psychological)	12	1.7%
Tobacco	n<10	
Bullying (as per LEA policy)	n<10	
Weapon	n<10	
Marijuana	n<10	
Harassment, sexual (unwelcomed sexual conduct)	n<10	
Sexual Assault	n<10	
Terroristic Threat	n<10	
Uncontrolled Substance	n<10	
Alcohol	n<10	
Controlled Substance	n<10	
Distribution	n<10	
Truancy	n<10	

### Incidents of Bullying

The USBE incident data collection was primarily designed for collecting information on offenders. Data reported about victims of bullying has been very limited and generally considered unreliable for use in reporting or analyses. However, for SY 2023, UTREx specifications made clear to LEAs that “every incident of bullying, cyber-bullying, hazing, and retaliation must be reported for all offenders and victims.” As such, this is the first year that includes counts for victims and retaliatory behavior (see Table 8 and Table 9).

With the currently available UTREx data, there was no way to distinguish among types of bullying, such as cyber-bullying or hazing. To report all available data regarding bullying, we have included the following results from a separate data collection instrument that was administered through Qualtrics from May 17 to July 7 of 2023. The data collection instrument asked LEA administrators to report counts of cyber-bullying and hazing. Eighty-three LEAs provided data, a 53% response rate. These LEAs reported 105 verified counts of cyber-bullying, and 235 verified counts of hazing. They also reported 153 alleged counts of cyber-bullying and 16 alleged counts of hazing. Nearly all (81) of these LEAs provided documentation of their existing policy related to bullying and indicated that their policies were posted on their websites.

From UTREx data, 68% of LEAs reported at least one incident of bullying, and incidents of bullying accounted for 2.8% of incidents reported. There were 2,972 total incidents and 2,230 distinct incidents that identified 2,525 distinct students as receiving bullying incidents (0.35% of students). Table 6 shows that students who were in foster care or identified as homeless had the highest percentages of reported incidents associated with bullying. Among race/ethnicity groups, African American/Black and Hispanic/Latino students had the highest percentages of reported incidents associated with bullying.

Table 6: Counts and percentages of students with bullying incidents

<b>Student Groups</b>	<b>Student Count</b>	<b>Percent with Bullying Incidents</b>
AfAm/Black	65	0.63%
American Indian	45	0.62%
Asian	28	0.22%
Hispanic/Latino	822	0.56%
Multiple Races	114	0.45%
Pacific Islander	46	0.37%
White	1405	0.27%
Female	693	0.2%
Male	1832	0.49%
English Learner	380	0.56%
Homeless	89	0.63%
In Foster Care	45	1.04%
Low Income	1248	0.55%
Special Ed.	545	0.5%

<sup>a</sup> Note: Student counts are distinct. Percents are calculated as student count / enrollment count

USBE recently began collecting information on whether incidents of bullying were alleged to be on the basis of discrimination against a protected class (including religion, disability, sex, sexual orientation, and race/ethnicity). Table 7 shows that 9.4% of all bullying infractions were alleged to be on the basis of discrimination against one or more protected class. This is a sharp decrease from 15.7% reported in SY 2022. The highest rate of alleged discrimination was for race/ethnicity (5.6%) followed by sexual orientation (1.7%).

Table 7: Bullying incidents on the basis of actual or perceived student characteristics

Protected Class	Incident Counts	Percent of Bullying Incidents
Total (distinct)	210	9.42%
Sex	21	0.94%
Race	122	5.47%
Disability	34	1.52%
Sexual Orientation	37	1.66%
Religion	n<10	

<sup>a</sup> Note: Incident counts are distinct. Percents are calculated as total count of bullying incidents / group incident count.

**Victims of bullying** There were 1,045 total incidents and 908 distinct incidents that identified 872 distinct students as victims of bullying. Table 8 provides counts and percentages of student groups who were reported as victims of bullying.

Table 8: Counts and percentages of students who were the victims of bullying

Student Groups	Student Counts	Percent Victims of Bullying
AfAm/Black	35	0.34%
American Indian	10	0.14%
Asian	10	0.08%
Hispanic/Latino	236	0.16%
Multiple Races	33	0.13%
Pacific Islander	12	0.10%
White	536	0.10%
Female	397	0.11%
Male	474	0.13%
English Learner	104	0.15%
Homeless	42	0.30%
In Foster Care	18	0.42%
Low Income	457	0.20%
Military	n<10	
Mobile	101	0.14%
Refugee	n<10	
Special Ed.	199	0.18%

<sup>a</sup> Note: Student counts are distinct. Percents are calculated as count of victims of bullying incidents / group enrollment count.

**Retaliatory Incidents** School year 2023 is the first year the USBE collected data indicating whether or not incidents were associated with retaliation. The LEAs reported a total of 133 retaliatory incidents (109 distinct retaliatory incidents), only 22 of these were indicated as associated solely with victims (this number is too low to provide demographic data of victims), and 12 students were reported as being both offender and victim involved in retal-

iatory incidents. Table 9 shows counts of retaliatory incidents by incident type and student role.

Table 9: Retaliatory incident counts by incident type

<b>Incident Type</b>	<b>Offender</b>	<b>Both Offender and Victim</b>	<b>Victim</b>
Physical Assault	28	n<10	n<10
Fighting (mutual altercation)	19	n<10	n<10
Bullying (as per LEA policy)	14	n<10	n<10
Other	11	n<10	n<10
Threat/Intimidation	11	NA	n<10
Harassment, non-sexual	n<10	n<10	n<10
Disruption	n<10	NA	NA
Harassment, sexual	n<10	NA	NA
Weapon	n<10	NA	n<10
Total	99	12	22

## Disciplines

This section presents information about the disciplines that resulted from incidents. Disciplines are administered as suspensions and expulsions. Suspensions occur when students are removed from the learning environment and can be in-school and out-of-school. Disciplines can range from a class period to 180 days. Consistent with federal guidelines (<https://ideadata.org/discipline/>), we are not reporting suspensions of less than half a day. In Utah, there is no limit to the number of days a student can be suspended and students can be suspended multiple times in a single year. In SY 2023, 25,583 of the 108,786 incidents were reported with a discipline. Among the 46,692 students with an incident reported, 16,251 had a discipline reported. Expulsions were rare, with 50 occurring in 18 schools.

Figure 7 displays overall counts of suspensions by type for the most recent five years. There was a noteworthy increase in suspension counts and count of students who received suspensions in SY 2022, and an increase in SY 2023. Figure 8 shows that most suspensions are out-of-school.



Figure 7. Counts of suspensions and students receiving suspensions

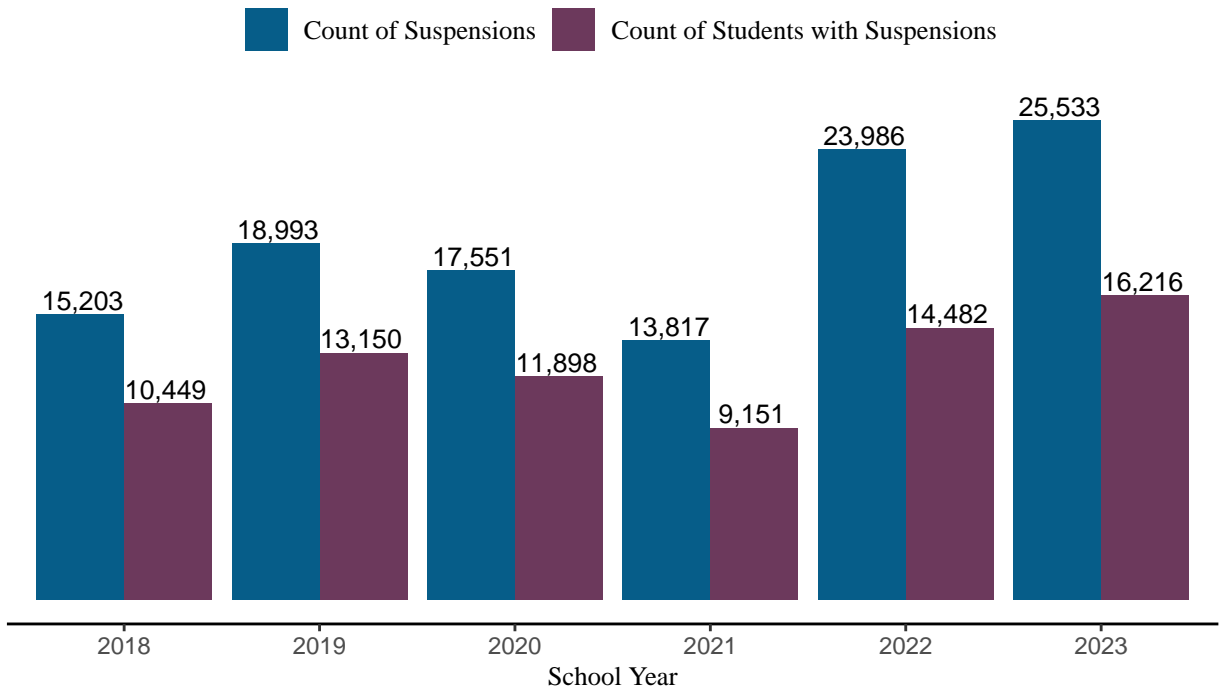


Figure 8. Counts of in-school and out-of-school suspensions

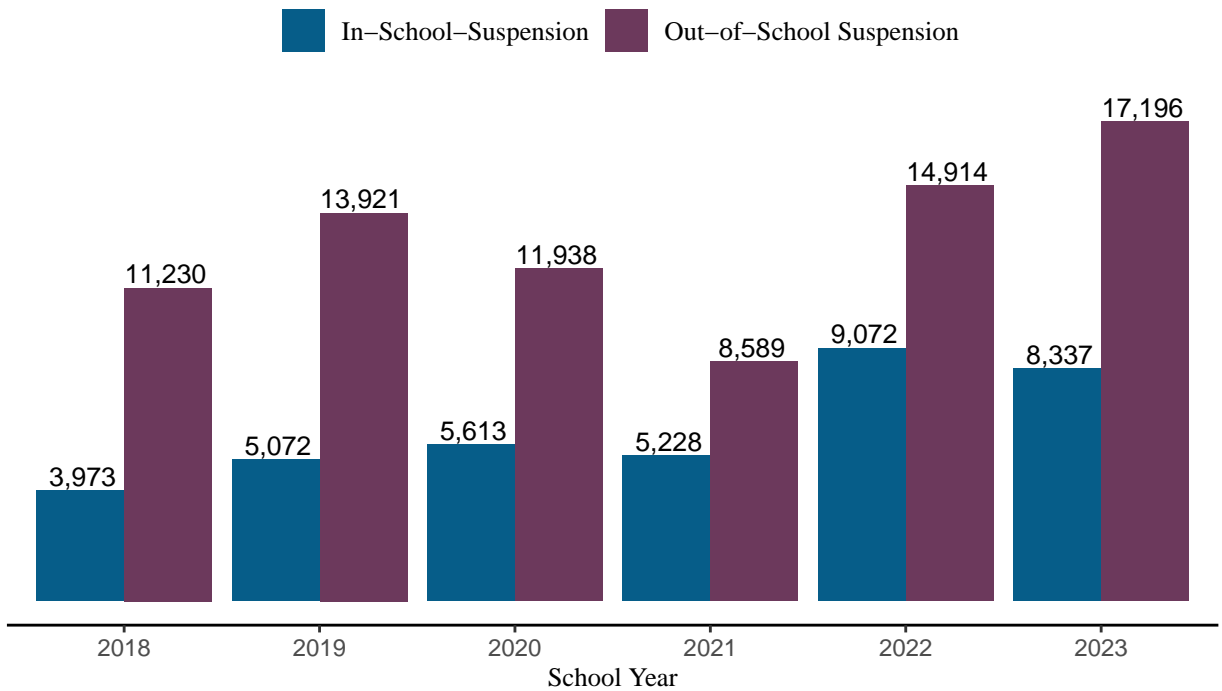


Table 10 offers state level discipline counts along with enrollment counts, student counts, and discipline rates. Although 2020 and 2021 discipline rates decreased, the overall percentage

of students with disciplines reported has increased from 1.50% in SY 2018 to 2.25% in SY 2023.

Table 11 takes a closer look at discipline rates by dis-aggregating student groups. For race/ethnicity groups, American Indian (4.8%), African American/Black (4.0%), and Hispanic/Latino (3.6%) had the highest discipline rates. Otherwise, students in Foster Care (8.4%), students experiencing homelessness (4.6%), students receiving Special Education services (4.0%), and students from low income households (3.8%) had the highest discipline rates.

Table 10: State discipline counts and rates by year

School Year	Enrollment Count	Discipline Count	Distinct Count of Students With Discipline(s)	Discipline Rate	Count of Students With More Than One Discipline	Percent of Students With More Than One Discipline
2018	696,271	15,240	10,476	1.50%	2,662	0.38%
2019	703,046	19,030	13,170	1.87%	3,259	0.46%
2020	710,159	17,573	11,910	1.68%	3,035	0.43%
2021	711,881	13,844	9,175	1.29%	2,207	0.31%
2022	722,032	24,041	14,515	2.01%	4,225	0.59%
2023	723,027	25,583	16,251	2.25%	4,720	0.65%

Table 11: State discipline counts and rates by student group for SY 2023

Groups	Enrollment Count	Discipline Count	Students With Discipline(s) Count	Discipline Rate	Students With More Than One Discipline Count	Percent of Students With More Than One Discipline
Asian	12,908	197	137	1.06%	34	0.26%
AfAm/Black	10,375	672	419	4.04%	129	1.24%
American Indian	7,316	611	353	4.83%	133	1.82%
Multiple Races	25,430	1,051	699	2.75%	183	0.72%
Pacific Islander	12,374	511	356	2.88%	100	0.81%
Hispanic/Latino	147,473	8,458	5,238	3.55%	1,634	1.11%
White	511,486	14,083	9,055	1.77%	2,506	0.49%
Low Income	228,426	14,523	8,690	3.80%	2,863	1.25%
English Learner	67,481	3,900	2,463	3.65%	766	1.14%
Special Ed.	109,544	8,014	4,422	4.04%	1,629	1.49%
Female	349,177	6,672	4,567	1.31%	1,182	0.34%
Male	373,738	18,901	11,681	3.13%	3,537	0.95%
Homeless	14,052	1,134	651	4.63%	235	1.67%
In Foster Care	4,326	606	364	8.41%	133	3.07%

<sup>a</sup> Note: Refugee and Military students removed from this table due to low N sizes.

The following three figures provide additional information about the incidents associated with disciplines, the ages of students who received disciplines, and the grade levels of students who received disciplines. Figure 9 shows that the most common incidents associated with disciplines were disruption, fighting, and other. The highest discipline counts were among 13 and 14 year old students (Figure 10) and students in seventh and eighth grades (Figure 11).

Figure 9. Counts and percentages of disciplines by incident type for SY 2023

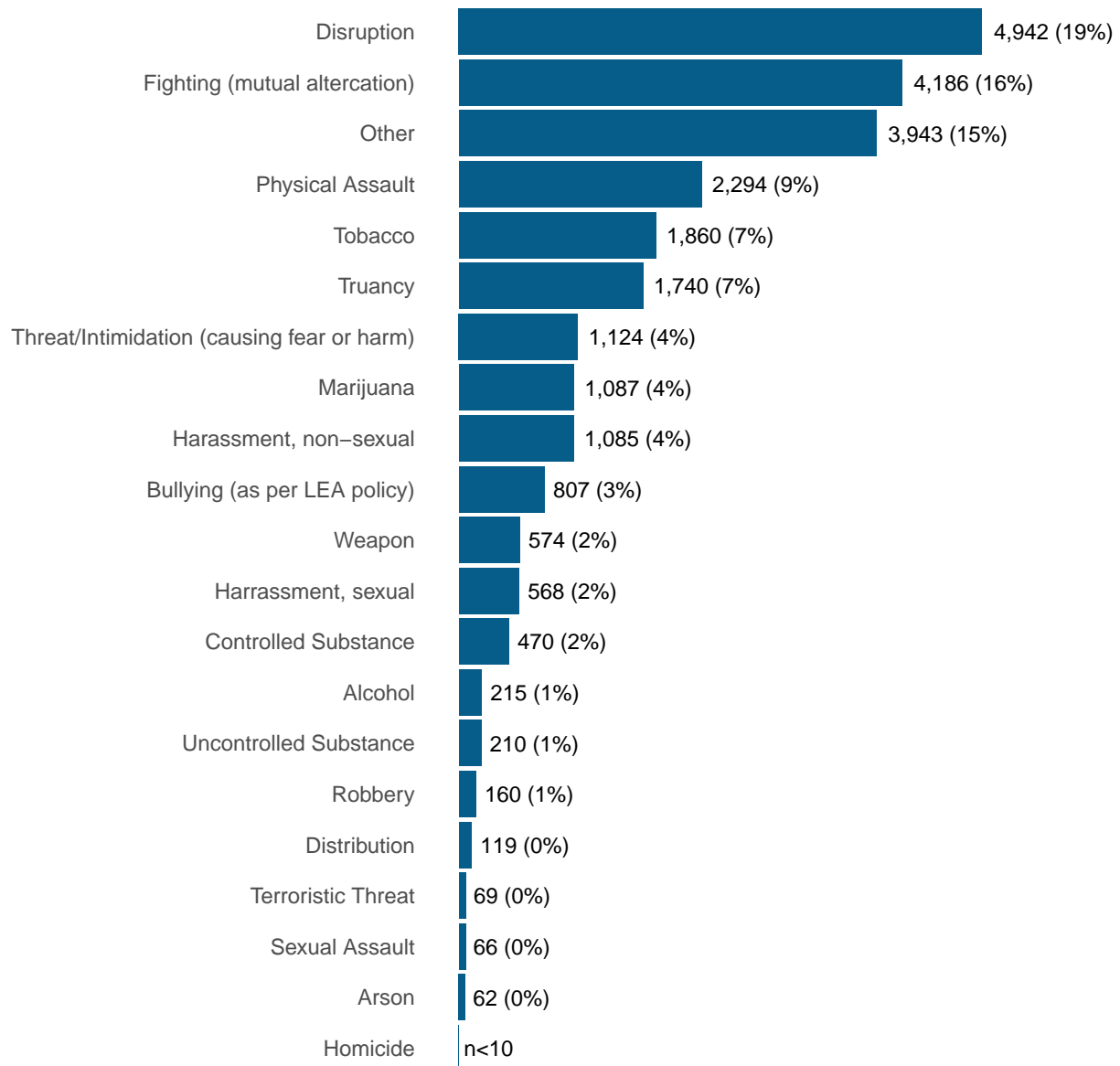


Figure 10. Counts of students with one or more discipline(s) by age

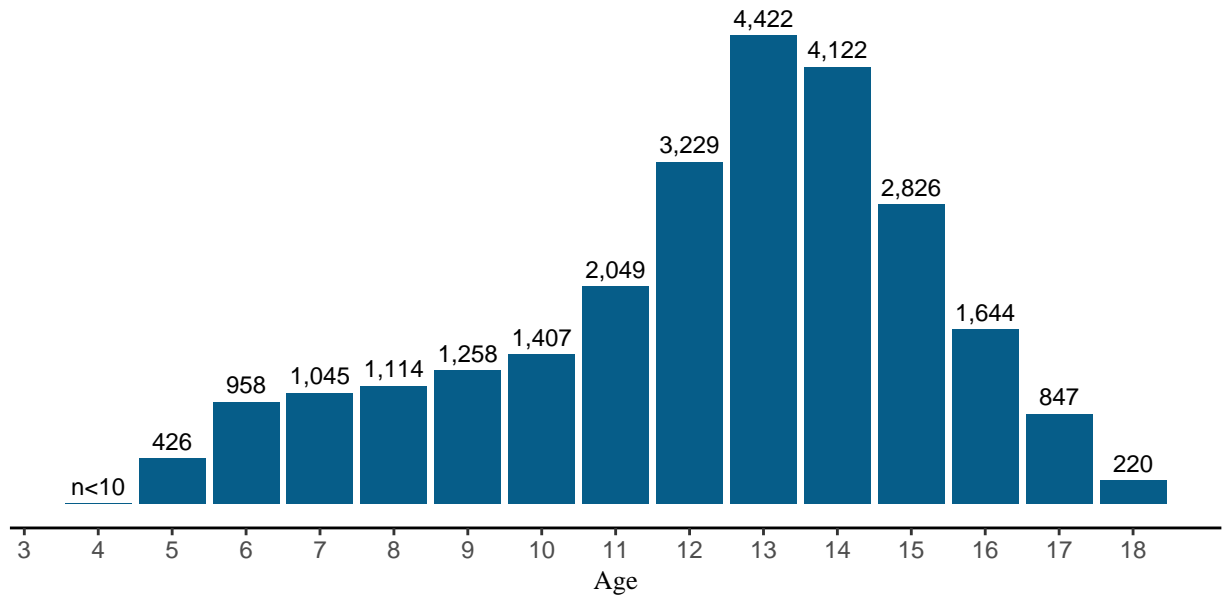
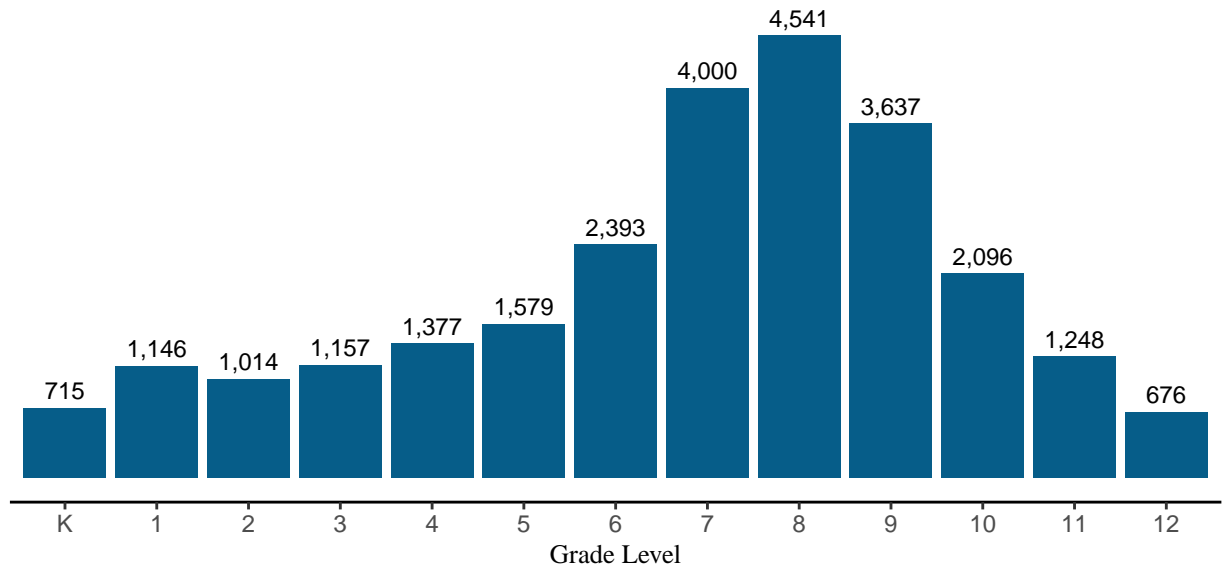


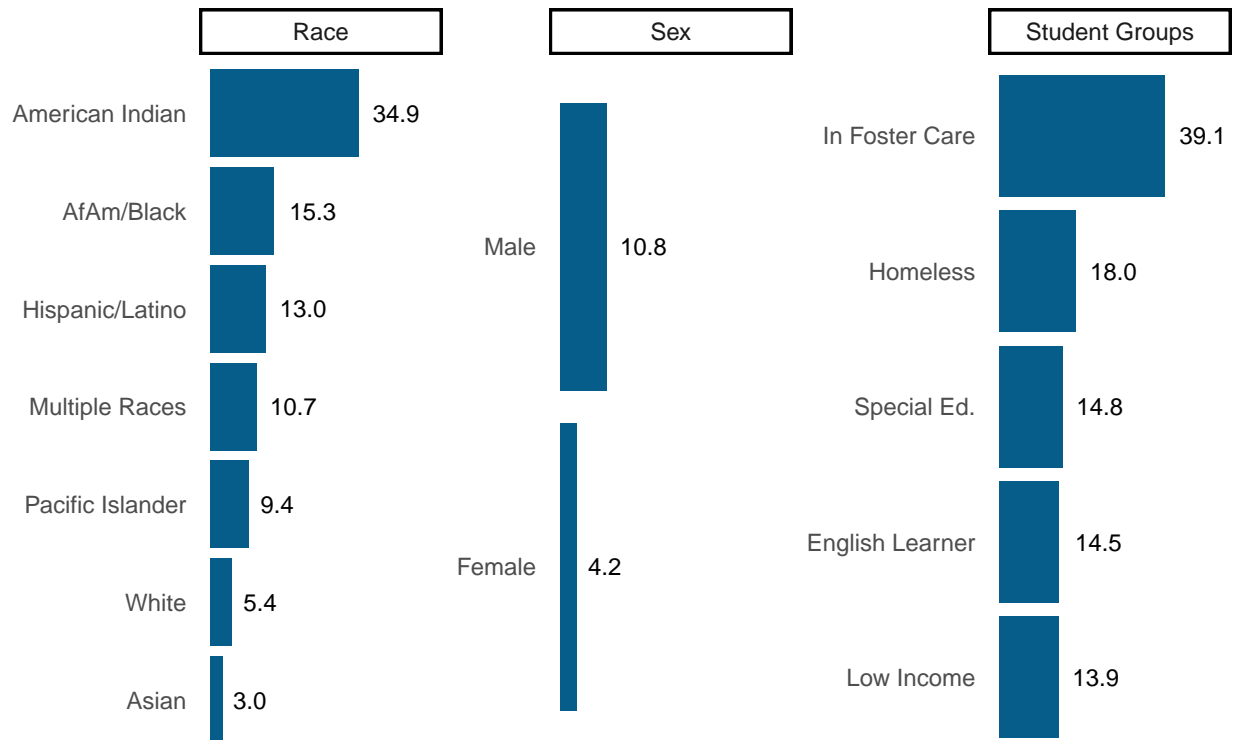
Figure 11. Counts of students with one or more discipline(s) by grade level



## Lost Days of Instruction Due to Exclusionary Discipline

Figure 12 shows the number of lost days per 100 students by student group for SY 2023.<sup>1</sup> This metric adjusts for differences in enrollment counts and provides a meaningful comparison across student groups.<sup>2</sup> See Table 12 for counts of lost days associated with discipline methods. Statewide, students lost 55,002<sup>3</sup> days of instruction (up from 48,928 days in 2022), or 7.6 days of instruction per 100 students due to in-school and out-of-school suspensions in SY 2023 (up from 6.8 in 2022). In contrast, American Indian students lost 34.9 days, African American/Black students lost 15.3 days, and Hispanic/Latino students lost 13 days per 100 students. Students experiencing homelessness lost 18 days per 100 students. Male students lost more than twice as many days per 100 students than female students.

Figure 12. Number of lost days per 100 students



Lost days from expulsions are excluded from these calculations

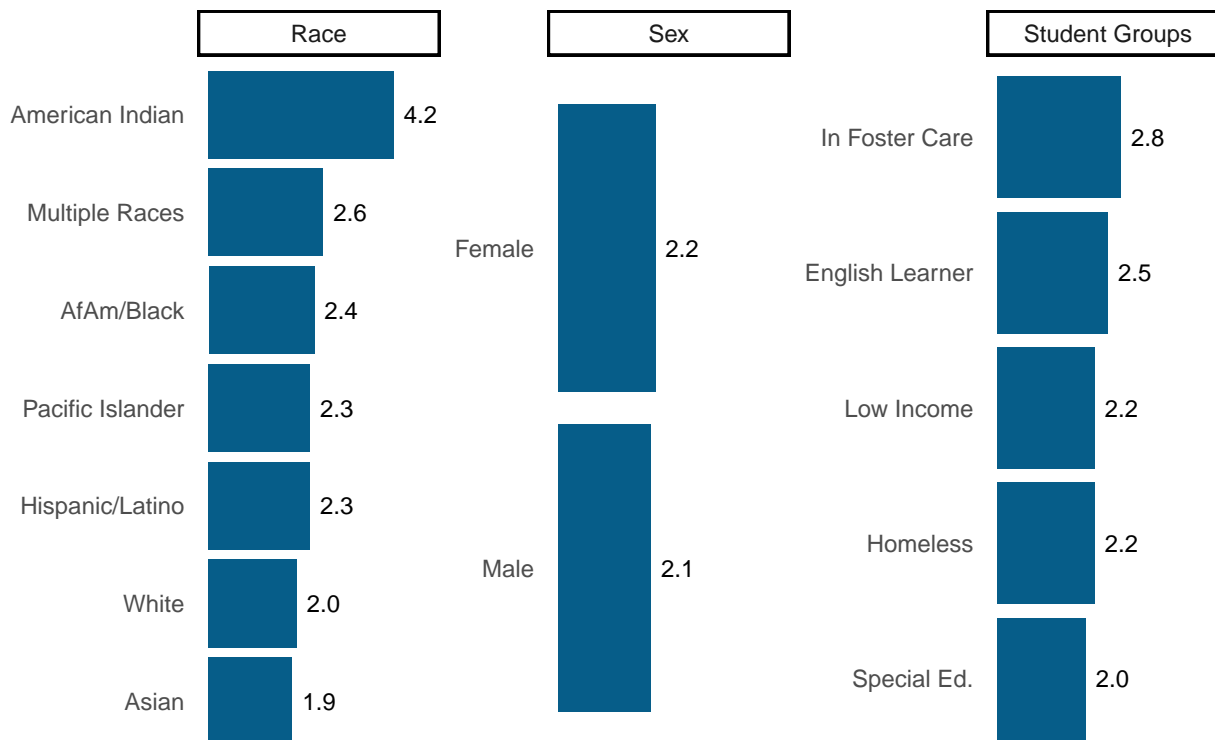
<sup>1</sup>In Figure 12, we included in-school suspensions and out-of-school suspensions in the counts of lost days. Not shown here, but during analyses in 2022, we also calculated lost days by excluding expulsions and limiting suspensions to 10 or fewer days. This approach resulted in fewer lost days, but the patterns of disparities across groups remained the same.

<sup>2</sup>To learn more about this metric, see: [https://learningpolicyinstitute.org/media/508/download?inline&file=CRDC\\_School\\_Discipline\\_REPORT.pdf](https://learningpolicyinstitute.org/media/508/download?inline&file=CRDC_School_Discipline_REPORT.pdf)

<sup>3</sup>This excludes 4,977 reported days of lost instruction due to expulsions.

The average number of lost days metric provides insight into the impact of receiving disciplines (see Figure 13). The state average of lost days due to suspensions was 2.2. American Indian students lost an average of 4.2 days, Multiple Race students lost an average of 2.6 days, and African American/Black students lost an average of 2.4 days due to suspensions.

Figure 13. Average number of days lost by student group



Expulsions are excluded from these calculations

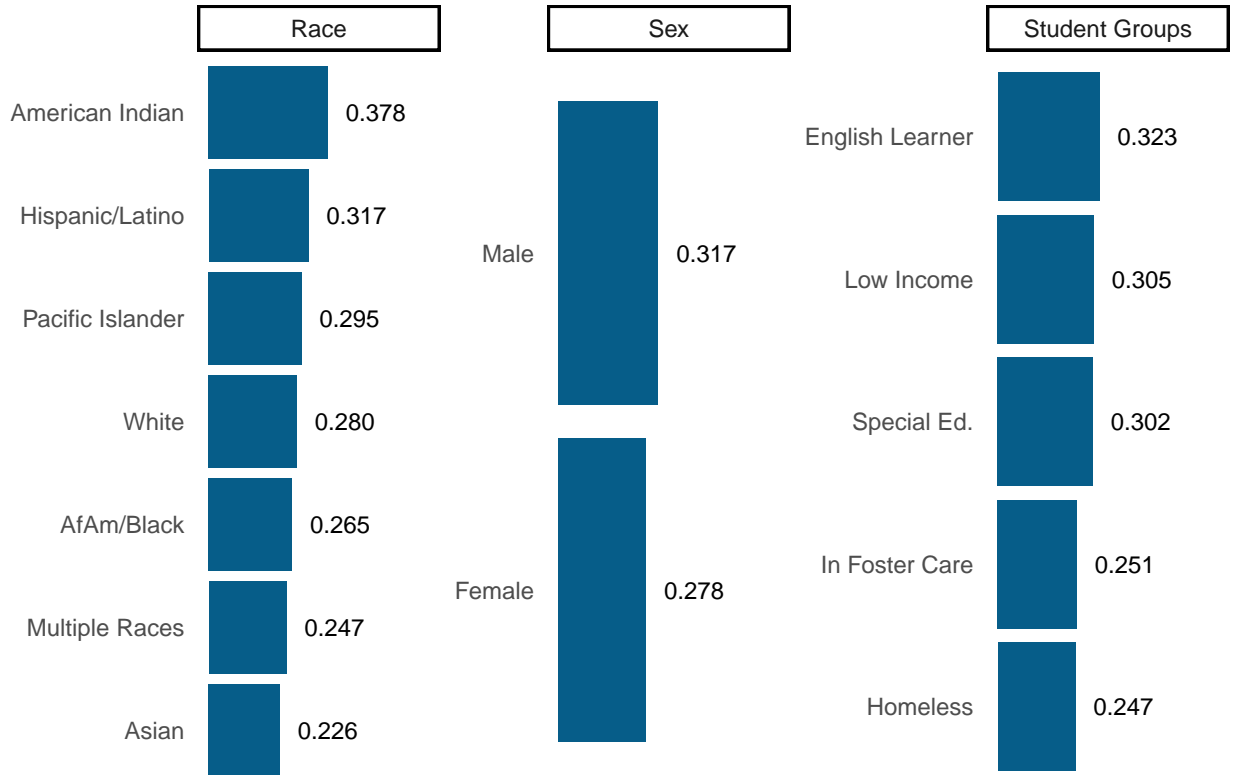
Table 12: Discipline methods and counts of lost days of instruction

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	50	4,977
In School Suspension	8,337	12,184
Out of School Suspension	17,196	42,818
Total	105,786	59,979

### Incident-based Discipline Rate

The incident-based discipline rate is a ratio of incidents to disciplines (Figure 14). This is a metric of disciplines received relative to incidents for student groups in SY 2023. American Indian students, Hispanic/Latino students, and Pacific Islander students received the most disciplines relative to the incidents they received. For other student groups, English Learners, students from low income households, and students with special education status had the highest ratio of disciplines to incidents. However, the values for student groups were relatively similar.

Figure 14. Incident-based discipline rates for SY 2023



## Law Enforcement Activity

New for SY 2023 are four fields related to law enforcement activity. Table 15 shows the new fields, the number of incidents, and counts of students associated with each.

Table 13: Counts of law enforcement activity

Law Enforcement Activity	Incident Count	Student Count
Search and seizure	278	272
Criminal citation	224	219
Non-criminal citation	53	53
Physical arrest	23	23

<sup>a</sup> Note: Incident counts include duplicate cases. Student counts are distinct.

This section provides counts of incident types associated with each law enforcement activity, the discipline methods and counts of lost days, age, grade level, and counts of incidents and students by student group. Law enforcement activities include arrests, search and seizure, criminal citations, non-criminal citations, and other law enforcement activities. In this case other law enforcement activities were defined by Utah code 53E-3-516 and includes interactions with law enforcement not resulting in arrest (search and seizure, criminal citations, non-criminal citations). Incident counts include all incident counts, including duplicate counts (multiple students can be associated with the same incident). Student counts are distinct. Ages were calculated from birth date to incident date.

### Arrests

There were 23 arrests reportedly associated with the following incident types (all n sizes were fewer than 10).

- Physical Assault
- Weapon
- Threat/Intimidation (causing fear or harm)
- Marijuana
- Truancy
- Controlled Substance
- Disruption
- Fighting (mutual altercation)



The ages of students who were arrested ranged from 8 to 18 years, with most of the arrests associated with 14 - 16 year old students (Figure not shown due to low n sizes). The grade levels of students who were arrested ranged from second through twelfth grades (Figure not shown due to low n sizes).

Table 14: Discipline methods and counts of lost days of instruction associated with arrests

<b>Discipline Method</b>	<b>Discipline Method Count</b>	<b>Lost Days Count</b>
Expulsion	n<10	10
In School Suspension	n<10	n<10
None	n<10	n<10
Out of School Suspension	13	136
Total	23	153

Table 15: Counts of arrests by student group

<b>Student Groups</b>	<b>Physical Arrest Incident Count</b>	<b>Student Count</b>
AfAm/Black	n<10	n<10
American Indian	n<10	n<10
Hispanic/Latino	10	10
White	n<10	n<10
Low Income	17	17
English Learner	n<10	n<10
Special Ed.	n<10	n<10
Female	n<10	n<10
Male	20	20

## Search and Seizure

Table 16: Incident type counts associated with search and seizures

Incident Type	Incident Count
Tobacco	75
Marijuana	63
Weapon	32
Controlled Substance	23
Alcohol	22
Other	17
Threat/Intimidation (causing fear or harm)	13
Distribution	n<10
Physical Assault	n<10
Arson	n<10
Uncontrolled Substance	n<10
Disruption	n<10
Truancy	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Robbery	n<10
Bullying (as per LEA policy)	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Sexual Assault	n<10
Terroristic Threat	n<10
Total	278

Table 17: Discipline methods and counts of lost days of instruction associated with search and seizures

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	228
In School Suspension	22	58
None	77	0
Out of School Suspension	176	912
Total	278	1,198

Figure 15. Age distribution of students reportedly involved with incidents of search and seizures

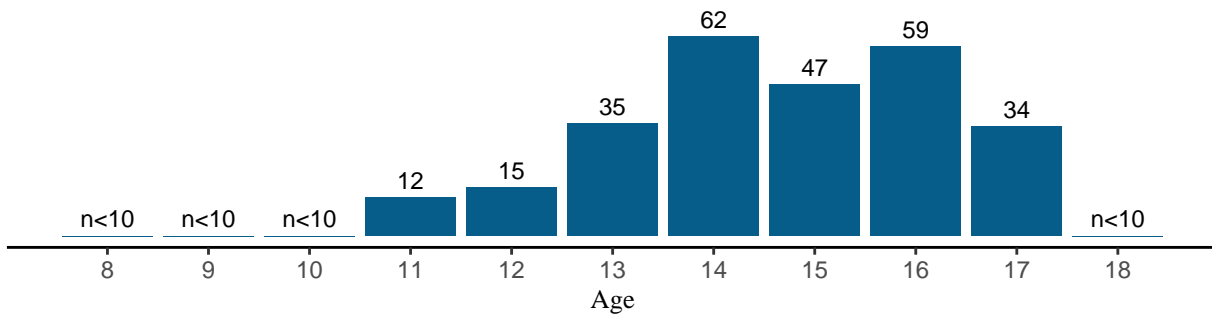


Figure 16. Grade level distribution of students reportedly involved with incidents of search and seizures

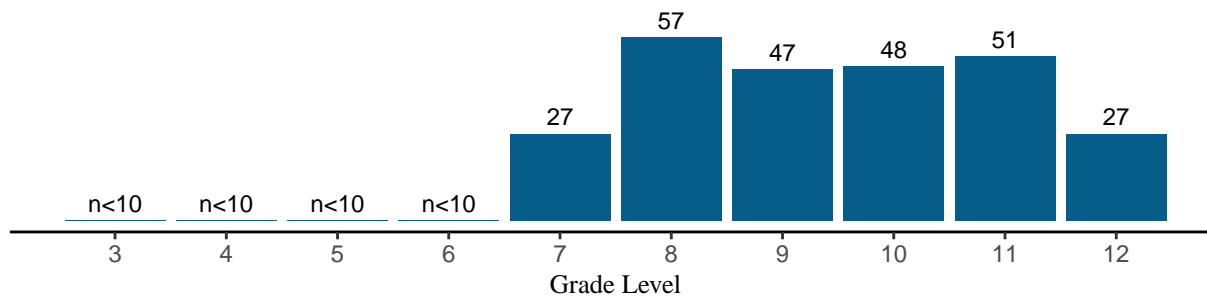


Table 18: Counts of search and seizures by student group

Student Groups	Search and Seizure Incident Count	Student Count
AfAm/Black	n<10	n<10
American Indian	n<10	n<10
Multiple Races	12	12
Pacific Islander	n<10	n<10
Hispanic/Latino	103	101
White	143	139
Low Income	152	150
English Learner	46	45
Special Ed.	76	76
Female	94	90
Male	184	182

## Criminal Citations

Table 19: Incident type counts associated with criminal citations

Incident Type	Incident Count
Marijuana	61
Physical Assault	31
Controlled Substance	26
Other	20
Fighting (mutual altercation)	12
Weapon	11
Robbery	10
Uncontrolled Substance	n<10
Tobacco	n<10
Disruption	n<10
Threat/Intimidation (causing fear or harm)	n<10
Alcohol	n<10
Distribution	n<10
Arson	n<10
Bullying (as per LEA policy)	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Sexual Assault	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Truancy	n<10
Total	224

Table 20: Discipline methods and counts of lost days of instruction associated with criminal citations

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	15
In School Suspension	20	52
None	32	0
Out of School Suspension	170	946
Total	224	1,013

Figure 17. Age distribution of students who reportedly received criminal citations

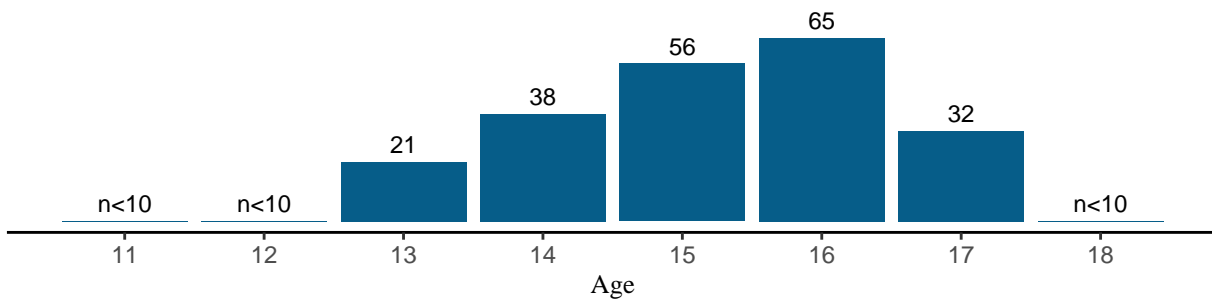


Figure 18. Grade level distribution of students who reportedly received criminal citations

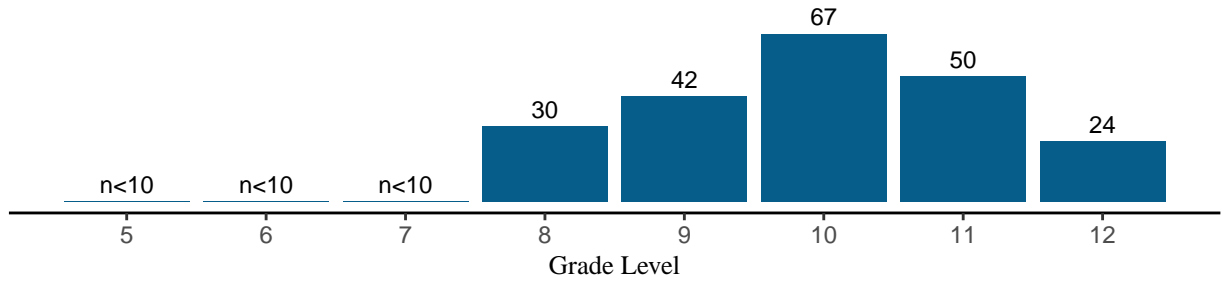


Table 21: Counts of criminal citations by student group

Student Groups	Criminal Citation Incident Count	Student Count
AfAm/Black	n<10	n<10
American Indian	n<10	n<10
Asian	n<10	n<10
Multiple Races	n<10	n<10
Pacific Islander	n<10	n<10
Hispanic/Latino	82	79
White	122	120
Low Income	117	113
English Learner	35	34
Special Ed.	58	58
Female	54	53
Male	170	166

### Non-criminal citations

There were 53 non-criminal citations associated with the following incident types (all n sizes were fewer than 10).

- Other
- Threat/Intimidation (causing fear or harm)
- Tobacco
- Fighting (mutual altercation)
- Marijuana
- Disruption
- Physical Assault
- Uncontrolled Substance

- Alcohol
- Bullying (as per LEA policy)
- Harassment, non-sexual (physical, verbal, or psychological)
- Robbery
- Controlled Substance
- Weapon

The ages of students who reportedly received non-criminal citations ranged from 6 to 17, with the highest counts for 13 to 16 year old students (Figure not shown due to low n sizes). The grade levels of students who reportedly received non-criminal citations ranged from first through twelfth grades, with the highest counts for eighth and tenth grades (Figure not shown due to low n sizes).

Table 22: Discipline methods and counts of lost days of instruction associated with non-criminal citations

<b>Discipline Method</b>	<b>Discipline Method Count</b>	<b>Lost Days Count</b>
Expulsion	n<10	24
In School Suspension	n<10	24
None	15	0
Out of School Suspension	35	159
Total	53	207

Table 23: Counts of non-criminal citations by student group

<b>Student Groups</b>	<b>Non Criminal Citation Incident Count</b>	<b>Student Count</b>
AfAm/Black	n<10	n<10
American Indian	n<10	n<10
Multiple Races	n<10	n<10
Pacific Islander	n<10	n<10
Hispanic/Latino	27	27
White	18	18
Low Income	33	33
English Learner	11	11
Special Ed.	15	15
Female	24	24
Male	29	29

### Other law enforcement activities

This sub-section presents the same calculations as above for all other (besides arrests) law enforcement activities. Although total incident counts summed across all of the three other

law enforcement activities was 555, the distinct count of involvement with law enforcement was 480 (this is due to duplication across law enforcement activities for a single incident or student), representing 465 students.

Table 24: Incident type counts associated with other law enforcement activities

<b>Incident Type</b>	<b>Incident Count</b>
Marijuana	95
Tobacco	86
Other	43
Weapon	41
Physical Assault	34
Controlled Substance	33
Alcohol	27
Threat/Intimidation (causing fear or harm)	21
Fighting (mutual altercation)	16
Robbery	14
Uncontrolled Substance	14
Disruption	12
Distribution	11
Arson	n<10
Bullying (as per LEA policy)	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Truancy	n<10
Sexual Assault	n<10
Terroristic Threat	n<10
Total	480

Table 25: Discipline methods and counts of lost days of instruction associated with other law enforcement activities

<b>Discipline Method</b>	<b>Discipline Method Count</b>	<b>Lost Days Count</b>
Expulsion	n<10	267
In School Suspension	41	124
None	114	0
Out of School Suspension	319	1,597
Total	480	1,988

Figure 19. Age distribution of students reportedly involved in other law enforcement activities

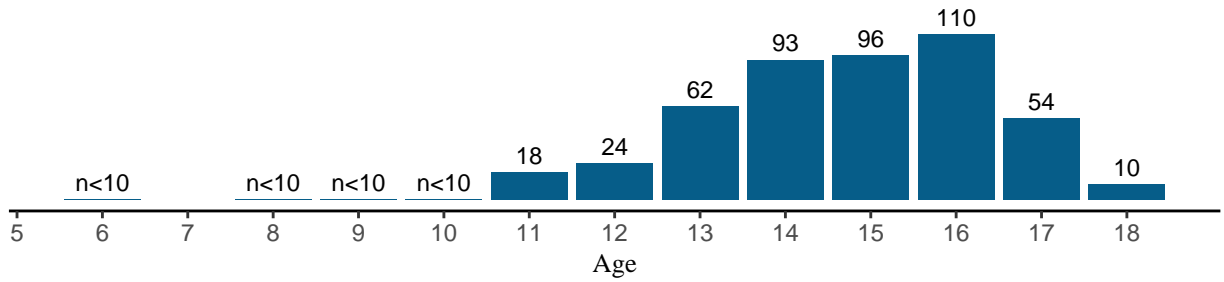


Figure 20. Grade level distribution of students reportedly involved in other law enforcement activities

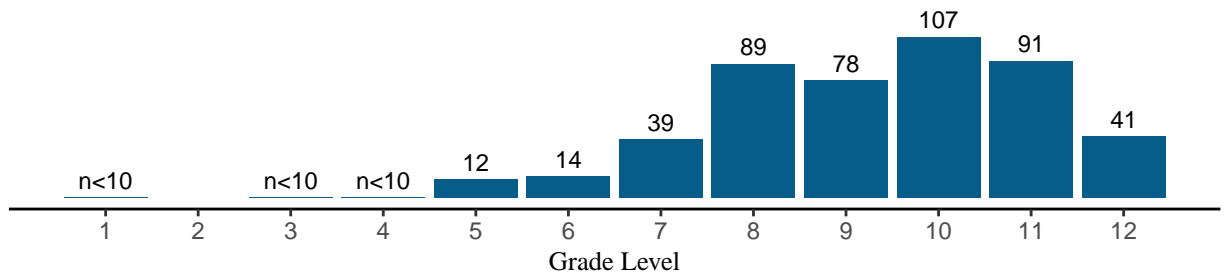


Table 26: Counts of students involved in other law enforcement activities by student group

Student Groups	Other Law Enforcement Activity Incident Count	Student Count
AfAm/Black	11	11
American Indian	10	10
Asian	n<10	n<10
Multiple Races	21	21
Pacific Islander	12	11
Hispanic/Latino	179	173
White	245	237
Low Income	266	258
English Learner	79	76
Special Ed.	128	126
Female	147	143
Male	333	322

### School Resource Officers

Not every LEA or school utilizes a school resource officer. The USBE began systematically collecting counts of School Resource Officers (SRO) at the LEA level in SY 2022. Table 25 presents two years of reported SRO counts and shows an overall increase from 257 in SY



2022 to 264 in SY 2023, with 47 LEAs (30%) reporting the use of SROs. Some full-time SROs may split their time across multiple schools. It is unknown how many schools have SROs.

Table 27: SRO counts by LEA for SY 2022 and SY 2023

LEA Name	SRO Counts	
	SY 2022	SY 2023
Alpine District	21	25
American Leadership Academy	1	1
Athlos Academy of Utah	2	0
Beaver District	1	1
Box Elder District	3	4
Cache District	9	4
Canyons District	16	16
Carbon District	2	3
Davis District	28	28
Emery District	1	1
Fast Forward High	1	1
Grand District	0	2
Granite District	26	26
Iron District	4	5
Jordan District	25	25
Juab District	1	2
Kane District	1	2
Karl G. Maeser Preparatory Academy	1	1
Logan City District	3	3
Mana Academy Charter School	0	1
Millard District	1	1
Morgan District	1	1
Murray District	3	3
Nebo District	11	11
No. UT. Acad. for Math Engineering & Science	2	2

Table 27: SRO counts by LEA for SY 2022 and SY 2023  
*(continued)*

LEA Name	SRO Counts	SRO Counts
	SY 2022	SY 2023
North Sanpete District	1	1
North Summit District	1	1
Ogden City District	7	7
Open Classroom	1	1
Park City District	1	2
Pinnacle Canyon Academy	0	1
Providence Hall	1	1
Provo District	6	6
Salt Lake Center for Science Education	1	1
Salt Lake District	8	5
San Juan District	0	1
Sevier District	4	4
South Sanpete District	3	3
South Summit District	1	1
Terra Academy	1	0
Timpanogos Academy	0	1
Tintic District	1	1
Tooele District	5	5
Uintah District	6	7
Uintah River High	1	1
Utah Career Path High School	0	1
Wasatch District	9	9
Washington District	21	21
Weber District	14	14
Total	257	264

## Appendix A

### Student Data Privacy

The protection of student data is of paramount importance to the USBE. Under the Family Educational Rights and Privacy Act (FERPA),<sup>4</sup> USBE has a responsibility to protect student education records from unauthorized disclosure. Accordingly, this report does not contain any student personally identifiable information (PII) and data is reported in aggregate form.

While the aggregation of student-level data removes student PII, even aggregate data can risk disclosing information about individual students, particularly when reporting on very small groups of students.<sup>5</sup> For this reason, the USBE has adopted reporting methods to reduce the risk of disclosing student information in public reports. These reporting methods were established in accordance with guidance issued from the Privacy Technical Assistance Center at the Student Privacy Policy Office of the U.S. Department of Education and the Nation Center of Education Statistics of the U.S. Department of Education.<sup>6 7</sup> The USBE's methodology includes masking counts of students that are fewer than 10; in these cases, counts are presented as “n<10”.

For more information about the reporting methods USBE uses to protect student privacy, see the Data Privacy section on Data Gateway (<https://datagateway.schools.utah.gov/>).

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<sup>4</sup>Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

<sup>5</sup>Frequently Asked Questions—Disclosure Avoidance. Privacy Technical Assistance Center (Oct 2012): <https://studentprivacy.ed.gov/resources/frequently-asked-questions-disclosure-avoidance>

<sup>6</sup>Case Study #5: Minimizing Access to PII: Best Practices for Access Controls and Disclosure Avoidance Techniques. Privacy Technical Assistance Center (Oct 2012): [https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/Case\\_Study\\_5\\_Minimizing\\_PII\\_Access\\_0.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Case_Study_5_Minimizing_PII_Access_0.pdf)

<sup>7</sup>SLDS Technical Brief 3: Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603): <http://nces.ed.gov/pubs2011/2011603.pdf>