

2024 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. Reported incident and discipline counts have continued to increase since 2021.

New in this year’s report are two additional incident types, cyber-bullying and hazing. Few LEAs utilized these new infraction types in 2024, which is not surprising for new fields. We expect these counts to increase notably next year. Also new this year is the inclusion of students who were chronically absent. Students who were identified as chronically absent missed more than 10% of days enrolled (students must be enrolled for at least one quarter of the year to be included in the calculation).

Key Findings

For SY 2024, most LEAs (95.5%) reported one or more incidents to USBE. Utah’s LEAs reported 89,032 records of primary infractions (incidents), which included 49,834 students

reported with one or more incidents. Of these, 30,581 students had only one incident reported and 19,253 had more than one incident reported. The percentage of students with an incident reported in SY 2024 was 6.9%, up from 6.5% in SY 2023. Utah's LEAs reported 30,635 disciplines from 19,335 students. Of these, 5,554 students had more than one discipline. The percentage of students with a discipline reported in SY 2024 was 2.67%, up from 2.25% in SY 2023.

- There was an increase in incident and discipline rates from SY 2023 to SY 2024.
- Most (95.5%) Local Education Agencies (LEA) reported incident data.
- The most frequently reported incident types were *Other* (27.4%), *Disruption* (23.2%), and *Truancy* (14.9%).
- 49,834 (6.9%) students reportedly received one or more incidents, an increase from the previous year (6.5%).
- 19,335 (2.7%) students reportedly received one or more disciplines, an increase from the previous year (2.3%).
- Reported use of emergency safety interventions was up noticeably. The reported use of physical restraint was up from 597 in 2023 to 737 in 2024. The reported use of seclusionary time out increased from 697 in 2023 to 1,008 times in 2024.
- There were noteworthy disparities in incidents and disciplines reported across student groups.
- Students reportedly lost 62,602 days of classroom instruction due to exclusionary discipline, an increase from the previous year (59,979).
- Law enforcement activity included 48 students reported as being arrested, 46 as receiving non-criminal citations, 332 as receiving criminal citations, and 522 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 H.B. 428 (2022), Utah Code 53E-3-516 requires victim data related to bullying to be included in this report. Otherwise, this report includes only information on primary incidents. See Figure 2 for a list of the 23 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 cumulative 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/informationtechnology/utrex>). 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 disciplines and discipline rates 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 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.

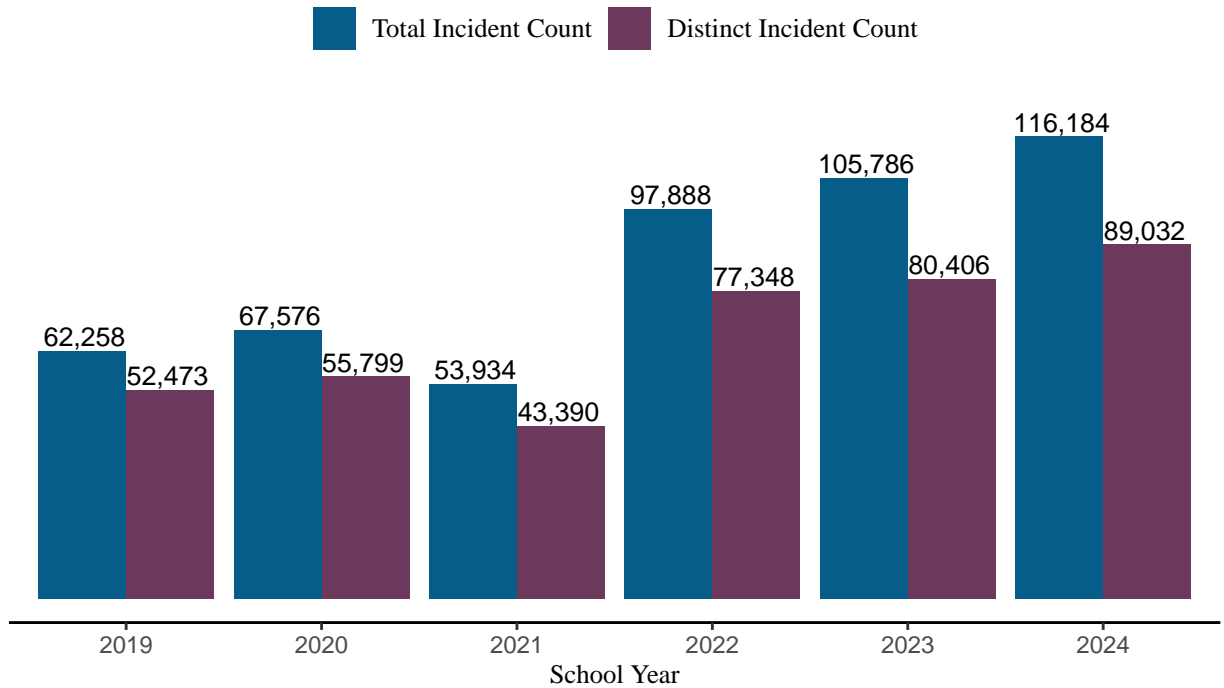
Incidents

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. Overall, incident counts have increased every year since SY 2021 (43,390). In 2024 distinct counts of incidents increased to 89,032, an 8,626 incident count increase over the previous year (SY 2023).

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

School Year	Percent Reported
2019	96.1%
2020	97.4%
2021	92.9%
2022	95.5%
2023	96.2%
2024	95.5%

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 3.3% in SY 2021 to 6.9% in SY 2024. 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 likely 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
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%
2024	724,340	89,032	49,834	6.9%	19,253	2.7%

Table 3 shows reported statewide incident counts and rates for student race/ethnicity groups for SY 2024. Only students who were identified as Asian or White reportedly had incident rates below the state percentage of 6.9%. The highest incident rates were reportedly among Black/African American (12.1%), American Indian (11.7%), and Hispanic/Latino students (9.9%).

Table 4 presents reported statewide incident counts and rates for student groups for SY 2024. These student groups are not discrete. Student in foster care had the highest incident rate (19.9%) followed by student in military families (14.2%), and students experiencing homelessness (12.2%).

Table 3: State incident counts and rates by student race/ethnicity

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
AfAm/Black	10,550	3,096	1,280	12.1%	572	5.4%
American Indian	7,091	2,014	828	11.7%	431	6.1%
Asian	12,835	949	574	4.5%	167	1.3%
Hispanic/Latino	152,169	29,834	15,013	9.9%	6,013	4.0%
Multiple Races	27,328	4,862	2,094	7.7%	831	3.0%
Pacific Islander	12,111	1,807	1,043	8.6%	377	3.1%
White	507,331	54,702	29,029	5.7%	10,889	2.1%

^a Note: Counts across race/ethnicity groups include all student enrollments and include duplicate cases in which some students are reported with conflicting race/ethnicity across some enrollments, even within the same school year.

Table 4: State incident counts and rates by student characteristics

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
Chronically Absent	168,795	41,326	18,000	10.7%	8,172	4.8%
English Learner	69,810	14,261	7,532	10.8%	2,913	4.2%
Female	349,432	24,339	15,241	4.4%	5,234	1.5%
Homeless	17,098	4,970	2,078	12.2%	914	5.3%
In Foster Care	4,541	2,694	912	20.1%	448	9.9%
Low Income	235,946	53,179	24,531	10.4%	10,439	4.4%
Male	374,410	68,182	34,550	9.2%	13,995	3.7%
Military	4,095	1,387	583	14.2%	229	5.6%
Mobile	71,979	16,768	7,082	9.8%	3,165	4.4%
Refugee	4,768	818	449	9.4%	161	3.4%
Special Ed.	112,218	33,189	11,905	10.6%	5,586	5.0%

Incidents by Incident Type and Grade Level

Utah education data includes 23 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. There were no homicides reported in SY 2024.

Figure 2. Counts and percentages of incidents by incident type for SY 2024

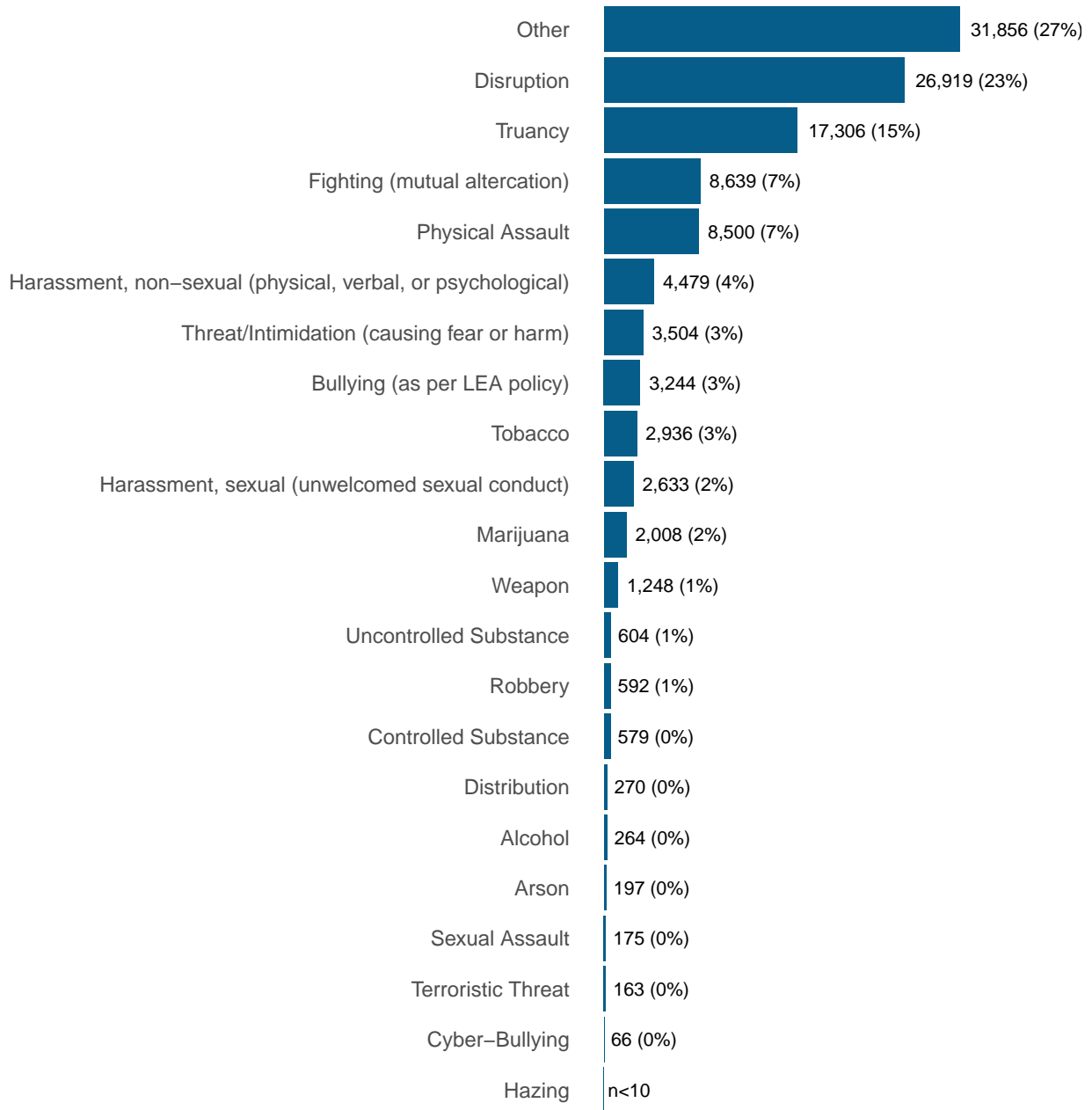


Figure 3 shows trend lines for the top 10 most common incidents in SY 2024. Note that the y axis is unique for each incident type. With the exception of tobacco related incidents, all incident counts were trending down in 2021 (possibly a pandemic effect), but counts for all of the top 10 incidents increased in 2022. Two of these incident types (Fighting, Tobacco, and Truancy) saw decreases in 2024. Physical Assaults have increased substantially from 1,930 in 2021 to 7,703 in 2024.

Figure 3. Incident count trends 2019 – 2024

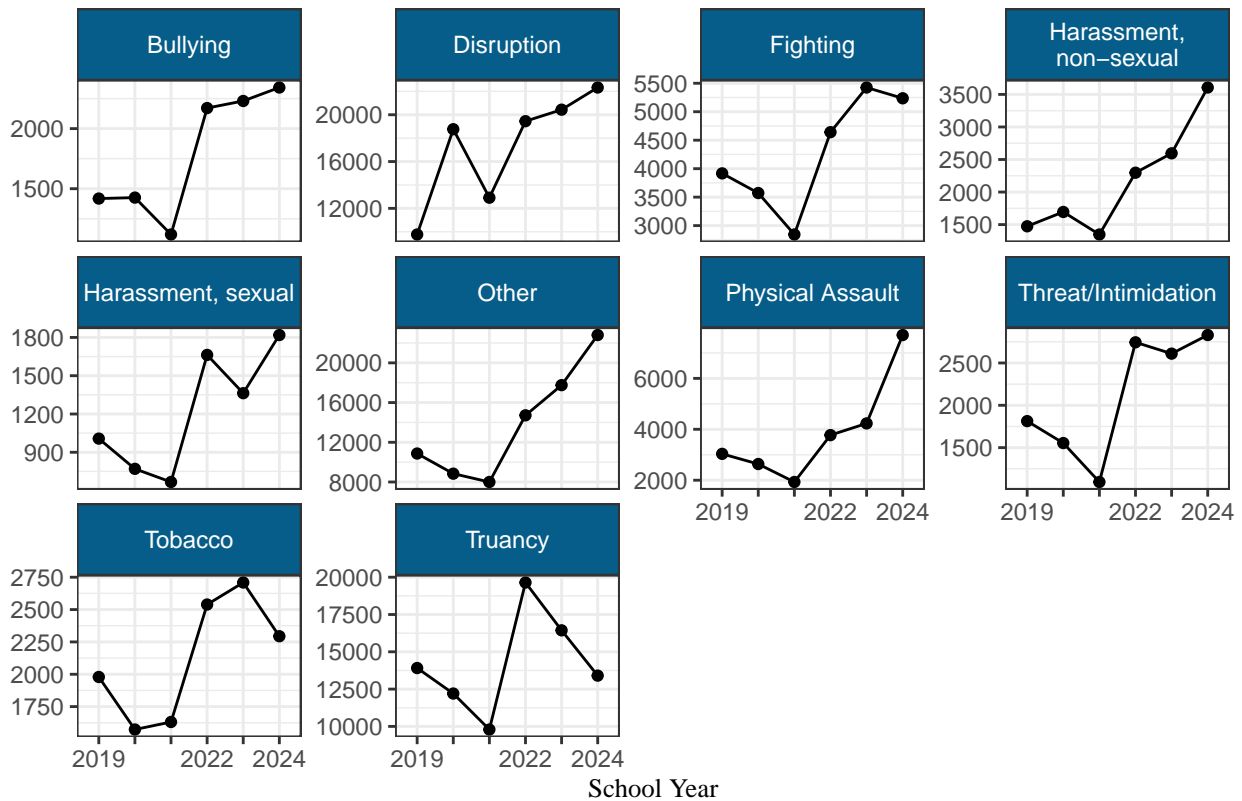
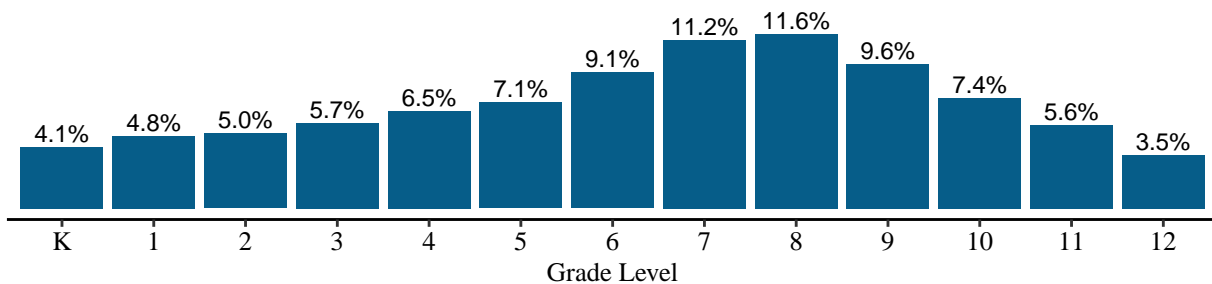


Figure 4 shows that grades seven, eight, and nine had the highest incident rates.

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 2024 (0.83% of distinct incidents). Physical restraint was reported to have been used 737 times, up from 597 times in 2023. A majority of the uses of physical restraints were for Disruption (44.6%), followed by Other (28.4%), and Physical Assault (18.5%) . The remaining counts and percentages of incident types related to physical restraints are shown in Table 5.

Table 5: Counts and percentages of physical restraint use by incident type

Incident Type	Physical Restraint Count	Physical Restraint Percent
Disruption	329	44.6%
Other	209	28.4%
Physical Assault	136	18.5%
Fighting	23	3.1%
Harassment, non-sexual	15	2.0%
Threat/Intimidation	10	1.4%
Weapon	n<10	
Marijuana	n<10	
Arson	n<10	
Tobacco	n<10	
Harassment, sexual	n<10	
Terroristic Threat	n<10	
Truancy	n<10	

Seclusionary time out was reportedly used 1,008 times, up from 697 times in 2023. Table 6 shows that a majority of the uses of seclusionary time outs were for *disruption* (53.5%), followed by *physical assaults* (17.2%), and *other* (16.1%).

Table 6: Counts and percentages of seclusionary time out by incident type

Incident Type	Seclusion Count	Seclusion Percent
Disruption	539	53.5%
Physical Assault	173	17.2%
Other	162	16.1%
Harassment, non-sexual	56	5.6%
Fighting	26	2.6%
Threat/Intimidation	17	1.7%
Harassment, sexual	n<10	
Distribution	n<10	
Tobacco	n<10	
Truancy	n<10	
Weapon	n<10	
Terroristic Threat	n<10	
Bullying	n<10	
Controlled Substance	n<10	
Marijuana	n<10	
Sexual Assault	n<10	
Robbery	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, as of 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 second year that includes counts for victims and retaliatory behavior (see Table 7 and Table 8).

For SY 2024, bullying was further identified with two new incident types, cyber-bullying and hazing. Given this was the first year for these incident types, it appears these new incident types were used infrequently. Sixty-nine percent of LEAs reported at least one incident of bullying, and incidents of bullying accounted for 2.8% of incidents reported. There were 3,244 total incidents and 2,342 distinct incidents that identified 2,790 distinct students as receiving bullying incidents (0.39% of students). Table 7 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 7: Counts and percentages of students with bullying incidents by race/ethnicity

Student Groups	Student Count	Percent with Bullying Incidents
AfAm/Black	57	0.54%
American Indian	42	0.59%
Asian	36	0.28%
Hispanic/Latino	865	0.57%
Multiple Races	95	0.35%
Pacific Islander	50	0.41%
White	1645	0.32%

^a Note: Student counts are distinct. Percents are calculated as student count / enrollment count

Table 8: Counts and percentages of students with bullying incidents by student group

Groups	Student Count	Percent Victims of Bullying
Chronically Absent	967	0.57%
English Learner	366	0.52%
Female	756	0.22%
Homeless	69	0.4%
In Foster Care	57	1.26%
Low Income	1397	0.59%
Military	25	0.61%
Male	2032	0.54%
Mobile	300	0.42%
Refugee	19	0.4%
Special Ed.	670	0.6%

^a Note: Student counts are distinct. Percents are calculated as student count / enrollment count

The USBE collects information on whether incidents of bullying were alleged to be on the basis of discrimination against an actual or perceived student characteristics (including race, color, national origin, sex, disability, religion, gender identity, sexual orientation). Table 9 shows that 11.4% of all bullying infractions were alleged to be on the basis of discrimination against one or more perceived characteristics. The highest rate of alleged discrimination was for race/ethnicity (7.5%) followed by sexual orientation (1.7%).

Table 9: Bullying incidents on the basis of actual or perceived student characteristics

Student Characteristics	Incident Counts	Percent of Bullying Incidents
Total (distinct)	266	11.36%
Sex	26	1.11%
Race	175	7.47%
Disability	35	1.49%
Sexual Orientation	39	1.67%
Religion	n<10	

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

Victims of bullying There were 1,159 total incidents and 1,019 distinct incidents that identified 1,002 distinct students as victims of bullying. Table 10 and Table 11 provide counts and percentages of student groups who were reported as victims of bullying.

Table 10: Counts and percentages of students who were the victims of bullying by race/ethnicity

Student Groups	Student Counts	Percent Victims of Bullying
AfAm/Black	29	0.27%
Hispanic/Latino	246	0.16%
Multiple Races	45	0.16%
White	652	0.13%

^a Note: Student counts are distinct. Percents are calculated as count of victims of bullying incidents / group enrollment count. Student groups with low n sizes are excluded from this table.

Table 11: Counts and percentages of students who were the victims of bullying by student groups

Student Groups	Student Counts	Percent Victims of Bullying
Chronically Absent	298	0.18%
English Learner	102	0.15%
Female	419	0.12%
Homeless	20	0.12%
In Foster Care	29	0.64%
Low Income	479	0.20%
Military	14	0.34%
Male	582	0.16%
Mobile	97	0.13%
Refugee	15	0.31%
Special Ed.	299	0.27%

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

Retaliatory Incidents School year 2023 was the first year the USBE collected data indicating whether or not incidents were associated with retaliation. In 2024, LEAs reported

a total of 350 retaliatory incidents (217 distinct retaliatory incidents), 73 of these were indicated as associated solely with victims (this number is too low to provide demographic data of victims), and 35 students were reported as being both offender and victim involved in retaliatory incidents. Table 12 shows counts of retaliatory incidents by incident type and student role.

Table 12: Retaliatory incident counts by incident type

Incident Type	Offender	Both Offender and Victim	Victim
Physical Assault	78	n<10	26
Fighting (mutual altercation)	48	13	n<10
Bullying (as per LEA policy)	29	n<10	14
Threat/Intimidation	29	n<10	n<10
Other	22	n<10	n<10
Harassment, non-sexual	16	n<10	n<10
Weapon	n<10	NA	n<10
Disruption	n<10	n<10	NA
Terroristic Threat	n<10	NA	n<10
Sexual Assault	n<10	NA	NA
Arson	n<10	NA	NA
Cyber-Bullying	n<10	NA	n<10
Harassment, sexual	NA	n<10	NA
Total	242	35	73

^a Note: Only incident types with related retaliatory incidents are included in this table.

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 reporting suspensions of .5 or greater cumulative days. Cumulative suspensions of less than half day are excluded from discipline calculations. 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 2024, 30,635 of the 116,184 incidents were reported with a discipline. Among the 49,834 students with an incident reported, 19,335 had a discipline (e.g., suspensions and expulsions) reported. Expulsions were rare, with 61 occurring in 26 schools.

Figure 5 displays overall counts of suspensions and counts of students who were suspended for the most recent 6 years. Counts of suspensions and students receiving suspensions has

increased since SY 2022. Figure 6 shows counts of suspension by type and that most suspensions are out-of-school.

Figure 5. Counts of suspensions and students receiving suspensions

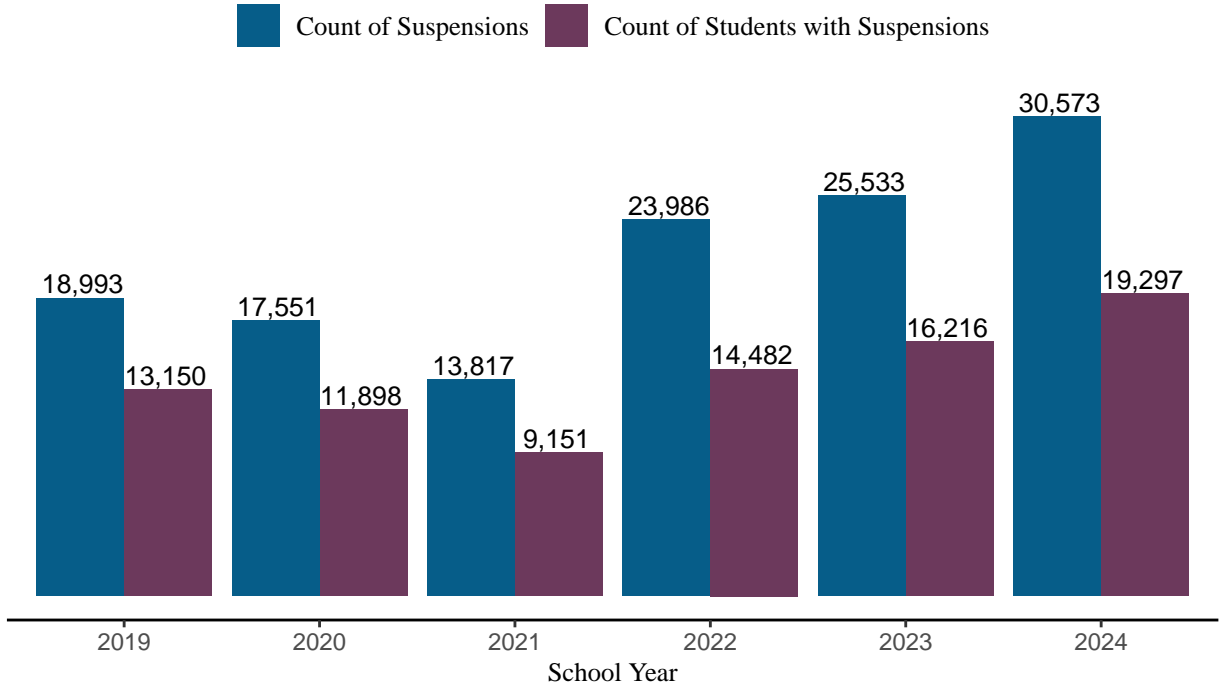


Figure 6. Counts of in-school and out-of-school suspensions

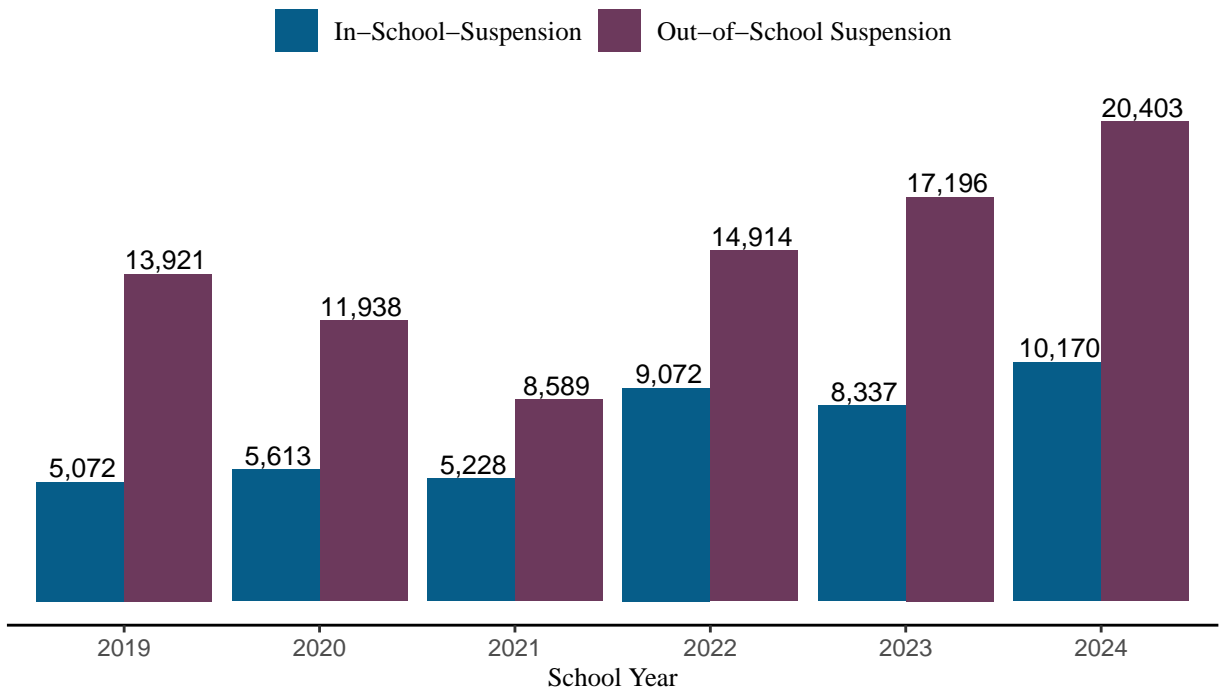


Table 13 offers state level discipline counts along with enrollment counts, student counts, and discipline rates. Although 2020 and 2021 discipline rates reportedly decreased, the overall percentage of students with disciplines reported has increased from 1.87% in SY 2019 to 2.67% in SY 2024.

Table 14 and Table 15 take a closer look at discipline rates by dis-aggregating race/ethnicity and student groups. For race/ethnicity groups, American Indian (5.9%), African American/Black (5.7%), and Hispanic/Latino (4.5%) had the highest discipline rates. Otherwise, students in foster care (10.2%), students experiencing homelessness (5.8%), students identified as chronically absent (4.8%), students receiving special education services (4.7%), and students from low income households (4.7%) had the highest discipline rates.

Table 13: 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
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%
2024	724,340	30,635	19,335	2.67%	5,554	0.77%

Table 14: State discipline counts and rates by race/ethnicity for SY 2024

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
AfAm/Black	10,550	976	600	5.69%	190	1.80%
American Indian	7,091	729	417	5.88%	149	2.10%
Asian	12,835	291	213	1.66%	50	0.39%
Hispanic/Latino	152,169	10,882	6,851	4.50%	2,019	1.33%
Multiple Races	27,328	1,338	848	3.10%	258	0.94%
Pacific Islander	12,111	667	455	3.76%	127	1.05%
White	507,331	15,752	9,958	1.96%	2,760	0.54%

Table 15: State discipline counts and rates by student group for SY 2024

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
Chronically Absent	168,795	14,110	8,021	4.75%	2,764	1.64%
English Learner	69,810	5,493	3,673	5.26%	1,028	1.47%
Female	349,633	7,872	5,413	1.55%	1,331	0.38%
Homeless	17,098	1,618	989	5.78%	307	1.80%
In Foster Care	4,541	813	462	10.17%	164	3.61%
Low Income	235,946	18,386	11,181	4.74%	3,451	1.46%
Male	374,590	22,755	13,914	3.71%	4,223	1.13%
Military	4,095	283	168	4.10%	51	1.25%
Mobile	71,979	6,106	3,602	5.00%	1,243	1.73%
Refugee	4,768	363	258	5.41%	59	1.24%
Special Ed.	112,218	9,584	5,291	4.71%	1,929	1.72%

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 7 shows that the most common incidents associated with disciplines were disruption, other, and fighting. The highest discipline counts were among 13 and 14 year old students (Figure 8) and students in seventh and eighth grades (Figure 9).

Figure 7. Counts and percentages of disciplines by incident type for SY 2024

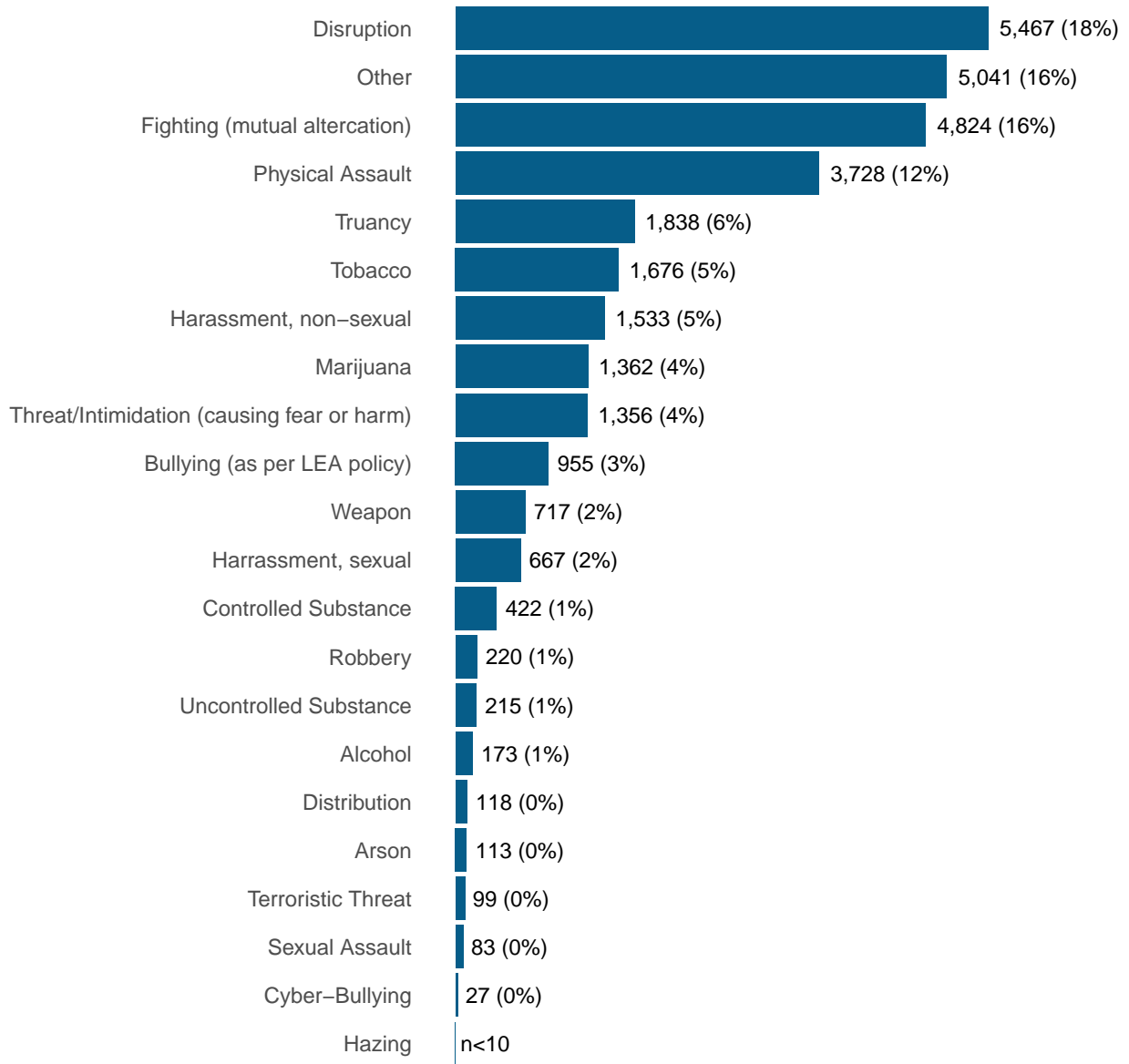


Figure 8. Counts of students with one or more discipline(s) by age

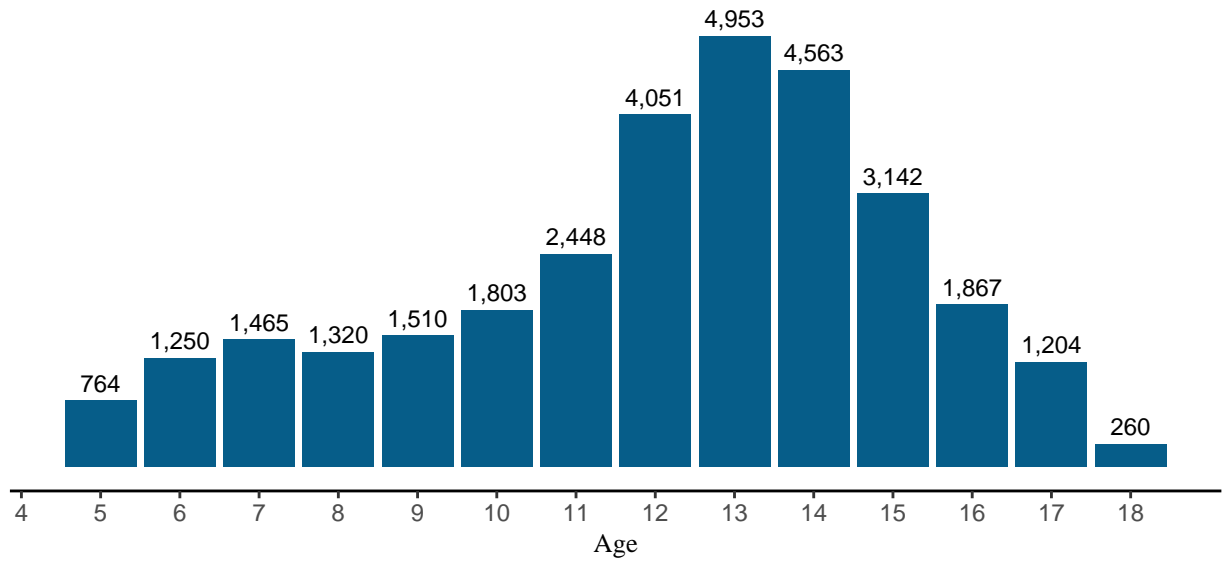
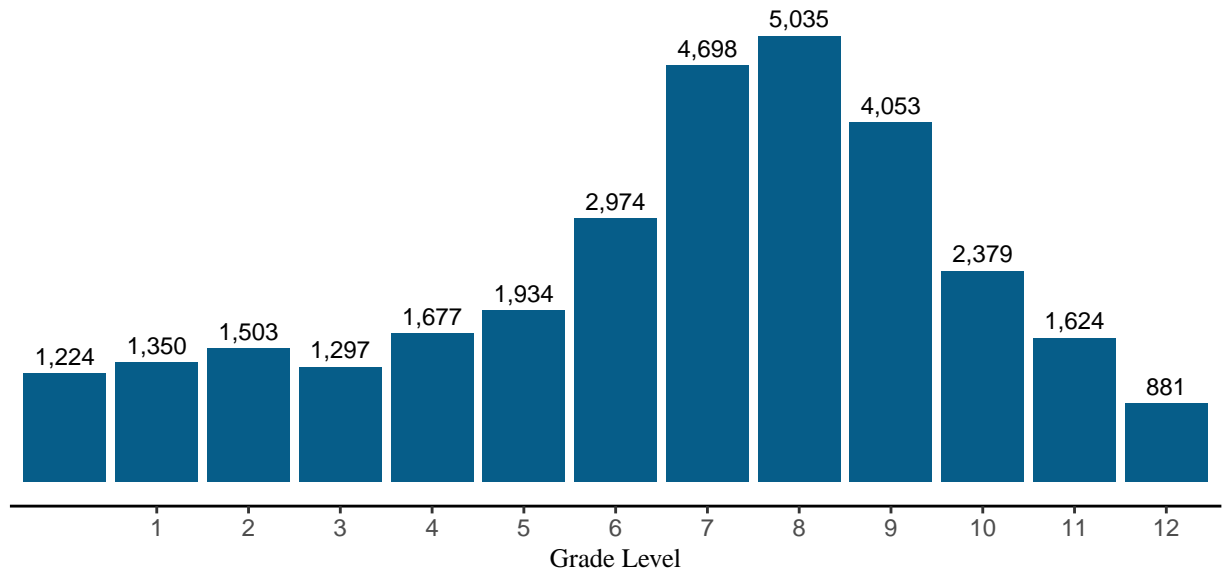


Figure 9. Counts of students with one or more discipline(s) by grade level

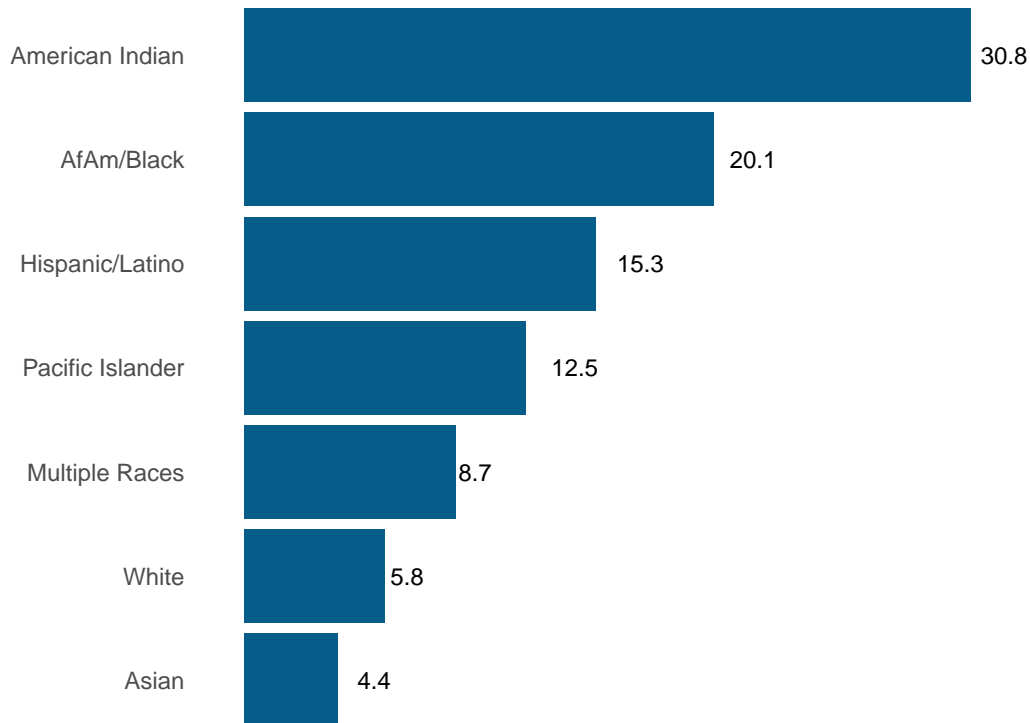


Lost Days of Instruction Due to Exclusionary Discipline

Figure 10 and Figure 11 show the number of lost days per 100 students by student group for SY 2024.¹ This metric adjusts for differences in enrollment counts and provides a meaningful comparison across student groups.² See Table 16 for counts of lost days associated with discipline methods. Statewide, students lost 62,602³ days of instruction, or 7.6 days of instruction per 100 students due to in-school and out-of-school suspensions in SY 2024.

In contrast to state totals, American Indian students lost 30.8 days, African American/Black students lost 20.1 days, and Hispanic/Latino students lost 15.3 days per 100 students. Students in foster care lost 41.6 days per 100 students, followed by students affected by homeless (22.0), and students who were mobile (21.8). Male students lost more than twice as many days per 100 students than female students.

Figure 10. Number of lost days per 100 students by race/ethnicity groups



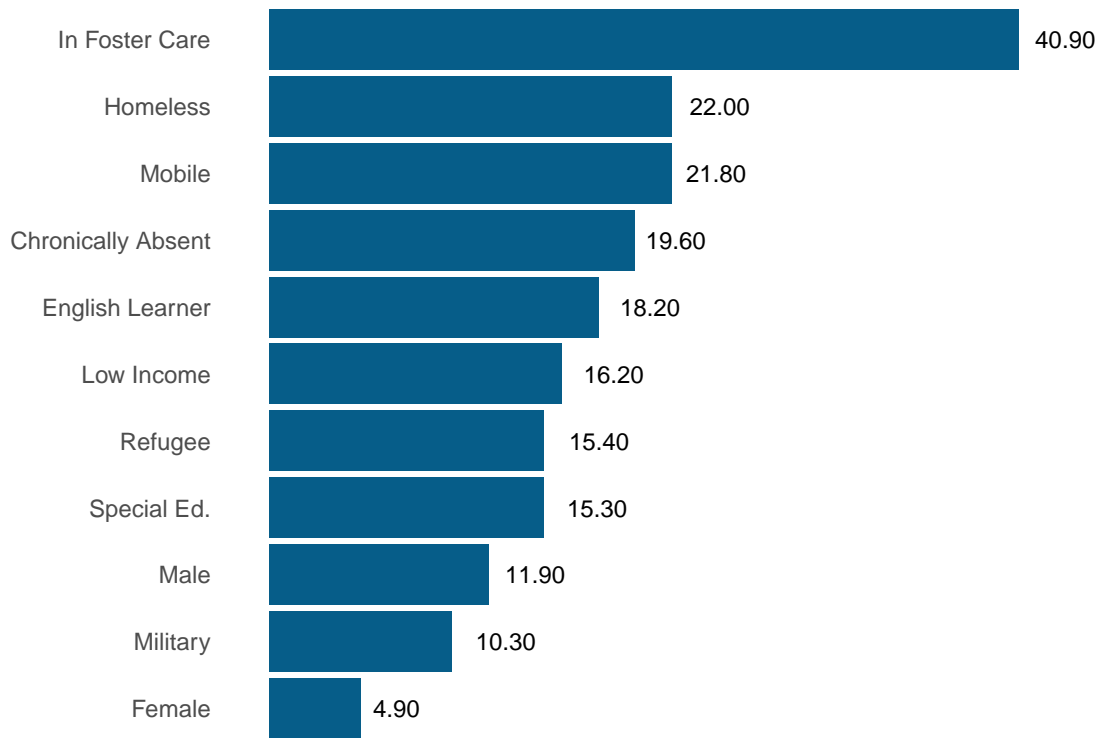
Lost days from expulsions are excluded from these calculations

¹In 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.

²To learn more about this metric, see: https://learningpolicyinstitute.org/media/508/download?inline&file=CRDC_School_Discipline_REPORT.pdf

³This excludes 3,250 reported days of lost instruction due to expulsions.

Figure 11. Number of lost days per 100 students by student groups



Lost days from expulsions are excluded from these calculations

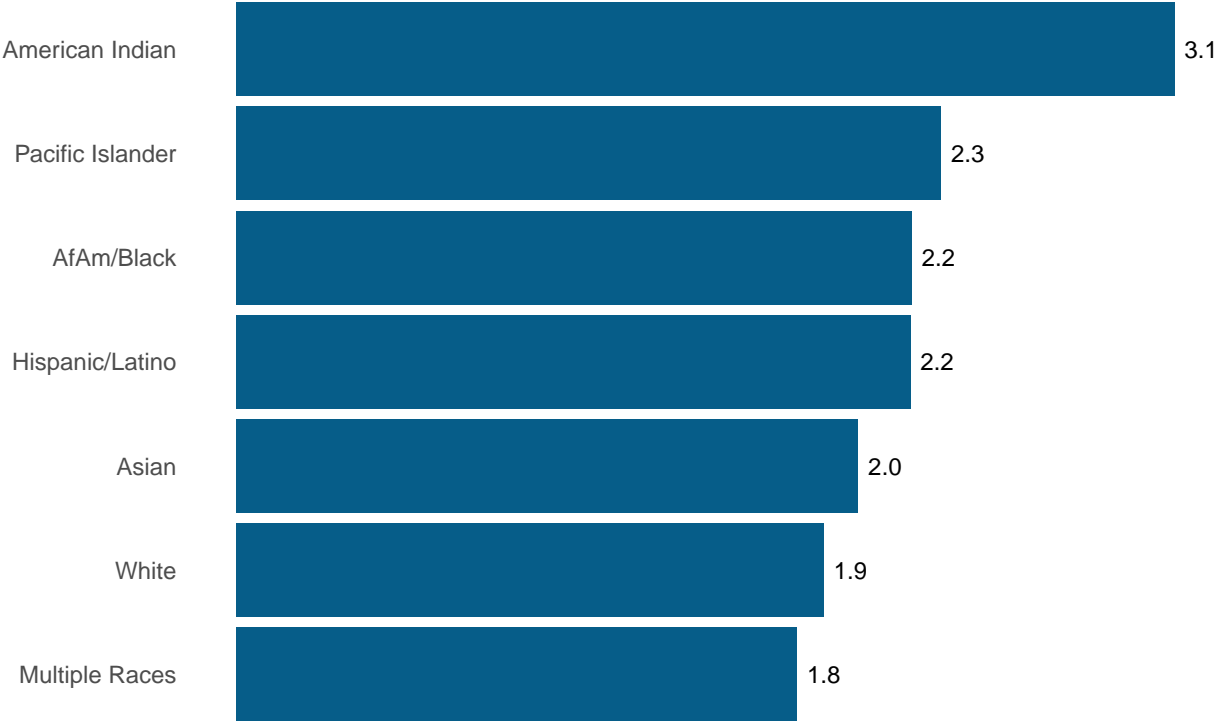
Table 16: Discipline methods and counts of lost days of instruction

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	62	3,112
In School Suspension	10,170	12,747
None	85,549	0
Out of School Suspension	20,403	48,910
Total	116,184	64,769

The average number of lost days metric provides insight into the impact of receiving disciplines (see Figure 12 and Figure 13). The average number of lost days for students who were suspended was 2.1 days.

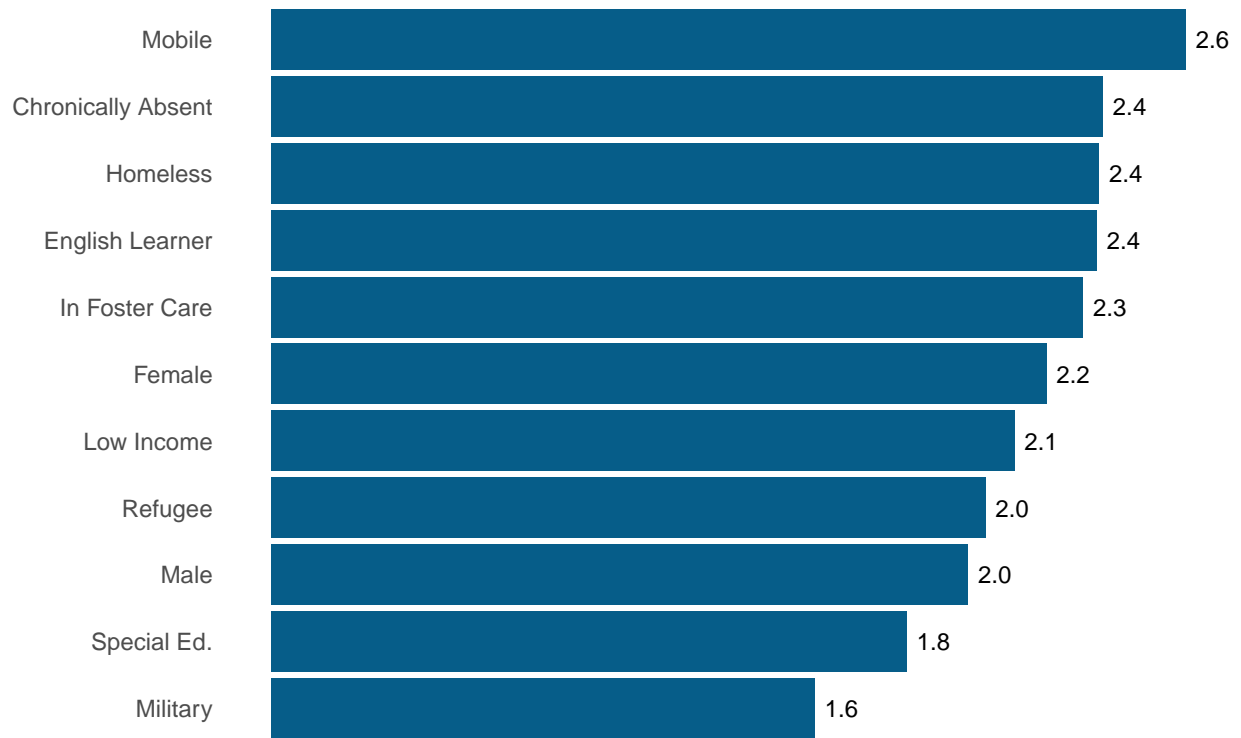
American Indian students lost an average of 3.1 days, Pacific Islanders lost an average of 2.3 days, and African American/Black and Hispanic/Latino students lost an average of 2.2 days due to suspensions. Mobile students lost an average of 2.6 days, students who were chronically absent, affected by homelessness, were English learners, or in foster care lost an average of 2.4 days.

Figure 12. Average number of days lost by student race/ethnicity groups



Expulsions are excluded from these calculations

Figure 13. Average number of days lost by student groups

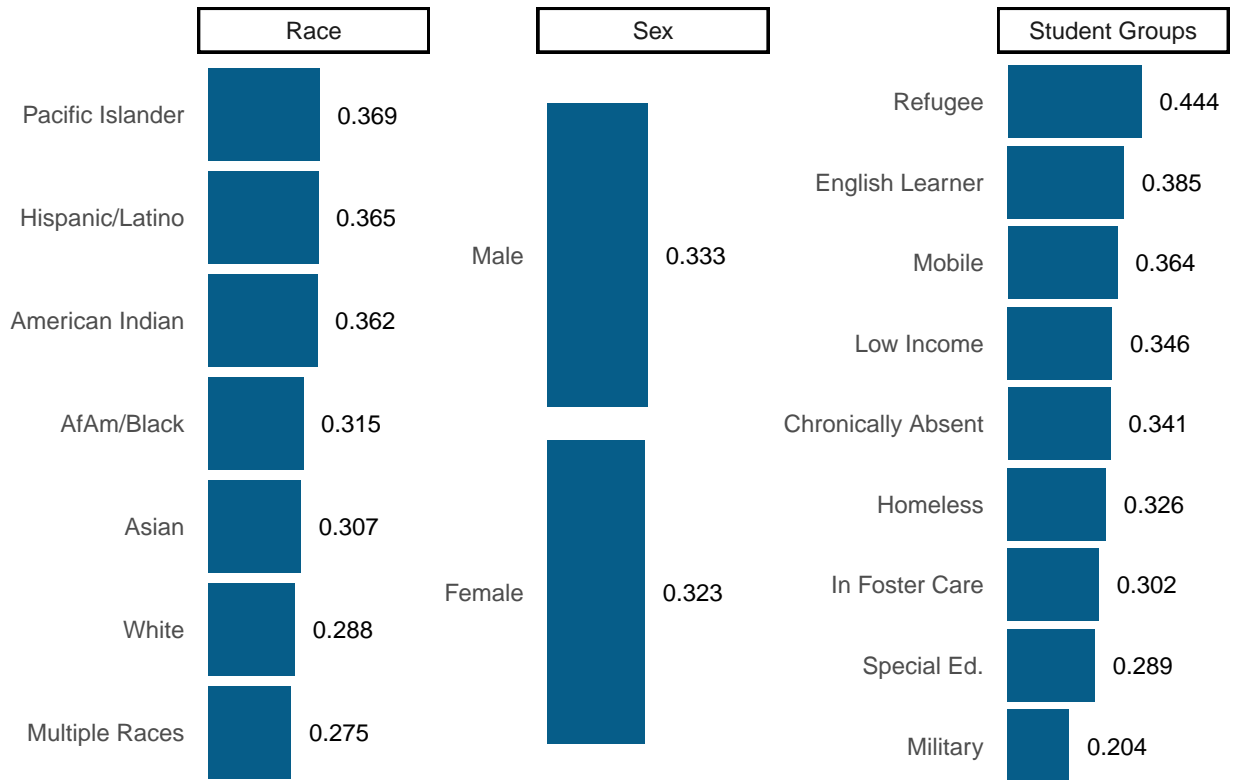


Expulsions are excluded from these calculations

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 2024. Pacific Islander, Hispanic/Latino, and American Indian students received the most disciplines relative to the incidents they received. For other student groups, those who were identified as refugees, English learners, mobile, and students from low income households 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 2024



Law Enforcement Activity

Table 17 shows four fields related to law enforcement activity, along with the number of incidents and counts of students associated with each.

Table 17: Counts of law enforcement activity

Law Enforcement Activity	Incident Count	Student Count
Search and seizure	522	488
Criminal citation	332	318
Physical arrest	48	48
Non-criminal citation	46	46

^a 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 48 arrests reportedly associated with the following incident types (excepting Weapon and Physical Assault, all n sizes were fewer than 10).

- Weapon (11)
- Physical Assault (10)
- Fighting (mutual altercation)
- Threat/Intimidation (causing fear or harm)
- Marijuana
- Other
- Terroristic Threat
- Arson

- Controlled Substance
- Disruption
- Robbery
- Sexual Assault
- Tobacco

The ages of students who were arrested ranged from 12 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 seventh through twelfth grades (Figure not shown due to low n sizes).

Table 18: Discipline methods and counts of lost days of instruction associated with arrests

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	382
In School Suspension	n<10	10
None	13	n<10
Out of School Suspension	30	291
Total	48	683

Table 19: Counts of arrests by student group

Student Groups	Physical Arrest Incident Count	Student Count
Male	42	42
Low Income	32	32
White	21	21
Mobile	19	19
Hispanic/Latino	18	18
English Learner	10	10
Special Ed.	n<10	n<10
In Foster Care	n<10	n<10
Female	n<10	n<10
Pacific Islander	n<10	n<10
Homeless	n<10	n<10
American Indian	n<10	n<10
Asian	n<10	n<10
Multiple Races	n<10	n<10

^a Note: Student groups with no arrests are not shown in this table.

Search and Seizure

LEAs reported a total 522 search and seizures that were related to 19 types of incidents.

Table 20: Incident type counts associated with search and seizures

Incident Type	Incident Count
Marijuana	158
Tobacco	111
Weapon	56
Controlled Substance	55
Other	41
Distribution	16
Threat/Intimidation (causing fear or harm)	16
Disruption	15
Alcohol	11
Terroristic Threat	n<10
Truancy	n<10
Physical Assault	n<10
Robbery	n<10
Uncontrolled Substance	n<10
Fighting (mutual altercation)	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Arson	n<10
Cyber-Bullying	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Total	522

^a Note: Only incident types with related search and seizures are included in this table.

Table 21: 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	564
In School Suspension	58	136
None	154	0
Out of School Suspension	302	1,526
Total	522	2,226

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

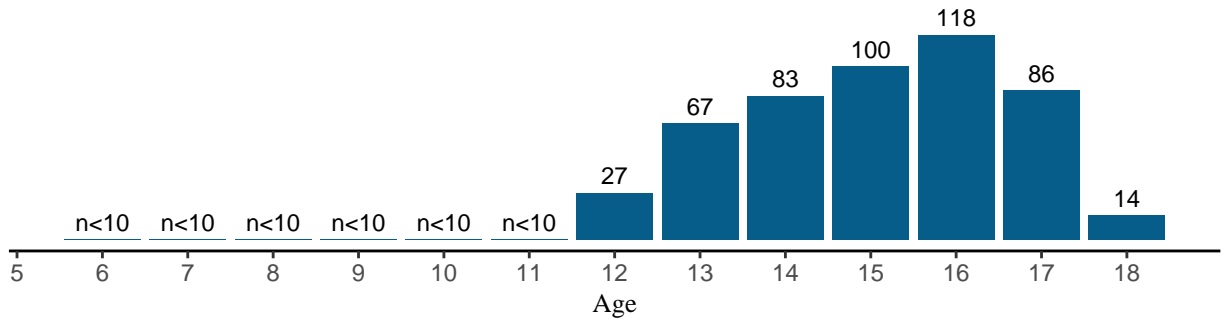


Figure 16. Grade level distribution of students reportedly involved with incidents of search and seizures

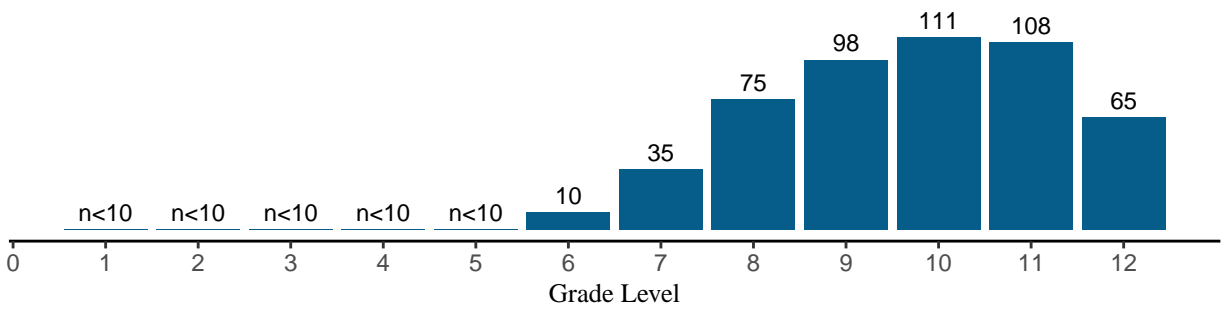


Table 22: Counts of search and seizures by student group

Student Groups	Search and Seizure Incident Count	Student Count
Low Income	332	308
Male	331	305
White	271	252
Hispanic/Latino	194	184
Female	190	182
Mobile	156	144
Special Ed.	113	108
English Learner	82	78
Homeless	31	29
In Foster Care	24	23
Multiple Races	21	18
AfAm/Black	16	16
Pacific Islander	13	11
American Indian	n<10	n<10
Refugee	n<10	n<10
Asian	n<10	n<10
Military	n<10	n<10

Criminal Citations

LEAs reported a total of 332 criminal citations that were related to 19 types of incidents.

Table 23: Incident type counts associated with criminal citations

Incident Type	Incident Count
Marijuana	96
Physical Assault	54
Controlled Substance	36
Other	31
Fighting (mutual altercation)	28
Weapon	20
Threat/Intimidation (causing fear or harm)	n<10
Tobacco	n<10
Truancy	n<10
Robbery	n<10
Arson	n<10
Distribution	n<10
Terroristic Threat	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Uncontrolled Substance	n<10
Alcohol	n<10
Disruption	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Sexual Assault	n<10
Total	332

^a Note: Only incident types with related criminal citations are included in this table.

Table 24: Discipline methods and counts of lost days of instruction associated with criminal citations

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	395
In School Suspension	20	162
None	59	0
Out of School Suspension	248	1,387
Total	332	1,944

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

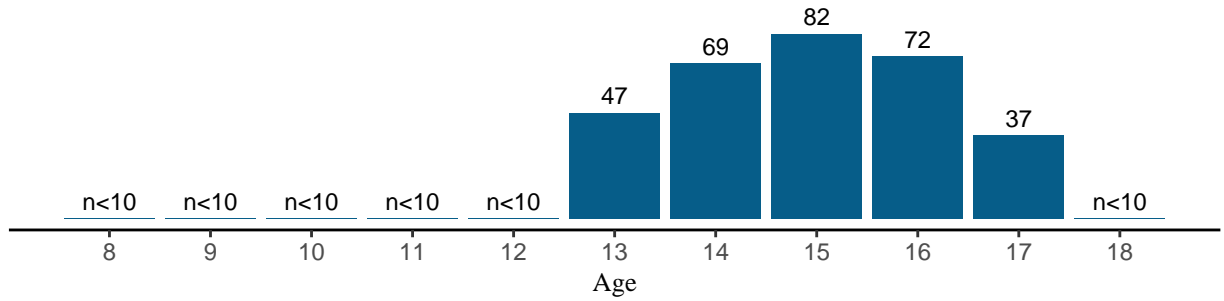


Figure 18. Grade level distribution of students who reportedly received criminal citations

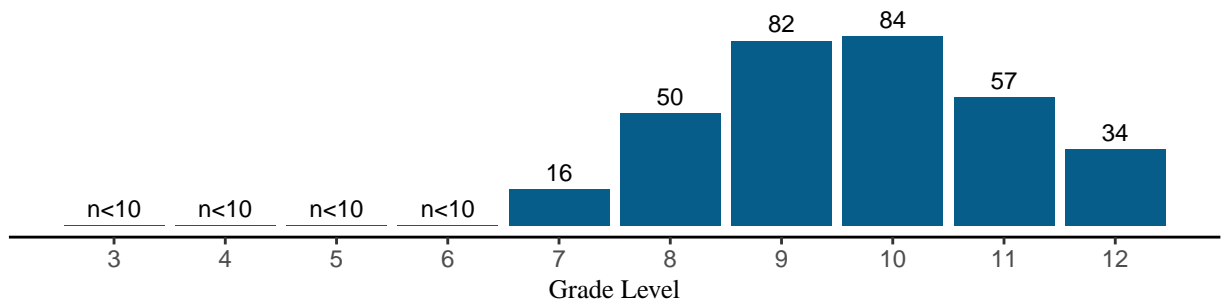


Table 25: Counts of criminal citations by student group

Student Groups	Criminal Citation Incident Count	Student Count
Male	238	226
Low Income	196	191
Hispanic/Latino	150	146
White	145	137
Mobile	126	116
Female	94	92
Special Ed.	79	73
English Learner	74	71
Homeless	20	18
In Foster Care	15	15
Multiple Races	15	14
AfAm/Black	11	11
Refugee	n<10	n<10
Pacific Islander	n<10	n<10
American Indian	n<10	n<10
Military	n<10	n<10
Asian	n<10	n<10

Non-criminal citations

There were 46 non-criminal citations associated with the following incident types (Excepting *Other*, all n sizes were fewer than 10).

- Other (10)
- Marijuana
- Physical Assault
- Threat/Intimidation (causing fear or harm)
- Tobacco
- Alcohol
- Disruption
- Fighting (mutual altercation)
- Harassment, non-sexual (physical, verbal, or psychological)
- Robbery
- Distribution
- Harassment, sexual (unwelcomed sexual conduct)
- Weapon

The ages of students who reportedly received non-criminal citations ranged from 7 to 20, with the highest counts for 14 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 second through twelfth grades, with the highest counts for eighth and tenth grades (Figure not shown due to low n sizes).

Table 26: Discipline methods and counts of lost days of instruction associated with non-criminal citations

Discipline Method	Discipline Method Count	Lost Days Count
In School Suspension	n<10	9
None	18	0
Out of School Suspension	22	76
Total	46	85

Table 27: Counts of non-criminal citations by student group

Student Groups	Non Criminal Citation Incident Count	Student Count
Male	35	35
Low Income	29	29
Hispanic/Latino	21	21
White	17	17
Special Ed.	15	15
Mobile	13	13
Female	11	11
English Learner	n<10	n<10
Pacific Islander	n<10	n<10
AfAm/Black	n<10	n<10
In Foster Care	n<10	n<10
American Indian	n<10	n<10
Homeless	n<10	n<10
Multiple Races	n<10	n<10

^a Note: Only student groups with related non-criminal citations are included in this table.

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 796, the distinct count of involvement with law enforcement was 661 (this is due to duplication across law enforcement activities for a single incident or student), representing 748 students.

Table 28: Incident type counts associated with other law enforcement activities

Incident Type	Incident Count
Marijuana	214
Tobacco	121
Other	80
Controlled Substance	75
Weapon	63
Physical Assault	62
Fighting (mutual altercation)	33
Threat/Intimidation (causing fear or harm)	28
Distribution	20
Disruption	18
Truancy	15
Alcohol	14
Terroristic Threat	14
Robbery	13
Arson	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Uncontrolled Substance	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Cyber-Bullying	n<10
Sexual Assault	n<10
Total	796

^a Note: Only incident types associated with other law enforcement activities are included in this table.

Table 29: Discipline methods and counts of lost days of instruction associated with other law enforcement activities

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	571
In School Suspension	78	288
None	215	0
Out of School Suspension	494	2,524
Total	796	3,383

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

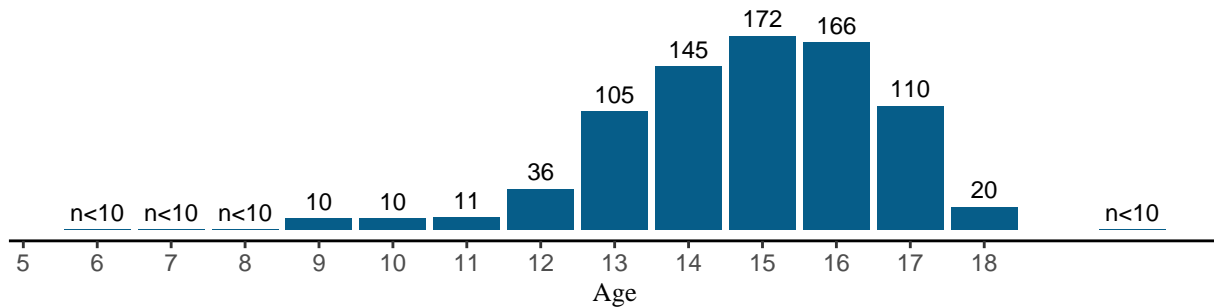


Figure 20. Grade level distribution of students reportedly involved in other law enforcement activities

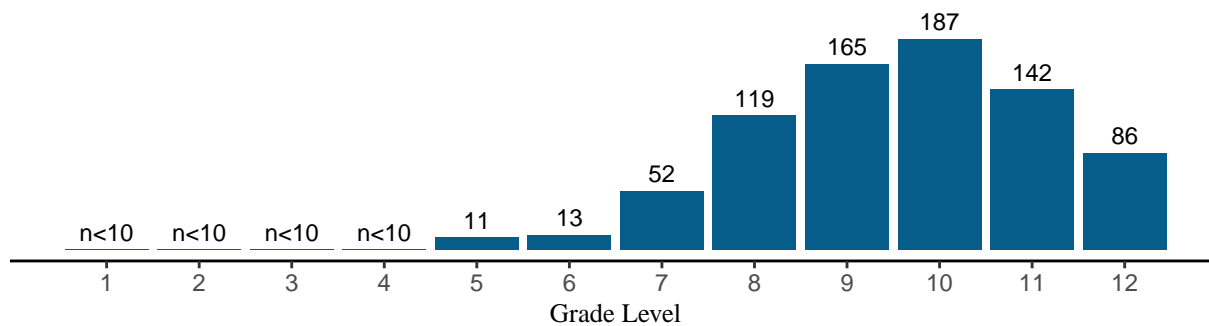


Table 30: Counts of students involved in other law enforcement activities by student group

Student Groups	Other Law Enforcement Activity Incident Count	Student Count
Male	532	495
Low Income	500	467
White	384	355
Hispanic/Latino	323	308
Female	263	251
Mobile	249	229
Special Ed.	193	180
English Learner	148	141
Homeless	46	41
In Foster Care	36	34
Multiple Races	31	28
AfAm/Black	28	28
Pacific Islander	17	15
American Indian	10	10
Refugee	n<10	n<10
Military	n<10	n<10
Asian	n<10	n<10

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 a small increase from 264 in SY 2023 to 269 in SY 2024, with 47 LEAs (30%) reporting the use of SROs. Some full-time SROs may split their time across multiple schools. The count of schools that have SROs is unknown.

Table 31: SRO counts by LEA for SY 2023 and SY 2024

LEA Name	SRO Counts	
	SY 2023	SY 2024
Alpine District	25	25
American Leadership Academy	1	1
Beaver District	1	1
Box Elder District	4	4
Cache District	4	8
Canyons District	16	16
Carbon District	3	3
Davis District	28	28
Emery District	1	2
Fast Forward High	1	1
Grand District	2	2
Granite District	26	26
Iron District	5	5
Jordan District	25	25
Juab District	2	2
Kane District	2	2
Karl G. Maeser Preparatory Academy	1	0
Logan City District	3	2
Mana Academy Charter School	1	0
Millard District	1	1

Table 31: SRO counts by LEA for SY 2023 and SY 2024
(continued)

LEA Name	SRO Counts	SRO Counts
	SY 2023	SY 2024
Morgan District	1	2
Murray District	3	3
Nebo District	11	11
No. UT. Acad. for Math Engineering & Science	2	2
North Sanpete District	1	1
North Summit District	1	1
Ogden City District	7	7
Open Classroom	1	1
Park City District	2	2
Pinnacle Canyon Academy	1	0
Providence Hall	1	1
Provo District	6	5
Salt Lake Center for Science Education	1	1
Salt Lake District	5	6
San Juan District	1	1
Sevier District	4	4
South Sanpete District	3	3
South Summit District	1	1
Timpanogos Academy	1	1
Tintic District	1	1
Tooele District	5	7
Uintah District	7	7
Uintah River High	1	1
Utah Career Path High School	1	0
Wasatch District	9	9
Washington District	21	22
Weber District	14	14

Table 31: SRO counts by LEA for SY 2023 and SY 2024
(continued)

LEA Name	SRO Counts	SRO Counts
	SY 2023	SY 2024
Total	264	269

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),⁴ 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.⁵ 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.^{6 7} 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/>).

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

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

⁶Case 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

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