

## USBE STANDARDS AND ASSESSMENT COMMITTEE SUMMARY OF ACTIONS

February 2, 2024

*The meeting was conducted in a virtual meeting via Zoom.*

**Members Present:** Chair Randy Boothe, Jennie Earl, Sarah Reale, Natalie Cline (all online). Vice Chair Green was absent.

**Committee Staff:** Patty Norman, Andrea Curtin, Michelle Beus, and Elisse Newey participated online.

**Other Staff Present:** Jerry Record, Alex Farrah

**Other Staff Online:** JoAnna Sorensen, Nicole Vance, Ryan Bartlett, Tanya Albornoz, Rhett Larsen, Shauntelle Cota, Leah Voorhies, Kathleen Britton, Nicole Vance, Darin Nielsen, Tammi Walker, Kimberly Loveland

**Public Online:** Natalie Barfuss (DWS), Jennifer Reynolds (DWS)

Start Time: Chair Randy Boothe called the meeting to order at 9:34 am

### **3.1 INFORMATION: Recognition of Progress, Achievements, or Improvements**

#### **Recognition of Progress, Achievements, or Improvements January 2024**

The Utah State Board of Education's mission is to open doors of opportunity for all Utah children. This month we looked at the progress in implementing the Utah State Board of Education new Social Studies Standards. In December 2022 the new standards were approved by the Board for grades K-6. Full implementation of the standards is expected for the 2024-25 school year. Find [here the Utah Social Studies K-6 Standards Implementation Timeline 2023 - 2025](#).

#### **K-6 Social Studies Standards Implementation Update**

The Social Studies K-6 Standards Implementation Timeline consists of four phases that span approval of the new standards in December 2022 through full implementation during the 2024-25 school year. Each of the four phases outlines actions to be done by three levels of educators in the state: classroom teachers, district and charter leaders, and USBE education specialists.

##### **Phase 1: Planning and Development of District/Charter School Plan, Spring and Summer 2023**

- New standards posted on USBE page and UEN

## Title: Standards and Assessment Committee Summary

Date: January 12, 2024



- [Comparison document](#) created and shared
- Alignment updated with We the People, BYU Arts Partnership, etc.
- [Professional Learning Menu](#): sessions at URSA, UCSS, districts, charters, schools, grade level teams, individual educators
- All resources consistently shared at Social Studies Leadership meetings, Curriculum Directors meetings

### **Phase 2: PHASE 2 - Pre-Implementation Year Start District/Charter School Plan, Fall 2023 and Spring 2024**

- Educator Background Courses (Canvas)
- Bite-Sized Professional Learning and Office Hours (monthly)
- Elementary Social Studies Grade-Level Collaborative Cohorts (monthly)
- Professional Learning: individual teachers, grade level teams/PLCS, school and charter faculties, district-level
- Alignment developed/updated with Why I Love America, NHMU (in progress)

### **Phase 3: Transition to Full Implementation, Summer 2024**

- Continue all of the above
- Summer Integration Institute, Price, Summer 2024

**Participating Staff:** JoAnna Sorensen, PreK-6 Social Studies Education Specialist, Title IV part A Monitoring Specialist, [joanna.sorensen@schools.utah.gov](mailto:joanna.sorensen@schools.utah.gov)

See the attached slides and handouts for additional information.

### **3.2 INFORMATION: Public Comment**

There was no public comment for this meeting.

### **3.3 ACTION: R277-724, Criteria for Sponsors Recruiting Day Care Facilities in the Child and Adult Care Food Program (Continuation)**

This rule is up for its 5-Year Review (expiring 3/13/24). Staff presented R277-724, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-501(3); 53E-3-401(4)

**Motion:** Member Earl moved the Committee continue R277-724 on first reading, and forward to the Board for continuation on second and final reading.

Motion: passed unanimously with Member Green absent.

**Motion for the Board:** The Committee recommends the Board continue R277-724 on second and final reading.

## Title: Standards and Assessment Committee Summary

Date: January 12, 2024



### **3.4 ACTION: Summer Electronic Balance Transfer (EBT) new Child Nutrition Program**

The Consolidated Appropriations Act, 2023 established a permanent summer electronic benefits transfer for children program (Summer EBT) for the purpose of ensuring continued access to food when school is not in session for the summer. The Utah Department of Workforce Services has made this program a priority to operate in Summer 2024 and has requested state matching funds. Child Nutrition Programs support, and administrative activities are needed to fully operate the Summer EBT program.

The Board will need to address two action items. We will need to develop a Data sharing agreement (DSA) and Maintenance of Understanding (MOU) with the Department of Workforce Services (DWS). DWS will be the lead of the program and we will be the partnering agency.

**Motion:** Member Reale moved the committee forward the request that the USBE Child Nutrition Program (CNP) can participate in partnership with the Department of Workforce Services (DWS) on the new summer EBT program that became law December 29, 2023 including a Data Sharing Agreement (DSA) and a Maintenance of Understanding (MOU) with DWS so that the EBT program is ready for implementation in the summer of 2024 to the Board for discussion and action during their next meeting on Thursday February 8, 2024.

Motion: passed 2:1 with Member Reale and Boothe in favor, Member Cline opposed and Members Green and Earl absent.

This agenda item will be heard at the legislative meeting on February 8, 2024 because of time sensitivity and the program being available to children during the summer of 2024.

**Motion for the Board:** The Board approve the USBE Child Nutrition Program (CNP) participate in partnership with the Department of Workforce Services (DWS) on the new summer EBT program that became law December 29, 2023 including a Data Sharing Agreement (DSA) and a Maintenance of Understanding (MOU) with DWS so that the EBT program is ready for implementation in the summer of 2024.

### **3.5 INFORMATION: Update on School Safety**

Board Leadership asked for an update on school safety work and legislative initiatives. See the attached slides for more information.

**Title: Standards and Assessment Committee Summary**

**Date: January 12, 2024**



**Recommendation Chair Boothe:** Chair Boothe recommended that the committee bring this presentation and discussion with the full Board in a future study session.

**Motion:** Member Reale move the committee recommend the Board support HB84, School Safety Amendments in the next Board Legislative meeting.

Motion: Passed 3:1 Members Reale, Boothe, and Earl in favor and Member Cline abstaining, Member Green was absent.

**Motion for the Board: Add the above items as action items for the Board.**

**Motion:** Member Reale made the motion to adjourn.

The meeting concluded at 11:39am.

Title: Standards and Assessment Recognition - Title IV, part A

Date: February 2, 2024

## **Recognition of Progress, Achievements, or Improvements January 2024**

The Utah State Board of Education's mission is to open doors of opportunity for all Utah children. This month, we highlight the work of the following area that deserves recognition, progress on implementing the new social studies standards.

The Utah State Board of Education approved new Social Studies Standards in December 2023 for grades K-6. Full implementation of the standards is expected for the 2024-25 school year. Find [here the Utah Social Studies K-6 Standards Implementation Timeline 2023 - 2025](#).

### **K-6 Social Studies Standards Implementation Update**

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#### **Phase 3: Transition to Full Implementation, Summer 2024**

Title: Standards and Assessment Recognition - Title IV, part A

- Continue all of the above
- Summer Integration Institute, Price, Summer 2024

### Participating Staff:

JoAnna Sorensen, PreK-6 Social Studies Education Specialist, Title IV part A  
Monitoring Specialist

Contact Person: JoAnna Sorensen, [joanna.sorensen@schools.utah.gov](mailto:joanna.sorensen@schools.utah.gov)

# K-6 Social Studies

Standards Implementation Update

Standards and Assessment Committee February 2024

# Phase 1





# Phase 2



**Social Studies**

Welcome to the Social Studies Hub where you can access high-quality, peer-reviewed teaching resources aligned to the Utah Social Studies standards.

A banner for the Social Studies Hub. It features a dark background with a grid of horizontal lines in various colors (blue, green, yellow, red). In the center, there is a graphic of a document or book with colorful lines representing text. Below the graphic, the text "Social Studies" is written in a bold, white font. Underneath that, a smaller line of text reads: "Welcome to the Social Studies Hub where you can access high-quality, peer-reviewed teaching resources aligned to the Utah Social Studies standards."

# Teachers

Before I attended this session...

**LEAs**



# Elementary Content Integration Summer Institute for Fourth- and Fifth-Grade Teachers



## Before I attended this session...

I thought I can't teach social studies because I teach 1st grade. Now that I've attended this session, I can teach it and in an age appropriate way.

I thought that social studies would be hard to teach because there weren't many resources. Now that I've attended this session, I have the resources to learn more because I know how to use my new standards.

I thought I was just going to be staring at standards and deciding what they meant. It was so much more applicable than that. Now that I've attended this session, I think social studies is exciting and there are so many ways I can implement it in 1st grade!

I thought I would look into social studies later. Now that I have attended this session, I think I will implement it as soon as possible. I'm more excited and motivated now.

I thought I was doing all I could. Now that I have attended this session, I feel validated in the time I give to social studies.

I thought we didn't really have SS standards because they were never talked about. Now that I've attended this session, I think social studies is vital because it's part of being an educated human.

I wasn't sure about the 4 areas in social studies, and what civics really entailed! Now that I have attended this session, I'm so excited to start implementing these ideas and using primary sources - I know where to find them now!

## Teachers



# LEA Implementation Updates

JSD is working to create quality lessons tied to both Social Studies and ELA standards for all the elementary social studies standards.

We have a Social Studies committee comprised of teachers and specialists that is helping plan our PD roll out. They have also been involved with the development of lessons for NUCC. We will have some teachers pilot testing some lessons that have been designed by NUCC as well.

Our plan has two components: we are actively looking for standards-based curriculum adopt in K-9 classes and we are creating and refining cross-content lessons and curriculum to integrate SS and ELA, first at the K-5 levels.

We have asked the teachers to keep the standards on their desk so that during the year they can document lessons, texts, activities, fieldtrip, etc., they are already doing in any content area that connects with a new SS standard. Then we can have a baseline of resources ready to go in the fall.

We spent one week during summer 2023 unpacking the new K-6 social studies standard. We created maps called storyboards, complete with I Can Statements for each standard. This year, we are meeting monthly with a group of K-6 teachers to align available resources per standard, develop new resources and support teachers with the new standards. We will begin to work on assessments summer 2024 and be ready for a full roll out in August 2024.

# Standards Implementation Timeline

## **PHASE 1 - Planning and Development of District/Charter School Plan** **Spring-Summer 2023**

- Post the final 2022 K-6 Social Studies Standards to the USBE Social Studies and UEN websites.
- Provide technical assistance, create a document comparing new to previous standards, create a FAQ document.
- Plan PR and professional learning beginning Summer 2023 and continuing through the 2023-24 school year and beyond.
- Provide professional learning to curriculum directors, and district and charter school social studies leaders to build LEA capacity to support K-6 Social Studies Standards Implementation.
- Communicate Implementation Plan to districts, charters, the USBE, and other state stakeholders.
- Coordinate with informal social studies education groups and organizations to align outreach and teacher professional learning.

# LEA Implementation Updates continued...

We have offered multiple sessions on reviewing the new standards for all teachers. We have also work closely with teacher leaders across the district to unpack standards, and develop sharable lessons for the standards. These teachers plan on taking the insights gained from looking at the new standards and resources back to their faculty groups. We will have a couple more curriculum development session before SY24-25.

We are planning on developing teacher cohorts to evaluate lessons and lead Professional Learning PD. We are also developing curriculum maps that will include ways to integrate social studies into other subjects in meaningful ways. We are in the process of adopting new ELA curriculum, so we are also working together so that our new curriculum can work in tandem with social studies standards to build social studies content knowledge.

I am working on an integrated map to show where social studies standards align with ELA, science, math, and art. The hope is that teachers will be able to see where they can integrate concepts to get the most bang for their buck. Our curriculum team may even develop some integrated lessons as well (that's still up in the air because there's only so many hours in a day). I am also working on a collection of primary sources and picture books aligned to standards that teachers can use with the See, Think, Wonder strategy. I'm hoping to do some one-day PDs in the summer to give teachers time to take a look at the new standards and discuss what resources are available.

We have identified specific Social Studies Practices (skills) which we hope to incorporate into all social studies lessons. We are collecting lessons aligned to the new standards and incorporating (in theory, but much training needs to be done) the practices. We do not have an adopted resource.

# Standards Implementation Timeline

## **PHASE 2 - Pre-Implementation Year** **Fall 2023-Spring 2024**

- Create and publish K-6 Social Studies Standards Core Guides to support teacher instruction.
- Update UEN K-6 [Social Studies Hub](#).
- Provide [professional learning](#) to district and charter school social studies leaders.\*
- Create/Update Canvas content courses for K-6 teachers to gain a content knowledge base.
- Create video/vignettes for model K-6 inquiry and social studies disciplinary literacy teaching to support professional learning.
- Continue/Begin Cohorts to provide time for collaboration within and across grade levels and within and across regions of the state.



## **Utah Social Studies K-6 Standards Implementation Timeline 2023 - 2025**

### **PHASE 1 Spring-Summer 2023: Planning and Development of District/Charter School Plan**

- **Actions for all K-6 Teachers during the K-6 Social Studies transition timeline:**
  - Familiarize yourself with the full 2022 K-6 Social Studies Standards Document.
  - Review specific shifts in the content, instructional strategies, and learning requirements found in the Social Studies Standards, comparing them with the previous standards.
  - Before the start of the 2023-2024 school year, initiate discussions with school administration to get direction based on a district/charter school Social Studies Standards Implementation Plan.
  
- **Actions for all District and Charter School Leaders during the K-6 Social Studies transition timeline:**
  - Develop an implementation team that may include: district/charter school administration, curriculum directors, social studies content specialists, building administrators, instructional coaches, K-6 educators, and other interested stakeholders.
  - Develop a plan to identify and provide curricular resources and professional learning supports including timelines, budgets, training, coaching, and evaluation.
  - Develop a communication plan for all stakeholders (building administrators, educators, families, community members, etc.)
  
- **Actions for the Utah State Board of Education during the K-6 Social Studies transition timeline:**
  - Post the final 2022 K-6 Social Studies Standards to the USBE Social Studies and UEN websites.
  - Provide technical assistance, create a document
  - Plan PR and professional learning beginning Summer 2023 and continuing through the 2023-24 school year and beyond.

- Provide professional learning to curriculum directors, and district and charter school social studies leaders to build LEA capacity to support K-6 Social Studies Standards Implementation.
- Communicate Implementation Plan to districts, charters, the USBE, and other state stakeholders.
- Coordinate with informal social studies education groups and organizations to align outreach and teacher professional learning.

## **PHASE 2 Fall 2023-Spring 2024: Pre-Implementation Year, Start District/Charter School Plan**

- **Actions for all K-6 Teachers during the K-6 Social Studies transition timeline:**
  - Familiarize yourself with the full 2022 K-6 Social Studies Standards Document.\*
  - Initiate a phase-in stage of the 2022 K-6 Social Studies Standards, if desired. Possible options include:
    - Option A-Full use of new Social Studies Standards
    - Option B-Partial use of new Social Studies Standards
  - Attend professional learning offerings where and when available
  - Learn about instructional strategies that support inquiry in the classroom, as well as disciplinary literacy skills of social studies.
- **Actions for all District and Charter School Leaders during the K-6 Social Studies transition timeline:**
  - Initiate a phase-in stage of the 2022 K-6 Social Studies Standards, if desired.
  - Ensure that you have or have had a group of K-6 teachers/leaders participating in USBE's K-6 Social Studies Standards professional learning.
  - Coordinate with neighboring districts and charter schools to schedule professional learning for teachers and administrators (both online and face-to-face) to build learning networks for teachers to work together and share ideas and experiences.

- Identify and create high quality instructional materials and resources that align to standards using an inquiry model, as well as a rubric and/or checklist to vet resources.
- Identify teacher leaders that can provide coaching and support K-6 teachers in their classrooms while teaching.
- **Actions for the Utah State Board of Education during the K-6 Social Studies transition timeline:**
  - Create and publish K-6 Social Studies Standards Core Guides to support teacher instruction.
  - Update UEN K-6 Social Studies Hub.
  - Provide professional learning to district and charter school social studies leaders.\*
  - Create/Update Canvas content courses for K-6 teachers to gain a content knowledge base.
  - Create video/vignettes for model K-6 inquiry and social studies disciplinary literacy teaching to support professional learning.
  - Continue/Begin Cohorts to provide time for collaboration within and across grade levels and within and across regions of the state.

### **PHASE 3 Summer 2024: Transition to full Implementation**

- **Actions for all K-6 Teachers during the K-6 Social Studies transition timeline:**
  - Familiarize yourself with the full 2022 K-6 Social Studies Standards Document.\*
  - Attend professional learning to support continued content area expertise and inquiry methods.
  - Prepare to implement new standards and be willing to productively struggle.
  - Identify a group of teachers in your grade level with which you can collaborate and share ideas (this may include Cohorts hosted by USBE).
  - Build competency in using instructional strategies that support inquiry in the classroom, as well as disciplinary literacy skills of social studies.

- **Actions for all District and Charter School Leaders during the K-6 Social Studies transition timeline:**
  - Purchase and prepare high quality instructional materials and resources for teachers and students.
  - Prepare a district/charter school vision statement describing how social studies should be taught in elementary classrooms, including strategies, time, and authentically integrated with other content areas such as ELA, math, science, the arts, etc.
  - Organize/facilitate regional professional learning for teachers and administrators.
  - Share information about the new K-6 Social Studies Standards with students, families, and the community through district and charter school communication methods.
  - Create common assessments that can be used to support the new Social Studies Standards (both formative and summative).
  
- **Actions for the Utah State Board of Education during the K-6 Social Studies transition timeline:**
  - Continue to create and provide resources as requested during the Pre-Implementation Year.
  - Provide professional learning to district and charter school Social Studies leaders\*
  - Support regional professional learning for teachers, coaches, and administrators (using regional social studies leadership for support).

**Full State-Wide Implementation: Fall 2024-Spring 2025**

(Full implementation is defined as instruction in social studies in grades K-6 including all the required 2022 Utah Social Studies Standards.)

- **Actions for all K-6 Teachers during the K-6 Social Studies transition timeline:**
  - Use and teach new standards\*
  - Identify high quality instructional materials and resources that can be used to support teaching the new Social Studies Standards.

- Work with a group of teachers in your grade level with which you can collaborate and share ideas (this may include Cohorts hosted by USBE).
- **Actions for all District and Charter School Leaders during the K-6 Social Studies transition timeline:**
  - Ensure full implementation of the K-6 Social Studies Standards.
  - Support teachers in their implementation of the new standards with continued professional learning opportunities, PLC focused time, mentors/coaches to support classroom instruction, etc.
- **Actions for the Utah State Board of Education during the K-6 Social Studies transition timeline:**
  - Update UEN K-6 Social Studies Hub.
  - Continue to create and provide resources as requested.\*
  - Support regional professional learning for teachers, coaches, and administrators (using regional social studies leadership for support).\*

\* Items are repeated from a past implementation phase and more details may be found in a previous section

\*\* This plan was drafted prior to approval of any contract or grant for curriculum development



# School Safety Updates

USBE Safe and Healthy Schools

USBE Standards and Assessment Committee



# Learning Outcomes

01

School Safety Center

- School Safety Center overview
- Highlights

02

Funding Updates

- School Safety Specialist grant
- Firearm Detection Software grant
- School Safety and Support grant program

03

Data Overview

- Overview of data sources
- Review of data gaps



# School Safety Center

- Spring of 2019, the Utah State Legislature passed House Bill (H.B.) 120: Student and School Safety Assessment.
- H.B. 120 formed the Utah State Board of Education (USBE) School Safety Center (SSC).
- SSC is a group of professionals from USBE, Utah Department of Public Safety, Utah Office of Substance Use and Mental Health, and SafeUT.
- The SSC works together to strengthen school safety efforts through technical assistance, developing resources, training, and materials for school safety.



# School Safety Center



## MISSION

“The mission of the Utah State Board of Education School Safety Center is to work collaboratively to provide technical assistance, training, and resources that support Local Education Agencies’ commitment to ensuring school safety and improving the climate of school communities.”



## VISION

“The vision of the Utah State Board of Education School Safety Center is that each student learns in a safe and healthy school environment.”



# School Safety Highlights

## **Professional Learning:**

- Marjory Stoneman Douglas Site Visit for USBE Staff
- USBE School Safety Specialist onboarding and technical assistance trainings
- School Safety Conference (June 29-30, 2023)



# School Safety Highlights

## School Safety Conference:

- Sessions Offered:
  - Situational Awareness and Decision Making Under Stress
  - Parkland Shooting Review and Lessons Learned
  - Comprehensive School Threat Assessment Guidelines (CSTAG)
  - Emergency Management-From Planning to Reunification
  - School Shooting and Active Threat Review

Attendance	
Type	# of Attendees
School District	113
Charter Schools	55
RESA	2
Law Enforcement	33
State or Federal Agency	20
Other Organization	10



# School Safety Highlights

## **Communication:**

- Monthly Newsletters
- Participation in monthly Student Service Director meetings
- Participation at Utah School Superintendent Association meetings
- Participation in School Security Task Force
- Participation in Utah School Safety Collaborative


## **Continued Areas of Focus:**

- Emergency Response Plans
- Interagency communication for enhanced threat response
- Rural areas
- Grant support
- Threat assessment
- Standard Response Protocols
- Reunification



# School Safety Specialist Grant

- \$3,000 stipend for every school
- Ongoing webinars
- Threat assessment training
- Standard Response Protocol Training
- 2024 Utah School Safety Conference (June 13-14, 2024)



## School Safety Specialist Overview

**What is a School Safety Specialist:** A school employee (e.g. teacher, school counselor, school social worker, school psychologist) who is responsible for supporting school safety initiatives, including the threat assessment described in Subsection [53G-8-802](#).

<h3>Duties</h3> <p>The School Safety Specialist will be a member of a school's multi-disciplinary team to support school leadership with school safety initiatives by:</p> <ul style="list-style-type: none"><li>• Attending the USBE School Safety Center school safety-related training.</li><li>• Participating in threat assessment.</li><li>• Ensuring the school has adopted Standard Response Protocol™.</li><li>• Participating in the administration of the School Climate Survey, reviewing the data, and implementing plans to address gaps.</li><li>• Updating the school's Emergency Preparedness and Emergency Response Plan in accordance with R277-400-3.</li><li>• Communicating with the school community about what the school is doing for school safety.</li></ul>	<h3>Why</h3> <p>Every public primary and secondary school shall designate a School Safety Specialist in accordance with 53G-8-701.5.</p>
<h3>Support</h3> <p>The Utah State Board of Education (USBE) School Safety Center will provide the following training through the Utah School Safety Academy:</p> <ul style="list-style-type: none"><li>• Webinars</li><li>• Monthly strategic technical assistance</li><li>• <a href="#">Standard Response Protocol™</a></li><li>• Comprehensive School Threat Assessment Guidelines (<a href="#">CSTAG</a>)</li><li>• Other school safety-related training</li></ul>	<h3>Questions?</h3> <p>Shauntelle Cota   (801) 538-7502 shauntelle.cota@schools.utah.gov</p> <p>Rhett Larsen   (801) 538-7997 rhett.larsen@schools.utah.gov</p>
<h3>This position DOES NOT</h3> <ul style="list-style-type: none"><li>• Replace the role of a School Resource Officer (SRO).</li><li>• Enforce student discipline.</li></ul>	

# School Safety Grants

H.B. 61 (2023) School Safety Requirements funding:

- One-time funding for Firearm Detection Software (\$3 million)
- One-time funding for the School Safety and Support Grant (\$72 million)
- Ongoing funds for School Safety Specialists (\$3K stipend and trainings per designated specialist/\$3.6M)



# School Safety Grants

## Top Safety Needs

### 1 Campus

- Keypads
- Cameras
- Single point of entry
- Safety film on windows
- Locks, signage, fencing

### 2 Communication

- Intercoms
- Two-way Radios
- Emergency Apps

### 3 First Aid

- Stop the Bleed
- AED

### 4 Professional Learning

- Threat Assessment
- Active Shooter Training

### 5 Personnel

- Security
- Contract w/local law enforcement



# School Safety and Support Grant Program

## Timeline:

- June 28, 2023 application process was initiated
- June 2023 Webinars and support resources provided to LEAs
- October/November award notice by USBE staff of application status provided to all applicants
- November/December funding was distributed for basic safety and security needs (a building safety assessment was required)
- Grantees are required to submit an Annual Plan Update by July 31st following the end of each fiscal year

## Highlights:

- 210 schools received 100% of their requested amount: \$45,262,904.52
- 494 schools received at least 50% of their total requested amount: \$26,736,746.44



# Firearm Detection Software Grant

## Timeline:

- *December 2023*: The Board approved the contract
- *January 2024*: Application developed and sent to LEAs
- *January 16, 2024*: Application released
- *January 23, 2024*: (Optional) live webinar for LEAs to receive overview information and Q&A
- *January 30, 2024*: (Optional) live webinar for LEAs to receive IT-specific information and Q&A
- *February 6, 2024*: Application deadline
- *February 9, 2024*: Applications reviewed and approved based on the grant criteria
- *February 12, 2024*: Award notices will be sent to LEAs by the USBE School Safety Center
- *July 31, 2025*: Grantees will send a follow-up summary to the USBE School Safety Center



# Data

## **2023 School Disciplinary and Law Enforcement Action Report**

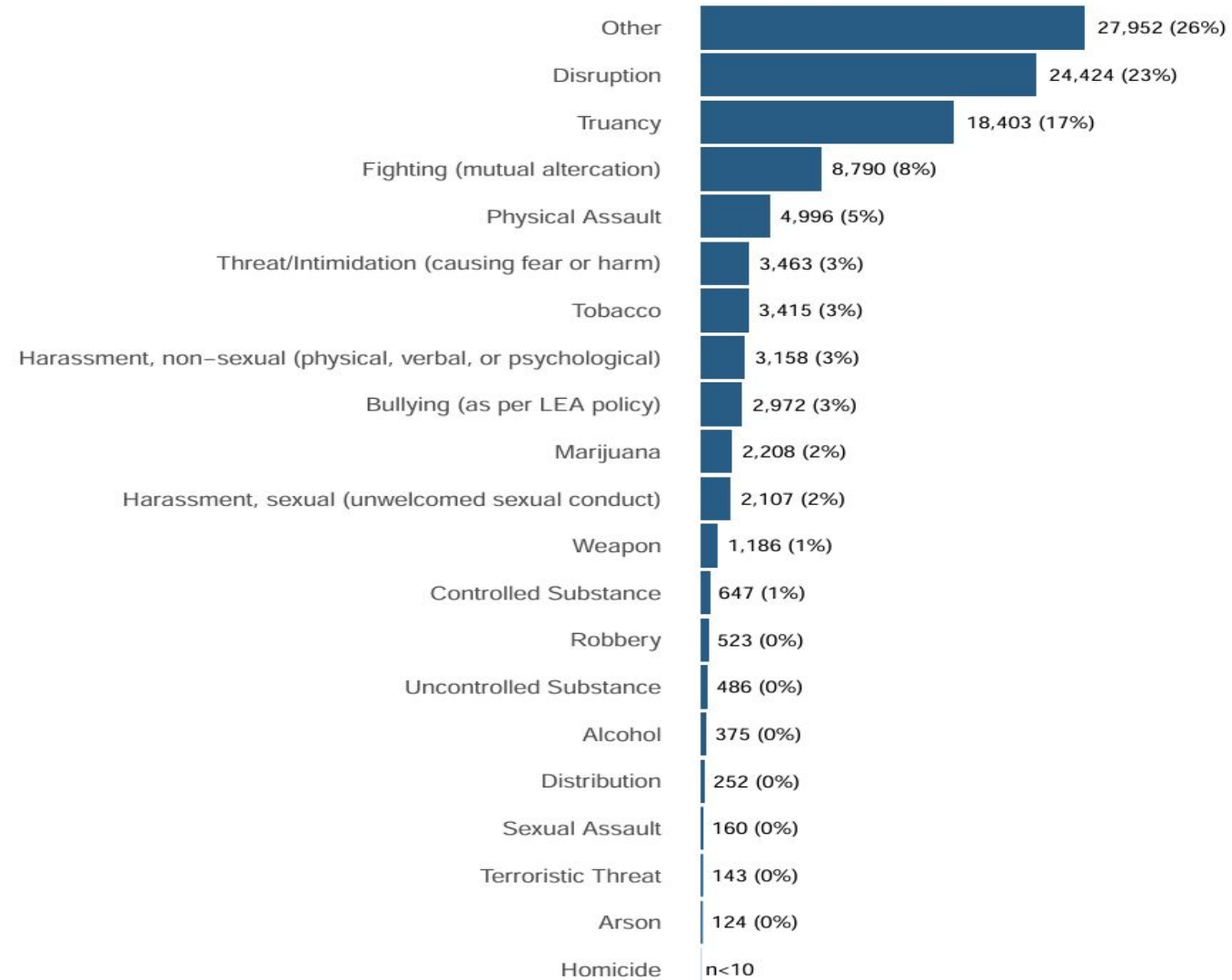
- This report fulfills requirements for the School Disciplinary and Law Enforcement Action Report ([UCA 53E-3-516](#) and [R277-912](#)), and bullying and hazing requirements ([UCA 53G-9-606](#) and [R277-613](#)).
- [The 2023 School Disciplinary and Law Enforcement Action Report](#) can report can be accessed on the USBE website.

## **School Climate Survey Data**

- In accordance with Utah Code [53G-8-802\(2\)](#):
  - The state board shall create a model school climate survey that may be used by an LEA to assess stakeholder perception of a school environment. The state board provides recommendations for survey parameters (e.g. survey questions, distribution method, sample size, etc.

# School Discipline and Law Enforcement Action Report

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



# School Climate Survey

Provides data to support LEAs in:

- Adopting a plan for harassment and discrimination free learning
- Parental outreach
- Sending notice to each student, parent, and LEA staff member stating the LEAs commitment to maintaining a school climate that is free of harassment and discrimination no later than September 1 of each school year.

UCA 53G-8-802 and R277-609

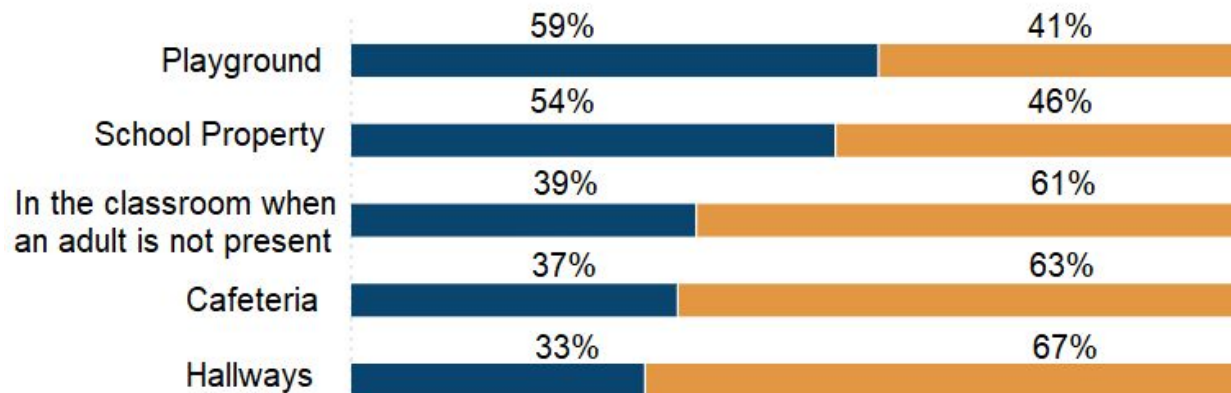


# School Climate Survey Data

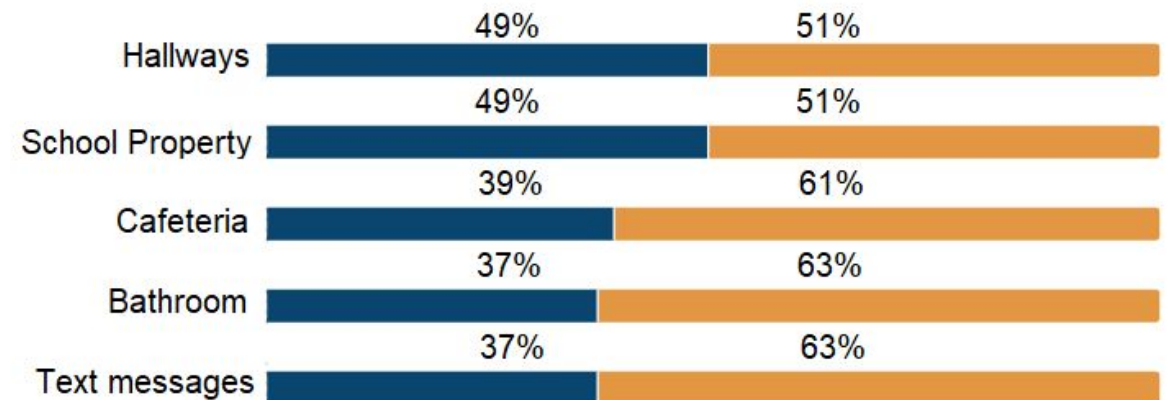
- Top 5 bullying locations for 2023, by grade

*“Does bullying take place in any of the following areas in this school?”*

## 3rd-5th grades



## 6th-12th grades



Yes / No



# School Climate Survey

2024 Legislation	<b>HB84 School Safety Amendments</b> Rep. Wilcox	<b>HB182 Student Survey Amendments</b> Rep. Lisonbee	<b>SB93 School Climate Data Amendments</b> Rep. Fillmore
<b>Key Points</b>	<ul style="list-style-type: none"> <li>Seeks to maintain the use of a school climate survey to inform policies, practices, and training</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to make school climate survey optional (opt-in)</li> <li>Allows for LEA choice in survey offered</li> </ul>	<ul style="list-style-type: none"> <li>Defines school climate, school safety, student engagement, and statistically sound</li> <li>Seeks to provide aggregate state level data on school climate</li> </ul>
<b>Potential Impact</b>	<ul style="list-style-type: none"> <li>Language in this bill would not impact how USBE currently administers the survey</li> <li>Language states LEA may use the model survey, which could impact statewide data</li> </ul>	<ul style="list-style-type: none"> <li>LEAs who do not participate will not have data to revise policies, practices and training for a harassment and discrimination free learning environment (UCA <a href="#">53G-8-802</a> &amp; <a href="#">R277-609</a>)</li> <li>This survey is currently the only codified means to collect data on school safety</li> </ul>	<ul style="list-style-type: none"> <li>Revision of school climate survey by USBE staff based on expanded criteria</li> </ul>

# Data Gaps

## **Standardized Incident Definitions**

- LEAs have reported a need for technical assistance and support in common incident definitions
- Top reported category is “other”

## **Standard Response Protocol (SRP)<sup>TM</sup>**

- H.B. 140 (2023)
- Hold; Secure; Lockdown; Evacuate; Shelter
- USBE does not track this data

## **Comprehensive School Threat Assessment Guidelines (CSTAG)**

- Transient threats
- Substantive threats
- USBE does not track this data

# Conclusion and Next Steps

- Continued technical assistance for LEAs with:
  - Comprehensive School Threat Assessment Guidelines (CSTAG)
  - Standard Response Protocol (SRP)<sup>™</sup>
  - Emergency Response Plans
  - Reunification Plans
- Exploration of systems to support interagency communication for enhanced threat response
- Review data sources on school safety in Utah schools
- Review and study local and national best practices for school safety



# 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

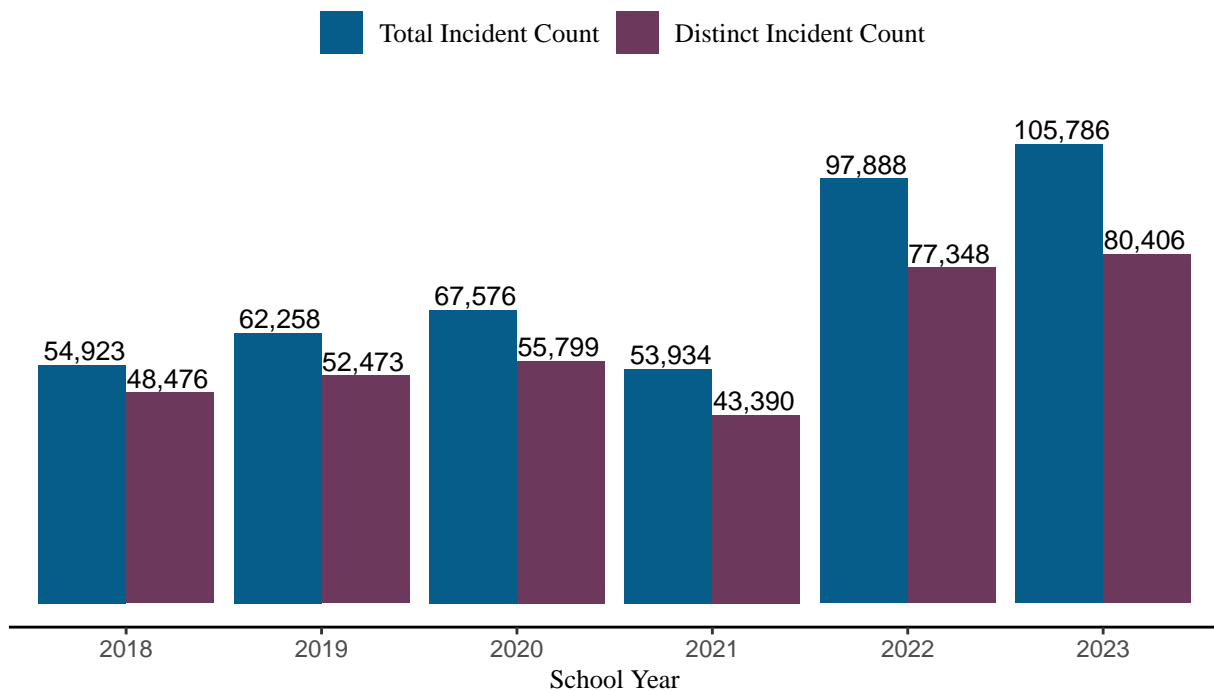
Table 1 shows the percent of LEAs reporting incidents has remained above 90% from SY 2019. Figure 1 displays counts of total reported incidents (one incident may be counted more than once if more than one student was involved) and distinct counts (each incident was counted only once, regardless of the 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

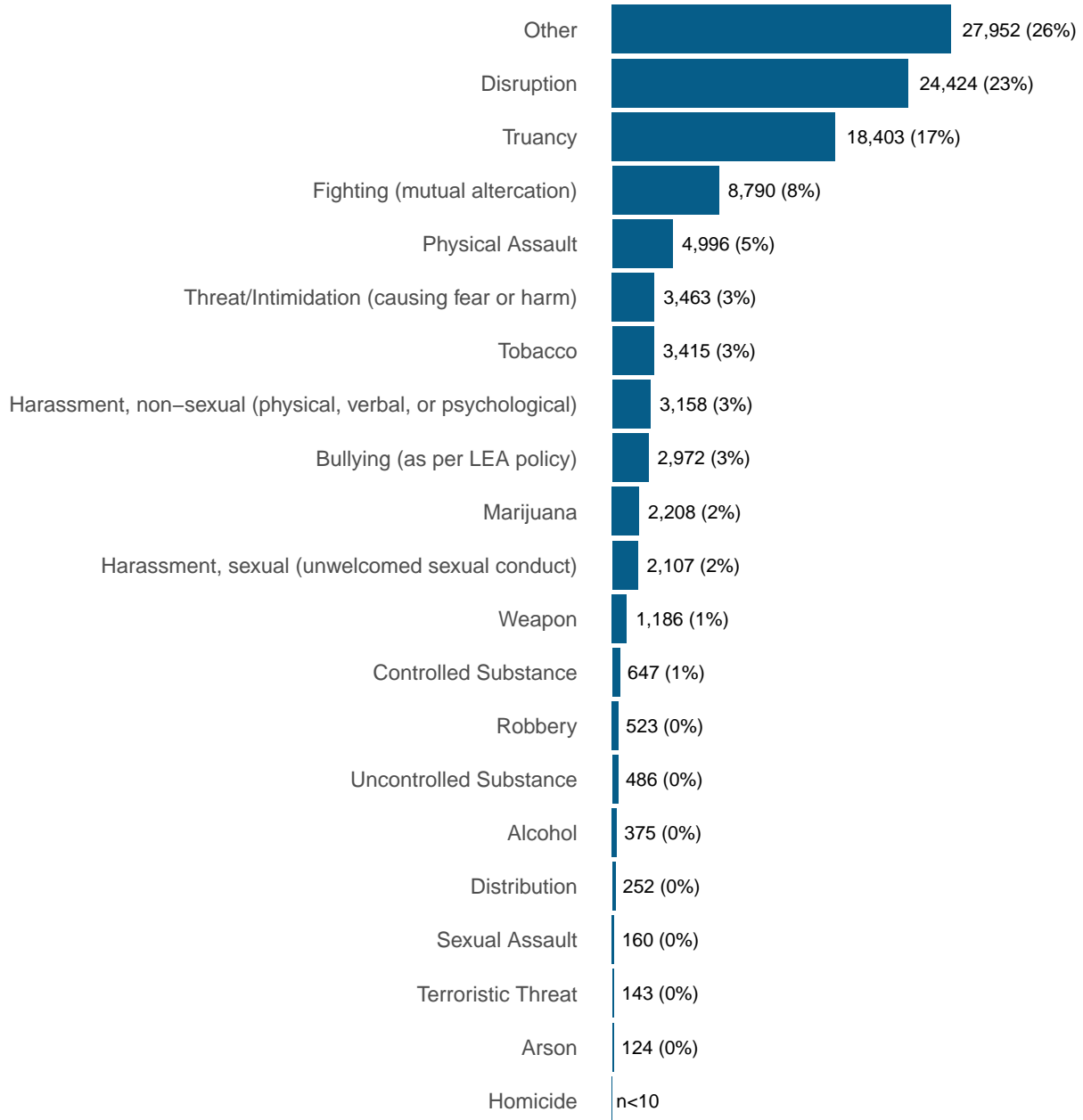




Figure 3 shows trend lines for the top 10 most common incidents. Note that the y axis is unique for each incident type. With the exception of tobacco related incidents, all incident counts were trending down in 2021 (possibly a pandemic effect), but counts for all of the top 10 incidents increased in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

Figure 3. Incident count trends 2018 – 2023

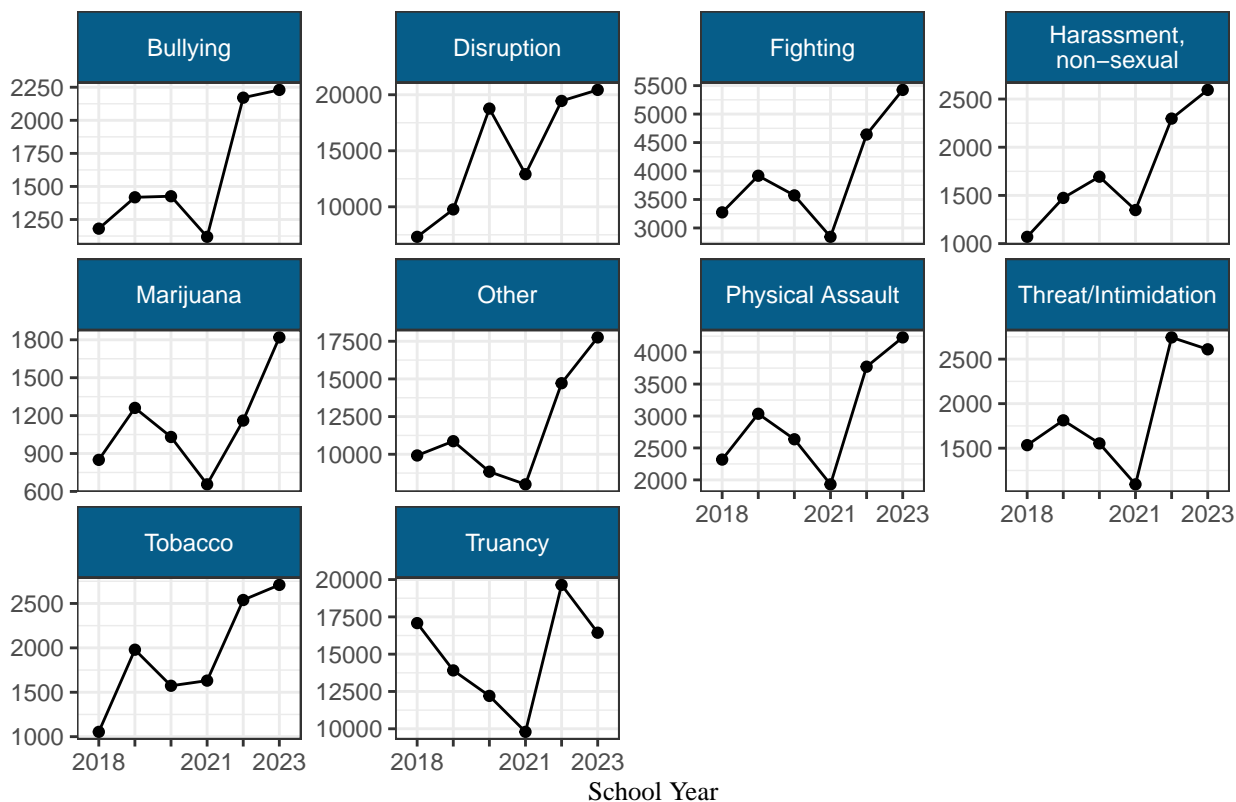
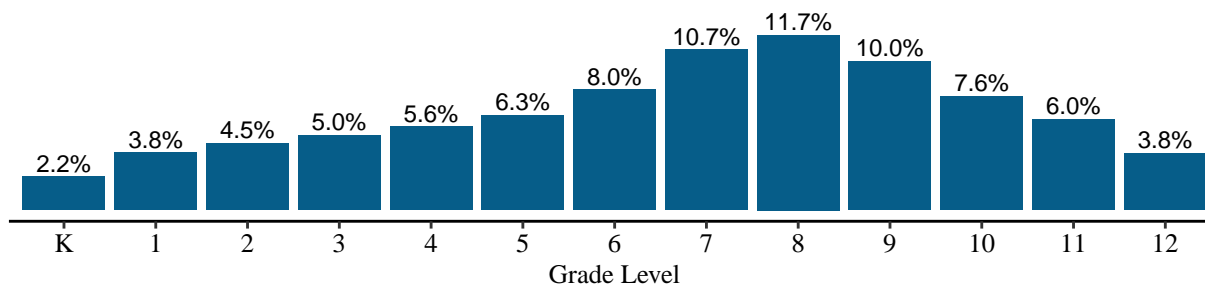


Figure 4 shows that grades seven, eight, and nine had the highest incident rates.

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

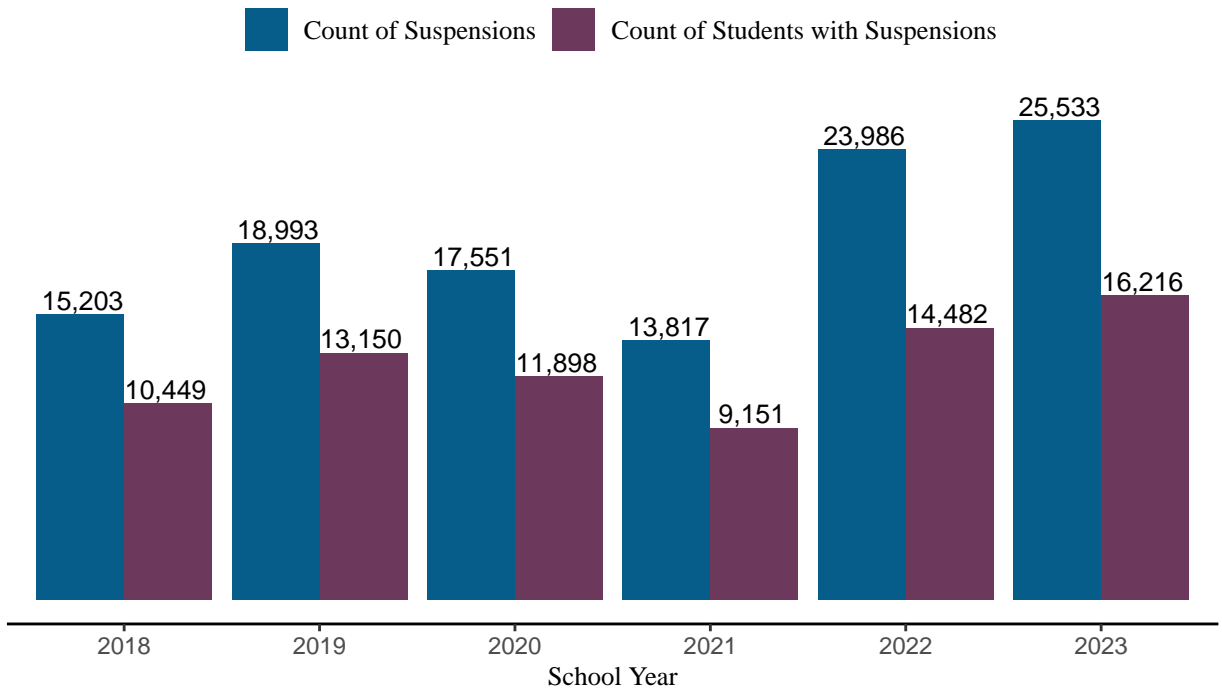


Figure 8. Counts of in-school and out-of-school suspensions

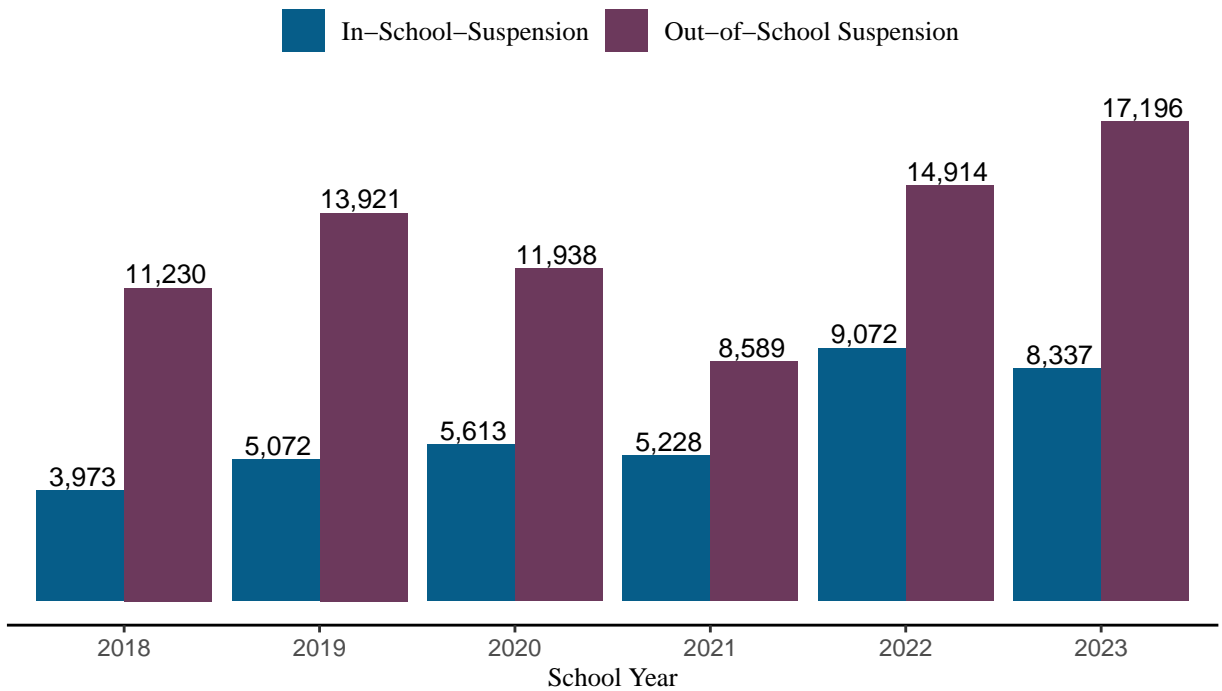


Table 10 offers state level discipline counts along with enrollment counts, student counts, and discipline rates. Although 2020 and 2021 discipline rates decreased, the overall percentage

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

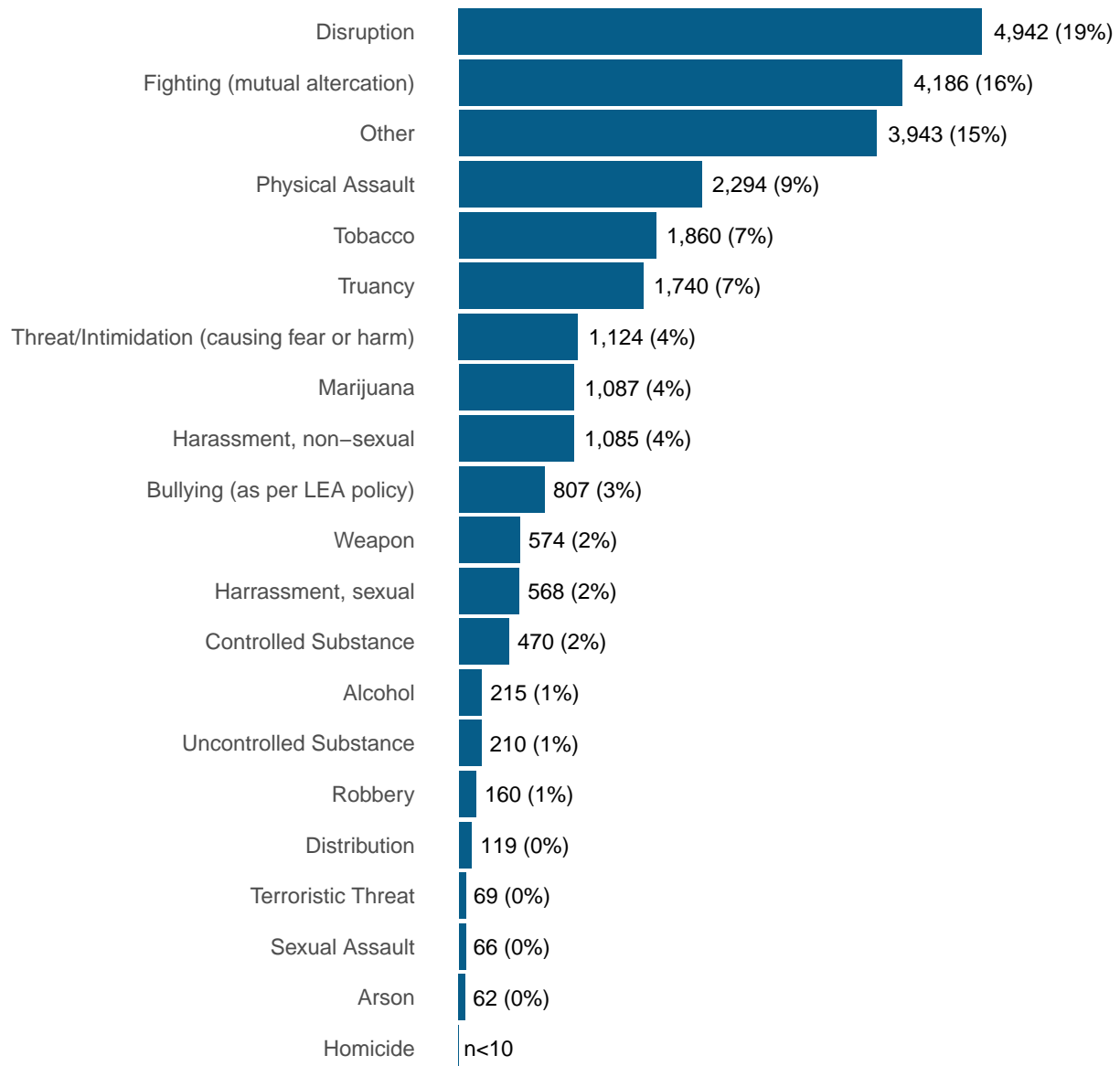


Figure 10. Counts of students with one or more discipline(s) by age

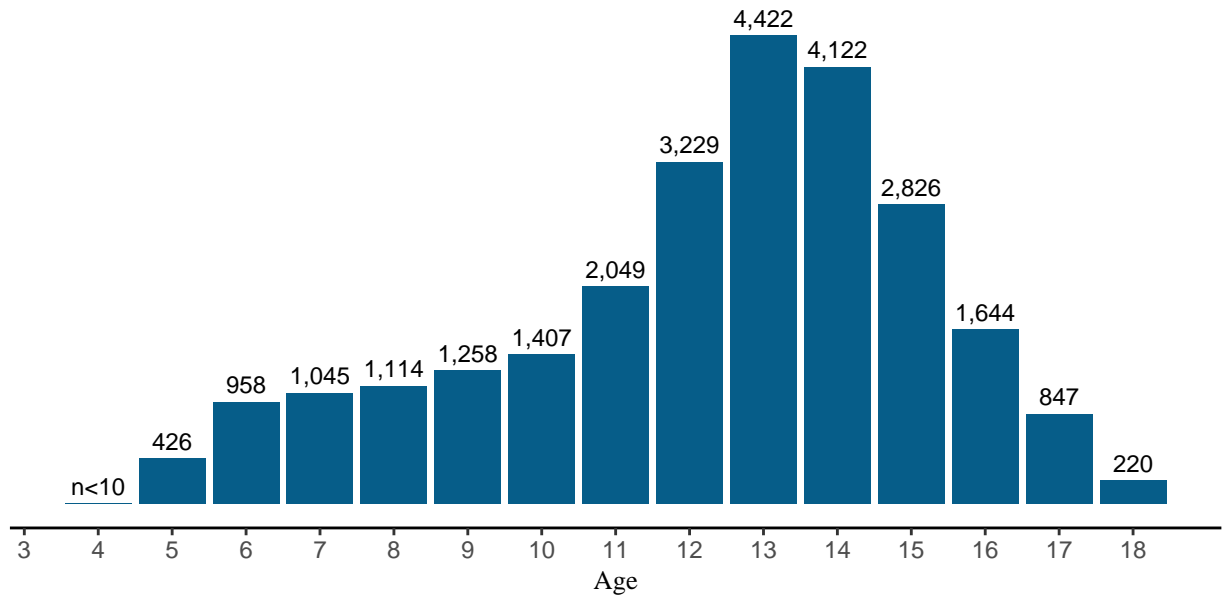
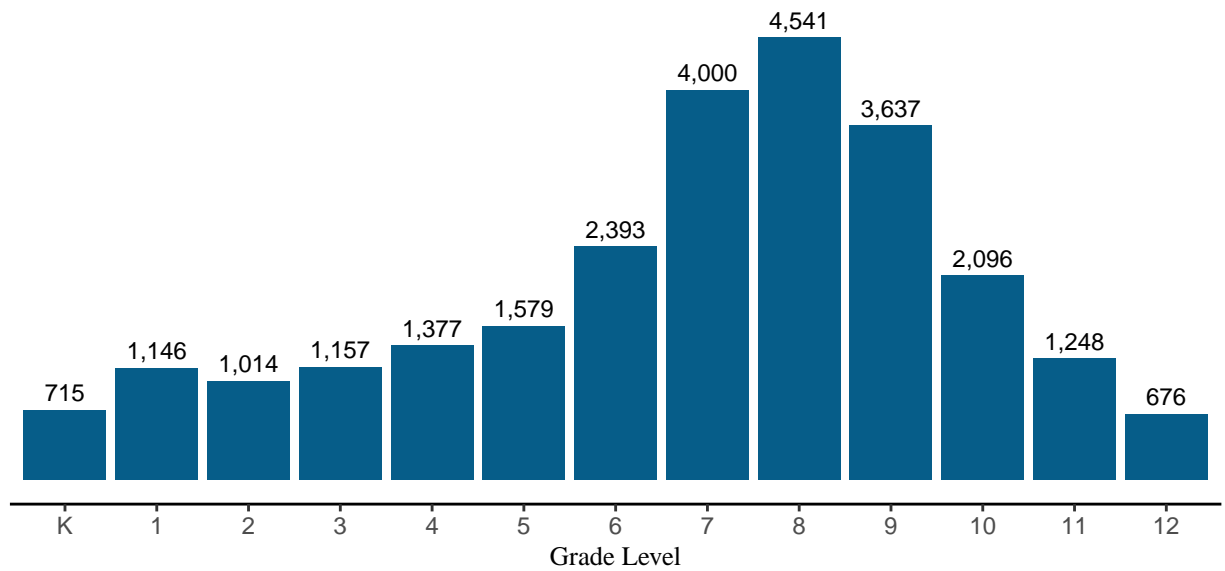


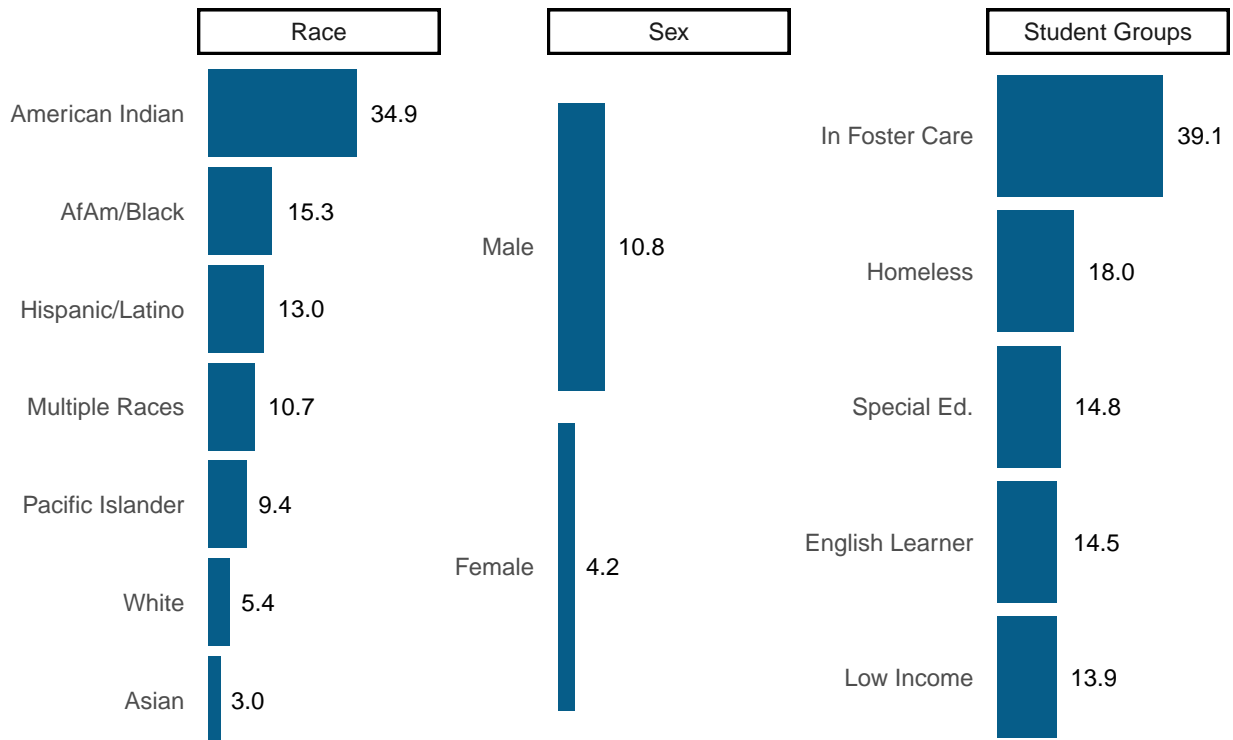
Figure 11. Counts of students with one or more discipline(s) by grade level



## 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

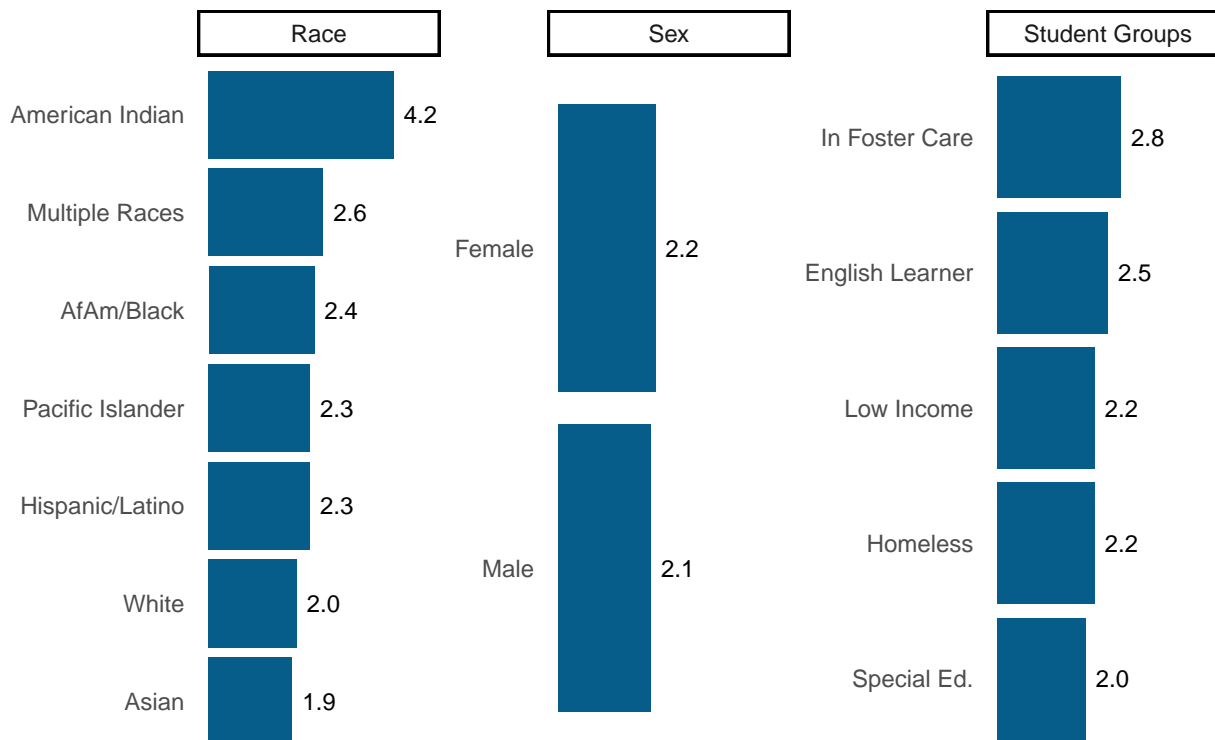
<sup>1</sup>In Figure 12, we included in-school suspensions and out-of-school suspensions in the counts of lost days. Not shown here, but during analyses in 2022, we also calculated lost days by excluding expulsions and limiting suspensions to 10 or fewer days. This approach resulted in fewer lost days,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

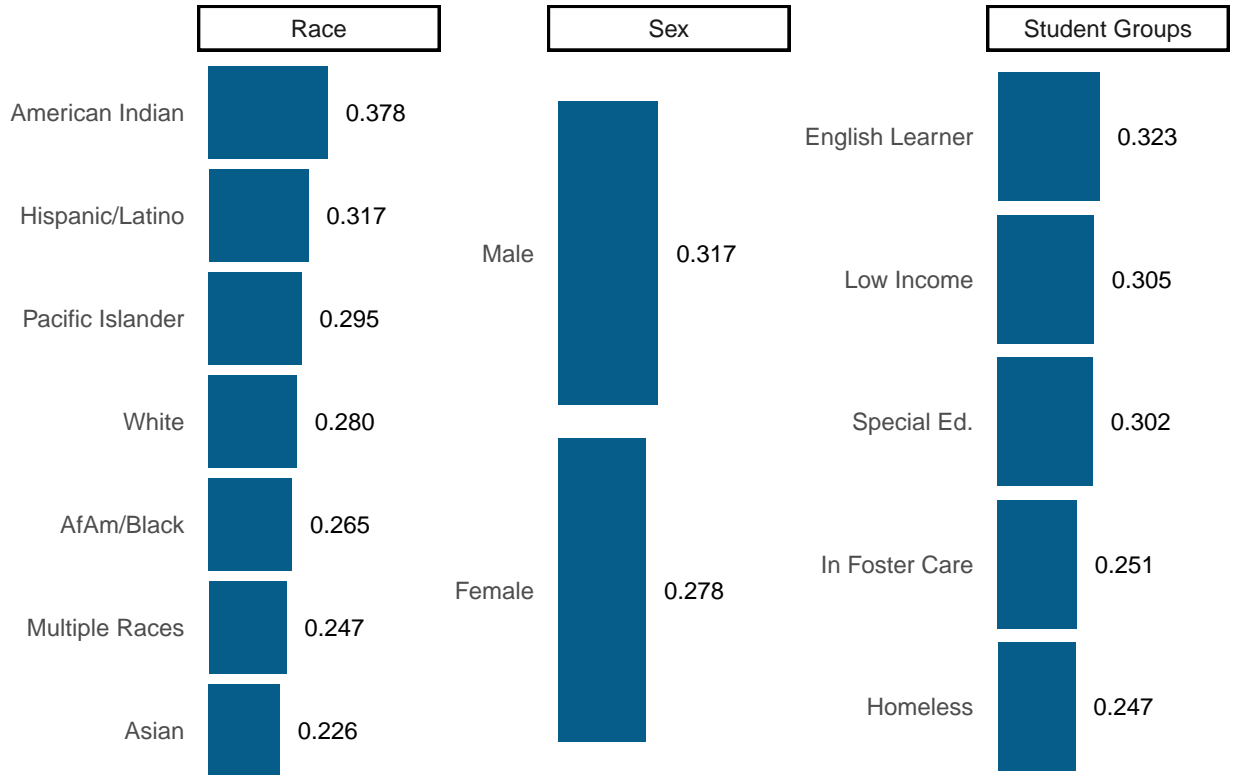
Table 12: Discipline methods and counts of lost days of instruction

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

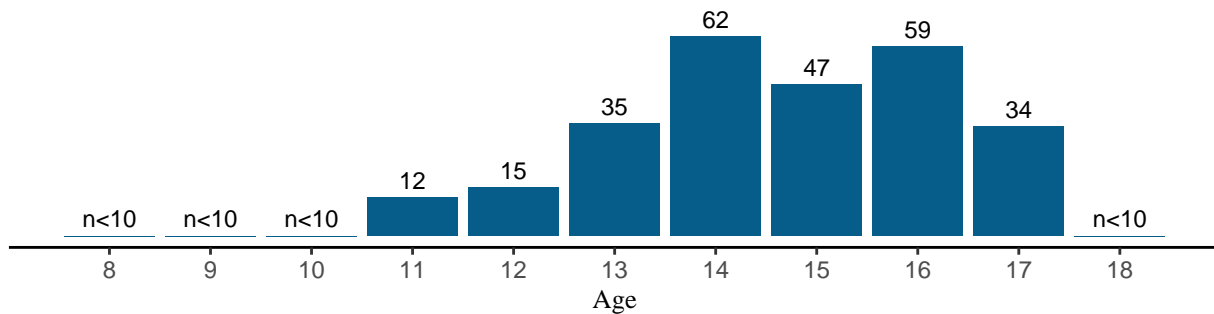




Figure 16. Grade level distribution of students reportedly involved with incidents of search and seizures

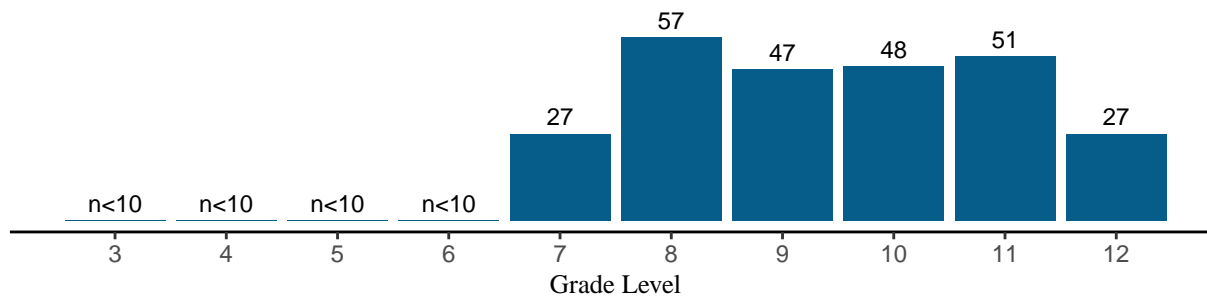


Table 18: Counts of search and seizures by student group

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

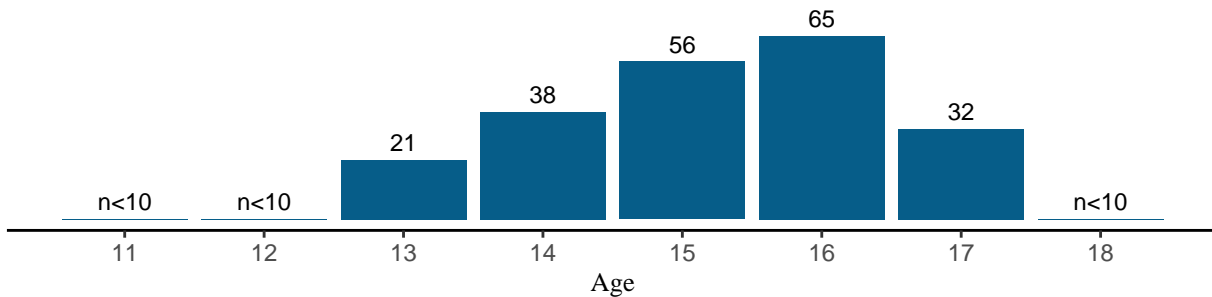


Figure 18. Grade level distribution of students who reportedly received criminal citations

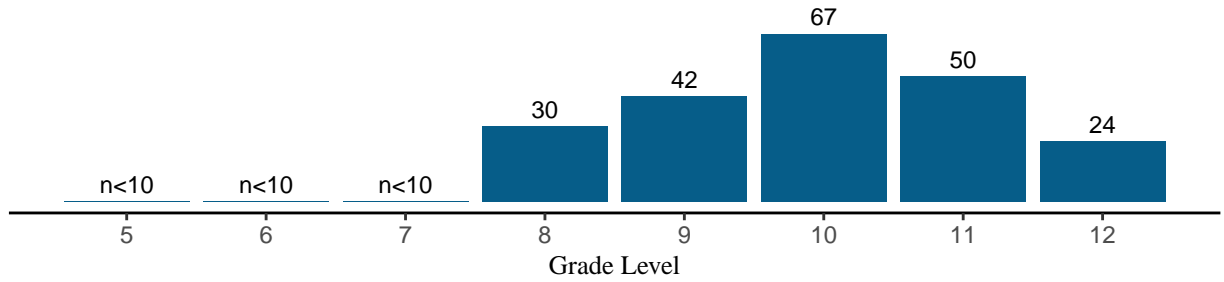


Table 21: Counts of criminal citations by student group

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

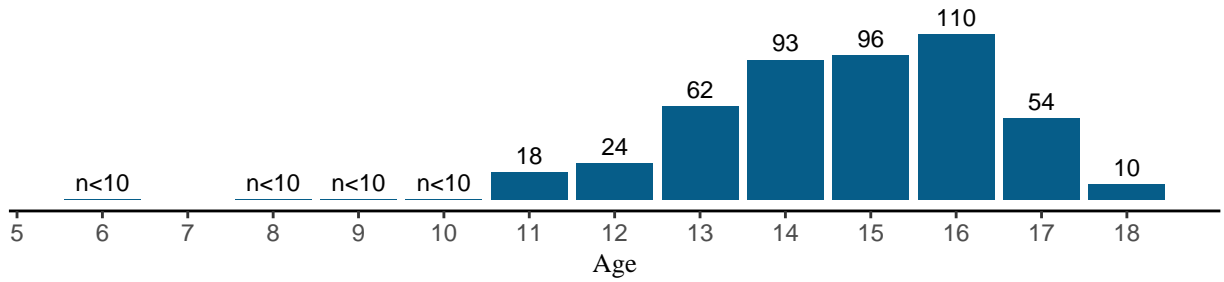


Figure 20. Grade level distribution of students reportedly involved in other law enforcement activities

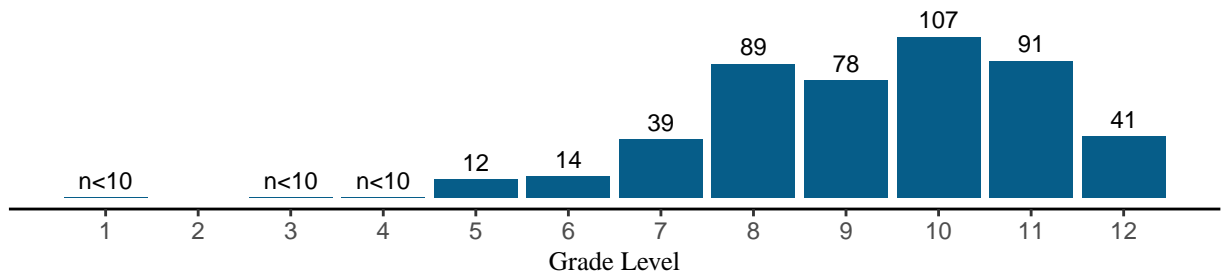


Table 26: Counts of students involved in other law enforcement activities by student group

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>

## Model Memorandum of Understanding for School Resource Officers

This Memorandum of Understanding (the “Memorandum”) is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ (the “Effective Date”), by and between the \_\_\_\_\_ (Law Enforcement Agency) and the \_\_\_\_\_ (Local Education Agency). Collectively, the Law Enforcement Agency (Agency) and the Local Education Agency (LEA) are referred to as the “Parties.” The Memorandum shall be revisited by the Parties every five years from the Effective Date, or whenever there is a change in personnel, whichever comes first. This Memorandum remains in force until either party, with 90-day notice, withdraws from the agreement by delivering a written notification of such rescission to the other party.

### I. Purpose

This Memorandum establishes and presents the mission of the Agency’s School Resource Officer (“SRO”) Program (the “Program”) as a collaborative endeavor. Additionally, the Memorandum clarifies relationships between the participating entities to support an efficient and cohesive Program to build a positive relationship between police officers and the youth of the community. Further, the desired outcome is to reduce youth-related criminal activity on or about school property. Nothing in this Memorandum should be viewed as limiting or impeding the basic spirit of cooperation between the Parties.

### II. Mission

The Mission of the Agencies are \_\_\_\_\_. Through the Program, the goals of the mission will be accomplished by:

\_\_\_\_\_.

### III. Financing

The Parties shall be responsible for their own obligations under this Memorandum. The Agency shall be responsible for payments related to the employment of the SRO. The Agency shall be responsible for all other costs and matters associated with employing and maintaining the SROs, including, but not limited to: salary, payroll taxes, workers compensation insurance, benefits, work vehicle, uniform, training, equipment, etc. The Agency shall send an invoice to the LEA on an annual basis following the completion of the school year for payment of the services the SRO has provided as agreed to in writing between the LEA and Agency. Total cost to the LEA is \_\_\_\_\_ (\$) per SRO for the first year of this Memorandum; \_\_\_\_\_ (\$) per SRO for the second year of this Memorandum; and \_\_\_\_\_ (\$) per SRO for the remainder of the five-year term of this Memorandum. Thereafter, the Parties may mutually agree on an increased annual cost for subsequent years of this Memorandum. Failing such mutual agreement, this Memorandum shall be deemed terminated. The invoice shall be paid within thirty (30) days of receipt by the LEA. If this Memorandum is terminated during the budget year, the Agency and

the LEA agree to divide the costs associated with the payment of SRO provided services on a pro-rata basis depending upon the length of the year remaining.

#### **IV. Description of General Duties**

The National Association of School Resource Officers (NASRO) suggests that an SRO be applied using the “Triad” concept. This means that the SRO serves as a law enforcement officer, an informal educator, and an informal mentor. Additional roles and responsibilities include:

- a. Provide for and maintain a safe, healthy, and productive learning environment in a school.
- b. Act as a liaison between the school, the LEA, and the Agency.
- c. Address crime and disorder problems that impact school safety occurring in and around the school.
- d. Be present at the school when students or staff are in the building or have alternative coverage arranged.
- e. Improve school climate through positive mentorship and fostering positive relationships within the school community.
- f. Support all students and promote educational opportunities for them.
- g. Collaborate with other SROs to come up with solutions to problems pertaining to school safety within the LEA.
- h. Attend interagency meetings, as needed.
- i. Testify in court proceedings and administrative hearings, as needed.
- j. Attend regularly scheduled departmental training necessary to maintain peace officer certification.
- k. Act as a positive role model to students.
- l. Work to create a cooperative, proactive, and problem-solving approach between the Parties.
- m. Emphasize the use of restorative approaches for addressing negative behavior.
- n. Teach the vocational law enforcement class approved by the Utah State Board of Education (USBE) and agreed upon by the Parties.
- o. Serve as a member of the school multi-disciplinary threat assessment team.
- p. Present to students, faculty, staff, and community members regarding crime prevention, substance abuse awareness, social media safety, healthy relationships, crisis response, and other topics as determined by this Memorandum.
- q. Respond to emergency calls for service within the school and on school property.
- r. Help develop school policies that address criminal activity and school safety.
- s. Investigate criminal conduct that has taken place within the school and on school property.
- t. Serve as a critical channel of communication between students, parents, faculty, staff, and local law enforcement agencies.

- u. Work with school and LEA administration to ensure that proper data collection and reporting to USBE is taking place as outlined within Utah Code Annotated (UCA) 53E-3-516.
- v. Collaborate with school and LEA administration to connect students with other community interventions available in the local area to support those exposed to violence or trauma.
- w. Provide as needed responses to routine discipline matters with immediate referral to school administration. But, refrain from enforcing discipline or being responsible for requests to resolve routine discipline matters. Follow-up for the violation of school rules or policies falls under the responsibility of the school administration unless criminal conduct is suspected.

## **V. Desired Outcomes**

The goals and objectives of the Program are designed to create and strengthen the relationship between students, police officers, school administrators, parents, and the community.

The goals of the Program include:

- a. Improve public safety through equitable and unbiased policing.
- b. Increase interaction and increase satisfaction with the entire school community.
- c. Reduce incidents of school violence.
- d. Reduce criminal offenses committed by juvenile offenders.
- e. Develop positive relationships with students, parents, faculty, staff, administrators, and other stakeholders involved with or affected by schools in the community.
- f. Implement and strengthen programs that will benefit students, schools, the LEA, and the community.
- g. Provide a safe, inclusive, and welcoming environment for students, staff, and all involved with the LEA and partnering education agencies.
- h. Enhance school safety through the use of a multi-disciplinary threat assessment approach.

## **VI. Mutual Obligations:**

- a. The Parties understand that the SRO may use any measures to secure school property as followed through established protocols of the Agency in the event of an emergency that requires lock-down.
- b. The release of student records is governed by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. “School Officials” may access and disclose student records only as authorized by FERPA. When appropriate, and to the extent the law allows, the LEA should notify SROs of any disability of a student involved in a school-based infraction that is not routine discipline to assist the SRO in recognizing and accommodating behaviors that may be manifestations of the student’s disability.

- i. An SRO or law enforcement officer may have access to the student's records with written consent from the student's parents or written consent from the student if the student is 18 years of age or older.
  - ii. As it pertains to student records, SROs are considered "School Officials" and may be provided student information as necessary to perform their duties within the school environment. SROs should only use or maintain the education records they have access to as directed by the LEA (i.e., to meet the purposes as described in this MOU). SROs should not be authorized to use the records for purposes outside of what the MOU authorizes or to re-disclose the records to other entities unless there is written consent or the LEA otherwise authorizes it.
    1. SROs may have directory information, as defined in the LEA's policies, to all students, current or former, within the LEA.
    2. SROs may have access to student information of students within their assigned school, which includes student directory information and any other information, such as class schedules and attendance information, as determined by the school administrator to assist the SRO with successfully completing their assigned duties.
  - iii. If a significant and articulate threat to health or safety exists, school officials may disclose any information from student records to appropriate parties, including law enforcement, whose knowledge of the information would enable them to protect the health and safety of a student or other individual.
  - iv. SROs may disclose law enforcement records created and maintained by the SRO to maintain a safe and secure environment for all individuals and property within the schools. Since law enforcement records are not student records, they are not subject to the restrictions of FERPA.
- c. The SRO will be responsible for enforcing the law and is not responsible for handling routine school discipline issues. Infractions of school rules should be handled by administrators at the school level. SROs should be available to the school for advice, assistance, and consultation. Absent a threat to an individual or public safety, student conduct that occurs on school property involving public order offenses shall be considered school discipline issues to be handled by school administrators. Such offenses include disorderly conduct, disturbance/disruption of schools or school activities; trespass; loitering; profanity; and fighting that does not involve physical injury or a weapon (as defined in Utah Code § 76-1-601(5)). As to school policy and code violations, the SRO will take the student to the administrator's office for discipline to be taken by the school officials.
- d. The SRO shall confer with the designated school administrator to resolve issues related to offenses that are a minor violation of the law and would not violate the law

- if an adult committed the offense. Such offenses may include use or possession of tobacco or alcohol.
- e. The SRO will be involved in school discipline when it pertains to preventing a disruption that would, if ignored, place students, faculty, and staff at risk of harm, and will resolve the problem to preserve the safe school climate.
  - f. The SRO will share information with the school's administrator about persons and conditions pertaining to campus safety concerns.
  - g. The SRO shall notify parents and school administration as soon as possible before removing a student from campus.
  - h. If a student arrest is warranted at school, in a school vehicle, or at a school event, the SRO shall use the least disruptive and the least intrusive manner reasonably available to conduct the student's arrest. The SRO will be accompanied by a school administrator when arresting a student, unless emergency circumstances require otherwise for the safety of the student, SRO, and others.
  - i. An arrest of a student may occur on school property or at school-sponsored activities when:
    - i. The SRO has probable cause to believe that the student has been or is engaged in a crime that:
      - 1. Poses a real or immediate threat of injury to an individual or the public.
      - 2. Constitutes property damage.
      - 3. Involves the possession or use of a controlled substance or weapons; or
    - ii. The arrest is necessary to execute a warrant that cannot be effectively executed outside of school hours.
  - j. The SRO shall notify parents and the applicable school administrator as soon as possible when a student(s) is arrested or issued a citation.
  - k. The SRO shall question students in a manner and a time when it has the least impact on the student's instruction so long as the delay in questioning does not interfere with the effectiveness of an investigation.
    - i. The SRO shall not be included during interviews where the student is suspected of violating the code of conduct where no element of criminal conduct has occurred or where there is not a risk of harm to self or others.
    - ii. If an SRO is conducting an interview with a student that rises to the level of an in-custody interrogation, the interview must be conducted in accordance with Utah Code Ann. §80-6-206. It should be assumed that a reasonable child subject to law enforcement questioning may sometimes feel pressured to respond to questions when a reasonable adult may feel they are free to go. If a student is "in custody" and subject to an interrogation for an offense, the SRO shall inform the student of their

rights and notify the student they have the right to have their parent or legal guardian present during the interrogation. Note: A student may have a “friendly adult” present during the interrogation if there is reason to believe that the student’s parent or legal guardian has abused or threatened the student, or the interests of the student’s parents or legal guardians are adverse to the child’s interest, including that the parent or legal guardian is a victim or codefendant of the offense alleged to have been committed by the student. Furthermore, the student must waive their constitutional rights and the parent or friendly adult must be present for the waiver and give their permission for the questioning to continue. If the SRO has made reasonable efforts to contact the parent or friendly adult and an hour has passed with no success, the questioning may continue if the student waives their constitutional rights.

- l. The SRO may conduct or participate in search of a student’s person, possessions, or locker where there is probable cause to believe the student has committed or is committing a criminal offense. The SRO shall not ask the school administration or other school employees to search or interview a student to circumvent these protections.
  - i. A school administrator may conduct a search of a student’s person, property, or locker if there is reasonable suspicion to believe the search will produce evidence that the student has violated or is violating school rules or the law.
  - ii. Absent a real and immediate threat to safety; a school administrator should not ask the SRO to be present or participate in a search conducted by a school administrator.
  - iii. School administrators and SROs are prohibited from conducting strip searches of students.
- m. Nothing in this Memorandum is intended to prohibit a student from voluntarily speaking with law enforcement or seeking out assistance from law enforcement. These conversations are be intended to build relationships between SROs and students to help develop a healthy learning environment and promote prosocial behaviors.

## **VII. Training**

- n. SROs shall be expected to complete an evidence-based training program within the first year of being appointed to a school. The training shall be approved by USBE and may be provided to SROs, school administrators, and school personnel, and may include training on the following topics:
  - i. Childhood and adolescent development;
  - ii. Responding age-appropriately to students;
  - iii. Working with students who have a disability;

- iv. Techniques to de-escalate and resolve conflict;
  - v. Cultural awareness;
  - vi. Restorative justice practices;
  - vii. Identifying a student exposed to trauma and referring the student to appropriate resources;
  - viii. Student privacy rights;
  - ix. Negative consequences associated with youth involvement in the juvenile and criminal justice systems;
  - x. Strategies to reduce juvenile justice involvement;
  - xi. Roles and distinctions between an SRO and other school staff who help keep a school secure;
  - xii. Developing and supporting successful relationships with students;
  - xiii. Legal parameters of searching and questioning students on school property; and
  - xiv. Additional training involving implicit bias and cultural responsiveness as outlined in UCA § 63M-7-208.
- o. SROs are still expected to maintain their 40 hours of mandatory training in addition to the training outlined above per UCA §53-6-202.
  - p. In regard to state and federal requirements for school staff training, it is recommended that the Agency and the LEA coordinate regarding learning opportunities that are required for all school staff and the professional development that the SRO receives to ensure seamless communication and strategizing for interventions.

IN WITNESS WHEREOF, the parties have signed and executed this MEMORANDUM, after resolutions duly and lawfully passed on the dates listed below.

DATED this \_\_\_\_ day of \_\_\_\_\_.

Agency

By: \_\_\_\_\_  
Mayor

ATTEST:

By: \_\_\_\_\_  
City Recorder

APPROVED AS TO FORM AND COMPATIBILITY  
WITH THE LAWS OF THE STATE OF UTAH:



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City Attorney

DATED this \_\_\_\_ day of \_\_\_\_\_.

BOARD OF EDUCATION OF  
\_\_\_\_\_ LEA

By: \_\_\_\_\_  
Board President

ATTEST:

By: \_\_\_\_\_  
Business Administrator

APPROVED AS TO FORM AND COMPATIBILITY  
WITH THE LAWS OF THE STATE OF UTAH:

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LEA Legal Counsel