Board Request:

That staff prepare a list of all data items
and their legislative references:

	State Code	Board Rule
Early Warning System	53F-4-207	R277-627
Student Data Backpack	53E-3-511	R277-482
Student Discipline	53G-9-606	R277-912
		R277-613
	53E-3-516	R277-609
School or Student Safety Data	53G-8-802	R277-400

*Much of the above data collected also supports   53E-1-203
  the State Superintendent's Annual Report

Created: 9/25/2024: Scott Jones, Aaron Brough, Shauntelle Cota, Rhett Larsen, Willie Ch

Board Data Request

hen, Greg Connell

Category	Data Set
	Stude
	Full name
	Local IDs
	State IDs
	Birthdate
	Guardian contact information
	Student photos
	Stude
	Grade level
	Gender
	Race
	Ethnicity
	Special Ed Status
	504 Status
	Cohort
	ELL Status
	FRPL Status
	Asse
Integrated external data (Data from SIS to Early Warning System)	NWEA
	Acadience
	ACT
	DIBELS/mCLASS
	HMH Growth (Reading, Math)
	iReady
	IXL (Math, Reading)
	Scholastic Reading Inventory (SRI)
	STAR
	Track My Progress
	Utah Aspire
	Utah RISE
	WIDA
	Letter grades
	Standards based grades
	A
	Full day absences
	Half day absences
	Tardies
	Incident names
	Incident reporter

Incident location
Incident details
Incident outcomes

Category	Data Set
	Interv
Data collected in Panorama-system collected*	Plan strategy and goal
	Plan duration
	Plan monitoring method
	Plan focus areas
	Progress monitoring data
	Plan notes
	Student feedback about school (anonymized)
	Student feedback about self (student level)
	Free responses
	Support notes
	Uploaded documents
	Behavior (only dis
	Incident names
	Incident reporter
	Incident location
	Incident details
	Incident outcomes

Data collected in Panorama-system collected*
***New data elements collected within the Early Warning System**

	Board Rule	State Code	Federal Code

ent Information

| | | 53E-9-301(12) | |

nt Demographics

| | R277-627 | 53F-4-207(3)(e) | |

essment Scores

	R277-404		
		53F-4-207(3)	
	R277-406		

Academics

| | | 53F-4-207(3) | |

Attendance

| | | 53F-4-207(3) | |

Behavior

Board Rule	State Code	Federal Code

53F-4-207(4)

vention Tracking

53F-4-207(4)(i)

Surveys

53F-4-207(7)(b)

Other

stricts that have purchased)

Category	Data Set
Assessments	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	RISE
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
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	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	Utah Aspire Plus
	ACT
	ACT
	ACT
	ACT
	ACT
	ACT

	ACT
	ACT
	ACT
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience
	Acadience

Category	Data Set
Growth Score	Student Growth
	School Growth

Category	Data Set

Category	Data Set
Attendance	School Attendance
Student	Demographics

Student
Demographics

Parents-Military

Student-Name

Student-Contact

Category	Data Set
Course Grades & History	CG-H

Category	Data Set
Student Identity	Student-Enrollment

Category	Data Set
Teachers for Courses Taken	

Category	Data Set
Student Health	Immunizations Allergy

Category	Data Set
Special Ed	SCRAM

Category	Data Set
Accommodations	Accommodations

Data Element
StatewideStudentIdentifier
assessment type
gradeLevel
scaledscore
schoolyear
performancelevel
subject
submeasuresName
submeasures-scalescore
submeasures-performancelevel
administrationDate
reportedSchoolReference
statewideStudentIdentifier
assessment type
gradeLevel
testDate
schoolyear
compositeScores-ELAscaledScores
compositeScores-ELAProficiencyLevel
compositeScores-STEMScaledScore(math+science)
compositeScores-STEMProficiencyLevel
compositeScaledScore
compositePredictedActScore
compositeHigh-Value
compositeLow-Value
subjectAreaScores-subjectArea
subjectAreaScores-scaledScore
subjectAreaScores-proficiencyLevel
subjectAreaScores-predictedActScore
subjectAreaScores-predictedhigh
subjectAreaScores-predictedlow
subjectAreaScores-submeasureName
subjectAreaScores-scaleScore
statewideStudentIdentifier
assessment type
gradeLevel
testDate
compositeScore
schoolyear

submeasureName
submeasure-score
submeasure-benchmarkScore
statewideStudentIdentifier
assessement type
gradeLevel
testDate
compositeScore
schoolyear
subject
benchmarkPeriod
compositeBenchmark
compositeGrowth
submeasures-Name
submeasures-BenchmarkPeriod
submeasures-score
submeasures-benchmark
submeasures-growth

Data Element
ssid
Assessement type
SubjectArea
gradelevel
Year
GrowthScorePercentile
ssid
SchoolNumber
LEANumber
SchoolYear
SchoolGrowthScoreResults-elaGrowthScore
SchoolGrowthScoreResults-mathGrowthScore
SchoolGrowthScoreResults-scienceGrowthScore

Data Element
StudentUniqueId
SchoolYear
LeaNumber

DaysAttended
DaysInMembership
AbsencesDueToSuspension
UnexcusedAbsences
ExcusedAbsences
StartDay
EndDay
StartDate
Resident
FTE
DaysTardy

Data Element
StudentDemographicsId
StudentLocalNumber
StudentId
leaNumber
DateOfBirth
Sex
Race
TribalAffiliation
EconomicallyDisadvantaged
Homelessness
EnglishLearner
ImmigrantStatus
GradeLevel

ParentLanguage

IsHispanicOrLatino

Language

NeglectedDelinquent

ParentInMilitaryStatus

FirstName
lastName
MiddleName
OtherNames
Address-Type
Address-Street
Address-Line
Address-City
Address-StateProvince
Address-Country
Address-PostalCode
PhoneNumber-Type
PhoneNumber-Number

Data Element
SchoolNumber
SchoolYear
SectionId
CourseTitle
CourseCode
GradeValue
Grade
localCourseCode
Term
LeaNumber
location
credits
CourseEntryDate
CourseExitDate

| StateWideStudentIdentifier |
| StudentlocalId |
| EducatorCode |
| CourseGrade |
| CourseSection |
| |
| LocationOfInstruction |
| MediumOfInstruction |
| IsOnline |
| IsCourseInProgress |
| UnexcusedAbsencesCount |
| ExcusedAbsencesCount |
| TotalNumberOfMembershipDays |
| IsConcurrent |

Data Element
LeaNumber
SchoolNumber
StudentEnrollmentDate
SessionType
StudentExitDate
GradeLevel
SchoolName
SchoolYear

Data Element

Data Element

Data Element
IEP

Data Element

504

Description	Board Rule
A unique alphanumeric code assigned to a student by the state	
Indicates the assessment type	
The grade level at which a student enters, assessed	
This will indicate students overs all performance in this assessment.	
Indicates students academic year.	
Indicates over all students academic progress, comparing it against grade-level expectations.	
Indicate which subject name in which student is assessed.	
Indicates the name of the submeasure under a subject in which student is	
Indicates the score achieved by student in this sub measure	
Indicates the performance by student in this sub measure	
Indicates the date on which student is administrated.	
Indicates the SchoolId in which student is assessed for RISE	
A unique alphanumeric code assigned to a student by the state	
Indicates the assessment type	
The grade level at which a student enters, assessed	
Date on when the Utah Aspire Plus assessment is taken.	
Indicates students academic year.	
Summarizes the scaled scores of student's performance by combination of English and Reading.	
Summarizes the Proficiency level of student's performance by combination of English and Reading.	
Summarizes the scaled scores of student's performance by combination of Math and Science.	
Summarizes the Proficiency level of student's performance by combination of Math and Reading.	
Indicates the over all scaled score value for student in this assessment.	
Indicates the Predicated ACT scores.	
Indicates Max Over all Composite value for this assessment.	
Indicates Min Over all Composite value for this assessment.	
Indicates the subject name of subject area score.	
Indicates the scaled score value of subject area score.	
Indicates the performance level of subject area score.	
Indicates the predicted Act Score of subject area score.	
Indicates the predicted Max value for subject area score.	
Indicates the predicted Min value for subject area score.	
Indicates the sub measure Name of subject area score.	
Indicates the scaled score value of subject area score.	
A unique alphanumeric code assigned to a student by the state	
Indicates the assessment type	
The grade level at which a student enters, assessed	
Date on when the ACT assessment is taken.	
Indicates the over all composite score in ACT for student.	
Indicates students academic year.	

Description	
Indicates then name of sub measure in ACT	
Indicates the score value of sub measure in ACT	
Indicates the benchmark score value of sub measure.	
A unique alphanumeric code assigned to a student by the state	
Indicates the assessment type	
The grade level at which a student enters, assessed	
Date on when the Acadience assessment is taken.	
Indicates the over all composite score in Acadience for student.	
Indicates students academic year.	
Indicates the subject name student is assessed in Acadience	
Indicates the benchmark period in Acadience	R277-406
Indicates the over all composite Benchmarks values	
Indicates the over all composite growth values	
Indicates the sub measure name in Acadience	
Indicates the Benchmark period of sub measure in Acadience	
Indicates the sub measure score value in Acadience	
Indicates the benchmark value of sub measure in Acadience	
Indicates the growth value of sub measure in Acadience	

Description	
A unique alphanumeric code assigned to a student by the state	
Indicates the assessment type	
Indicate the growth subject name	
The grade level at which a student's growth is assessed	R277-484
Indicates students academic year.	
Indicates how much a student has learned in a subject over time compared to their peers.	
A unique alphanumeric code assigned to a student by the state	
Indicates the specific school number that represents School Growth scores.	
A unique id of public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools	
Indicates students academic year.	
English Language Arts growth scores that are calculated by comparing a student's actual test score to their expected test score, which is based on their previous year's performance	R277-484
Math growth score calculated by comparing a student's actual test score to their expected test score, which is based on their previous year's performance	
Science growth score calculated by comparing a student's actual test score to their expected test score, which is based on their previous year's performance	

Description	
A unique alphanumeric code assigned to a student by the state	
Indicates students academic year.	
A unique id of public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools	

The number of days the student attended school when school was in session between the StartDate and EndDate, inclusive.	
The number of days the student was present plus the number of days the student was absent when school was in session during the period between the StartDate and End Date, inclusive.	
The number of days the student is absent to school suspension when a school was in session during the period between the StartDate and EndDate, inclusive.	
The number of days the student was absent from school without a valid excuse when school was in session between the StartDate and EndDate, inclusive.	R277-484
The number of days the student was absent from school with a valid excuse when school was in session between the StartDate and EndDate, inclusive.	
Number of the first school day to which this object instance applies.	
Number of the last school day to which this object instance applies.	
applicable.	
An indication as to whether or not the student's legal residence was within the boundaries of the school during the time between the StartDate and EndDate, inclusive.	
Full-time equivalent (FTE) is a way to measure student enrollment	
The number of days the student was tardy when school was in session between the StartDate and EndDate, inclusive.	

Description
A unique alphanumeric id created at the time of enrollment.
A local unique alphanumeric id assigned to student at the time of
A unique alphanumeric code assigned to a student by the state
A unique id of public board of education or other public authority within a state that maintains administrative control of public
Information collected by Schools/Lea's from parents about student's data of birth at the time of enrollment.
Information collected by Schools/Lea's from parents about student's sex at the time of enrollment.
Information collected by Schools/Lea's from parents about student's Race at the time of enrollment.
Information collected by Schools/Lea's from parents about student's TribalAffiliation at the time of enrollment.
Information collected by Schools/Lea's from parents about student's EconomicallyDisadvantaged at the time of enrollment.

Information collected by Schools/Lea's from parents about student's Homelessness at the time of enrollment.

Information collected by Schools/Lea's from parents about student's EnglishLearner at the time of enrollment.
Information collected by Schools/Lea's from parents about student's ImmigrationStatus at the time of enrollment.
Indicates the grade into to which the student is enrolled.

Information collected by Schools/Lea's from parents about student's Parents Lanugage at the time of enrollment.	
Information collected by Schools/Lea's from parents about student's IsHispanicOrLatino at the time of enrollment.	
Information collected by Schools/Lea's from parents about student's native language at the time of enrollment.	
Information collected by Schools/Lea's from parents about student's neglected delinquent at the time of enrollment.	
Information collected by Schools/Lea's from parents about student's sex at the time of enrollment.	
Students first name at the time of enrollment.	
Students last name at the time of enrollment.	
Students middle name at the time of enrollment.	
Students other name at the time of enrollment.	
Students current location details.	
Students contact method	

Description
A unique number assinged to school by public board of education or other public authority within a state.
Current school year.
The name given to a course of study offered in a school or other institution or organization.
A unique alphanumeric code assigned to a course.
The grade levels in which the course is offered.
The type of grade reported (e.g., Exam, Final, Grading Period).
A unique number or alphanumeric code assigned to a course by a school, school system, state, or other agency or entity.
A term in the school year, generally a unit of time into which courses are scheduled, instruction occurs and by which credits are awarded.
A unique id of public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools.
A unique number or alphanumeric code assigned to a room by a school, school system, state, or other agency or entity.
course.
Date on which student enrolled into the course
Date on which student exit from the enrollment of the course

A unique alphanumeric code assigned to a student by the state

A unique alphanumeric code assigned to a student by the school

A unique id of a teacher.

Course in which student enrolled in a gradelevel

Section in which student enrolled for Course i.e Fall, Spring, Summer

A unique number or alphanumeric code assigned to a room by a school, school system, state, or other agency or entity.

An Indicator if student attended course inperson or remote

An indicator if student attended course is online

An indicator if student's course is ongoing.

Total number of unexcused absenties by student for course.

Total number of excused absentees by student for course.

the year.

An indicator if a student has concurrent course enrolled.

Description

A unique id of public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools.

A unique number assigned to school by public board of education or other public authority within a state.

Date on which the student enrolled.

The process by which a student entered a school during a given academic session. example: Transferred from public sector in the same lea education agency.. etc. values can be (new, reentry)

The recorded exit or withdraw date for the student from school/lea

The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution

The full, legally accepted name of the institution

Current school year.

Description

R277-484

URL link to Educator Look Up to get latest teacher information

Definition

R277-415

Definition

State Code Federal

53E-4-302

53E-4-304
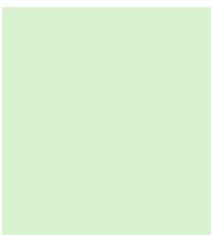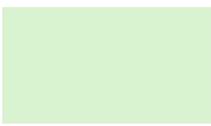
53E-4-307(5)

53E-5-211

53E-5-207
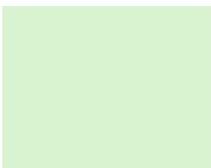
53G-6-2

53E-3-511(6)

53E-3-511
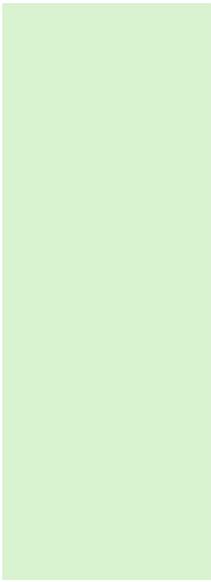
53E-3-511

53E-3-511

53E-9-301(12)

53E-9-301(12)

53E-9-301(12)

Reference Document	Data Name
R277-613	Infraction
	Incident
Incident Record	Incident Record (Incident Record)
	Record ID
	Incident ID
	LEA Number
	School Number
	Gang-Related
	Incident Date
	Incident Description

Incident Association Record (Incident Association Record)

Record ID

Incident ID

LEA Number

Caused Incident

Alleged Basis Gender

Alleged Basis Race

Alleged Basis Disability

Alleged Basis Sexual Orientation

Alleged Basis Religion

Injured

Gang-Related

Gang Prevention

Physical Restraint

Seclusion

Discipline

Discipline Method

Number of Days

In School

Suspension

Services Offered

Referred to Police

Referred to Court

Referred to Program

Alternative Placement

Hearing Officer Removal

Incident Association Record

PI Infraction Type

Bullying

Cyber-bullying

Hazing

PI Weapon

PI Role

SIncident Record Infraction Type

SIncident Record Weapon

SIncident Record Role

SIncident Association Record Infraction Type

SIncident Association Record Weapon

SIncident Association Record Role

SI3 Infraction Type

SI3 Weapon

SI3 Role

SI4 Infraction Type

SI4 Weapon

SI4 Role

Caused Serious Bodily Injury

Physical Arrest Flag

Search and Seizure Flag

Criminal Citation Flag

Non-Criminal Citation Flag

Other Law Enforcement Activity Flag

Retaliation

R277-613 LEA Policies and
Reta

Data Discription	Rule
Student Discipline	

As defined in R277-613-2(8):
(8) "Infraction" means an act of prohibited
behavior.

R277-609
R277-613
R277-912

As defined in R277-613-2(7):
(7)(a) "Incident" means one or more infractions
committed by a student or group
of students acting in concert, at the same time
and place.
(b) A single incident may involve one or more
victims and one or more offenders.

Record Type 'Incident Record=' All incident data
submitted to UTREx must include all required
fields in both the Incident (Incident Record)
and Incident Association (Incident Association
Record) records. LEAs must submit updated
incident data to UTREx daily.

An 'Incident Record' record must be submitted for
each independent incident.
An 'Incident Association Record' record must be
submitted for each student involved in the
incident
The first three characters of an incident record
must always contain the record identifier
'Incident Record'

Numeric value from 1 to 999999999 inclusive (0
[zero] is invalid) and each incident record does
not need to be a unique value within the LEA nor
does it necessarily need to be consecutive. This
value will be used to match up with the student
incident Association records ('Incident
Association Record') submitted for the school.

The LEA (school) number. This will be validated
using the CACTUS database.

The school number. This will be validated using
the CACTUS database.

Indicate if incident is gang related.   R277-436

This is the date the incident occurred.

This is a description of the incident.

Record Type 'Incident Record=' All incident data submitted to UTREx must include all required fields in both the Incident (Incident Record) and Incident Association (Incident Association Record) records. LEAs must submit updated incident data to UTREx daily.

An 'Incident Association Record' record must be submitted for each student involved in the incident.

The first three characters of an Incident record must always contain the record identifier 'Incident Association Record='.

Numeric value from 1 to 9999999999 inclusive (0 [zero] is invalid) and each incident association record must have a matching 'Incident Record' record preceding it (matching data element Incident ID in both records).

The actual LEA (school) number. This will be validated using the CACTUS database.

Indicate if this student was determined to have caused the incident.

Indicate if there is an allegation that the incident is on the basis of the victim's actual or perceived sex or gender.   R277-613

Indicate if there is an allegation that the incident is on the basis of the victim's actual or perceived race, color, or national origin.   R277-613

Indicate if there is an allegation that the incident is on the basis of the victim's actual or perceived disability.   R277-613

Indicate if there is an allegation that the incident is on the basis of the victim's actual or perceived sexual orientation.   R277-613

Indicate if there is an allegation that the incident is on the basis of the victim's actual or perceived religion.   R277-613

Indicate if this student was injured in the incident.

Indicate if incident is gang related.   R277-436-4(2)(e)

Indicate if this student was part of a gang prevention program at the time of the incident.   R277-436-4(2)(e)

Indicate if physical restraint was used as a behavior Emergency Safety Intervention (ESI); see Board Rule R277-609.   R277-609

Indicate if a seclusionary time out was used as a behavior Emergency Safety Intervention (ESI); see Board Rule R277-609.   R277-609

Includes imposed discipline and self-discipline (R277-609).

• Imposed discipline: code of conduct prescribed for the highest welfare of the individual and of the society in which the individual lives.

• Self-discipline: developing the ability to take personal responsibility for one's actions.

Indicate if this student was suspended or expelled. See Detailed Field Description to ensure compliance.

The number of days the Discipline Method was in effect.

Indicate if the Discipline Method was in school or out of school. Use 'N' if there was no discipline. (See Notes.)

(33) "Suspension" means:
(a) an in-school suspension that is a temporary removal of a student from the student's regular classroom for disciplinary reasons for at least half a school day but remains under the direct supervision of school personnel; or
(b) an out-of-school suspension that is the removal of a student from school grounds for disciplinary reasons unless the student removed is:
(i) served solely under a Section 504 plan, where an out-of-school suspension is the excluding of the student from school for disciplinary purposes for one day or longer; or
(ii) a student with disabilities under IDEA, where an out-of-school suspension is the temporary removal of the student from the student's regular school for disciplinary reasons to another setting.

Indicate if services were offered to the student.

Indicate if incident was referred to police.

Indicate if the incident was referred to court.

Indicate if the incident was referred to a program.

Indicate if removal of the student was done by a hearing officer. Using 'Y' only applies to students with a SCRAM (S2) or Section 504 (S4) record and an error will be flagged if 'Y' here and there was no SCRAM (S2) or Section 504 (S4) record for the student.

The primary infraction type (or incident type) of the student in this incident. Required for every student (blank is not an option). Must be complete (leading zero if necessary). If "Weapon" is used as the incident type, then something other than "None" must be used in the PI Weapon field.

R277-609
R277-613
R277-912

R277-609
R277-613
R277-912

R277-609
R277-613
R277-912

R277-609
R277-613
R277-912

Primary weapon used in the incident

The primary role of the student in this incident. Required for every student (blank is not an option).

Indicate a secondary infraction type (or incident type) of the student in this incident. Blank is a valid option. See PI Infraction Type above for valid values.

Indicate a secondary weapon used in the incident. Blank is a valid option unless SIncident Record Infraction Type is present. See PI Weapon above for valid values.

Indicate a secondary role of the student in this incident. Cannot be present is SIncident Record Infraction or SIncident Record Weapon are blank. Must be present if SIncident Record Infraction and SIncident Record Weapon are not blank. See PI Role above for valid values.

Indicate another secondary infraction type (or incident type) of the student in this incident. Blank is a valid option. Cannot be present if SIncident Record Infraction Type is blank. See PI Infraction Type above for valid values.

Indicate another secondary weapon used in the incident. Blank is a valid option unless SIncident Association Record Infraction Type is present. See PI Weapon above for valid values.

Indicate another secondary role of the student in this incident. Cannot be present is SIncident Association Record Infraction or SIncident Association Record Weapon are blank. Must be present if SIncident Association Record Infraction and SIncident Association Record Weapon are not blank. See PI Role above for valid values.

Indicate another secondary infraction type (or incident type) of the student in this incident. Blank is a valid option. Cannot be present if SIncident Association Record Infraction Type is blank. See PI Infraction Type above for valid values.

Indicate another secondary weapon used in the incident. Blank is a valid option unless SI3 Infraction Type is present. See PI Weapon above for valid values.

Indicate another secondary role of the student in this incident. Cannot be present is SI3 Infraction or SI3 Weapon are blank. Must be present if SI3 Infraction and SI3 Weapon are not blank. See PI Role above for valid values.

Indicate another secondary infraction type (or incident type) of the student in this incident. Blank is a valid option. Cannot be present if SI3 Infraction Type is blank. See PI Infraction Type above for valid values.

Indicate another secondary weapon used in the incident. Blank is a valid option unless SI4 Infraction Type is present. See PI Weapon above for valid values.

Indicate another secondary role of the student in this incident. Cannot be present is SI4 Infraction or SI4 Weapon are blank. Must be present if SI4 Infraction and SI4 Weapon are not blank. See PI Role above for valid values.

Indicate whether student caused serious bodily injury. Serious Bodily Injury is defined in (18 USC Section 1365(h)(3)) thus: "A serious bodily injury involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty."

Indicator of whether, related to the incident, the student was physically arrested.	
Indicator of whether, related to the incident, the student was subject to a search and seizure by a School Resource Officer (SRO) or law enforcement officer (LEO).	
Indicator of whether, related to the incident, the student was issued a criminal citation by an SRO or LEO.	
Indicator of whether, related to the incident, the student was issued a ticket (noncriminal citation) by an SRO or LEO.	
An open-ended field in which additional law enforcement activities, if any, can be described. Some examples include crisis intervention, mentorship, informal counseling, social welfare investigation, delinquency petition, issuance of summons, referral to probation officer, etc.	
Indicator of whether the incident was a verified retaliation, or an alleged retaliation, as defined in Utah Code 53G-9-601.	R277-613

Training Regarding Bullying, Cyber-bullying, aliation, and Abusive Conduct

a copy of the LEA's policy required in Section R277-613-4	R277-613
implementation of the signed statement requirement described in Subsection 53G-9-605(3)(h)	R277-613
verification of the LEA's training of school employees relating to bullying, cyber-bullying, hazing, retaliation, and abusive conduct described in Section 53G-9-607	R277-613
verified and alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct	R277-613
the number and type of incidents described in Subsection (11)(d) required to be reported separately under federal law, including the reporting requirements in: (i) Title VI of the Civil Rights Act of 1964; (ii) Title IX of the Education Amendments of 1972; (iii) Section 504 of the Rehabilitation Act of 1973; and (iv) Title II of the Americans with Disabilities	R277-613

the number and type of incidents described in
Subsection (11)(d) that include
a student or LEA employee who was bullied, cyber-
bullied, hazed, or retaliated against
based on the student's or LEA employee's actual
or perceived characteristics, including
disability, race, national origin, religion,
sex, gender identity, or sexual orientation.

R277-613

(2) An LEA policy shall include:
(a) a prohibition of corporal punishment
consistent with the law;
(b) criteria and procedures for using
appropriate behavior reduction intervention
in accordance with federal and state law;
(c) appropriate sanctions for LEA employees who
use corporal punishment; and
(d) appeal procedures for LEA employees
disciplined for a violation of the LEA's
policy.

R277-608

State	Federal
[53E-1-203(1)(c)(vii)](#) [53E-1-203(4)(a)(iii)](#) [53E-8-205(5)](#)	- [US Dept. of Education](#) - [Civil Rights Data Collection (CRDC)](#)
[53E-1-203(1)(c)(vii)](#) [53E-1-203(4)(a)(iii)](#) [53E-8-205(5)](#)	- [US Dept. of Education](#) - [Civil Rights Data Collection (CRDC)](#)
[53E-1-203(1)(c)(vii)](#) [53E-1-203(4)(a)(iii)](#) [53E-8-205(5)](#)	- [US Dept. of Education](#) - [Civil Rights Data Collection (CRDC)](#)

53E-1-203(1)(c)(vii) 53E-1-203(4)(a)(iii) 53E-8-205(5)	• US Dept. of Education • Civil Rights Data Collection (CRDC)

UCA 53G-9-606	Civil Rights Data Collection (CRDC)
UCA 53G-9-606	Civil Rights Data Collection (CRDC)
UCA 53G-9-606	Civil Rights Data Collection (CRDC)
UCA 53G-9-606	Civil Rights Data Collection (CRDC)
UCA 53G-9-606	Civil Rights Data Collection (CRDC)
UCA 53E-3-509	
UCA 53G-8-301 UCA 53G-8-302	Civil Rights Data Collection (CRDC)
UCA 53G-8-302	Civil Rights Data Collection (CRDC)

[UCA 53G-8](#)   Civil Rights Data Collection ([CRDC](#))

[UCA 53E-3-516(1)](#)   Civil Rights Data Collection ([CRDC](#))

Civil Rights Data Collection ([CRDC](#))

[UCA 53G-8-205](#)   Civil Rights Data Collection ([CRDC](#))

[UCA 53G-8-205](#)   Civil Rights Data Collection ([CRDC](#))

- [Office of Special Education and Rehabilitative Services;](#)
- [Individuals with Disabilities Education](#)

Civil Rights Data Collection ([CRDC](#))

[UCA 53G-8-211](#)

[UCA 53G-8-211](#)

Civil Rights Data
Collection ([CRDC](#))

[UCA 53G-9-601](#)   Civil Rights Data
                                    Collection ([CRDC](#))

[UCA 53G-9-601](#)   Civil Rights Data
[UCA 76-9-201](#)   Collection ([CRDC](#))

[UCA 53G-9-601](#)   Civil Rights Data
                                    Collection ([CRDC](#))

[UCA 53G-8-205](#)   Civil Rights Data
                                    Collection ([CRDC](#))

[UCA 53E-3-516](#)   Civil Rights Data
                            Collection ([CRDC](#))

[UCA 53E-3-516](#)   Civil Rights Data
                            Collection ([CRDC](#))

[UCA 53E-3-516](#)   Civil Rights Data
                            Collection ([CRDC](#))

[UCA 53E-3-516](#)   Civil Rights Data
                            Collection ([CRDC](#))

[UCA 53E-3-516](#)   Civil Rights Data
                            Collection ([CRDC](#))

[UCA 53G-9-601](#)

, Hazing,

[53G-9-605](#)

Data source

School Climate Survey results
(see secondary tab for individual data points)

State Superintendent's Annual Report

Law Enforcement Requirements

Bullying, Cyber-bullying,
Hazing & Retaliation

Standards for LEA Discipline
Plans and Emergency Safety
Interventions

Grounds for suspension or
expulsion from a public
school.

Extracurricular

School Discipline and Conduct
Plans
Extracurricular activities --
Prohibited conduct --
Reporting of violations --
Limitation of liability

School Safety Needs
Assessment

Data Description

School Climate Survey

The School Safety Center shall: collect aggregate data and school climate survey results from an LEA that administers the model school climate survey described in Subsection (2)(i).

If survey is administered then LEA is required to annually report to the USBE the following:

Their review school climate data for each school within the LEA
Revise practices, policies, and training to eliminate harassment and discrimination in each school within the LEA;
Adopted plans for harassment- and discrimination-free learning
Any hosted outreach events or assemblies to inform students and parents of the plan adopted
And their fulfillment of noticing, no later than September 1 of each school year, each student, parent, and LEA staff member stating the LEA's commitment to maintaining a school climate that is free of harassment and discrimination

State Superintendent's Annual Report

(1)(c)(vi)   statistical information regarding incidents of delinquent activity in the schools or at school-related activities; and

(4)(a)(iii)   beginning on July 1, 2023, the report described in Section 53E-3-516 by the state board on certain incidents that occur on school grounds;

Law Enforcement Requirements

(1)   As used in this section:
(a)   "Disciplinary action" means an action by a public school meant to formally discipline a student of that public school that includes a suspension or expulsion.

(d)   "Other law enforcement activity" means a significant law enforcement interaction with a minor that does not result in an arrest, including:
(i)   a search and seizure by an SRO;
(ii)   issuance of a criminal citation;
(iii)   issuance of a ticket or summons;
(iv)   filing a delinquency petition; or
(v)   referral to a probation officer.

Beginning on July 1, 2023, the state board shall develop an annual report regarding the following incidents that occur on school grounds while school is in session or during a school-sponsored activity:
(a)   arrests of a minor;
(b)   other law enforcement activities; and
(c)   disciplinary actions.

The report described in Subsection (2) shall include the following information listed separately for each LEA:
(a)   the number of arrests of a minor, including the reason why the minor was arrested;
(b)   the number of other law enforcement activities, including the following information for each incident:
(i)   the reason for the other law enforcement activity; and
(ii)   the type of other law enforcement activity used;
(c)   the number of disciplinary actions imposed, including:
(i)   the reason for the disciplinary action; and
(ii)   the type of disciplinary action;
(d)   the number of SROs employed; and
(e)   if applicable, the demographics of an individual who is subject to, as the following are defined in Section 53G-9-601, bullying, hazing, cyber-bullying, or retaliation.

The report described in Subsection (2) shall include the following information, in aggregate, for each element described in Subsections (4)(a) through (c):
(a)   age;
(b)   grade level;
(c)   race;
(d)   sex; and
(e)   disability status.

Bullying, Cyber-bullying, Hazing & Retalia

(2)   The state board shall require an LEA governing board to report annually to the state board on:
(c)   the demographics of an individual who is subject to bullying, hazing, cyber-bullying, or retaliation subject to:
(i)   Title 53E, Chapter 9, Part 2, Student Privacy;
(ii)   Title 53E, Chapter 9, Part 3, Student Data Protection;
(iii)   the Family Educational Rights and Privacy Act, 20 U.S.C. Sec. 1232g; and
(iv)   34 C.F.R. Part 99; and
(11) An LEA shall, as required by Subsection 53G-9-606(2), report the following annually, on or before June 30, to the Superintendent in accordance with the Superintendent's submission requirements:
(d) verified and alleged incidents of bullying, cyber-bullying, hazing, retaliation, ~~and abusive conduct;~~
(e) the number and type of incidents described in Subsection (11)(d) required to be reported separately under federal law, including the reporting requirements in:
(i) Title VI of the Civil Rights Act of 1964;
(ii) Title IX of the Education Amendments of 1972;
(iii) Section 504 of the Rehabilitation Act of 1973; and
(iv) Title II of the Americans with Disabilities Act of 1990; and
(f) the number and type of incidents described in Subsection (11)(d) that include a student ~~or LEA employee~~ who was bullied, cyber-bullied, hazed, or retaliated against based on the student's ~~or LEA employee's~~ actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation.

Standards for LEA Discipline Plans and Emergen Interventions

(1)The state board shall establish rules and minimum standards for the public schools that are consistent with this public education code, including rules and minimum standards governing the following:
(b)
(v)discipline and control;

(4) A plan described in Subsection (1) shall include:
(f) consistent processes to collect student discipline data and incident or infraction data, including collection of the number of days of student suspensions and data collected from the school's climate survey as described in Rule R277-623;

(1) An LEA shall have procedures for the collection, maintenance, and periodic review of documentation or records of the use of emergency safety interventions at schools within the LEA

(3) An LEA shall provide documentation of any school, program or LEA's use of emergency safety interventions to the Superintendent annually.

(4)(a) An LEA shall submit all required UTREx discipline data and incident or infraction data elements, and suspensions to the Superintendent no later than June 30 of each year.
(b) Beginning in the 2018-19 school year, an LEA shall submit all required UTREx discipline data and incident or infraction data elements as part of the LEA's daily UTREx submission

(2) The Superintendent shall periodically review:
(b) emergency safety intervention data as related to IDEA eligible students in accordance with Utah's Program Improvement and Planning System.

Grounds for suspension or expulsion from a publ

(5)   Each local school board and charter school governing board shall prepare an annual report for the state board on:
(a)   each violation committed under this section; and
(b)   each action taken by the school district against a student who committed the violation.

School Discipline and Conduct Plans
r activities -- Prohibited conduct -- Reporting of viola

(3)
(a)   School employees who reasonably believe that a violation of this section may have occurred shall immediately report that belief to the school principal, district superintendent, or chief administrative officer of a charter school.
(b)   Principals who receive a report under Subsection (3)(a) shall submit a report of the alleged incident, and actions taken in response, to the district superintendent or the superintendent's designee within 10 working days after receipt of the report.

School Physical Safety Data Collection

Due to the sensitive nature of this data and the safety of our schools and students the individual data points have not been provided in this public report.

Rule	State	Federal
R277-623	53G-8-802	
R277-623	53G-8-802	
R277-109	53E-1-203	Civil Rights Data Collection (CRDC)
R277-109	53E-1-203	Civil Rights Data Collection (CRDC)
	53E-3-516	Civil Rights Data Collection (CRDC)
R277-912	53E-3-516	Civil Rights Data Collection (CRDC)
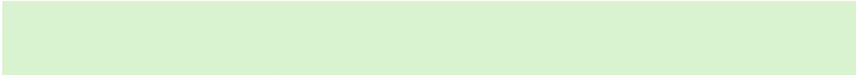
| | 53E-3-516 | Civil Rights Data Collection (CRDC) |
| | 53E-3-516 | Civil Rights Data Collection (CRDC) |

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| R277-613 | 53G-9-606 | Civil Rights Data Collection (CRDC) |
| R277-613 | 53G-9-606 | Civil Rights Data Collection (CRDC) |

[R277-609](#)	[53E-3-501](#)	Civil Rights Data Collection ([CRDC](#))
[R277-609](#)	[53E-3-501](#)	Civil Rights Data Collection ([CRDC](#))
[R277-609](#)	[53E-3-501](#)	Civil Rights Data Collection ([CRDC](#))
[R277-609](#)	[53E-3-501](#)	Civil Rights Data Collection ([CRDC](#))
[R277-609](#)	[53E-3-501](#)	Civil Rights Data Collection ([CRDC](#))
[R277-609](#)	[53E-3-501](#)	Civil Rights Data Collection ([CRDC](#))

lic school

	[53G-8-205](#)	Civil Rights Data Collection ([CRDC](#))

ations -- Limitation of liability

	53G-8-209	Civil Rights Data Collection (CRDC)
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R277-400	53G-8-701.5	

The

Survey
K-2nd
3rd-5th

6th-12th
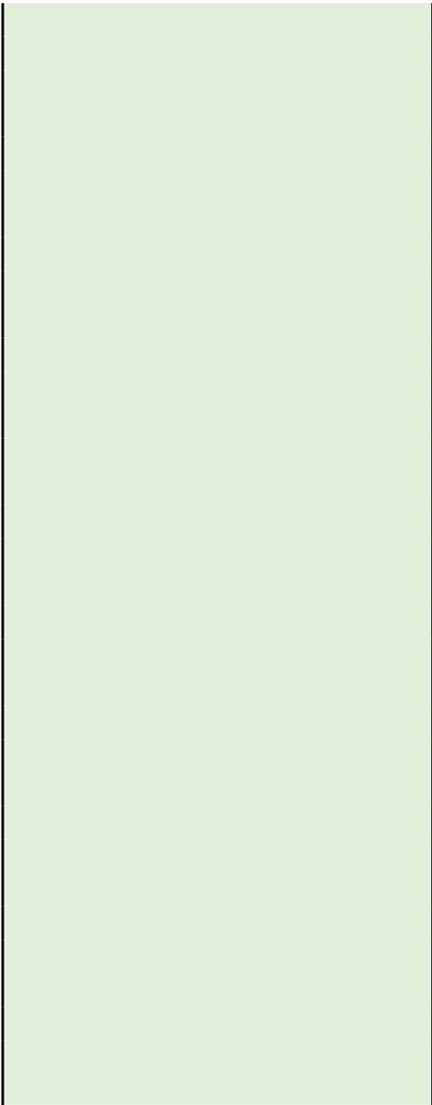
Adults - Intro
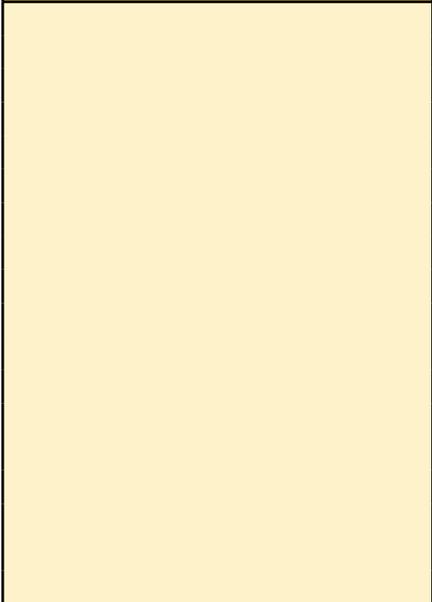
Administrator, Teacher, Certified Staff, Class
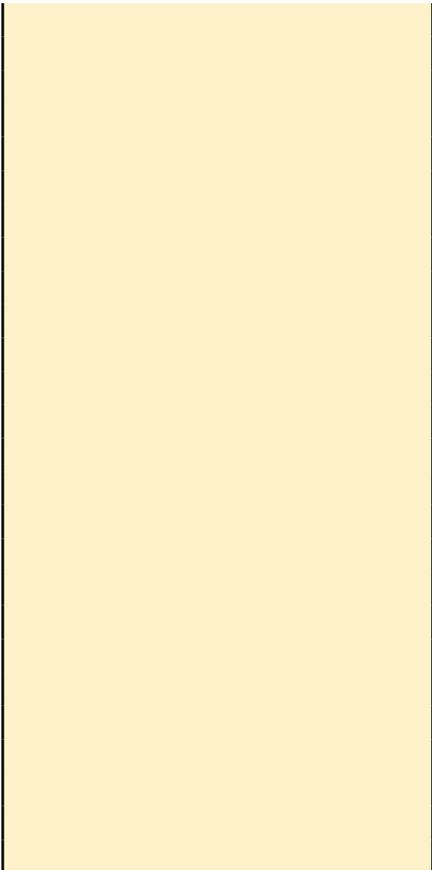
Adults - Administrators

Adults - Teacher, Certified Staff, Classified St

Adults - Parent

Adults - SRO

ere are four versions of the School Climate Survey: K-2, 3rd-5th, 6th-1

Question
Do you like to come to school?
Are people at school happy to see you?
Do you have friends at school?
Do you know how you're supposed to behave in school?
Have you received a reward for good behavior in school?
Have you had a lesson on how to get along with others?
Do you know what a bully is?
Have you been bullied at this school?
Are adults at this school helpful?
Are you a boy or girl?
What grade are you in?
What is your race or ethnicity?
Most of the time I feel happy at school.
Adults at my school care about me.
Students feel safe at my school.
All students are welcome at my school.
Students and adults listen to each other at my school.
Adults in my school treat others respectfully.
I know what the school expectations and rules are.
My school has clear rules for behavior.
I have a friend(s) I trust at school.
Students are recognized for good behavior.
I have heard students at my school use hurtful language that make me feel uncomfortable.
At my school there are lessons about getting along with others.
Does bullying take place in any of the following areas in this school? - Athletic events or clubs
Does bullying take place in any of the following areas in this school? - Auditorium
Does bullying take place in any of the following areas in this school? - Bathroom
Does bullying take place in any of the following areas in this school? - Bus
Does bullying take place in any of the following areas in this school? - Bus stop
Does bullying take place in any of the following areas in this school? - Cafeteria
Does bullying take place in any of the following areas in this school? - Email
Does bullying take place in any of the following areas in this school? - Gymnasium
Does bullying take place in any of the following areas in this school? - Hallways
Does bullying take place in any of the following areas in this school? - In the classroom with an adult present
Does bullying take place in any of the following areas in this school? - In the classroom when an adult is not present
Does bullying take place in any of the following areas in this school? - Locker room
Does bullying take place in any of the following areas in this school? - Playground
Does bullying take place in any of the following areas in this school? - School property
Does bullying take place in any of the following areas in this school? - Text messages
Does bullying take place in any of the following areas in this school? - Walking to or from school
I would stop bullying if I saw it.
I feel comfortable reporting a problem at my school.
I know how to report a problem at my school.
Adults in my school help me when there's a problem.
Are you a boy or girl?
What grade are you in?
What is your race or ethnicity?

At this school, all students are treated equally, regardless of whether their parents are rich or poor.

This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.

People of different cultural backgrounds, races, or ethnicities get along well at this school.

Adults working at this school treat all students respectfully.

Adults at my school care about me.

Students respect one another.

If I am absent, there is a teacher or some other adult at school that will notice my absence.

There is an adult at this school that I would feel comfortable talking to about a concern.

I regularly participate in extracurricular activities.

I feel like I belong at this school.

Students at this school get along with each other.

At this school, there are discussions about understanding personal feelings and the feelings of other.

Most of the time I feel happy at this school.

I feel safe at this school.

I feel safe going to and from school.

Do the following types of problems occur often at this school? - Bullying

Do the following types of problems occur often at this school? - Cyberbullying

Do the following types of problems occur often at this school? - Hazing

Do the following types of problems occur often at this school? - Parental verbal abuse of teachers

Do the following types of problems occur often at this school? - Physical abuse of teachers

Do the following types of problems occur often at this school? - Physical conflict among students

Do the following types of problems occur often at this school? - Racial/ethnic conflict

Do the following types of problems occur often at this school? - Retaliation

Do the following types of problems occur often at this school? - Sexting

Do the following types of problems occur often at this school? - Sexual harrassment

Do the following types of problems occur often at this school? - Student verbal abuse of teachers

Do the following types of problems occur often at this school? - Substance abuse

Do the following types of problems occur often at this school? - Theft

Do the following types of problems occur often at this school? - Tobacco/vaping

Do the following types of problems occur often at this school? - Vandalism

Do the following types of problems occur often at this school? - Weapons brought to school

Are students teased or picked on for any of the following reasons? - Background or religion

Are students teased or picked on for any of the following reasons? - Physical or mental disability

Are students teased or picked on for any of the following reasons? - Race or ethnicity

Are students teased or picked on for any of the following reasons? - Other

Does bullying take place in any of the following areas in this school? - Athletic events or clubs

Does bullying take place in any of the following areas in this school? - Auditorium

Does bullying take place in any of the following areas in this school? - Bathroom

Does bullying take place in any of the following areas in this school? - Bus

Does bullying take place in any of the following areas in this school? - Bus stop

Does bullying take place in any of the following areas in this school? - Cafeteria

Does bullying take place in any of the following areas in this school? - Email

Does bullying take place in any of the following areas in this school? - Gymnasium

Does bullying take place in any of the following areas in this school? - Hallways

Does bullying take place in any of the following areas in this school? - In the classroom when an adult is not present

Does bullying take place in any of the following areas in this school? - In the classroom with an adult present

Does bullying take place in any of the following areas in this school? - Locker room

Does bullying take place in any of the following areas in this school? - Playground

Does bullying take place in any of the following areas in this school? - School property

Does bullying take place in any of the following areas in this school? - Text messages

Does bullying take place in any of the following areas in this school? - Walking to or from school

Does bullying take place in any of the following areas in this school? - Other

I know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.

Students at this school know how to report a safety concern, bullying, or dangerous situation.

The temperature in this schools is comfortable all year round.

Students are recognized for positive behaviors at this school.

School rules are applied equally to all students.

Discipline is fair at my school.

I have received lessons at my school about getting along with others.

Have you heard this type of language from staff at your school? - Gossip

Have you heard this type of language from staff at your school? - Put downs

Have you heard this type of language from staff at your school? - Racist language

Have you heard this type of language from staff at your school? - Sexual language

Have you heard this type of language from staff at your school? - Swearing

Have you heard this type of language from staff at your school? - Threatening language

Students at our school feel safe.

All students feel welcome at our school.

If I feel unsafe, I know how to ask for help.

I have a friend(s) that I trust at school.

I can overcome challenges in my life.

Students and adults listen to each other at our school.

Adults at our school take action when they see a problem.

I know how to take action if I see a student getting bullied or harrassed.

Do you feel comfortable reporting the following? - Bullying

Do you feel comfortable reporting the following? - Sexual harrassment

Do you feel comfortable reporting the following? - Substance abuse

Do you feel comfortable reporting the following? - Threats of violence

Do you feel comfortable reporting the following? - Warning sign for suicide

I know how to ask for help when I'm feeling sad or hopeless.

I understand the difference between bullying and natural conflict.

I let people do mean things to me so they accept me.

I feel the goal of an School Resource Officer (SRO) is to help me.

I can go to my SRO for help.

I feel safe when I know an SRO is in the school.

Are you male or female?

What grade are you in?

What is your race?

You are

Are you female or male?

What is your race?

This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.

This school emphasizes showing respect for all students' cultural beliefs and practices

Staff do a good job helping parents support their children's learning at home.

Staff members make an effort to contact parents when their student has made improvement or has done something positive.

This school communicates with parents in a timely and ongoing basis.

Discipline is fair.

The following types of problems occur often at this school? - Bullying

The following types of problems occur often at this school? - Cyberbullying

The following types of problems occur often at this school? - Hazing

The following types of problems occur often at this school? - Parental verbal abuse of teachers

The following types of problems occur often at this school? - Physical abuse of teachers

The following types of problems occur often at this school? - Physical conflict among students

The following types of problems occur often at this school? - Racial/ethnic conflict

The following types of problems occur often at this school? - Retaliation

The following types of problems occur often at this school? - Sexting

The following types of problems occur often at this school? - Sexual harrassment

The following types of problems occur often at this school? - Student verbal abuse of teachers

The following types of problems occur often at this school? - Substance abuse

The following types of problems occur often at this school? - Theft

The following types of problems occur often at this school? - Tobacco/vaping

The following types of problems occur often at this school? - Vandalism

The following types of problems occur often at this school? - Weapons brought to school

The programs at this school are adequate to support students with special needs or disabilities.

This school places a priority on students' health and nutrition needs.

This school places a priority on students' physical activity.

Does the school provide the following to help students with social or emotional needs? - Community classes

Does the school provide the following to help students with social or emotional needs? - Counseling or therapeutic services

Does the school provide the following to help students with social or emotional needs? - Informational materials for students, staff, and par

Does the school provide the following to help students with social or emotional needs? - Mental health screening

Does the school provide the following to help students with social or emotional needs? - Online support or materials

Does the school provide the following to help students with social or emotional needs? - Parent education seminars

Does the school provide the following to help students with social or emotional needs? - Parent involvement

Does the school provide the following to help students with social or emotional needs? - Referral to community organizations

Does the school provide the following to help students with social or emotional needs? - Student curriculum on coping strategies

Does the school provide the following to help students with social or emotional needs? - Teacher training

I can go to my SRO for help.

I feel safe when I know an SRO is in the school.

I know the role of the School Resource Officer (SRO) as part of our staff

This school provides students with opportunities to take a lead in role organizing programs and activities.

Staff at this school have informal opportunities to influence what happens within the school.

Staff get recognized for doing a good job.

Members of our school staff work to create a safe and welcoming environment for all students.

I feel like I belong.

I feel safe at this school.

People at this school care about me as a person.

I am treated equitably at my school.

I feel comfortable discussing concerns with a supervisor.

I feel safe to report workplace harrassment.

I feel comfortable managing student behavior at my school.

Are school staff teased or picked on for any of the following? - Background or religion

Are school staff teased or picked on for any of the following? - Hazing

Are school staff teased or picked on for any of the following? - Parent verbal abuse of teachers

Are school staff teased or picked on for any of the following? - Physical abuse of teachers

Are school staff teased or picked on for any of the following? - Physical conflict among students

Are school staff teased or picked on for any of the following? - Physical or mental disability

Are school staff teased or picked on for any of the following? - Racial/ethnic conflict

The majority of the time while at work I feel: Angry

The majority of the time while at work I feel: Anxious

The majority of the time while at work I feel: Appreciated

The majority of the time while at work I feel: Competent

The majority of the time while at work I feel: Depressed

The majority of the time while at work I feel: Excited

The majority of the time while at work I feel: Frustrated

The majority of the time while at work I feel: Grateful

The majority of the time while at work I feel: Happy

The majority of the time while at work I feel: Overwhelmed

The majority of the time while at work I feel: Stressed

Students at this school know how to report an incident or concern.

I know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.

The school has a written plan that clearly describes procedures to be performed in an emergency.

This school or LEA (district/charter) provides training in safety procedures to staff (e.g. lockdown, lockout, evacuate, shelter in place).

My teaching is hindered by poor heating, cooling, and/or lighting systems at this school.

Schools rules are applied equally to all students.

At this school, all students are treated equally, regardless of whether their parents are rich or poor.

My school is a safe place for students.

Students and adults listen to each other at our school.

This school collaborates with community organizations to address youth concerns.

Students learn about healthy relationships and communication at school.

I have personally taught schoolwide expectations to my students in the last months.

I have heard this type of language from students at my school: Gossip

I have heard this type of language from students at my school: Put-downs

I have heard this type of language from students at my school: Racist language

I have heard this type of language from students at my school: Sexual language

I have heard this type of language from students at my school: Swearing

I have heard this type of language from students at my school: Threatening language

I have heard this type of language from staff at my school: Gossip

I have heard this type of language from staff at my school: Put-downs

I have heard this type of language from staff at my school: Racist language

I have heard this type of language from staff at my school: Sexual language

I have heard this type of language from staff at my school: Swearing

I have heard this type of language from staff at my school: Threatening language

Staff at this school stop bullying when they see it.

The school has a clearly defined procedure for reporting acts of bullying/cyberbullying.

I feel comfortable intervening when I witness bullying.

I know what to do to help students in a mental health crisis.

My school has adequate supports for students experiencing thoughts of suicide.

I know what to do if I see a warning sign for suicide.

I feel prepared to respond appropriately to someone who is experiencing thoughts of suicide.

Staff at this school teach students strategies to manage emotions.

This school helps parents find community supports for their students who need them.

The following is a problem in the neighborhood where this school is located: garbage, litter, or broken glass in the street or road, on the sid

At this school, there is a feeling of trust among the staff.

I know the role of the School Resource Officer (SRO) as part of our staff

I feel welcome at this school.

This school encourages me to be an active partner in educating my student.

I feel comfortable talking to an employee at this school.

Attending school every day is important for my student to do well in his/her classes.

Community perception of this school is positive.

This school or local education agency (district/charter) provides training in safety procedures to my students (e.g. lockdown, lockout, evacua

This school notifies parents or guardians effectively in the case of a school-wide emergency.

School rules are applied equally to all students.

Students are recognized for positive behaviors at their school.

My student learns about healthy relationships and communication at school.

At this school, my student feels like they belong.

My student is safe at this school.

My student feels safe going to and from school.

Adults at my student's school do their best to resolve bullying.

My student's school has an anti-bullying policy.

I understand the difference between bullying and natural conflict.

You support these grade levels: Kindergarten

You support these grade levels: 1st

You support these grade levels: 2nd

You support these grade levels: 3rd

You support these grade levels: 4th

You support these grade levels: 5th

You support these grade levels: 6th

You support these grade levels: 7th
You support these grade levels: 8th
You support these grade levels: 9th
You support these grade levels: 10th
You support these grade levels: 11th
You support these grade levels: 12th
You spend the most time with these grade levels: Kindergarten
You spend the most time with these grade levels: 1st
You spend the most time with these grade levels: 2nd
You spend the most time with these grade levels: 3th
You spend the most time with these grade levels: 4th
You spend the most time with these grade levels: 5th
You spend the most time with these grade levels: 6th
You spend the most time with these grade levels: 7th
You spend the most time with these grade levels: 8th
You spend the most time with these grade levels: 9th
You spend the most time with these grade levels: 10th
You spend the most time with these grade levels: 11th
You spend the most time with these grade levels: 12th
How many years have you been an School Resource Officer (SRO)?
Have you received the training for SROs offered by The Utah Commission on Criminal and Juvenile Justice (CCJJ)?
School staff understand your role as SRO
Administrators understand your role as an SRO.
The school has a written plan that clearly describes procedures to be performed in an emergency.
Have you assisted with a school emergency drill this school year?
Have you discussed crisis response protocol with your school administrators this year?
Students, staff, and parents come to you with concerns.
Students or parents come to you to report the following: Community resources
Students or parents come to you to report the following: Consultation on issues
Students or parents come to you to report the following: Mentoring
Students or parents come to you to report the following: Relationship building
Students or parents come to you to report the following: Report abuse
Students or parents come to you to report the following: Suicide
Students or parents come to you to report the following: Theft
Students or parents come to you to report the following: Threats of violence
SROs are valuable to the school climate.
How often are you asked to do non-law enforcement activities?
How often do you feel you are used unnecessarily to discipline students?
The majority of the time while at work I feel: Angry
The majority of the time while at work I feel: Anxious
The majority of the time while at work I feel: Appreciated
The majority of the time while at work I feel: Competent
The majority of the time while at work I feel: Depressed
The majority of the time while at work I feel: Excited
The majority of the time while at work I feel: Frustrated
The majority of the time while at work I feel: Grateful
The majority of the time while at work I feel: Happy
The majority of the time while at work I feel: Overwhelmed
The majority of the time while at work I feel: Stressed
You know what to do to help a student in a mental health crisis.
Students are disciplined equitably.
You are treated equitably at your school(s).
You work to build trust with all students.

FEDERAL CODE

12th, Adults. The Adults versio

Qualtrics #	Order	? Prompt
Q9	1	Select One
Q11	2	Select One
Q13	3	Select One
Q15	4	Select One
Q17	5	Select One
Q19	6	Select One
Q21	7	Select One
Q23	8	Select One
Q25	9	Select One
Q3	10	Select One
Q5	11	Select One
Q7	12	Select One
Q5	1	Select One
Q6	2	Select One
Q7	3	Select One
Q8	4	Select One
Q9	5	Select One
Q10	6	Select One
Q11	7	Select One
Q12	8	Select One
Q13	9	Select One
Q14	10	Select One
Q15	11	Select One
Q16	12	Select One
Q17_1	13	Select One
Q17_2	14	Select One
Q17_3	15	Select One
Q17_4	16	Select One
Q25_1	17	Select One
Q25_2	18	Select One
Q25_3	19	Select One
Q25_4	20	Select One
Q26_1	21	Select One
Q26_2	22	Select One
Q26_3	23	Select One
Q26_4	24	Select One
Q27_1	25	Select One
Q27_2	26	Select One
Q27_3	27	Select One
Q27_4	28	Select One
Q18	29	Select One
Q19	30	Select One
Q20	31	Select One
Q21	32	Select One
Q2	33	Select One
Q3	34	Select One
Q4	35	Select One

6S1	1	Select One
Q7	2	Select One
Q9	3	Select One
Q8	4	Select One
Q10	5	Select One
Q12	6	Select One
Q13	7	Select One
Q11	8	Select One
Q14	9	Select One
Q15	10	Select One
Q16	11	Select One
Q17	12	Select One
Q18	13	Select One
Q19	14	Select One
Q20	15	Select One
Q21_1	16	Select One
Q21_2	17	Select One
Q21_3	18	Select One
Q21_4	19	Select One
Q98_1	20	Select One
Q98_2	21	Select One
Q98_3	22	Select One
Q98_4	23	Select One
Q99_1	24	Select One
Q99_2	25	Select One
Q99_3	26	Select One
Q99_4	27	Select One
Q100_1	28	Select One
Q100_2	29	Select One
Q100_3	30	Select One
Q100_4	31	Select One
Q22_1	32	Select One
Q22_2	33	Select One
Q22_3	34	Select One
Q22_4	35	Select One
Q23_1	36	Select One
Q23_2	37	Select One
Q23_3	38	Select One
Q23_4	39	Select One
Q23_5	40	Select One
Q101_1	41	Select One
Q101_2	42	Select One
Q101_3	43	Select One
Q101_4	44	Select One
Q102_1	45	Select One
Q102_2	46	Select One
Q102_3	47	Select One
Q102_4	48	Select One
Q103_1	49	Select One
Q103_2	50	Select One
Q103_3	51	Select One
Q103_4	52	Select One
Q24	53	Select One
Q25	54	Select One

Q26	55	Select One
Q27	56	Select One
Q28	57	Select One
Q29	58	Select One
Q30	59	Select One
Q31_1	60	Select One
Q31_2	61	Select One
Q31_3	62	Select One
Q31_4	63	Select One
Q31_5	64	Select One
Q31_6	65	Select One
Q32	66	Select One
Q33	67	Select One
Q34	68	Select One
Q35	69	Select One
Q36	70	Select One
Q37	71	Select One
Q38	72	Select One
Q39	73	Select One
Q40_1	74	Select One
Q40_2	75	Select One
Q40_3	76	Select One
Q40_4	77	Select One
Q40_5	78	Select One
Q41	79	Select One
Q42	80	Select One
Q46	81	Select One
Q43	82	Select One
Q44	83	Select One
Q45	84	Select One
Q2	85	Select One
Q3	86	Select One
Q4	87	Select One
Q275	1	Select One
Q290	2	Select One
Q292	3	Select One
Q118	4	Select One
Q119	5	Select One
Q120	6	Select One
Q121	7	Select One
Q122	8	Select One
Q145	9	Select One
Q118_1	10	Select One
Q118_2	11	Select One
Q118_3	12	Select One
Q118_4	13	Select One
Q294_1	14	Select One
Q294_2	15	Select One
Q294_3	16	Select One
Q294_4	17	Select One
Q295_1	18	Select One
Q295_2	19	Select One
Q295_3	20	Select One
Q295_4	21	Select One

Q296_1	22	Select One
Q296_2	23	Select One
Q296_3	24	Select One
Q296_4	25	Select One
Q198	26	Select One
Q199	27	Select One
Q200	28	Select One
Q201_1	29	Select One
Q201_2	30	Select One
Q201_3	31	Select One
Q201_4	32	Select One
Q201_5	33	Select One
Q297_1	34	Select One
Q297_2	35	Select One
Q297_3	36	Select One
Q297_4	37	Select One
Q297_5	38	Select One
Q220	39	Select One
Q163	40	Select One
Q257	41	Select One
Q273	42	Select One
Q244	43	Select One
Q246	44	Select One
Q261	45	Select One
Q246	46	Select One
Q252	47	Select One
Q265	48	Select One
Q248	49	Select One
Q249	50	Select One
Q253	51	Select One
Q251	52	Select One
Q247_1	53	Select One
Q247_2	54	Select One
Q247_3	55	Select One
Q247_4	56	Select One
Q298_1	57	Select One
Q298_2	58	Select One
Q298_3	59	Select One
Q242_1	60	Select One
Q242_2	61	Select One
Q242_3	62	Select One
Q242_4	63	Select One
Q300_1	64	Select One
Q300_2	65	Select One
Q300_3	66	Select One
Q300_4	67	Select One
Q301_1	68	Select One
Q301_2	69	Select One
Q301_3	70	Select One
Q269	71	Select One
Q259	72	Select One
Q241	73	Select One
Q280	74	Select One
Q264	75	Select One

Q266	76	Select One
Q243	77	Select One
Q263	78	Select One
Q268	79	Select One
Q272	80	Select One
Q270	81	Select One
Q256	82	Select One
Q254_1	83	Select One
Q254_2	84	Select One
Q254_3	85	Select One
Q254_4	86	Select One
Q254_5	87	Select One
Q254_6	88	Select One
Q255_1	89	Select One
Q255_2	90	Select One
Q255_3	91	Select One
Q255_4	92	Select One
Q255_5	93	Select One
Q255_6	94	Select One
Q267	95	Select One
Q271	96	Select One
Q250	97	Select One
Q260	98	Select One
Q262	99	Select One
Q258	100	Select One
Q278	101	Select One
Q172	102	Select One
Q224	103	Select One
Q175	104	Select One
Q165	105	Select One
Q58	106	Select One
Q37	107	Select One
Q38	108	Select One
Q39	109	Select One
Q44	110	Select One
Q52	111	Select One
Q43	112	Select One
Q42	113	Select One
Q49	114	Select One
Q51	115	Select One
Q54	116	Select One
Q36	117	Select One
Q40	118	Select One
Q53	119	Select One
Q55	120	Select One
Q56	121	Select One
Q57	122	Select One
Q2_1	123	Select One
Q2_2	124	Select One
Q2_3	125	Select One
Q2_4	126	Select One
Q2_5	127	Select One
Q302_1	128	Select One
Q302_2	129	Select One

Q302_3	130	Select One
Q302_4	131	Select One
Q303_1	132	Select One
Q303_2	133	Select One
Q303_3	134	Select One
Q303_4	135	Select One
Q3_1	136	Select One
Q3_2	137	Select One
Q3_3	138	Select One
Q3_4	139	Select One
Q3_5	140	Select One
Q304_1	141	Select One
Q304_2	142	Select One
Q304_3	143	Select One
Q304_4	144	Select One
Q305_1	145	Select One
Q305_2	146	Select One
Q305_3	147	Select One
Q305_4	148	Select One
Q4	149	Select One
Q5	150	Select One
Q6	151	Select One
Q21	152	Select One
Q25	153	Select One
Q8	154	Select One
Q9	155	Select One
Q22	156	Select One
Q11_1	157	Select One
Q11_2	158	Select One
Q11_3	159	Select One
Q11_4	160	Select One
Q306_1	161	Select One
Q306_2	162	Select One
Q306_3	163	Select One
Q306_4	164	Select One
Q23	165	Select One
Q13	166	Select One
Q14	167	Select One
Q15_1	168	Select One
Q15_2	169	Select One
Q15_3	170	Select One
Q15_4	171	Select One
Q307_1	172	Select One
Q307_2	173	Select One
Q307_3	174	Select One
Q307_4	175	Select One
Q308_1	176	Select One
Q308_2	177	Select One
Q308_3	178	Select One
Q24	179	Select One
Q26	180	Select One
Q27	181	Select One
Q28	182	Select One

Choice	
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Boy	Girl
Kindergarten	1st grade
African American	American India
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
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Strongly agree	Agree
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Strongly agree	Agree
Strongly agree	Agree
Boy	Girl
3rd grade	4th grade
African American	American India

Strongly agree	Agree
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Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Female	Male
6th grade	7th grade
African American	American India
School Administrator (Principal, Vice principal, Asst. Principal, Charter director, Vice director, etc.)	Teacher (Speci
Female	Male
African American	American India
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Yes	No
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Yes	No
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Yes	No
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Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Yes	No
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Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Strongly agree	Agree
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Yes	No
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Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
0 to 3 years	4 to 7 years
Yes	Planning to this
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Strongly agree	Agree
Rarely	Seldom
Rarely	Seldom
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree
Strongly agree	Agree

Prefer not to say								
2nd grade								
Asian	Caucasian	Hispanic or Lat	Multi-race	Native Hawaiia	Not sure			
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
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Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Prefer not to say								
5th grade								
Asian	Caucasian	Hispanic or Lat	Multi-race	Native Hawaiia	Not sure			

Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	Not Applicable					
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
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Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagr	Not Applicable						
Disagree	Strongly Disagr	Not Applicable						
Disagree	Strongly Disagr	Not Applicable						
Prefer not to say								
8th grade	9th grade	10th grade	11th grade	12th grade				
Asian	Caucasian	Hispanic or Lat	Multi-race	Native Hawaiian or Pacific Islander				
Teacher (Regul	Certified Staff	Classified Staff	Parent or legal	School Resource Office (SRO)				
Prefer not to say								
Asian	Caucasian	Hispanic or Lat	Multi-race	Native Hawaiian or Pacific Islander				
Disagree	Strongly Disagr	I don't know						
Disagree	Strongly Disagr	I don't know						
Disagree	Strongly Disagr	I don't know						
Disagree	Strongly Disagr	I don't know						
Disagree	Strongly Disagr	I don't know						
Disagree	Strongly Disagr	I don't know						
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I don't know							
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
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I don't know							
I don't know							
Disagree	Strongly Disagr	Not Applicable					
Disagree	Strongly Disagr	Not Applicable					
Not Applicable							
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	Not Applicable					
I don't know							
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I don't know							
I don't know							
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I don't know							
I don't know							
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	Not Applicable					

Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	Not Applicable					
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
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Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagr	I don't know					
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagree						
Disagree	Strongly Disagr	I don't know					
I don't know							

8 to 13 years	14 or more years							
No	Unsure							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							
Planning to this year								
Planning to this year								
Disagree	Strongly Disagree							
Occasionally	Often							
Occasionally	Often							
Disagree	Strongly Disagree							
Disagree	Strongly Disagr	I don't know						
Disagree	Strongly Disagree							
Disagree	Strongly Disagree							