

2025 School Disciplinary and Law Enforcement Action Report

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September 23, 2025

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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, you will find key findings, methods, and results. This report presents counts, rates, and trends, as well as information about the students involved in incidents, disciplines, and law enforcement activities. It also includes types of incidents in which students were involved, along with the type and severity of disciplines. Additionally, it highlights incidents associated with bullying, and provides counts of emergency safety interventions by incident type. 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 likely underreported to USBE. We believe the primary reasons for this include complications related to incident data tracking software and student information systems, a need for clear directives from USBE on what constitutes a reportable incident, and misunderstandings about what the data can and will be used for. As a result of efforts to improve data completeness and quality, there was a large increase in the number of incidents reported to USBE in SY 2018, and steady increases through SY 2020. We believe that the decrease in incidents reported in SY 2021 was likely a result of changes in school schedules and learning models due to the COVID-19 pandemic. Reported incident and discipline counts have continued to increase from 2021 to 2024, but may be leveling off in 2025.

Key Findings

For SY 2025, nearly all LEAs (97.4%) reported one or more incidents to USBE. Utah's LEAs reported 88,434 records of primary infractions (incidents), which included 50,451 students reported with one or more incidents. Of these, 30,954 students had only one incident reported and 19,497 had more than one incident reported. The percentage of students with an incident reported in SY 2025 was 7.0%, up only 0.1% from 6.9% in SY 2024. Utah's LEAs reported 31,556 disciplines from 19,294 students. Of these, 5,689 students had more than one discipline. The percentage of students with a discipline reported in SY 2025 was 2.7%, nearly identical to SY 2024.

- Most (97.4%) Local LEA reported incident data.
- There was very little increase in incident and discipline rates from SY 2024 to SY 2025.
- The most frequently reported incident types were *Other* (28%), *Disruption* (24%), and *Truancy* (14%).
- 50,451 (7.0%) students reportedly received one or more incidents, an increase of only 0.1% from the previous year (6.9%).
- 19,294 (2.69%) students reportedly received one or more disciplines, which is 41 fewer students than last year. There was an almost imperceptible increase in the discipline rate from 2.67% in 2024 to 2.69% in 2025.
- Reported use of emergency safety interventions increased noticeably. The reported use of physical restraint was up from 737 in 2024 to 1,153 in 2025. The reported use of seclusion increased from 1,008 times in 2024 to 1,148 times in 2025. Both emergency safety interventions and the use of seclusion have increased substantially over the most recent three school years.

- There were noteworthy differences in the incident and discipline counts and rates, as well as the number of lost days reported across student groups.
- Including expulsions, the reported total number of lost days of instruction dropped from 64,769 to 59,517.
- Excluding expulsions, the reported total number of lost days of instruction dropped from 62,602 to 56,314.
- For students identified as American Indian, the number of days lost per 100 students decreased by 11 days, from 30.8 in 2024 to 19.4 in 2025. These counts dropped slightly for several other student groups as well.
- There were 24 fewer expulsions this year than last year, dropping from 62 to 38.
- Law enforcement activity included 37 arrests, 48 non-criminal citations, 287 criminal citations, and 473 search and seizures.

Methods

Data

The data in this report include school incident, discipline, enrollment, emergency safety intervention (ESI), and law enforcement activity data. Nearly all of these data were collected through the Utah Transcript Record Exchange (UTREx) and are reported annually by LEAs to the USBE. The only exception is school resource officer counts, which were collected via a Qualtrics form. With the exception of trend data, these data represent submissions for the 2025 school year.

An incident may involve one or more student(s), and a student can be involved in more than one incident. See Figure 2 for a list of the 23 incident types. 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. We report only information on primary incidents. Incident data also specifies one of three roles (offender, the subject of the offence, or both) that a student played in an incident. Unless specifically reporting on subjects, all counts are filtered to include offender and both, and not the subjects. The passage of legislation H.B. 428 (2022), Utah Code 53E-3-516 (2025) requires us to report subject data related to bullying annually.

Discipline data include in-school suspensions, out-of-school suspensions, and expulsions. If a student received a suspension or expulsion as a result of an incident, we expect LEAs to report the discipline type and total duration (number of days). Consistent with federal guidelines, we are not reporting cumulative suspensions of less than half a day.

Enrollment data include 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, locations lacking 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 (2025) and includes children of active-duty members and members who meet several other criteria. Foster care status identifies students as being in the custody of the Division of Child and Family Services. UTREx provides detailed definitions of these student groups (<https://www.schools.utah.gov/informationtechnology/utrex>). Enrollment counts in this report may not align with other USBE reports. Since the primary goal is to report incidents and disciplines, we included all students, regardless of school attendance or membership.

Emergency safety interventions include the use of seclusion or physical restraint used when a student presents an immediate danger to self or others. LEAs are not allowed to use ESIs for disciplinary purposes. Law enforcement activities include search and seizure, criminal citations, non-criminal citations, and physical restraint.

Analyses

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

1. We used the following calculations to report incident and discipline rates statewide and by student groups:
 - Enrollment count = total enrollment and group enrollment counts
 - 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, emergency safety interventions, disciplines, and law enforcement activity. We focus first on incidents by presenting incident counts and percentages by student group, grade level, incident type, emergency safety intervention, and bullying. Secondly, we present discipline counts and percentages by student group, the number of lost days of instruction per 100 students, average days lost, and incident-based discipline rates. Finally, we include a section that provides counts of law enforcement activities. In order to protect students' privacy, we masked all counts fewer 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.

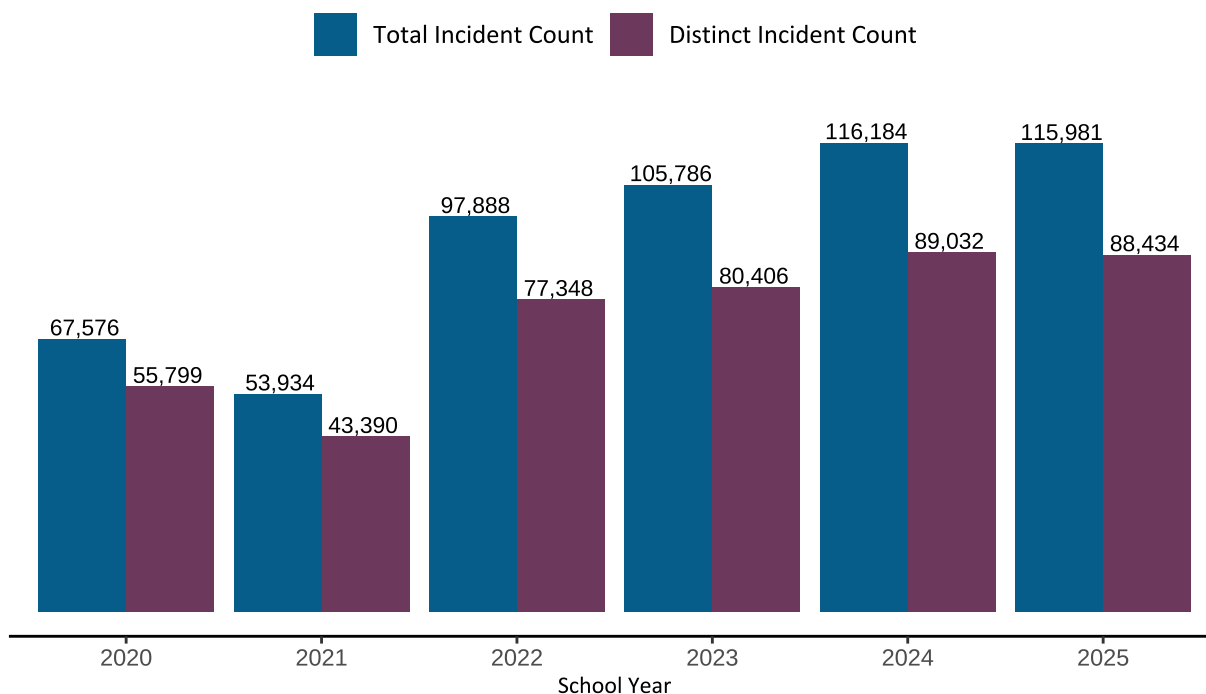
Incidents

Table 1 shows the percentage of LEAs reporting incidents has remained above 92% for the past six years. 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 of incidents (each incident was counted only once, regardless of the number of students involved) reported statewide for the most recent six years. This comparison presents two different ways to calculate and consider incident counts. Overall, until 2025, distinct incident counts had increased every year since SY 2021 (43,390). In 2025, distinct counts of incidents decreased slightly from 89,032 to 88,434, a 598 incident count decrease over the previous year.

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

School Year	Percent Reported
2020	97.4%
2021	92.9%
2022	95.5%
2023	96.2%
2024	95.5%
2025	97.4%

Figure 1. Incident counts by year



In addition to Figure 1, Table 2 offers incident counts along with enrollment counts, student counts, and incident rates. The percentages of students with incidents (Incident Rate) reported has increased from 3.3% in SY 2021 to 7.0% in SY 2025. 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, may be 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
2020	710,159	55,799	28,665	4.0%	10,321	1.5%
2021	711,881	43,390	23,335	3.3%	7,993	1.1%
2022	722,032	77,348	41,142	5.7%	15,472	2.1%
2023	723,027	80,406	46,692	6.5%	18,009	2.5%
2024	724,340	89,032	49,834	6.9%	19,253	2.7%
2025	716,209	88,434	50,451	7.0%	19,497	2.7%

Table 3 shows reported statewide incident counts and rates for student race/ethnicity groups for SY 2025. Only students who were identified as Asian or White reportedly had incident rates below the state percentage of 7.0%. The highest incident rates were reportedly among Black/African American (12.2%), American Indian (12.2%), and Hispanic/Latino students (9.9%).

Table 4 presents reported statewide incident counts and rates for student groups for SY 2025. These student groups are not discrete. Students in foster care had the highest incident rate (20.6%) followed by students in military families (14.0%), and students experiencing homelessness (13.3%).

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

Groups	Enrollment Count	Distinct Incident Count	Distinct Count of Students With Incident(s)	Incident Rate	Distinct Count of Students With More Than One Incident	Percent of Students With More Than One Incident
AfAm/Black	10,427	3,498	1,270	12.2%	595	5.7%
American Indian	6,936	1,946	848	12.2%	393	5.7%
Asian	12,967	1,042	567	4.4%	190	1.5%
Hispanic/Latino	158,095	30,597	15,620	9.9%	6,315	4.0%
Multiple Races	27,686	4,502	2,193	7.9%	861	3.1%
Pacific Islander	12,283	1,732	986	8.0%	325	2.6%
White	493,376	53,882	29,007	5.9%	10,858	2.2%

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

Table 4: State incident counts and rates by student characteristics

Groups	Enrollment Count	Distinct Incident Count	Distinct Count of Students With Incident(s)	Incident Rate	Distinct Count of Students With More Than One Incident	Percent of Students With More Than One Incident
Chronically Absent	166,425	42,380	17,839	10.7%	8,178	4.9%
English Learner	66,775	13,697	7,180	10.8%	2,800	4.2%
Female	346,051	23,325	14,633	4.2%	4,935	1.4%
Homeless	15,062	4,740	2,007	13.3%	887	5.9%
In Foster Care	4,236	2,893	874	20.6%	451	10.6%
Low Income	222,361	51,556	23,544	10.6%	10,115	4.5%
Male	369,630	68,561	35,765	9.7%	14,536	3.9%
Military	4,612	1,612	647	14.0%	275	6.0%
Mobile	71,866	17,203	6,704	9.3%	3,074	4.3%
Refugee	5,347	838	462	8.6%	161	3.0%
Special Ed.	113,345	33,238	12,281	10.8%	5,778	5.1%

Incidents by Incident Type and Grade Level

Utah education data include 23 infraction (incident) types. Figure 2 shows the percent of incidents represented within each incident type. Other, disruptions, and truancy were the three most common incident types, representing well over half of all incidents.

Figure 2. Counts and percentages of incidents by incident type for SY 2025

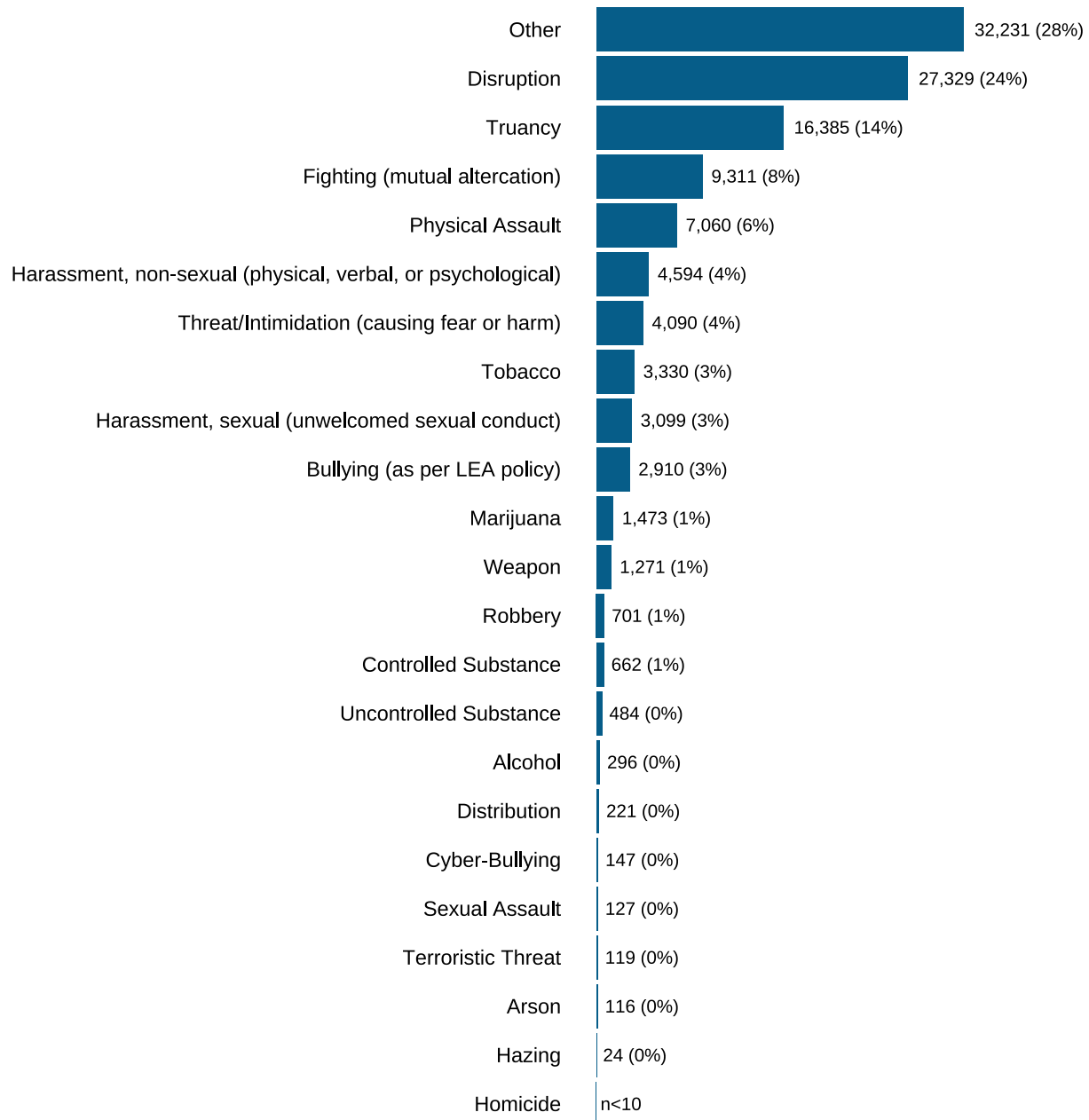


Figure 3 shows trend lines for the top 10 most common incident types in SY 2025. Note that the y-axis is unique for each incident type. With the exception of tobacco-related incidents, all incident counts were trending down in 2021 (possibly a pandemic effect). Three of these incident types (bullying, physical assault, and truancy) saw decreases in 2025. This is the fourth year in a row that reported truancy incidents have decreased.

Figure 3. Incident count trends 2020 - 2025

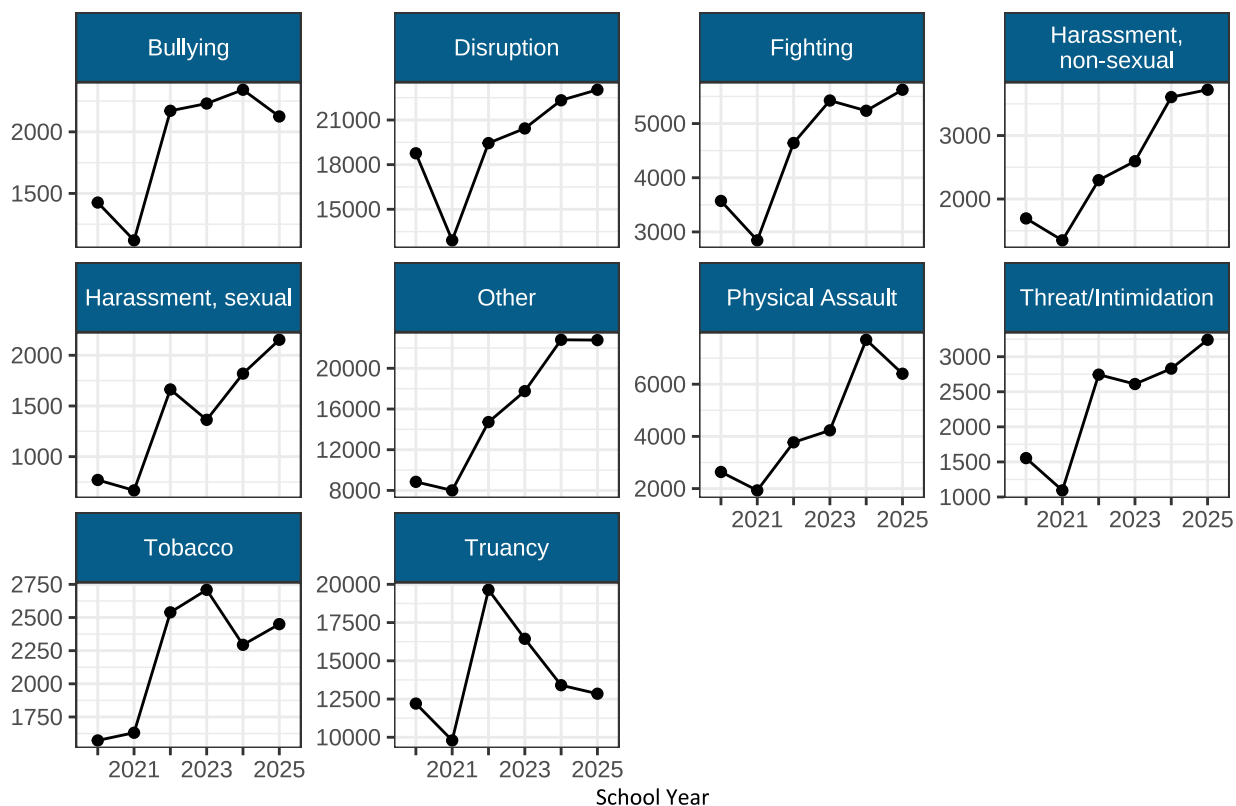
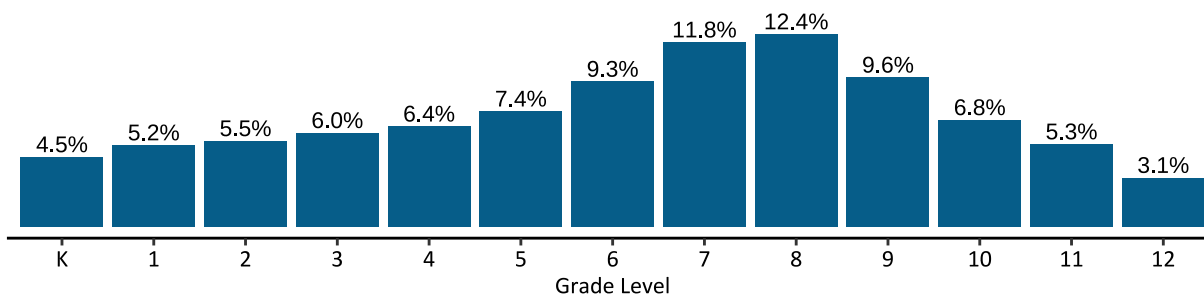


Figure 4 shows that grades seven, eight, and nine had the highest incident rates.

Figure 4. Percent of students with incidents by grade level



Incidents Associated with Emergency Safety Interventions

As defined in Board Rule R277-608, the USBE collects information on Emergency Safety Interventions (ESI), which means the use of seclusion or physical restraint when a student presents an immediate danger to self or others. LEAs may not use an ESI for disciplinary purposes. Very few incidents were reported with one or more ESIs in SY 2025 (1.31% of distinct incidents). Physical restraint was reported to have been used 1,158 times, up from 737 times in 2024 and 597 times in 2023. A majority of the uses of physical restraints were for disruption (49.1%), followed by physical assault (21.4%), and other (17.2%). The remaining counts and percentages of incident types related to physical restraints are shown in Table 5.

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

Incident Type	Physical Restraint Count	Physical Restraint Percent
Disruption	569	49.1%
Physical Assault	248	21.4%
Other	199	17.2%
Tobacco	42	3.6%
Marijuana	27	2.3%
Harassment, non-sexual	22	1.9%
Threat/Intimidation	14	1.2%
Controlled Substance	11	0.9%
Fighting	11	0.9%
Truancy	n<10	
Arson	n<10	
Robbery	n<10	
Alcohol	n<10	
Harassment, sexual	n<10	
Sexual Assault	n<10	
Uncontrolled Substance	n<10	
Weapon	n<10	

The LEAs reported using seclusion 1,148 times, up from 1,008 in 2024 and 697 in 2023. Table 6 shows that a majority of the uses of seclusion were for disruption (45.7%), followed by physical assaults (21.1%), and other (17.1%).

Table 6: Counts and percentages of seclusion by incident type

Incident Type	Seclusion Count	Seclusion Percent
Disruption	525	45.7%
Physical Assault	242	21.1%
Other	196	17.1%
Fighting	99	8.6%
Harassment, non-sexual	27	2.4%
Threat/Intimidation	24	2.1%
Harassment, sexual	10	0.9%
Bullying	n<10	
Weapon	n<10	
Arson	n<10	
Truancy	n<10	
Robbery	n<10	
Sexual Assault	n<10	
Distribution	n<10	
Marijuana	n<10	
Terroristic Threat	n<10	
Tobacco	n<10	

Incidents of Bullying

The USBE incident data collection was primarily designed for collecting information on offenders. Data reported about subjects of bullying has been very limited and generally considered unreliable for use in reporting or analyses. However, as of 2023, UTREx specifications made clear to LEAs that “every incident of bullying, cyber-bullying, hazing, and retaliation must be reported for all offenders and their subjects.” As such, this is the third year that includes counts for subjects and retaliatory behavior (see Table 7 and Table 8).

Sixty-five percent of LEAs reported at least one incident of bullying, and incidents of bullying accounted for 3.3% of incidents reported. There were 2,910 total incidents and 2,125 distinct incidents that identified 2,508 distinct students as receiving bullying incidents (0.35% of students). Among race/ethnicity groups, American Indian, African American/Black, and Hispanic/Latino students had the highest percentages of reported incidents associated with bullying (Table 7). Table 7 shows that students who were in foster care, from low-income households, chronically absent, or received special education services had the highest percentages of reported incidents associated with bullying.

Table 7: Counts and percentages of students with bullying incidents by race/ethnicity

Student Groups	Student Count	Percent with Bullying Incidents
AfAm/Black	62	0.59%
American Indian	69	0.99%
Asian	24	0.19%
Hispanic/Latino	788	0.5%
Multiple Races	109	0.39%
Pacific Islander	49	0.4%
White	1408	0.29%

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

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

Groups	Student Count	Percent Subjects of Bullying
Chronically Absent	910	0.55%
English Learner	307	0.46%
Female	646	0.19%
Homeless	64	0.42%
In Foster Care	46	1.09%
Low Income	1241	0.56%
Military	22	0.48%
Male	1862	0.5%
Mobile	266	0.37%
Refugee	25	0.47%
Special Ed.	601	0.53%

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

The USBE collects information on whether incidents of bullying were alleged to be on the basis of discrimination against actual or perceived student characteristics (including race, color, national origin, sex, disability, religion, gender identity, sexual orientation). Table 9 shows that 7.6% of all bullying infractions were alleged to be on the basis of discrimination against one or more perceived characteristics (down from 11.4% in 2024). The highest rate of alleged discrimination was for race/ethnicity (4.1%) followed by sexual orientation (1.5%).

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

Student Characteristics	Incident Counts	Percent of Bullying Incidents
Total (distinct)	161	7.58%
Sex	18	0.85%
Race	88	4.14%
Disability	26	1.22%
Sexual Orientation	31	1.46%

^a Note: Groups with n<10 are not included in this table. Incident counts are distinct, but groups are not mutually exclusive. Percentages are calculated as total count of bullying incidents / group incident count.

Subjects of bullying There were 971 total incidents (down from 1,159 in 2024) and 872 (down from 1,019 in 2024) distinct incidents that identified 870 distinct students (down from 1,002 in 2024) as Subjects of bullying. Table 10 and Table 11 provide counts and percentages of student groups who were reported as subjects of bullying.

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

Student Groups	Student Counts	Percent Subjects of Bullying
AfAm/Black	31	0.30%
Hispanic/Latino	245	0.15%
Multiple Races	37	0.13%
White	527	0.11%

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

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

Student Groups	Student Counts	Percent Subjects of Bullying
Chronically Absent	251	0.15%
English Learner	91	0.14%
Female	372	0.11%
Homeless	21	0.14%
In Foster Care	13	0.31%
Low Income	402	0.18%
Military	14	0.30%
Male	498	0.13%
Mobile	90	0.13%
Special Ed.	212	0.19%

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

Retaliatory Incidents School year 2023 was the first year the USBE collected data indicating whether or not incidents were associated with retaliation. In 2025, LEAs reported a total of 243 (down from 350 in 2024) retaliatory incidents (137 distinct retaliatory incidents), 62 of these were indicated as associated solely with subjects of retaliation (this number is too low to provide demographic data of subjects), and 23 students were reported as being both offender and subject involved in retaliatory incidents. Table 12 shows counts of retaliatory incidents by incident type and student role.

Table 12: Retaliatory incident counts by incident type

Incident Type	Offender	Both Offender and Subject	Subject
Physical Assault	47	n<10	26
Fighting (mutual altercation)	34	14	n<10
Threat/Intimidation	26	NA	11
Harassment, non-sexual	17	n<10	n<10
Other	n<10	n<10	n<10
Disruption	n<10	NA	NA
Bullying (as per LEA policy)	n<10	n<10	n<10
Harassment, sexual	n<10	NA	NA
Cyber-Bullying	n<10	NA	NA
Weapon	n<10	NA	NA
Arson	n<10	NA	NA
Hazing	n<10	NA	n<10
Marijuana	n<10	NA	NA
Truancy	n<10	NA	NA
Total	158	23	62

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

Disciplines

This section presents information about the disciplines that resulted from incidents. Disciplines are administered as suspensions and expulsions. Suspensions occur when students are removed from the learning environment and can be in-school and out-of-school. Disciplines can range from a class period to 180 days. Consistent with federal guidelines (<https://ideadata.org/discipline/>), we are reporting suspensions of .5 or greater cumulative days. Cumulative suspensions of less than half day are excluded from discipline calculations. In Utah, there is no limit to the number of days a student can be suspended and students can be suspended multiple times in a single year. In SY 2025, 31,518 of the 115,981 incidents were reported with a discipline. Among the 50,451 students with an incident reported, 19,294 had a discipline (e.g., suspensions and expulsions) reported. Expulsions were rare, with 38 occurring in 13 schools (one school was responsible for more than half of all expulsions).

Figure 5 displays overall counts of suspensions and counts of students who were suspended for the most recent six years. Counts of suspensions have increased since SY 2022, however, counts of students receiving suspensions decreased slightly in 2025 for the first time since 2022. Figure 6 shows counts of suspension by type and that most suspensions are out-of-school.

Figure 5. Counts of suspensions and students receiving suspensions

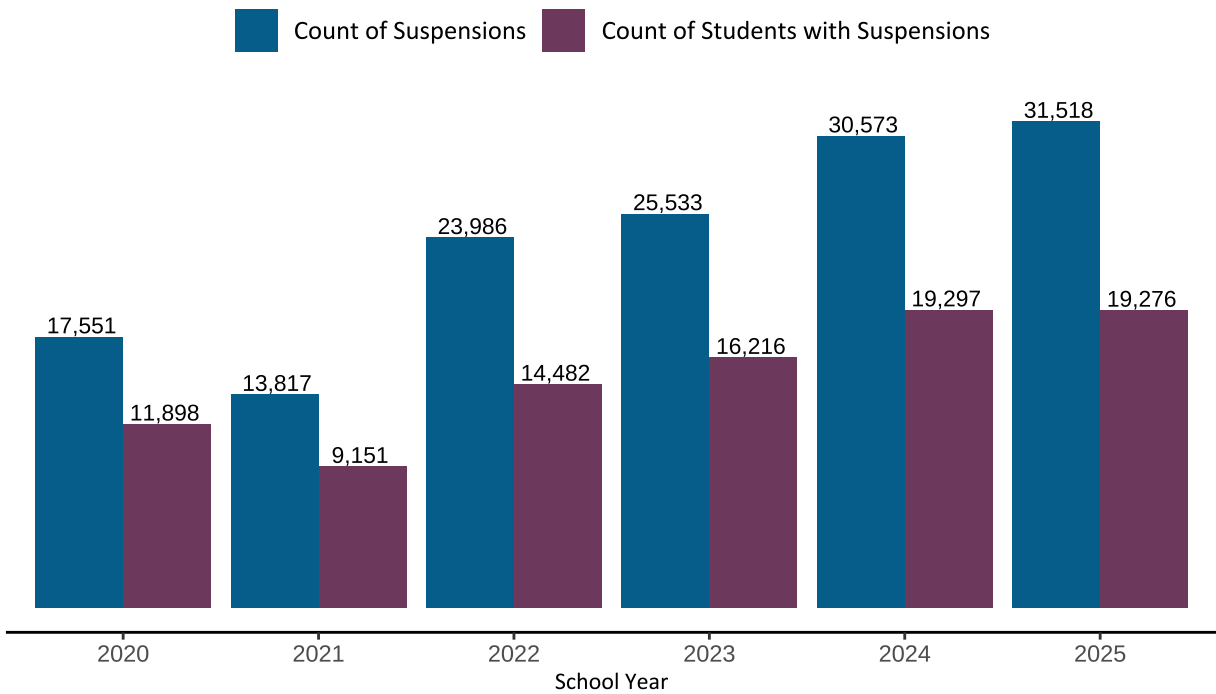


Figure 6. Counts of in-school and out-of-school suspensions

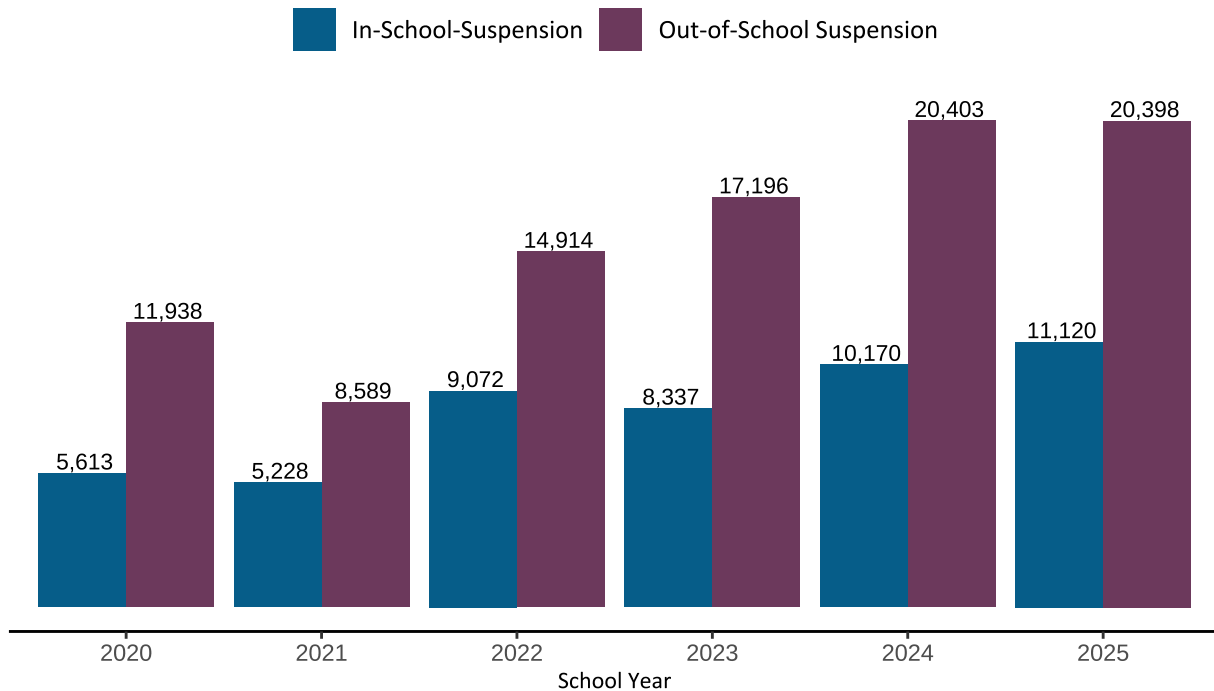


Table 13 offers state level discipline counts along with enrollment counts, student counts, and discipline rates. Although 2020 and 2021 discipline rates reportedly decreased, the overall percentage of students with disciplines reported has increased from 1.87% in SY 2019 to 2.69% in SY 2025.

Table 14 and Table 15 take a closer look at discipline rates by dis-aggregating race/ethnicity and student groups. For race/ethnicity groups, American Indian (6.2%), African American/Black (5.8%), and Hispanic/Latino (4.4%) had the highest discipline rates. Otherwise, students in foster care (10.7%), students experiencing homelessness (6.1%), English learners (5.1%), students receiving special education services (4.9%), students identified as chronically absent (4.8%), and students from low income households (4.8%) had the highest discipline rates.

Table 13: State discipline counts and rates by year

School Year	Enrollment Count	Discipline Count	Distinct Count of Students With Discipline(s)	Discipline Rate	Count of Students With More Than One Discipline	Percent of Students With More Than One Discipline
2020	710,159	17,573	11,910	1.68%	3,035	0.43%
2021	711,881	13,844	9,175	1.29%	2,207	0.31%
2022	722,032	24,041	14,515	2.01%	4,225	0.59%
2023	723,027	25,583	16,251	2.25%	4,720	0.65%
2024	724,340	30,635	19,335	2.67%	5,554	0.77%
2025	716,209	31,556	19,294	2.69%	5,689	0.79%

Table 14: State discipline counts and rates by race/ethnicity for SY 2025

Groups	Enrollment Count	Discipline Count	Students With Discipline(s) Count	Discipline Rate	Students With More Than One Discipline Count	Percent of Students With More Than One Discipline
AfAm/Black	10,427	1,054	602	5.77%	206	1.98%
American Indian	6,936	695	430	6.20%	134	1.93%
Asian	12,967	265	187	1.44%	44	0.34%
Hispanic/Latino	158,095	11,178	6,899	4.36%	2,048	1.30%
Multiple Races	27,686	1,353	863	3.12%	248	0.90%
Pacific Islander	12,283	649	437	3.56%	108	0.88%
White	493,376	16,362	9,889	2.00%	2,899	0.59%

Table 15: State discipline counts and rates by student group for SY 2025

Groups	Enrollment Count	Discipline Count	Students With Discipline(s) Count	Discipline Rate	Students With More Than One Discipline Count	Percent of Students With More Than One Discipline
Chronically Absent	166,425	15,056	8,012	4.81%	2,870	1.72%
English Learner	66,775	5,207	3,378	5.06%	949	1.42%
Female	346,277	7,789	5,084	1.47%	1,320	0.38%
Homeless	15,062	1,531	920	6.11%	310	2.06%
In Foster Care	4,236	877	454	10.72%	176	4.15%
Low Income	222,361	18,183	10,634	4.78%	3,423	1.54%
Male	369,827	23,757	14,205	3.84%	4,368	1.18%
Military	4,612	324	181	3.92%	60	1.30%
Mobile	71,866	5,991	3,328	4.63%	1,192	1.66%
Refugee	5,347	335	238	4.45%	64	1.20%
Special Ed.	113,345	10,619	5,570	4.91%	2,077	1.83%

The following three figures provide additional information about the incidents associated with disciplines, the ages of students who received disciplines, and the grade levels of students who received disciplines. Figure 7 shows that the most common incidents associated with disciplines were other, disruption, and fighting. The highest discipline counts were among 12, 13, and 14 year old students (Figure 8) and students in seventh and eighth grades (Figure 9).

Figure 7. Counts and percentages of disciplines by incident type for SY 2025

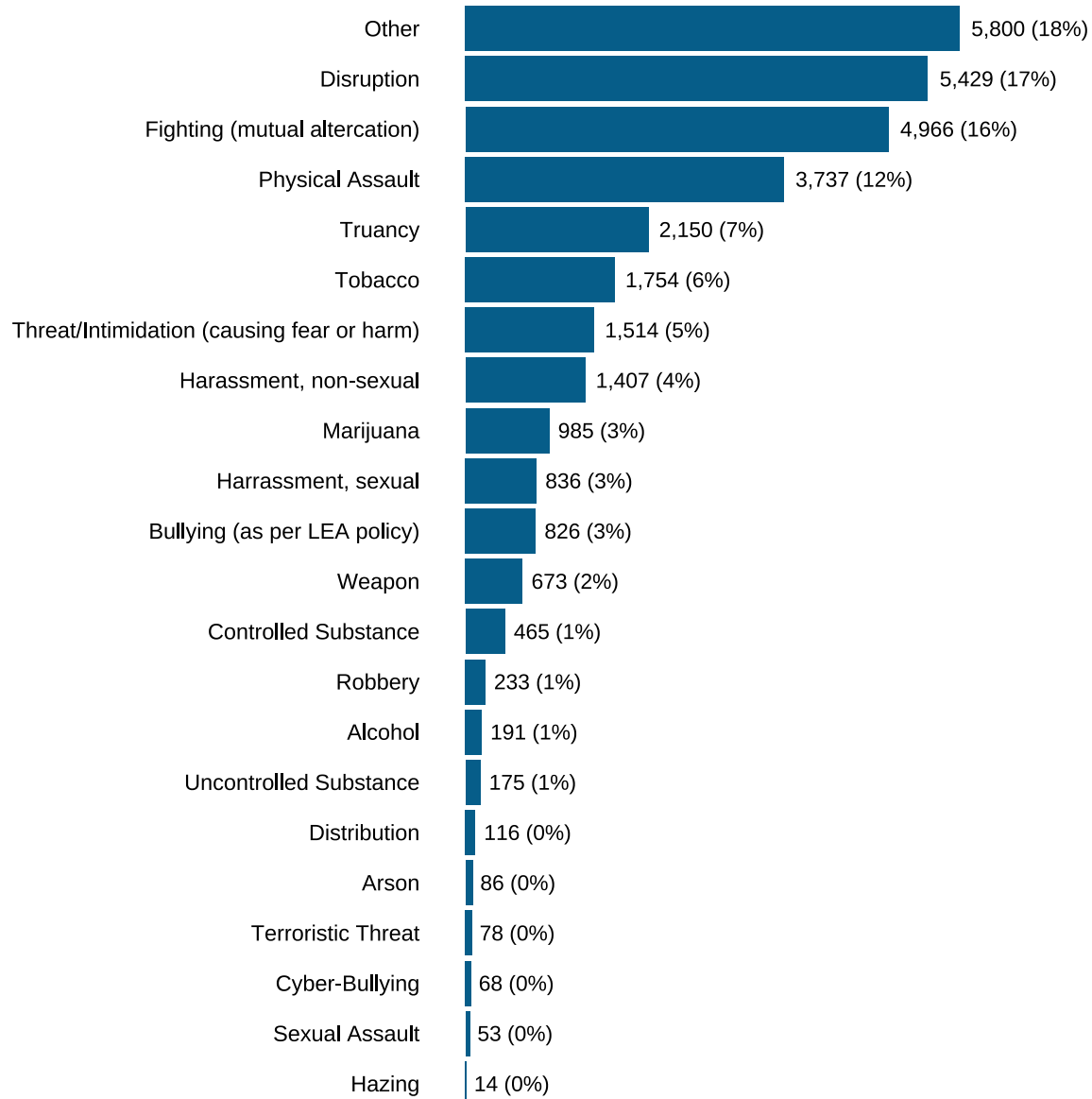


Figure 8. Counts of students with one or more discipline(s) by age

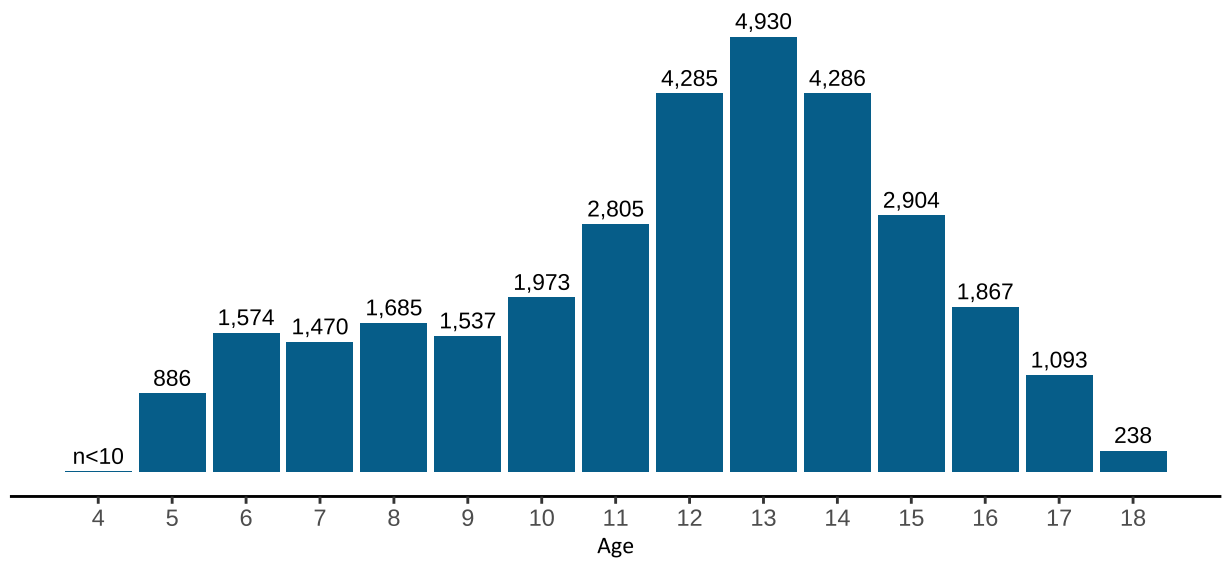
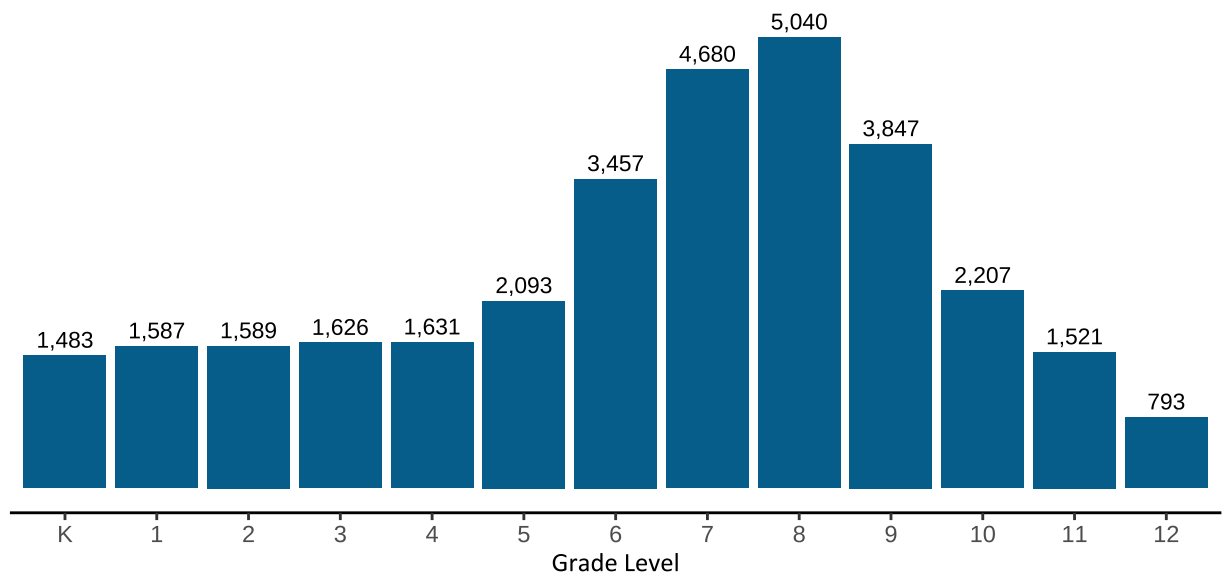


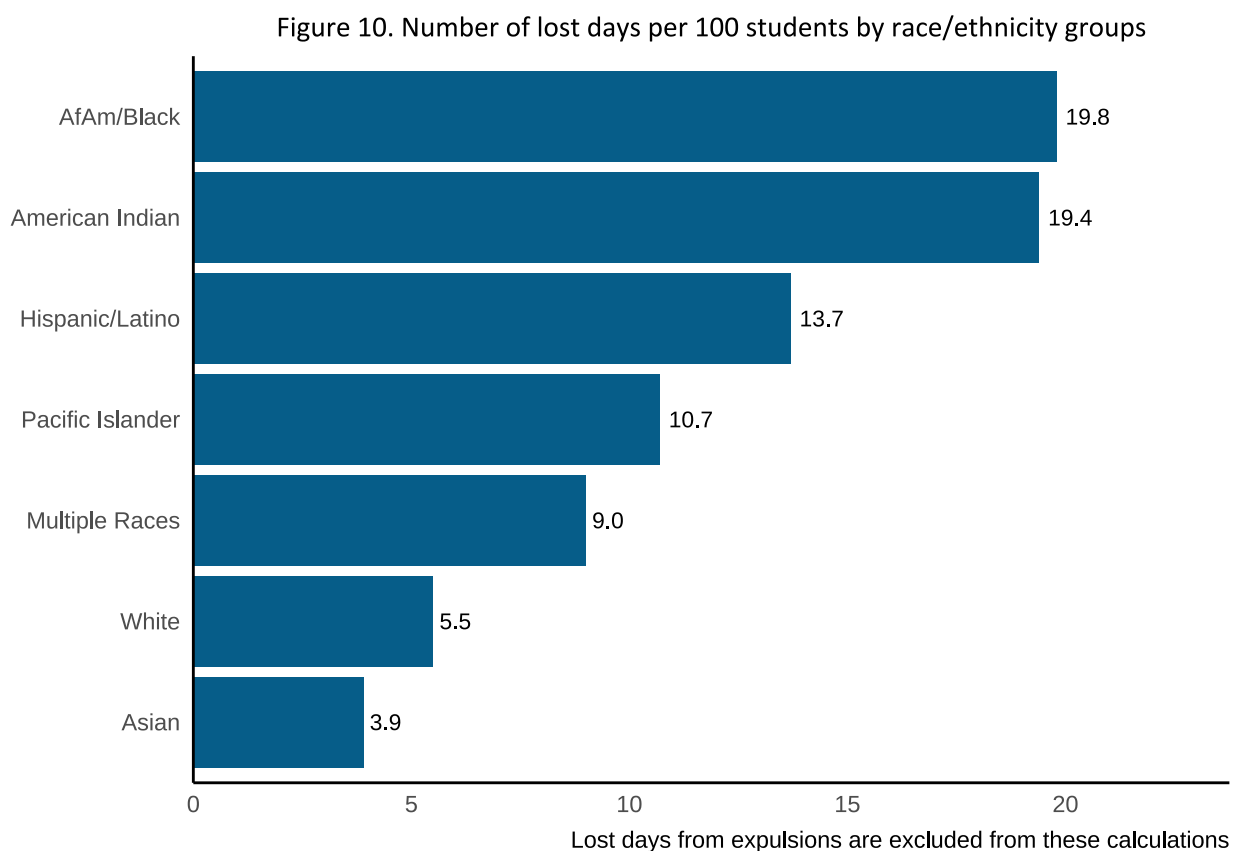
Figure 9. Counts of students with one or more discipline(s) by grade level



Lost Days of Instruction Due to Exclusionary Discipline

Figure 10 and Figure 11 show the number of lost days per 100 students by student group for SY 2025.¹ This metric adjusts for differences in enrollment counts and provides a meaningful comparison across student groups.² See Table 16 for counts of lost days associated with discipline methods. Statewide, students lost 56,314³ days of instruction, or 7.9 days of instruction per 100 students due to in-school and out-of-school suspensions in SY 2025.

In contrast to state totals, African American/Black students lost 19.8 days, American Indian students lost 19.4 days, and Hispanic/Latino students lost 13.7 days per 100 students. Students in foster care lost 41.9 days per 100 students, followed by students affected by homeless (19.7), and students who were mobile (18.9). Male students lost more than twice as many days per 100 students than female students.



¹We 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 differences across groups remained the same.

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

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

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

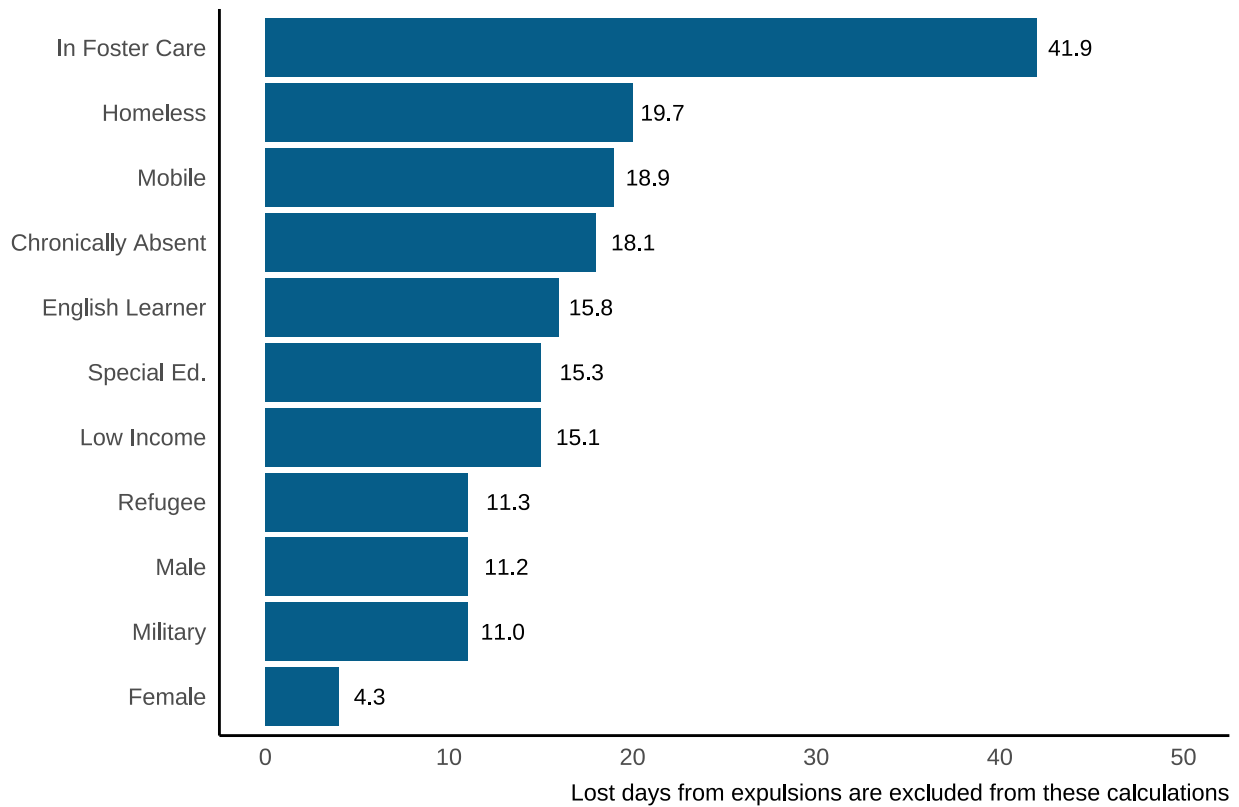


Table 16: Discipline methods and counts of lost days of instruction

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	38	3,203
In School Suspension	11,120	12,192
None	84,425	0
Out of School Suspension	20,398	44,122
Total	115,981	59,517

Table 17: Discipline methods and counts of lost days of instruction

Discipline Method	Lost Days Count
Expulsion	3,203
In School Suspension	12,192
None	0
Out of School Suspension	44,122
Total	59,517

The average number of lost days metric provides insight into the impact of receiving disciplines (see Figure 12 and Figure 13). The average number of lost days for students who were suspended was 1.8 (down from 2.1 days in 2024).

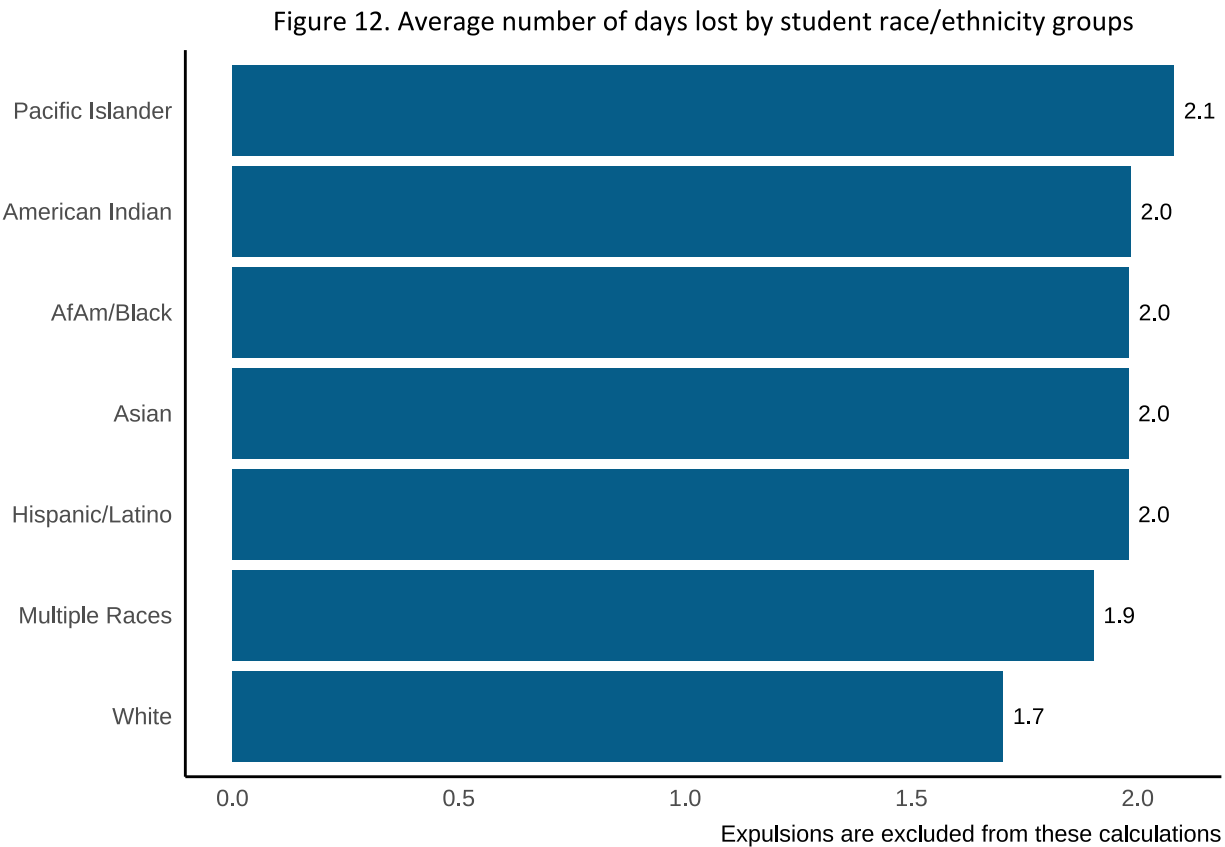
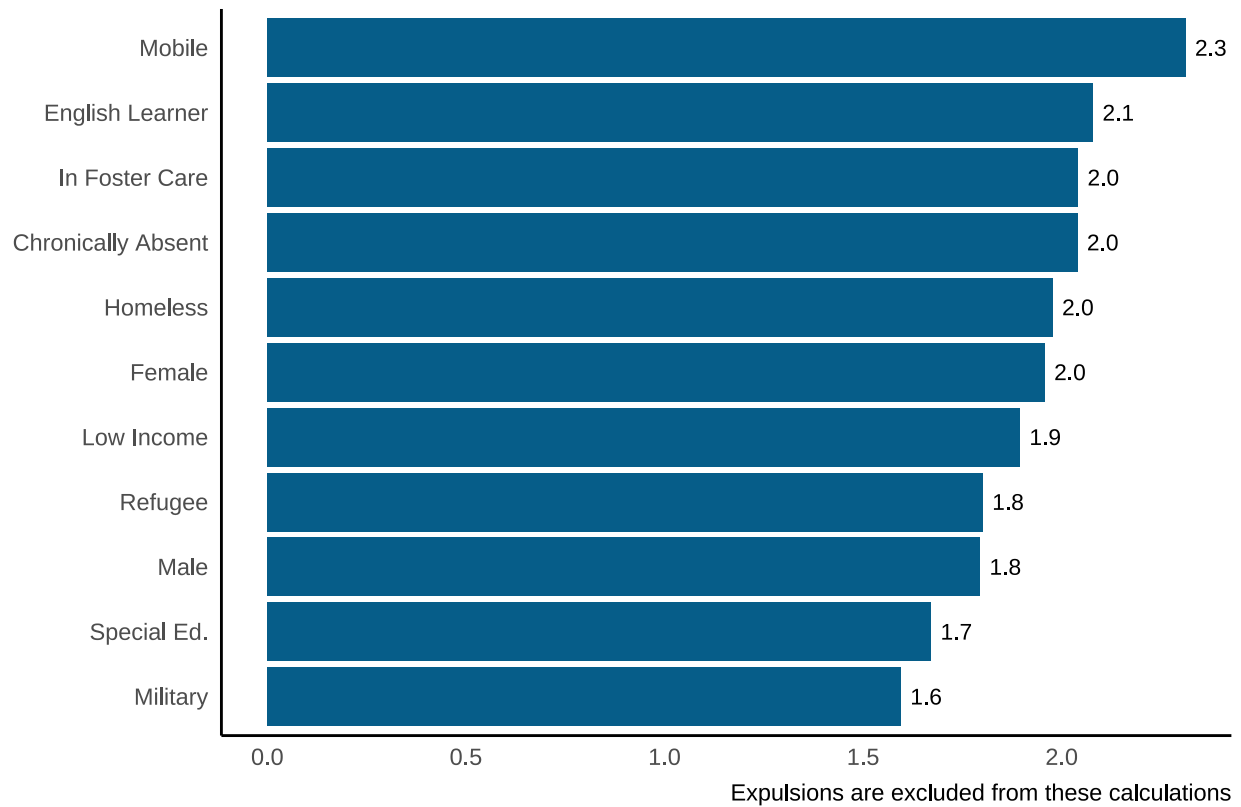
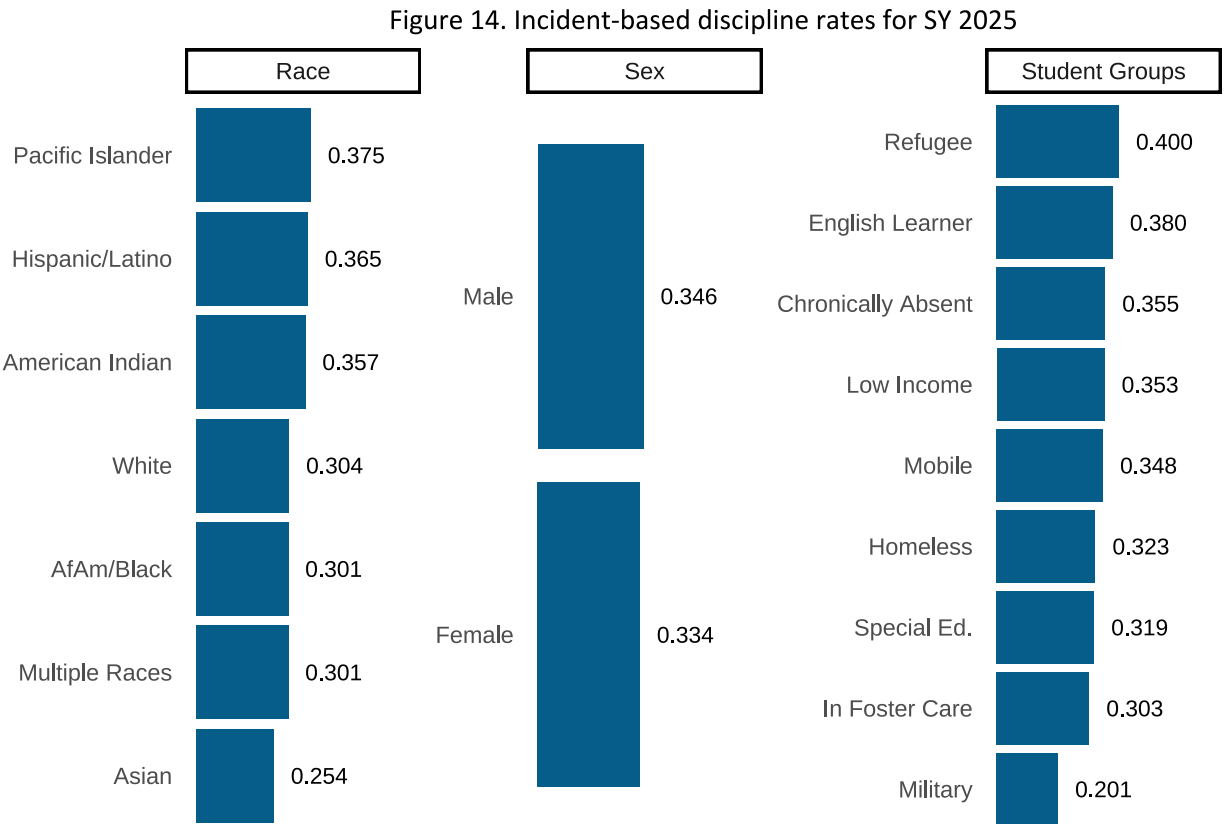


Figure 13. Average number of days lost by student groups



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 2025. Pacific Islander, Hispanic/Latino, and American Indian students received the most disciplines relative to the incidents they received. For other student groups, those who were identified as refugees, English learners, chronically absent, and students from low income households had the highest ratio of disciplines to incidents. However, the values for most student groups were relatively similar.



Law Enforcement Activity

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

Table 18: Counts of law enforcement activity

Law Enforcement Activity	Incident Count	Student Count
Search and seizure	473	424
Criminal citation	287	271
Non-criminal citation	48	48
Physical arrest	37	35

^a Note: Incident counts include duplicate cases. Student counts are distinct.

This section provides counts of incident types associated with each law enforcement activity, the discipline methods and counts of lost days, age, grade level, and counts of incidents and students by student group. Note that in the figures, any age or grade level that does not show $n < 10$ or an actual count had no reported counts of law enforcement activity. Law enforcement activities include arrests and other actions not resulting in arrest (search and seizure, criminal citations, non-criminal citations, and other law enforcement activities) as defined by Utah code 53E-3-516. 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 37 arrests reportedly associated with the following incident types (excepting weapon and physical assault, all n sizes were fewer than 10).

- Physical Assault (12)
- Threat/Intimidation (causing fear or harm)
- Other
- Marijuana
- Terroristic Threat
- Weapon
- Disruption
- Fighting (mutual altercation)
- Alcohol
- Bullying
- Distribution

The ages of students who were arrested ranged from 12 to 17 years, with most of the arrests associated with 13 - 15 year old students (Figure not shown due to low n sizes). The grade levels of students who were arrested ranged from seventh through twelfth grades (Figure not shown due to low n sizes).

Table 19: Discipline methods and counts of lost days of instruction associated with arrests

Discipline Method	Discipline Method Count	Lost Days Count
In School Suspension	n<10	n<10
None	13	n<10
Out of School Suspension	23	338
Total	37	339

Table 20: Counts of arrests by student group

Student Groups	Physical Arrest Incident Count	Student Count
Male	26	24
Low Income	25	24
White	20	19
Mobile	19	18
Special Ed.	17	15
Female	10	10
Hispanic/Latino	n<10	n<10
In Foster Care	n<10	n<10
Multiple Races	n<10	n<10
AfAm/Black	n<10	n<10
English Learner	n<10	n<10
Homeless	n<10	n<10
Pacific Islander	n<10	n<10

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

Search and Seizure

LEAs reported a total 473 search and seizures that were related to 18 types of incidents.

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

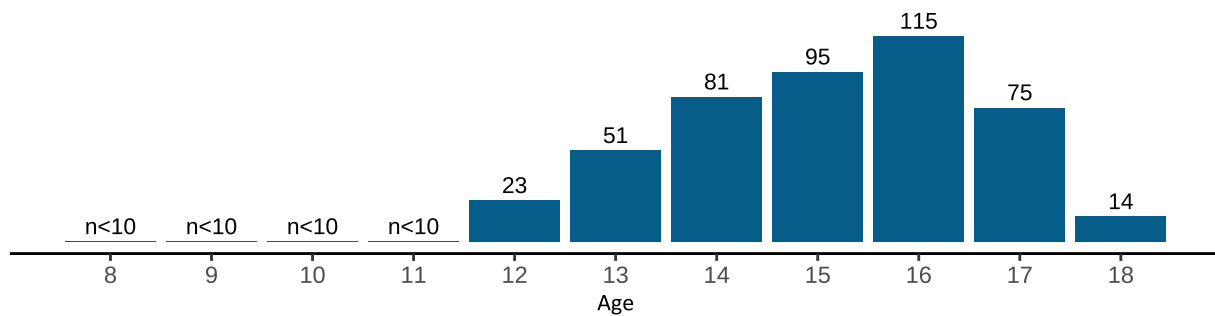


Table 21: Incident type counts associated with search and seizures

Incident Type	Incident Count
Tobacco	162
Marijuana	137
Controlled Substance	46
Weapon	42
Other	19
Threat/Intimidation (causing fear or harm)	13
Fighting (mutual altercation)	10
Alcohol	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Terroristic Threat	n<10
Distribution	n<10
Physical Assault	n<10
Uncontrolled Substance	n<10
Disruption	n<10
Robbery	n<10
Cyber-Bullying	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Truancy	n<10
Total	473

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

Table 22: 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	370
In School Suspension	44	100
None	123	0
Out of School Suspension	303	1,217
Total	473	1,687

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

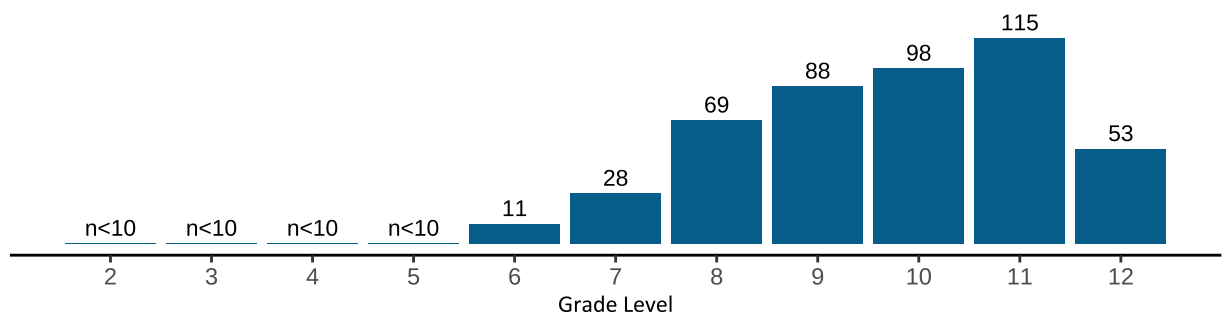


Table 23: Counts of search and seizures by student group

Student Groups	Search and Seizure Incident Count	Student Count
Male	331	291
White	260	234
Low Income	258	234
Hispanic/Latino	167	146
Mobile	149	133
Female	141	132
Special Ed.	125	113
English Learner	70	64
Homeless	28	25
Multiple Races	23	21
In Foster Care	22	20
AfAm/Black	10	10
Pacific Islander	n<10	n<10
Asian	n<10	n<10
American Indian	n<10	n<10
Refugee	n<10	n<10
Military	n<10	n<10

Criminal Citations

LEAs reported a total of 287 criminal citations that were related to 19 types of incidents.

Table 24: Incident type counts associated with criminal citations

Incident Type	Incident Count
Marijuana	86
Physical Assault	52
Fighting (mutual altercation)	31
Other	22
Weapon	16
Tobacco	14
Threat/Intimidation (causing fear or harm)	11
Controlled Substance	10
Disruption	n<10
Robbery	n<10
Alcohol	n<10
Harassment, sexual (unwelcomed sexual conduct)	n<10
Terroristic Threat	n<10
Arson	n<10
Distribution	n<10
Truancy	n<10
Uncontrolled Substance	n<10
Bullying (as per LEA policy)	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Total	287

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

Table 25: Discipline methods and counts of lost days of instruction associated with criminal citations

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	360
In School Suspension	18	51
None	55	0
Out of School Suspension	212	1,068
Total	287	1,479

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

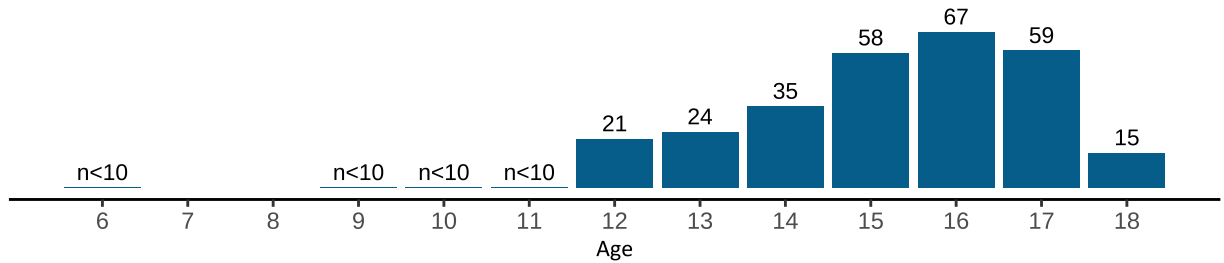


Figure 18. Grade level distribution of students who reportedly received criminal citations

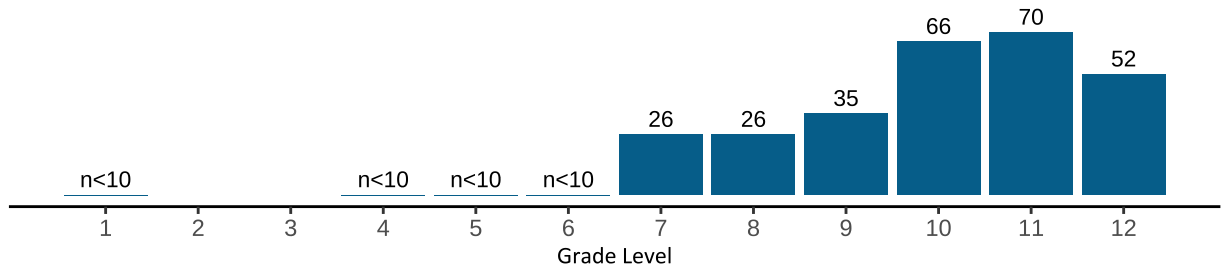


Table 26: Counts of criminal citations by student group

Student Groups	Criminal Citation Incident Count	Student Count
Male	208	194
Low Income	157	146
White	136	130
Mobile	112	104
Hispanic/Latino	108	100
Special Ed.	83	80
Female	77	75
English Learner	48	45
In Foster Care	17	17
Multiple Races	15	14
AfAm/Black	13	13
Homeless	12	12
Pacific Islander	n<10	n<10
American Indian	n<10	n<10
Asian	n<10	n<10
Refugee	n<10	n<10
Prefer Not To Say	n<10	n<10
Military	n<10	n<10

Non-criminal citations

There were 48 non-criminal citations associated with the following incident types (Excepting other, all n sizes were fewer than 10).

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

The ages of students who reportedly received non-criminal citations ranged from 6 to 16, with the highest counts for 15 and 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 10th and 11th grades (Figure not shown due to low n sizes).

Table 27: Discipline methods and counts of lost days of instruction associated with non-criminal citations

Discipline Method	Discipline Method Count	Lost Days Count
In School Suspension	n<10	12.5
None	13	0.0
Out of School Suspension	30	89.3
Total	48	101.8

Table 28: Counts of non-criminal citations by student group

Student Groups	Non Criminal Citation Incident Count	Student Count
Male	36	36
White	28	28
Low Income	26	26
Special Ed.	18	18
Hispanic/Latino	14	14
Female	12	12
Mobile	n<10	n<10
English Learner	n<10	n<10
In Foster Care	n<10	n<10
AfAm/Black	n<10	n<10
Homeless	n<10	n<10
Multiple Races	n<10	n<10
Pacific Islander	n<10	n<10

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

Other law enforcement activities

This sub-section presents the same calculations as above for all other (besides arrests) law enforcement activities. Although total incident counts summed across all of the three other law enforcement activities was 718, the distinct count of students was 651.

Table 29: Incident type counts associated with other law enforcement activities

Incident Type	Incident Count
Marijuana	180
Tobacco	167
Physical Assault	63
Controlled Substance	55
Weapon	50
Other	48
Fighting (mutual altercation)	45
Threat/Intimidation (causing fear or harm)	24
Alcohol	15
Disruption	15
Harassment, sexual (unwelcomed sexual conduct)	12
Robbery	10
Terroristic Threat	n<10
Distribution	n<10
Uncontrolled Substance	n<10
Harassment, non-sexual (physical, verbal, or psychological)	n<10
Arson	n<10
Truancy	n<10
Bullying (as per LEA policy)	n<10
Cyber-Bullying	n<10
Total	718

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

Table 30: Discipline methods and counts of lost days of instruction associated with other law enforcement activities

Discipline Method	Discipline Method Count	Lost Days Count
Expulsion	n<10	550
In School Suspension	59	138
None	177	0
Out of School Suspension	478	2,058
Total	718	2,746

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

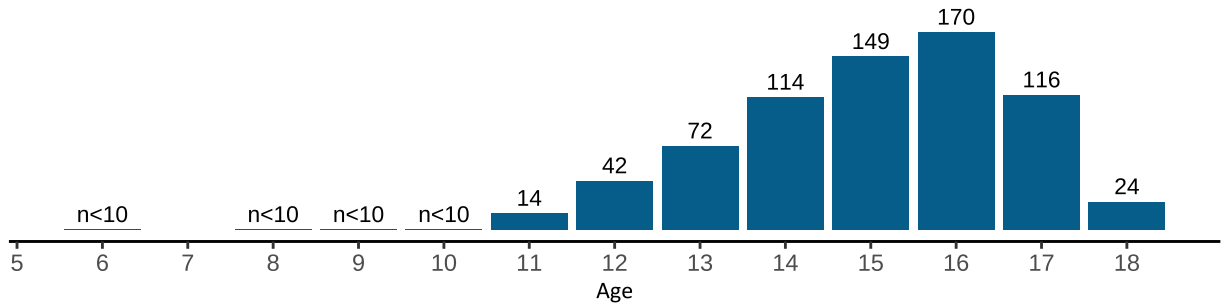


Figure 20. Grade level distribution of students reportedly involved in other law enforcement activities

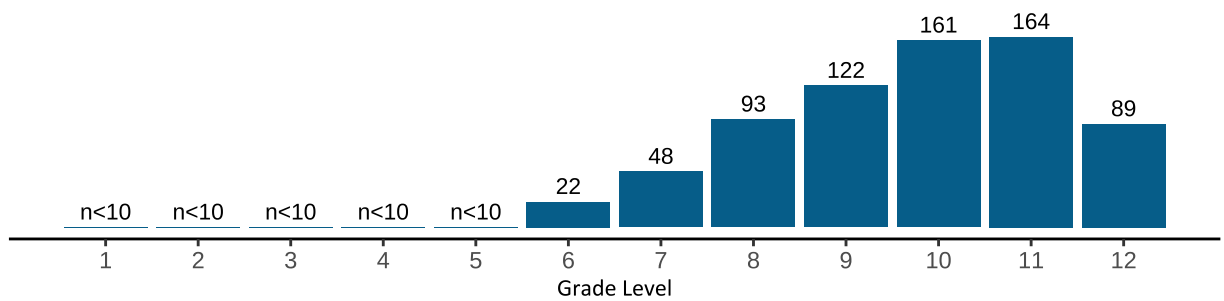


Table 31: Counts of students involved in other law enforcement activities by student group

Student Groups	Other Law Enforcement Activity Incident Count	Student Count
Male	503	450
Low Income	394	357
White	376	343
Hispanic/Latino	259	230
Mobile	241	214
Female	212	198
Special Ed.	205	188
English Learner	108	100
In Foster Care	38	36
Homeless	36	33
Multiple Races	36	32
AfAm/Black	21	21
Pacific Islander	14	13
Asian	n<10	n<10
American Indian	n<10	n<10
Refugee	n<10	n<10
Military	n<10	n<10

School Resource Officers

The USBE began systematically collecting counts of School Resource Officers (SRO) at the LEA level in SY 2022. Table 31 shows three years of reported SRO counts and shows an increase from 269 in SY 2024 to 287 in 2025, with 49 LEAs (32%) reporting the use of SROs. Some full-time SROs may split their time across multiple schools. The count of schools that have SROs is unknown.

Table 32: SRO counts for the most recent three years

LEA Name	SRO Counts SY 2023	SRO Counts SY 2024	SRO Counts SY 2025
Alpine District	25	25	30
American Leadership Academy	1	1	1
Beaver District	1	1	1
Box Elder District	4	4	4
Cache District	4	8	11
Canyons District	16	16	16
Carbon District	3	3	3
Davis District	28	28	28
East Hollywood High	0	0	1
Emery District	1	2	1
Fast Forward High	1	1	1
Franklin Discovery Academy	0	1	1
Grand District	2	2	2
Granite District	26	26	29
Iron District	5	5	5
John Hancock Charter School Jordan District	0	0	2
Juab District	25	25	25
Kane District	2	2	2
Kane District	2	2	2
Logan City District	3	2	2
Mana Academy Charter School	1	0	2
Millard District	1	1	2
Morgan District	1	2	2
Murray District	3	3	3
Nebo District	11	11	12
No. UT. Acad. for Math Engineering & Science	2	2	2
North Sanpete District	1	1	2
North Summit District	1	1	1
Ogden City District	7	7	6
Ogden Preparatory Academy	0	0	1
Park City District	2	2	2
Providence Hall	1	1	1
Provo District	6	5	5
Reagan Academy	0	0	1
San Juan District	1	1	1

Table 32 (continued): SRO counts for the most recent three years

LEA Name	SRO Counts SY 2023	SRO Counts SY 2024	SRO Counts SY 2025
Sevier District	4	4	4
South Sanpete District	3	3	3
South Summit District	1	1	1
Spectrum Academy	0	0	1
Thomas Edison	0	0	2
Timpanogos Academy	1	1	1
Tintic District	1	1	1
Tooele District	5	7	6
Uintah District	7	7	7
Uintah River High	1	1	1
Utah Military Academy	0	0	1
Wasatch District	9	9	11
Washington District	21	22	22
Weber District	14	14	16
Total	254	261	287

Appendix A

Student Data Privacy

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

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

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

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

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

⁶Case Study #5: Minimizing Access to PII: Best Practices for Access Controls and Disclosure Avoidance Techniques. Privacy Technical Assistance Center (Oct 2012): https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Case_Study_5_Minimizing_PII_Access_0.pdf

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