

School Resource Officer Program and School Perception and Discipline Data Reports

in partial fulfillment of the Annual Report requirement of the

Safe and Successful Kids Interlocal Board

November 3, 2022

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and

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Introduction

Lincoln Public Schools (LPS) and the city of Lincoln (City) share the goal of promoting school safety and a positive school climate. They have had a successful partnership spanning decades of enhancing the safety of LPS students with the School Resource Officer (SRO) program wherein Lincoln Police Department (LPD) officers are assigned to LPS schools. All parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner. Student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes.

It is important to maintain a school environment in which conflicts are de-escalated and students are supported with developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time. To best accomplish this goal, LPS staff should be responsible for providing appropriate instruction and support, while enforcing LPS discipline policies when necessary. Best practice would indicate that SROs are only called in by properly trained LPS administrators to deal with student actions when the actions clearly meet the definition agreed upon between the District and the County Attorney for behaviors appropriate for referral to law enforcement. Even then, referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

LPS and LPD's Six-goals for the SRO program established in the summer of 2018

1. To create a common understanding that:
 - School administrators and teachers are ultimately responsible for school discipline and culture;
 - SROs should not be involved in the enforcement of school rules; and
 - A clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system;
3. To promote effectiveness and accountability;
4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals;
5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

in partial fulfillment of the Annual Report requirement of the Safe and Successful Kids Interlocal Board, LPD, LPS and ESU #18 staff conduct an annual review of the SRO program and LPS student and parent perception data in order to make modifications as necessary to accomplish the stated SRO program goals. The data and recommendations from that work are included in this report that is being presented to the Safe and Successful Kids Interlocal Board, the Lincoln Board of Education, the Lincoln City Council and the Mayor, and, to the extent permitted by law, made available online for the public.

To accomplish the process of creating the annual review, the interlocal board established an evaluation process that included community stakeholders that took place on November 8, 2018 at Schoo Middle School. The evaluation process was to include the regular review of program goals and relevant data, including specific measures, data points, and metrics included in the report. The first of the annual reports was scheduled for the fall of 2020 based on data collected from the 2019-2020 school year. An initial FAQ was developed and posted immediately online to respond to some immediate questions from the community. LPS and LPD will continue to partner with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Note about race/ethnicity categories used in this report: the demographic categories used in this report align with the federal categories and guidance (based on decisions made during the 2010 US census) used in many other kinds of educational reports. These categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds.

Lincoln Police Department Data

Creation of the Dataset & Coding Notes

LPD created a dataset by analyzing all calls for service at an LPS middle or high school during the 2021/22 LPS school year. Incidents that occurred at a middle or high school in the summer were excluded. However, incidents that occurred at a middle or high school outside of normal school hours (for example, an assault at a school-sponsored event in the evening or vandalism to a school at night) are included in the dataset. All incidents, regardless of whether an SRO or a non-SRO police officer responded to the call were included, and it was possible to differentiate between what type of officer handled the call. Furthermore, “all incidents” include those incidents in which an officer responded to a call for service, regardless of who initiated the call for service or whether the call for service resulted in a police report and/or a referral. Essentially, if a police call for service occurred at an LPS middle or high school during the school year (regardless of the outcome), it was included in our database.

The LPD Crime Analysis Unit numerically coded the data from 2021/22. A trained team of coders numerically coded the data from 2015-2021. These data compose the “prior four-year average” frequently cited in this report. This was a monumental task that took nearly a year and involved reviewing many thousands of calls for service. Designing, building, and analyzing these data took twenty-two people across LPD and LPS, and this endeavor would not have been possible without effective collaboration and communication between the two organizations.

A few coding notes are worth mentioning. First, the report only includes juveniles in the dataset if they were listed as a victim, suspect, and/or a person responsible (PR) in the LPD reports. Individuals, if they were listed as a “witness” or “other,” for example, were omitted. When a juvenile is listed as a suspect, it means that the officer had credible information to believe that the juvenile *might* be the individual responsible for the crime. For example, a witness might identify the juvenile or the digital/forensic evidence might suggest that a juvenile is responsible for the crime. However, depending on a variety of factors, a police officer may not be able to develop probable cause to consider the juvenile a party responsible.

When a juvenile is listed as a person responsible, this means there is probable cause to refer the juvenile for a crime. The term “person responsible” does *not* necessarily mean that a juvenile was referred or arrested. Some juveniles who are listed as the party responsible are referred and some are not. A wide range of reasons exist as to why a party responsible might not have been referred. For instance, the victim (or victim’s parents) might have declined to pursue charges, the juvenile may have had a cognitive

disability or another mitigating condition (which might also make the juvenile eligible to be declared mentally incompetent by the county attorney), or the incident might have been a mutual fight in which both juveniles (and parents) declined to pursue charges.

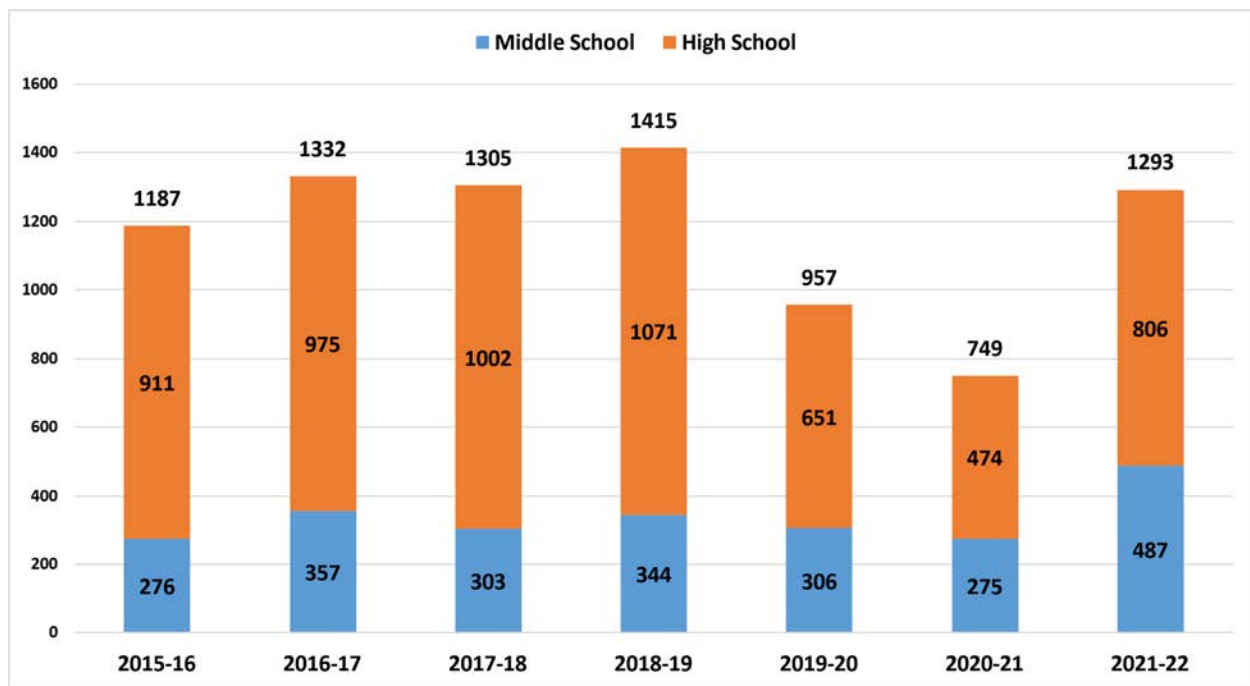
Throughout this document, the term “juvenile referral” is used to indicate that an officer has issued a juvenile referral to an individual for a crime. Juvenile referral is the legal equivalent of other terms that might be used in the community such as arrested or cited. Incidents of juvenile referral, arrest, or citation do *not* indicate that a student was placed in handcuffs and/or transported to the Youth Services Center (YSC). In fact, this rarely happens. The term “lodge” refers to placing an arrested juvenile at the YSC.

The four-year average refers to school years 2015/16 to 2018/19. The four-year average was not updated because 2019/20 and 2020/21 are considered to be outliers due to the impact of the pandemic.

Number of Calls for Service (CFS) and Referrals at LPS Middle and High Schools

In examining the number of calls for service (CFS) that occurred at LPS middle and high schools, we first analyzed whether the number of CFS increased, decreased, or remained about the same, *and* whether both middle and high schools witnessed similar trends.

*CFS is defined as when there is a need for an official report by an SRO as documentation may be needed for a possible criminal act.



- From 2015/16 to 2018/19, LPD responded to an average of 1,310 CFS annually (school calendar year) at LPS middle and high schools. In 2021-22, LPD responded to 1,293 CFS at LPS middle and high schools.
- From 2015/16 to 2018/19, LPD responded to an average of 320 CFS at LPS middle schools. In 2021-22, LPD responded to 487 CFS.
- From 2015/16 to 2018/19 LPD responded to an average of 990 CFS at LPS high schools. In 2021-22, LPD responded to 806 CFS at LPS high schools.

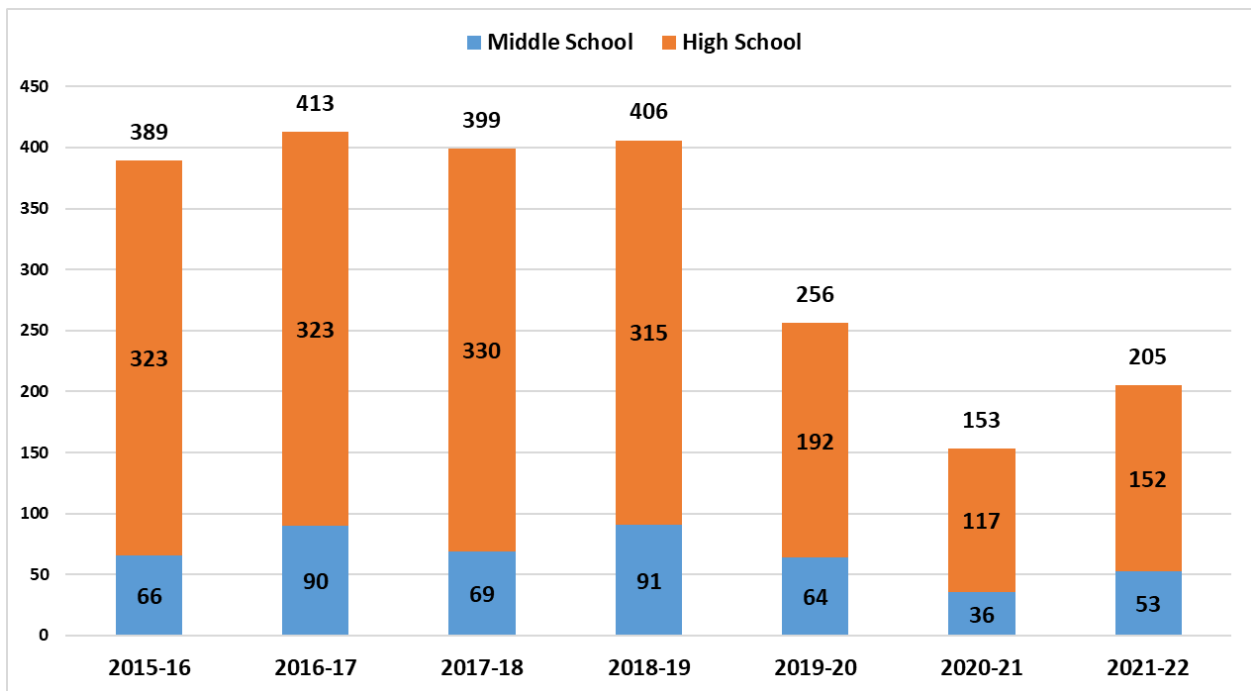
*During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March)

**During 2020-21, LPS students could attend school remotely due to COVID-19

Number of Juvenile Referrals at LPS

Next, we examined whether the number of juvenile referrals at LPS middle and high schools increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

Referral is when an SRO believes a juvenile is responsible for a criminal act and the juvenile is referred to the County Attorney.



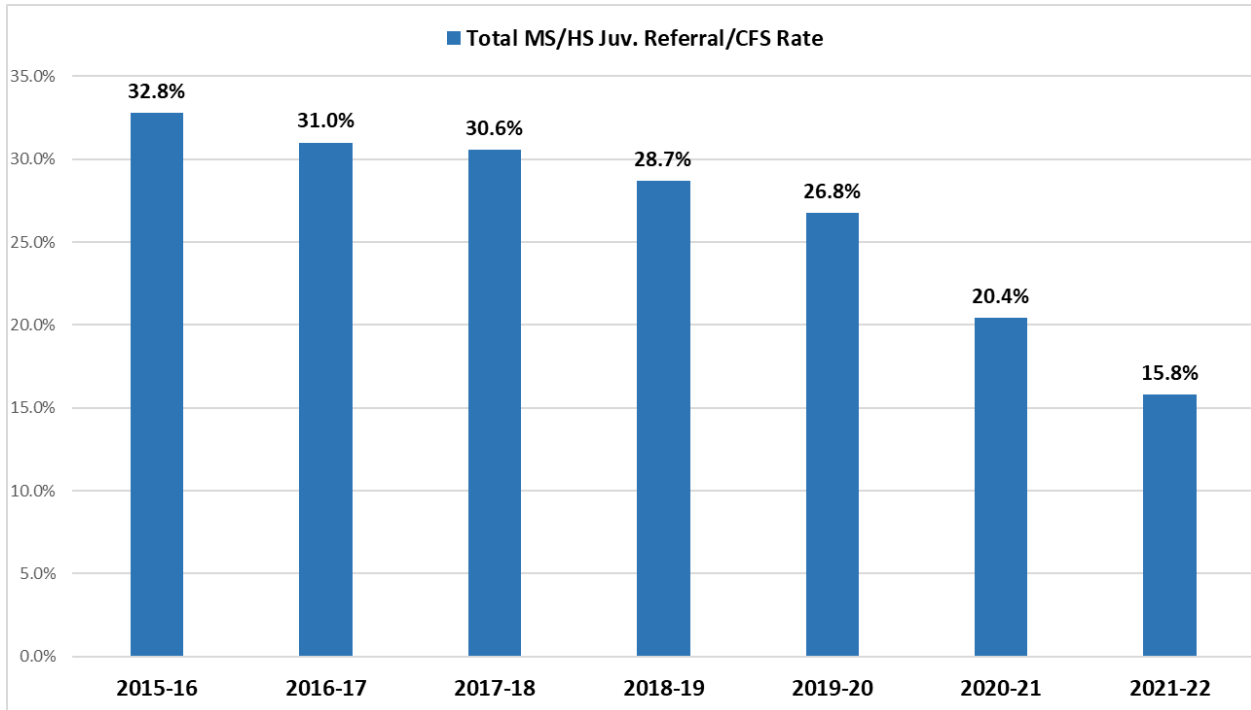
- From 2015/16 to 2018/19, LPD averaged approximately 402 juvenile referrals from CFS annually (school calendar year) at LPS middle and high schools.
 - In 2021-22, LPD responded to 205 referrals at LPS middle and high schools.
- From 2015/16 to 2018/19, LPD averaged approximately 79 juvenile referrals from CFS at LPS middle schools and 323 juvenile referrals from CFS at LPS high schools.
 - In 2021/22, LPD issued 53 juvenile referrals from CFS at LPS middle schools and 152 juvenile referrals from CFS at LPS high schools.

*During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March)

**During 2020-21, LPS students could attend school remotely due to COVID-19

Juvenile Referral/CFS Rate at LPS Schools

To better understand the totality of the referrals, we need to examine the number of referrals compared to the CFS.

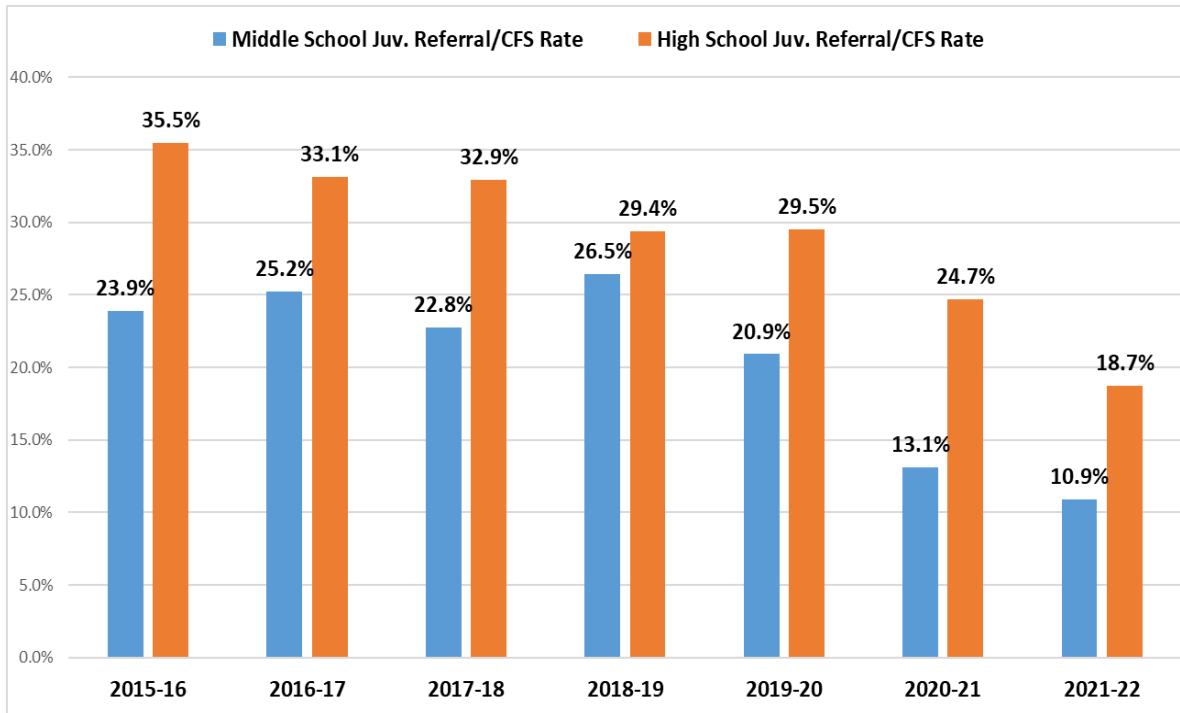


- From 2015/16 to 2018/19, LPD issued at least one referral in approximately 31% of the CFS at an LPS middle or high school.
 - In 2021/22, LPD issued at least one referral in 16% of CFS at LPS middle and high schools.

*During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March)

**During 2020-21, LPS students could attend school remotely due to COVID-19

Juvenile Referral/CFS Rate at LPS Schools



- More specifically from 2015/16 to 2018/19, LPD officers issued at least one referral in approximately 24.6% of the CFS at LPS middle schools and 32.7% of the CFS at LPS high schools.
 - In 2021/22, LPD officers issued at least one referral in approximately 10.9% of the CFS at LPS middle schools and 18.7% of the CFS at LPS high schools, which is a marked decrease from the four-year average.

*During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March)

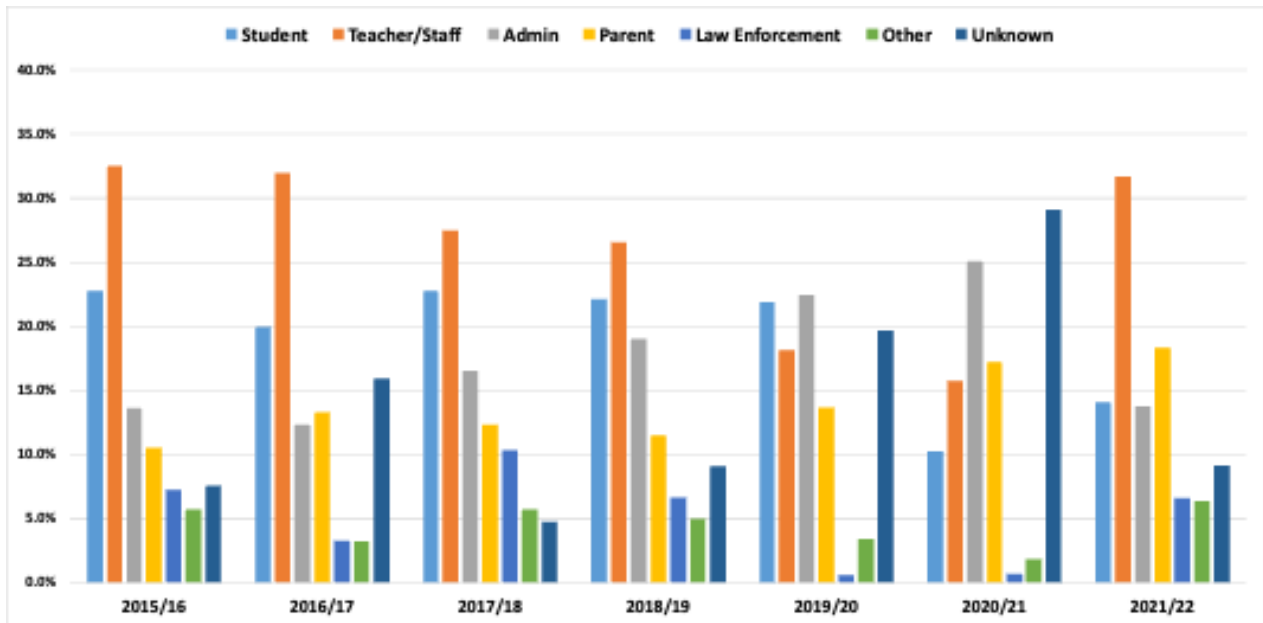
**During 2020-21, LPS students could attend school remotely due to COVID-19

Juveniles Arrested and Placed at the Youth Services Center (YSC)

LPS has approximately 22,000 middle and high school students, and in 2021/22 LPD issued approximately 205 juvenile referrals for incidents occurring at an LPS middle or high school. Of these, only two students were lodged at the Youth Services Center.

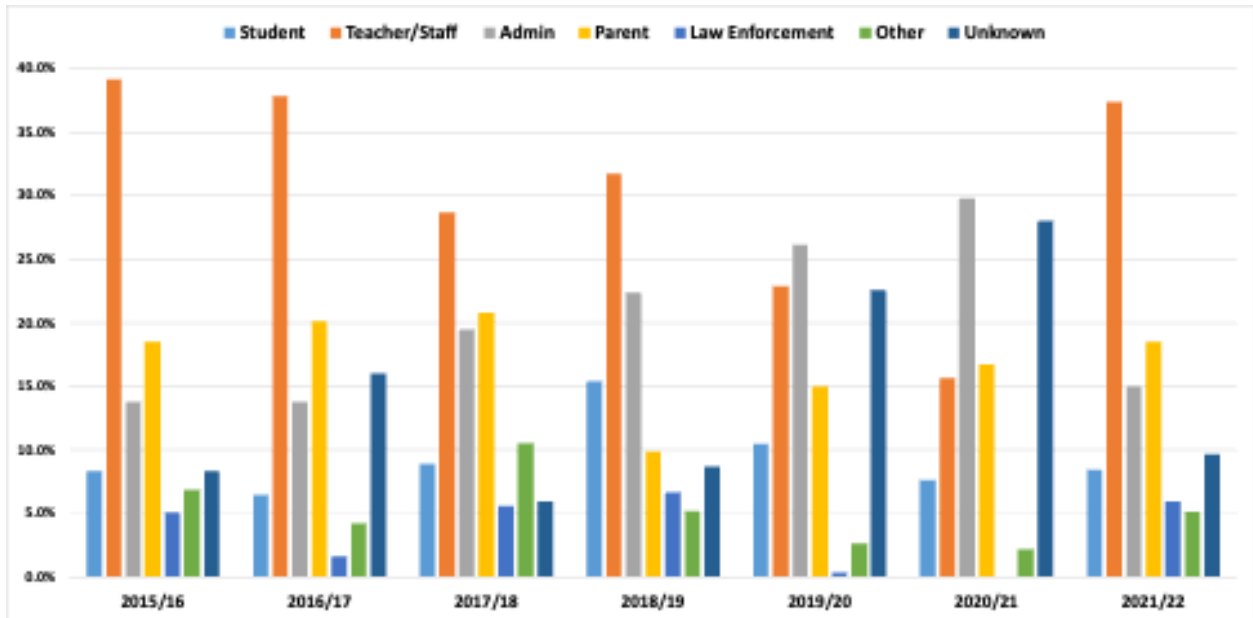
Who Initiated Calls For Service (CFS) at LPS Middle and High Schools

We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2021/22 compared to the 4-year average from 2015/16 to 2018/19. We also examined who initiated CFS at LPS middle and high schools *that resulted in referral*, and whether these trends changed in 2021/22.



<u>Middle and High School: 2015/16 to 2018/19 (avg)</u>	<u>Middle and High School: 2021/22</u>
<ul style="list-style-type: none"> · Students (21.9%) · Teachers/staff (29.7%) · Administrators (15.4%) · Parents (11.9%) · SROs (6.9%) · Other (4.9%) · Unknown (9.3%) 	<ul style="list-style-type: none"> · Students (14.1%) · Teachers/staff (31.7%) · Administrators (13.8%) · Parents (18.3%) · SROs (6.6%) · Other (6.4%) · Unknown (9.1%)

Who Initiated Calls For Service (CFS) at LPS Middle Schools?



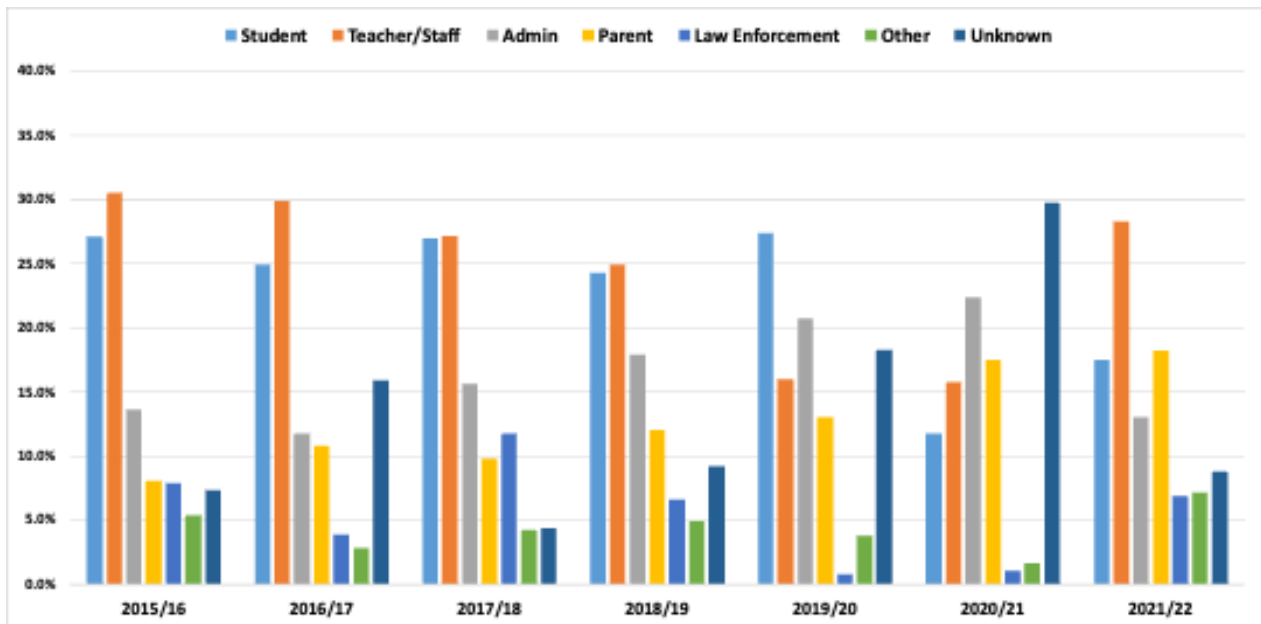
Middle School: 2015/16 to 2018/19 (avg)

- Students (9.7%)
- Teachers/staff (34.3%)
- Administrators (17.4%)
- Parents (17.4%)
- SROs (4.8%)
- Other (6.7%)
- Unknown (9.7%)

Middle School: 2021/22

- Students (8.4%)
- Teachers/staff (37.4%)
- Administrators (15%)
- Parents (18.5%)
- SROs (6%)
- Other (5.1%)
- Unknown (9.7%)

Who Initiated Calls For Service (CFS) at LPS High Schools?



High School: 2016/17 to 2020/21 (avg)

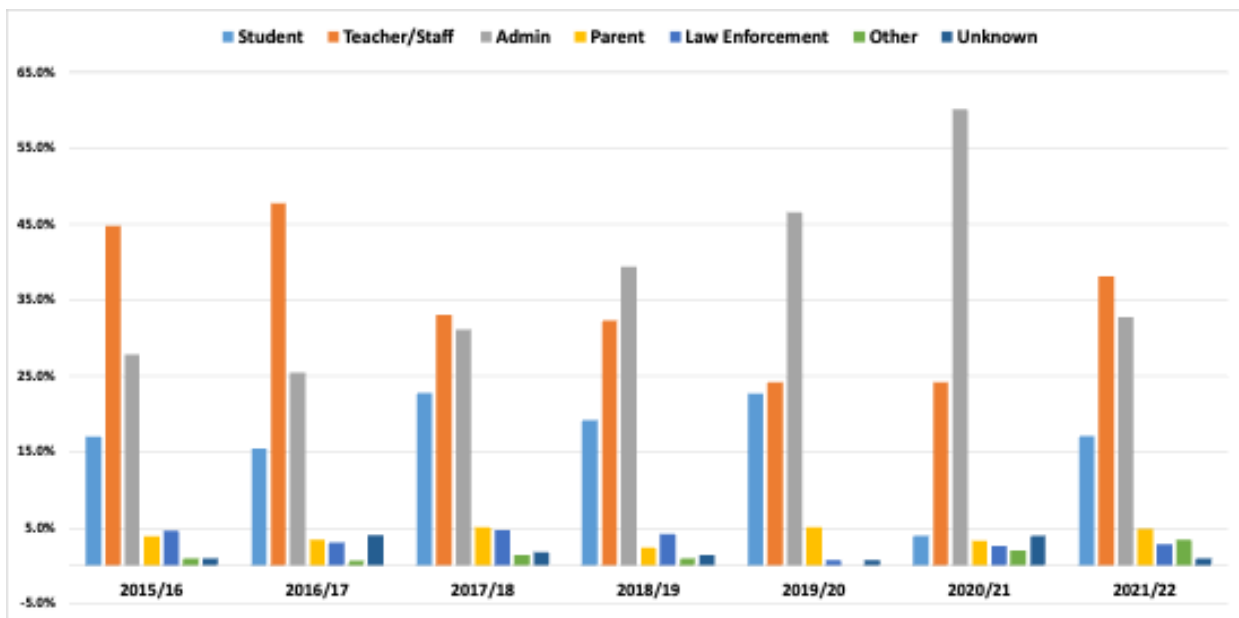
- Students (24.1%)
- Teachers/staff (24.2%)
- Administrators (16.9%)
- Parents (12%)
- SROs (5.7%)
- Other (3.8%)
- Unknown (13.4%)

High School: 2021/22

- Students (17.5%)
- Teachers/staff (28.3%)
- Administrators (13%)
- Parents (18.2%)
- SROs (6.9%)
- Other (7.2%)
- Unknown (8.8%)

Who Initiated Calls For Service (CFS) at LPS Middle *and* High Schools that Resulted in a Referral?

We examined the person who initiated a CFS at a middle or high school in 2015/2016 to 2021/22 that resulted in a juvenile referral. Notably, in 2021/22, SROs initiated approximately 6.6% of CFS occurring at LPS middle and high schools and 2.9% of CFS resulting in a juvenile referral. In general, teachers/staff initiated the greatest percentage of CFS, followed by Administrators and students. Administrators and teachers/staff were also responsible for initiating nearly 71% of the CFS that resulted in a juvenile referral. The trend shows that SROs are initiating fewer calls for service compared to the four-year average, while administrators and parents are generating more calls for service.



Middle and High School: 2015/16 to

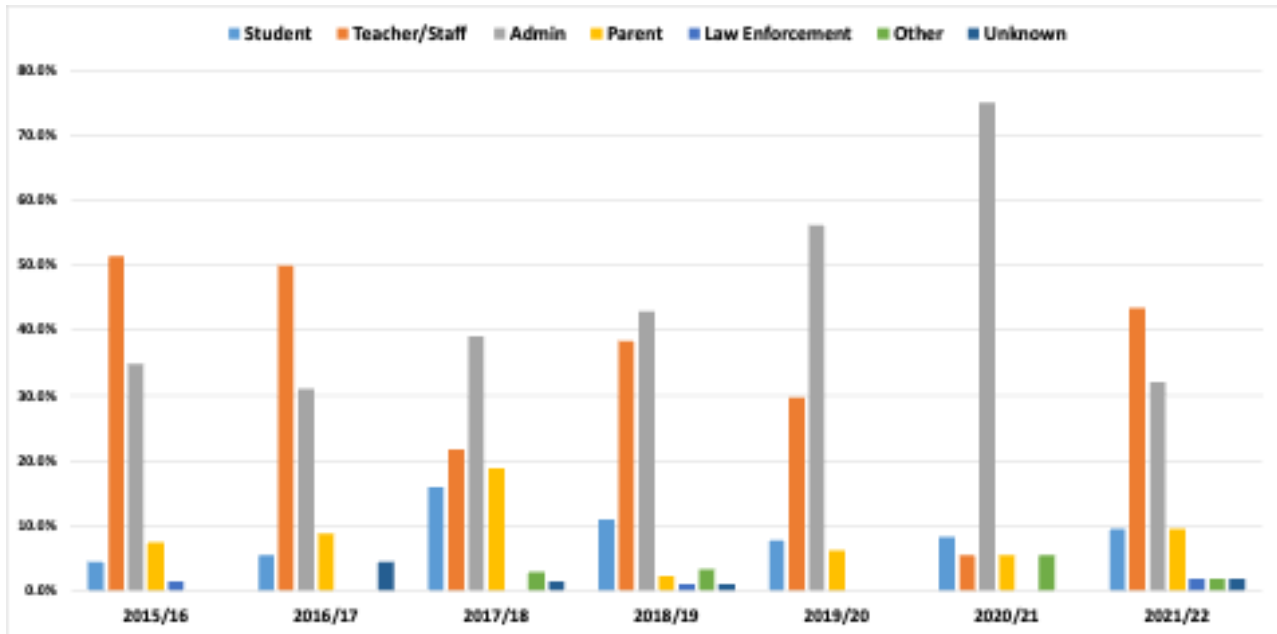
2018/19 (avg)

- Students (18.6%)
- Teachers/staff (39.5%)
- Administrators (30.9%)
- Parents (3.7%)
- **SROs (4.2%)**
- Other (1.1%)
- Unknown (2.1%)

Middle and High School: 2021/22

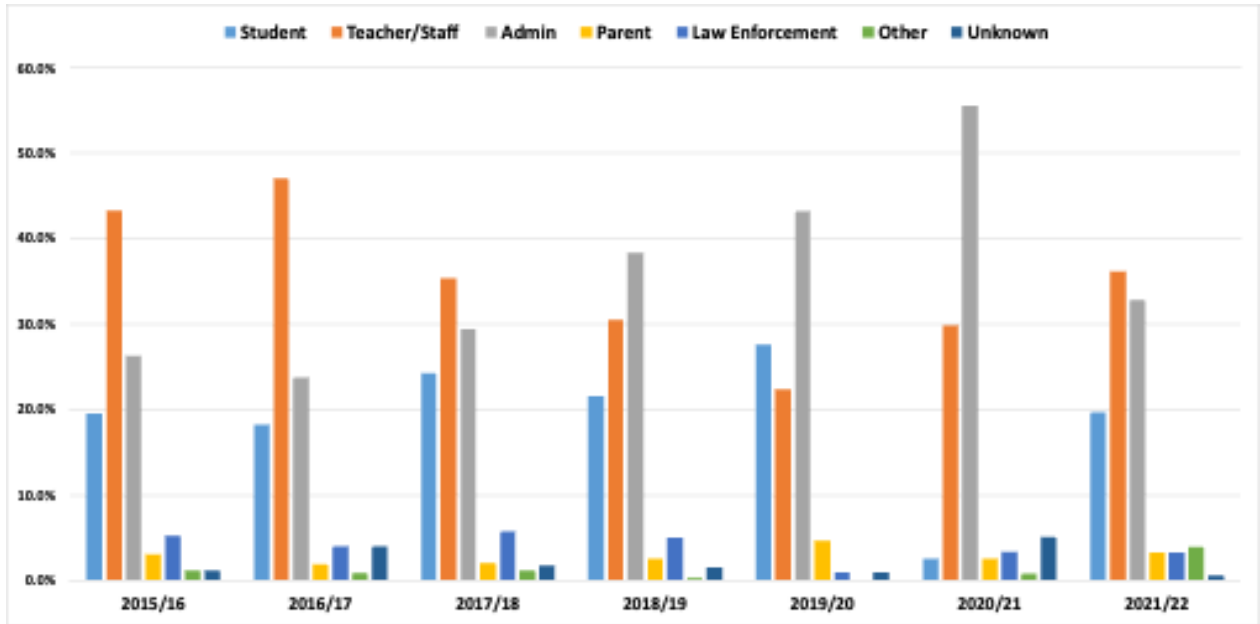
- Students (17.1%)
- Teachers/staff (38%)
- Administrators (32.7%)
- Parents (4.9%)
- **SROs (2.9%)**
- Other (3.4%)
- Unknown (1%)

Who Initiated Calls For Service (CFS) at LPS Middle Schools that Resulted in a Referral?



<p><u>Middle and High School: 2015/16 to 2018/19 (avg)</u></p> <ul style="list-style-type: none"> · Students (9.2%) · Teachers/staff (40.4%) · Administrators (37.1%) · Parents (9.3%) · SROs (0.7 %) · Other (1.6%) · Unknown (1.8%) 	<p><u>Middle and High School: 2021/22</u></p> <ul style="list-style-type: none"> · Students (9.4%) · Teachers/staff (43.4%) · Administrators (32.1%) · Parents (9.4%) · SROs (1.9%) · Other (1.9%) · Unknown (1.9%)
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Who Initiated Calls For Service (CFS) at LPS High Schools that Resulted in a Juvenile Referral?



<u>High School: 2015/16 to 2018/19 (avg)</u>	<u>High School: 2021/22</u>
· Students (20.9%)	· Students (19.7%)
· Teachers/staff (39.2%)	· Teachers/staff (36.2%)
· Administrators (29.5%)	· Administrators (32.9%)
· Parents (2.4%)	· Parents (3.3%)
· SROs (5.1%)	· SROs (3.3%)
· Other (0.9%)	· Other (3.9%)
· Unknown (2.1%)	· Unknown (0.7%)

Notification of Administrators by Staff Members

In 2021/22, SROs initiated approximately 6.6% of calls for service occurring at LPS middle and high schools.

When teachers/staff members are initiating CFS at LPS middle and high schools (including those CFS that result in a juvenile referral), school administrators are being notified 99.7% of the time.

Of the CFS that resulted in a referral, there were 4 incidents where the administrator was not notified or notification was unknown in 2021/22. These four incidents occurred at middle schools.

- Teacher missing iPad
- Assault of Officer - suspect's administrator was aware, just not documented.
- Assault by threat/intimidation - not clear if the administrator was notified.
- Assault - Simple - not clear if the administrator was notified.

Of the 1293 CFS, there were 74 CFS in which the CFS does not indicate if an administrator was notified (6%). Of the 205 calls for service that resulted in a referral, there were only 4 in which the CFS does not indicate if an administrator was notified (2%).

Types of Incidents Occurring in LPS Middle and High Schools (Including Referrals)

We examined what types of CFS were occurring at LPS middle and high schools, as well as what contributed to the increase in CFS at LPS middle schools in 2021/22 compared to the four-year average from 2015/16 to 2018/19 as 2019/20 and 2020/21 were not calculated due to COVID limitations.

Consistent with the prior four-year average, the following CFS types in 2021/22 were among the most prevalent in LPS middle and high schools: Assaults and miscellaneous violent crimes, disturbances, missing person incidents, narcotics-related offenses, miscellaneous property crime, and larcenies.

Historically, there are types of CFS that compose the majority of incidents that resulted in a juvenile referral: assaults, narcotics offenses, disturbing the peace (i.e., two students fighting in the hallway), larcenies, and vandalisms. An assault is not merely a student “shouldering” another student that he/she passes in the hallway, but rather a prolonged, violent encounter that disrupts school and places the involved students, onlookers, and/or staff members in danger of being injured.

Disturbing the peace referrals involve serious disruptions that impede learning, such as a prolonged mutual assault/fight between students that disrupts hallways/classrooms (vast majority of cases), a student who repeatedly pulls the fire alarm (despite previous school discipline and warnings; very rare), students who are not simply being disruptive in class, but are throwing computers, damaging school property, and endangering other students, or a student who makes specific, credible school threat.

We examined who initiated two types of CFS that resulted in a referral, assaults and narcotics as the others had a much lower percentage rate. Consistent with previous years, administrators initiated the largest percentage of these types of incidents in 2021/22, followed by teachers/staff and students.

In summary, serious incidents compose the majority of CFS at LPS middle and high schools. Assaults, narcotics offenses, disturbances, larcenies, and serious property crime (burglary, serious vandalism) made up 82% of the incidents that result in a juvenile referral. School administrators initiated the largest percentage of these five types of incidents, followed by teachers/staff and students.

Type of Incidents in LPS Schools (Top 15)**

	2015/16	2016/17	2017/18	2018/19	4 Year Avg	2019/20	2020/21	2021/22	Total
ALL ASSAULTS	219	244	220	230	228.25	151	112	197	1373
DISTURBANCE	164	126	165	157	153	131	126	203	1072
MISSING PERSON	78	123	126	157	121	112	109	151	856
OTHER	103	146	152	122	130.75	81	65	150	819
LARCENY	160	167	134	138	149.75	78	28	67	772
NARCOTICS	101	100	98	162	115.25	79	41	59	640
VANDALISM	64	54	62	60	60	44	41	74	399
MENTAL INVESTIGATION	41	49	71	79	60	48	31	51	370
TRAFFIC	56	50	49	48	50.75	36	38	48	325
FOUND ITEM	33	25	26	38	30.5	14	24	48	208
SUSPICIOUS	24	33	26	30	28.25	34	27	30	204
SEX OTHER	17	21	22	28	22	32	25	36	181
TRESPASSING	20	38	16	27	25.25	15	19	21	156
CHILD ABUSE	14	25	29	21	22.25	8	0	13	110
MED.EMERG.,OTHER	8	19	10	20	14.25	13	10	29	109
Total	1102	1220	1206	1317	1211.25	876	696	1177	7594

Type of Incidents in LPS Middle Schools (Top 15)

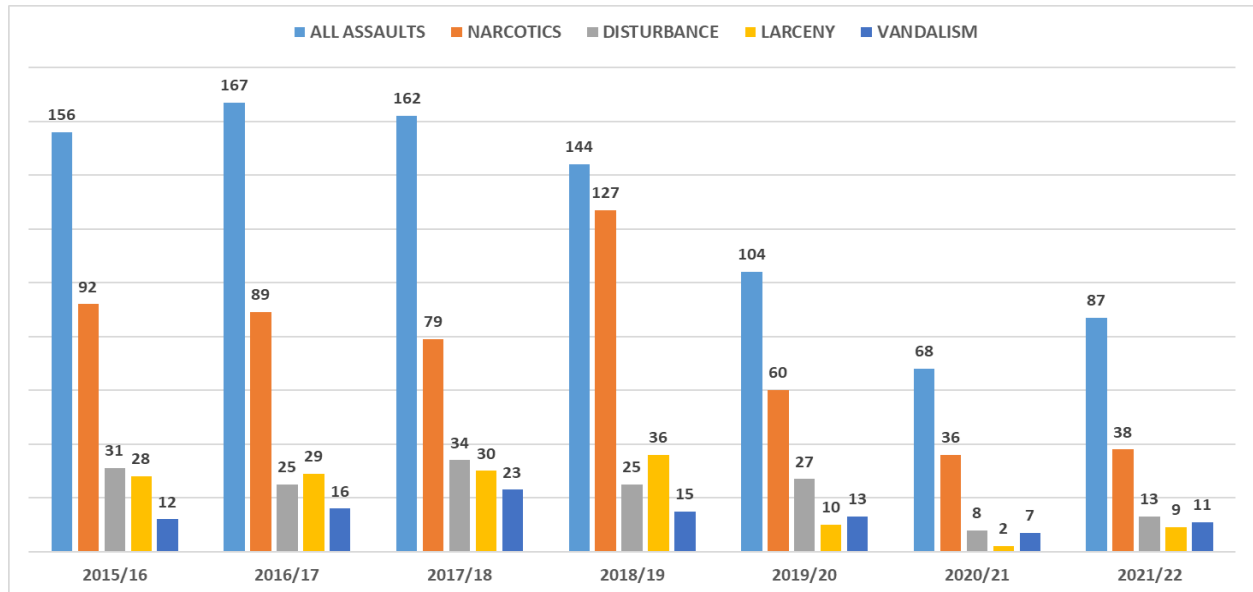
	2015/16	2016/17	2017/18	2018/19	4 Year Avg	2019/20	2020/21	2021/22	Total
DISTURBANCE	52	52	48	64	54	60	53	93	422
ALL ASSAULTS	41	71	50	64	56.5	44	34	90	394
MISSING PERSON	26	40	42	40	37	37	37	41	263
OTHER	28	45	41	23	34.25	29	18	58	242
LARCENY	28	29	20	25	25.5	20	13	35	170
NARCOTICS	16	18	18	24	19	21	11	14	122
VANDALISM	14	18	8	13	13.25	8	20	37	118
SUSPICIOUS	11	15	14	13	13.25	18	12	14	97
SEX OTHER	7	8	9	10	8.5	15	15	16	80
MENTAL INVESTIGATION	9	5	10	14	9.5	11	16	12	77
CHILD ABUSE	7	16	17	10	12.5	4	0	9	63
FOUND ITEM	8	6	5	6	6.25	2	9	17	53
TRESPASSING	4	8	3	9	6	4	12	7	47
WEAPONS	5	3	3	1	3	5	4	6	27
TRAFFIC	2	1	5	3	2.75	4	3	3	21
Total	258	335	293	319	301.25	282	257	452	2196

Type of Incidents in LPS High Schools (Top 15)

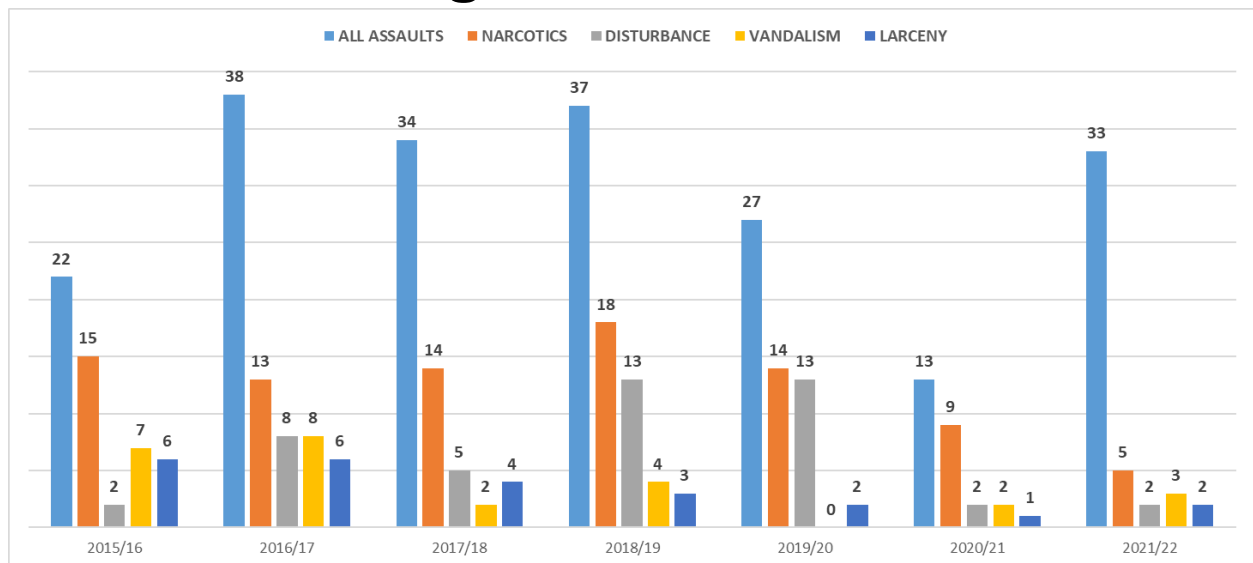
	2015/16	2016/17	2017/18	2018/19	4 Year Avg	2019/20	2020/21	2021/22	Total
ALL ASSAULTS	178	173	170	166	171.75	107	78	107	979
DISTURBANCE	112	74	117	93	99	71	73	110	650
LARCENY	132	138	114	113	124.25	58	15	32	602
MISSING PERSON	52	83	84	117	84	75	72	110	593
OTHER	75	101	111	99	96.5	52	47	92	577
NARCOTICS	85	82	80	138	96.25	58	30	45	518
TRAFFIC	54	49	44	45	48	32	35	45	304
MENTAL INVESTIGATION	32	44	61	65	50.5	37	15	39	293
VANDALISM	50	36	54	47	46.75	36	21	37	281
FOUND ITEM	25	19	21	32	24.25	12	15	31	155
TRESPASSING	16	30	13	18	19.25	11	7	14	109
SUSPICIOUS	13	18	12	17	15	16	15	16	107
SEX OTHER	10	13	13	18	13.5	17	10	20	101
MED.EMERG.,OTHER	8	16	10	16	12.5	10	8	26	94
LFA	12	22	11	7	13	14	6	9	81
Total	854	898	915	991	914.5	606	447	733	5444

**The color coding indicates the increase or decrease of each crime type for the crime type. For example, "All Assaults", the 2015/16 is dark red and the 2020/21 is dark green. Dark red equates to a higher total while the darker green reflects a lower total. Each crime type is measured independently for the other crime types. In addition, the "total" at the bottom of the table reflects that in 2018/19 was the highest for all the years listed.

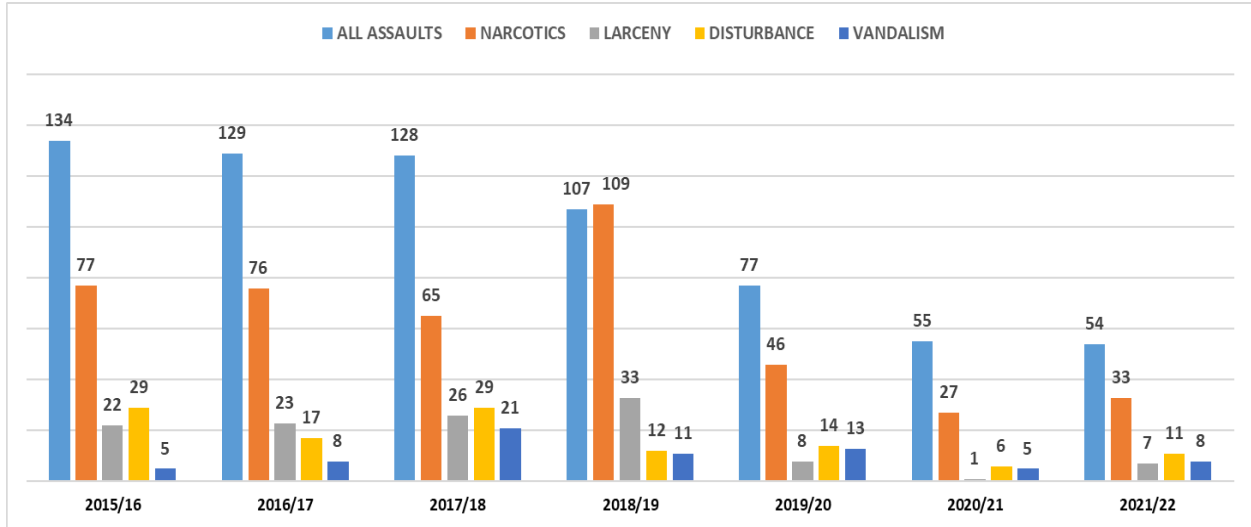
Type of Incidents in LPS Schools Involving Juvenile Referrals



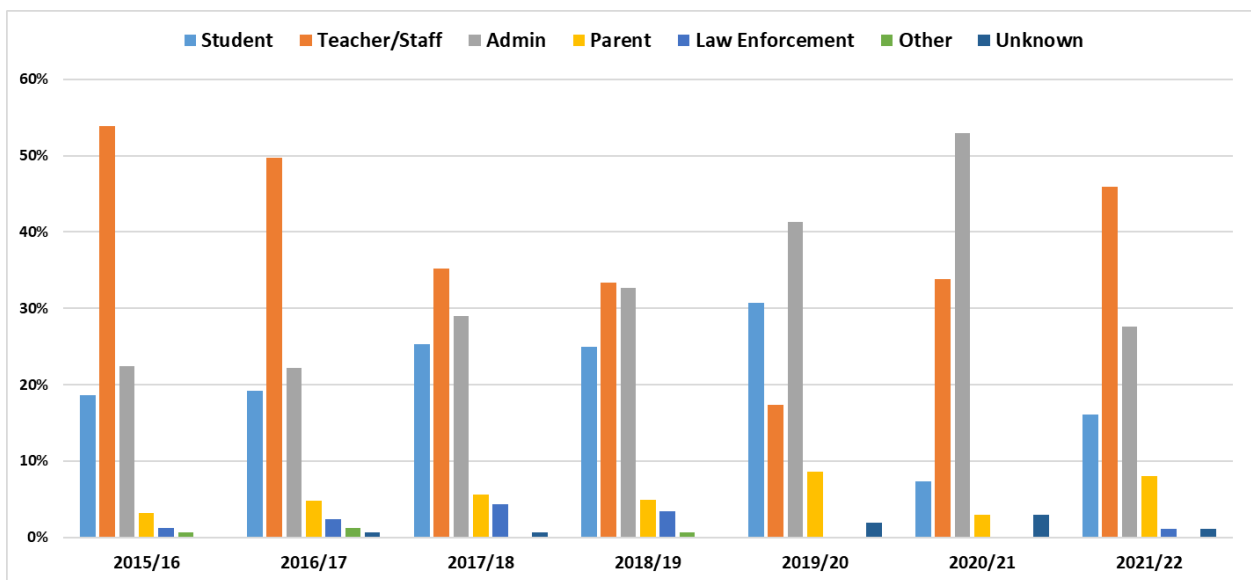
Type of Incidents in LPS Middle Schools Involving Juvenile Referrals



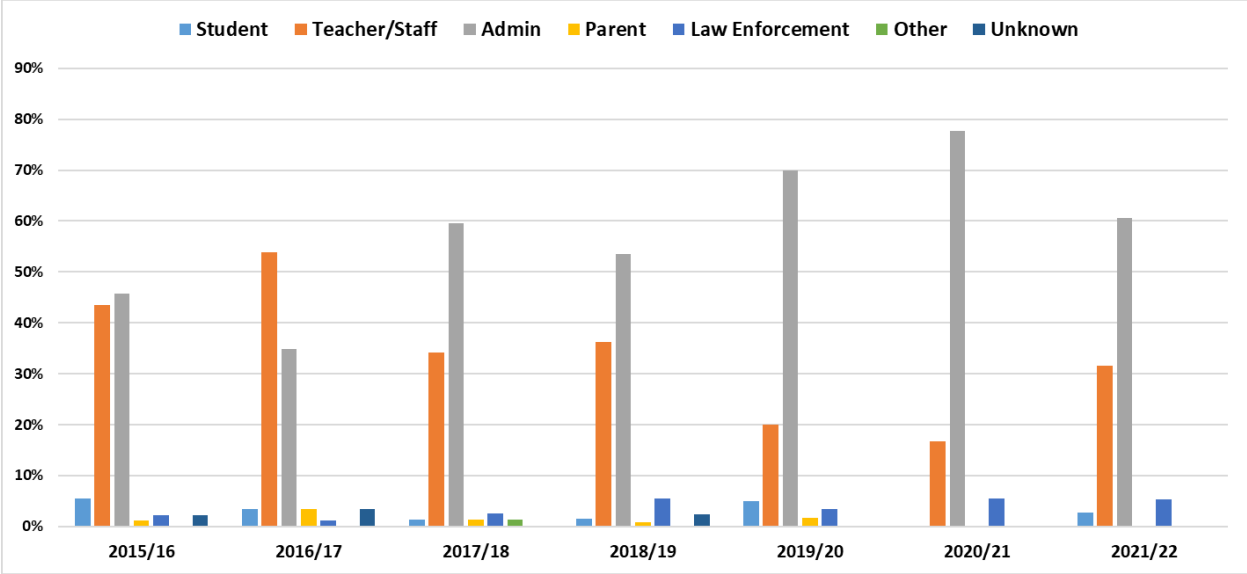
Type of Incidents in LPS High Schools Involving Juvenile Referrals



Who Initiated Assault CFS at LPS Schools that Resulted in a Juvenile Referral?






Who Initiated Narcotics CFS at LPS Schools that Resulted in a Juvenile Referral?



Disparity Indices for CFS

The disparity index is a measure of the over or underrepresentation in a particular category, such as being a victim or suspect. A disparity ratio of 1.0 indicates no disparity. A ratio above 1 indicates overrepresentation in a particular category. A ratio below 1 indicates underrepresentation in a particular category. The four-year average is based on 2015/16 to 2018/19 as 2019/20/21/22 were impacted by COVID.

Example using student absence rates:

Group	Description of	Disparity Index
	Overall Population: 10,000 students 1,000 of these students have five absence or more = 10%	Ratio: 1:1 Disparity Index: 1.0
	Demographic Group 1: 600 students 200 of these students were absent over 5 times in a year = 33%	Ratio: 3.3:1 Disparity Index: 3.3
	Demographic Group 2: 2,000 students 200 of these students were absent over 5 times in a year = 10%	Ratio: 1:1 Disparity Index: 1.0

It is important to note that the disparity index can be subject to large changes due to small population sizes. For example, if a population is very small in LPS and a handful of those students received a referral for a single incident, then the disparity index for this group may change dramatically simply because of the small sample size. Hence, it is best to look at the disparity index over time using multiple years.

In general, the racial disparity index for all victims in 2021/22 approximated the four-year average. Among victims in LPS middle and high schools, Native American and African American students are overrepresented (4.5 and 2.7, respectively), while Asian and Hispanics students are underrepresented (.3 and .7, respectively).

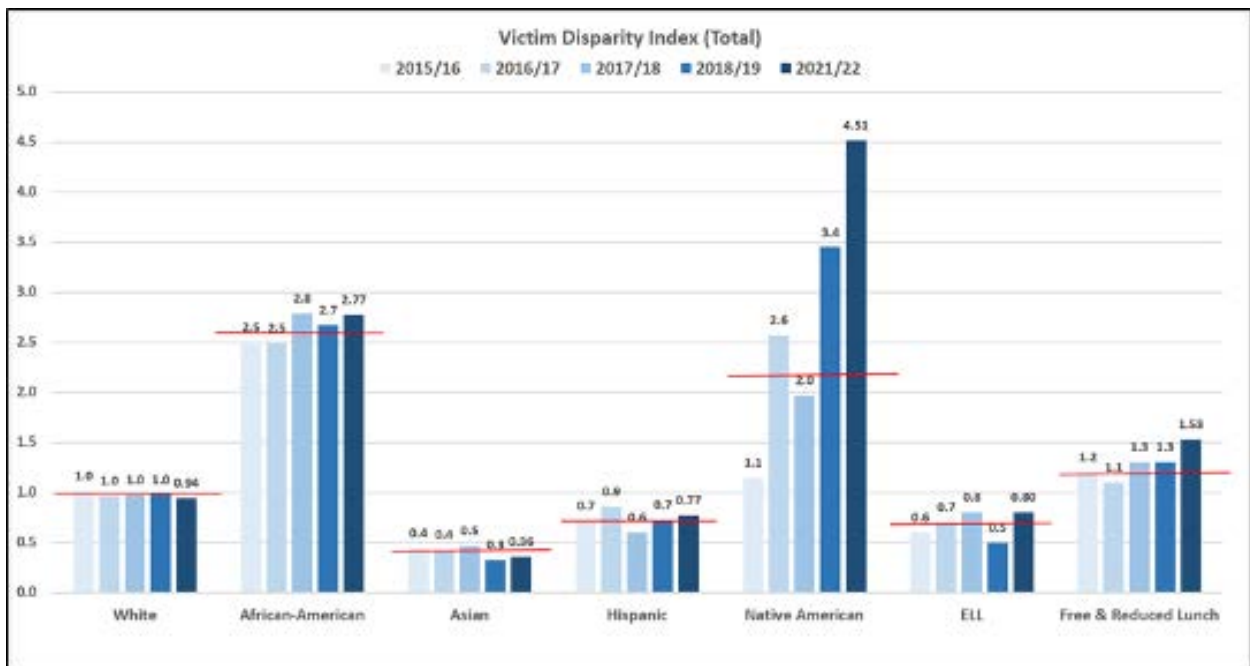
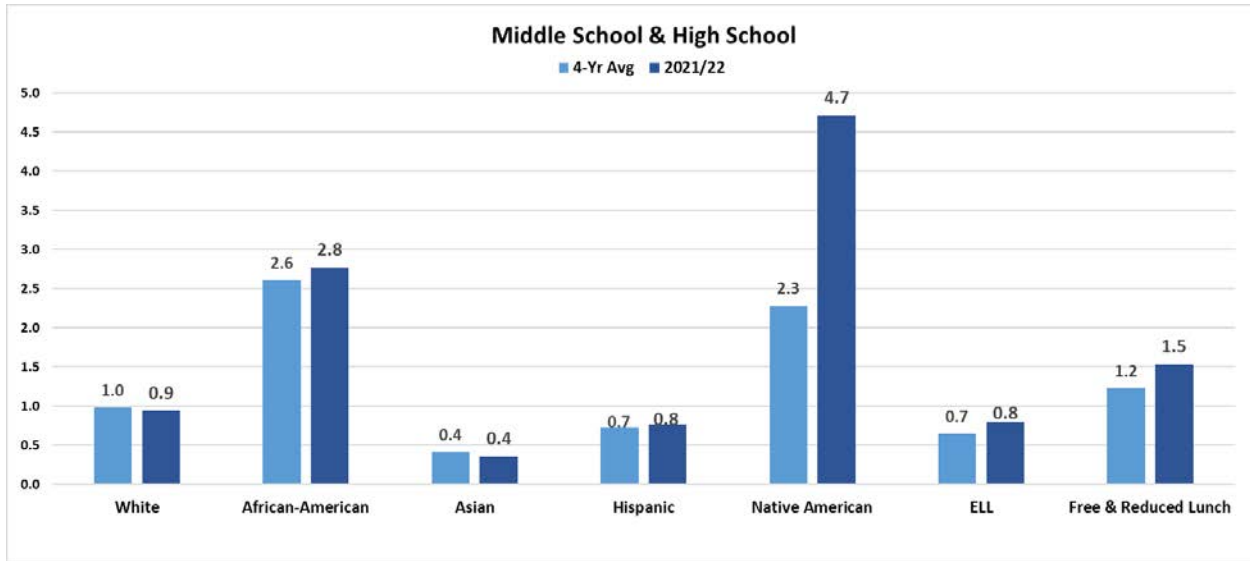
Population Totals for Disparity Index

	Population Total Middle and High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	13713	14030	14415	14392	14138	14424	14353	14060
African-American	1269	1275	1313	1354	1303	1363	1435	1514
Asian	957	1024	1030	1017	1007	1032	1030	996
Hispanic	2598	2753	2899	2971	2805	3118	3290	3405
Native American	171	171	168	156	167	150	152	154
ELL	595	986	1023	1014	905	920	871	782
Free & Reduced Lunch	8044	8990	9343	9484	8965	9745	9825	9230

	Population Middle School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	5966	6124	6250	6027	6092	5946	5886	5826
African-American	547	551	569	578	561	601	632	652
Asian	393	425	414	384	404	391	377	392
Hispanic	1187	1211	1231	1217	1212	1299	1396	1457
Native American	75	76	70	51	68	47	47	50
ELL	245	413	392	373	356	314	300	261
Free & Reduced Lunch	3691	4092	4257	4197	4059	4273	4256	4023

	Population High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	7747	7806	8165	8365	8021	8478	8467	8234
African-American	722	724	744	776	742	762	803	862
Asian	564	599	616	633	603	641	653	604
Hispanic	1411	1542	1668	1754	1594	1819	1894	1948
Native American	96	95	98	105	99	103	105	104
ELL	350	523	634	641	537	606	571	521
Free & Reduced Lunch	4353	4898	5086	5287	4906	5472	5569	5207

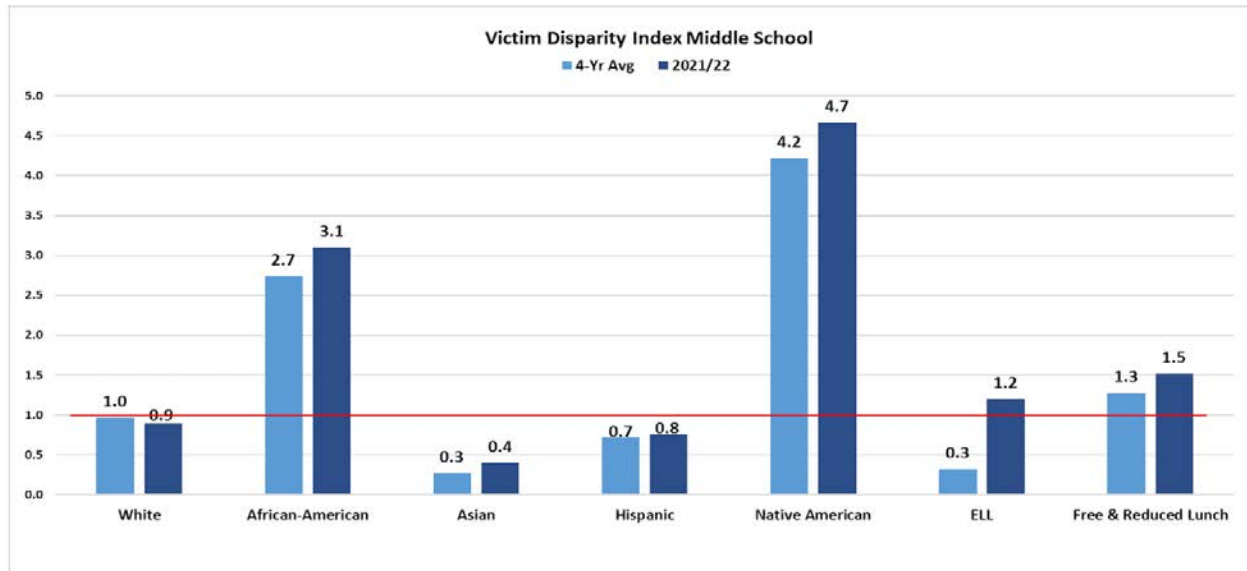
Victim Disparity Index (Total)



	Victim Disparity Index (Total)							
	2015/16	2016/17	2017/18	2018/19	4-Year Avg	2019/20	2020/21	2021/22
White	1.0	1.0	1.0	1.0	1.0	1.0	0.96	0.94
African-American	2.5	2.5	2.8	2.7	2.6	2.6	2.90	2.77
Asian	0.4	0.4	0.5	0.3	0.4	0.4	0.22	0.36
Hispanic	0.7	0.9	0.6	0.7	0.7	0.6	0.73	0.77
Native American	1.1	2.6	2.0	3.4	2.3	2.4	3.00	4.51
ELL	0.6	0.7	0.8	0.5	0.7	0.7	0.40	0.80
Free & Reduced Lunch	1.2	1.1	1.3	1.3	1.2	1.3	1.30	1.53

	Victim Total High School & Middle School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	424	432	468	471	449	357	241	400
African-American	97	100	122	121	110	89	73	129
Asian	13	14	16	11	14	10	4	11
Hispanic	57	75	58	72	66	50	42	78
Native American	6	14	11	18	12	9	8	22
ELL	11	21	27	17	19	15	6	18
Free & Reduced Lunch	283	158	392	404	309	302	221	426

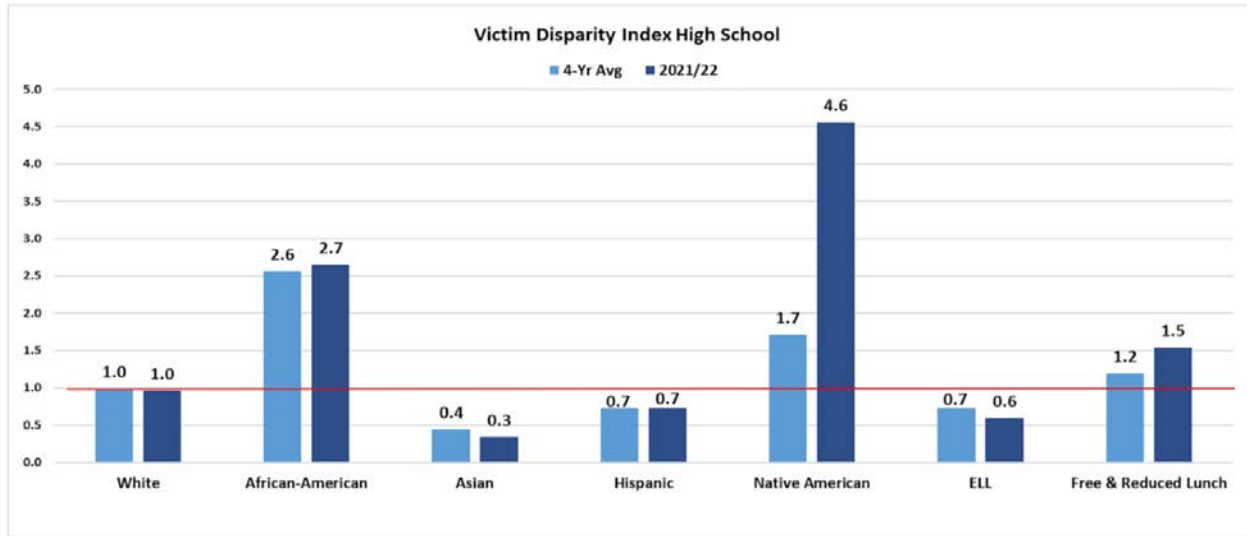
Victim Disparity Index (Middle School)



	Victim Disparity Index Middle Schools							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	1.0	0.9	0.9	1.0	1.0	1.0	0.91	0.9
African-American	2.1	3.0	3.2	2.6	2.7	2.8	3.27	3.1
Asian	0.2	0.4	0.3	0.3	0.3	0.0	0.17	0.4
Hispanic	0.9	0.8	0.6	0.6	0.7	0.8	0.81	0.8
Native American	0.9	3.5	4.9	7.6	4.2	3.6	-	4.7
ELL	0.5	0.1	0.7	0.0	0.3	0.4	0.20	1.2
Free & Reduced Lunch	1.2	1.2	1.3	1.4	1.3	1.3	1.30	1.5

	Victims Middle School Total							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	96	106	101	122	106	104	85	134
African-American	18	31	32	31	28	30	33	52
Asian	1	3	2	2	2	0	1	4
Hispanic	16	18	12	16	16	18	18	30
Native American	1	5	6	8	5	3	0	6
ELL	2	1	5	0	2	2	1	8
Free & Reduced Lunch	68	92	57	123	85	95	87	157

Victim Disparity Index (High School)

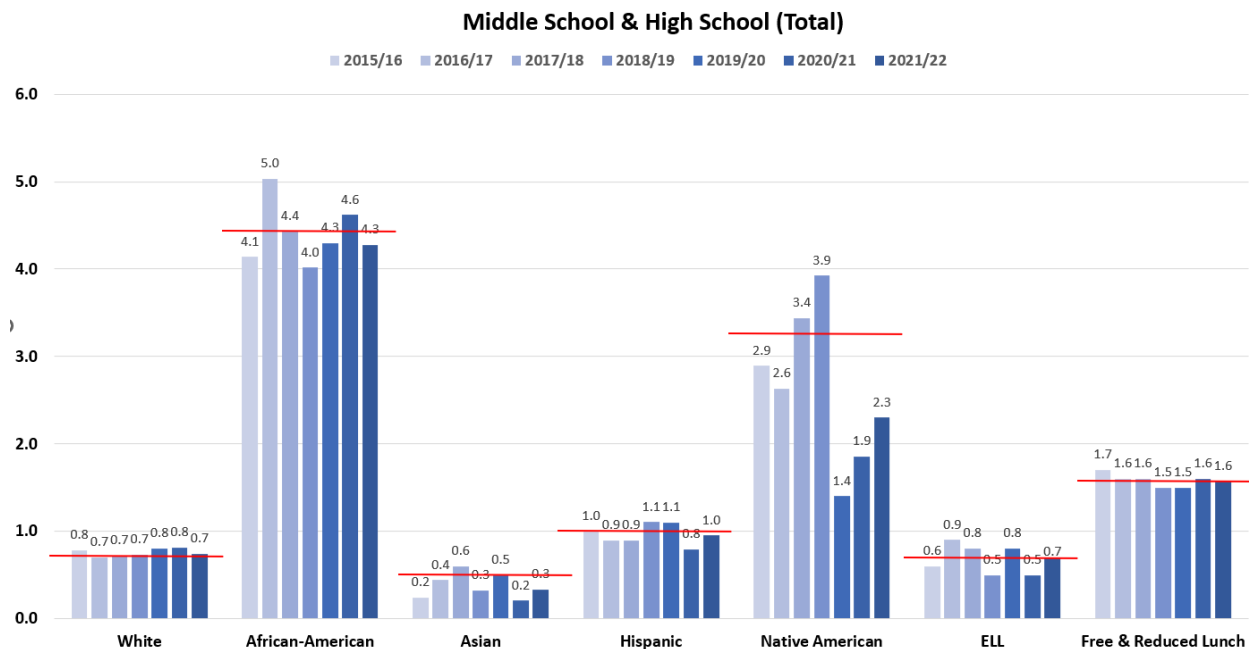
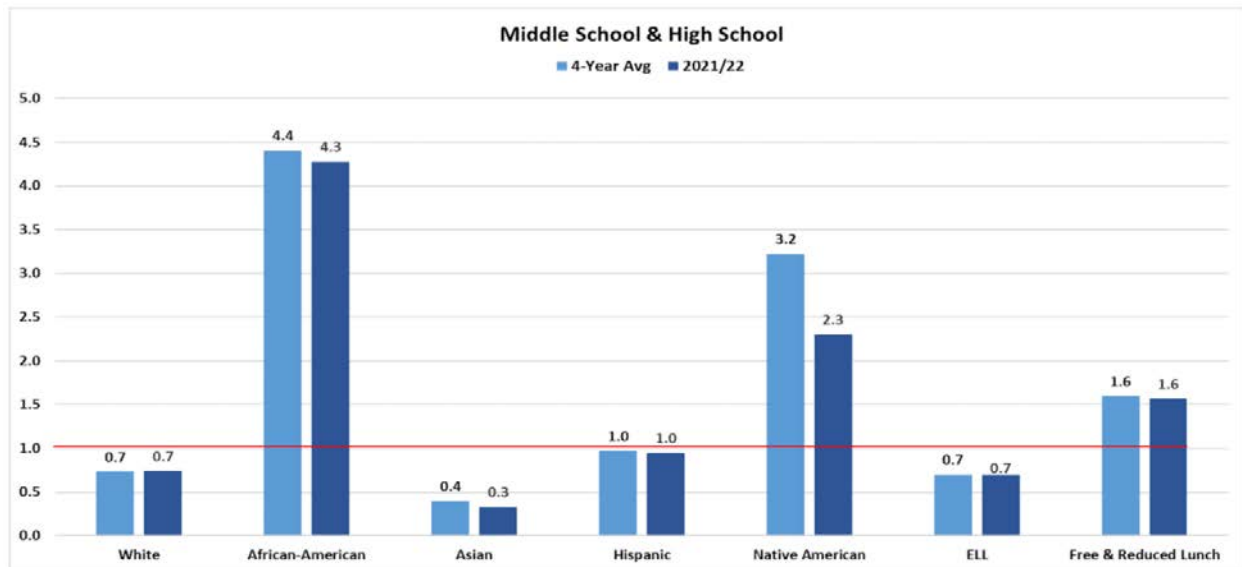


	Victims High School Total							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	328	326	367	349	343	253	156	266
African-American	79	69	90	90	82	59	40	77
Asian	12	11	14	9	12	10	3	7
Hispanic	41	57	46	56	50	32	24	48
Native American	5	9	5	10	7	6	8	16
ELL	9	20	22	17	17	13	5	10
Free & Reduced Lunch	215	234	292	281	256	207	134	269

	Victim Disparity Index High Schools							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	1.0	1.0	1.0	1.0	1.0	1.0	0.98	1.0
African-American	2.6	2.3	2.7	2.7	2.6	2.6	2.66	2.7
Asian	0.5	0.4	0.5	0.3	0.4	0.5	0.25	0.3
Hispanic	0.7	0.9	0.6	0.7	0.7	0.6	0.68	0.7
Native American	1.2	2.3	1.1	2.2	1.7	1.9	4.07	4.6
ELL	0.6	0.9	0.8	0.6	0.7	0.7	0.50	0.6
Free & Reduced Lunch	1.2	1.1	1.3	1.2	1.2	1.3	1.30	1.5

Suspect/Person Responsible Disparity Index (Total)

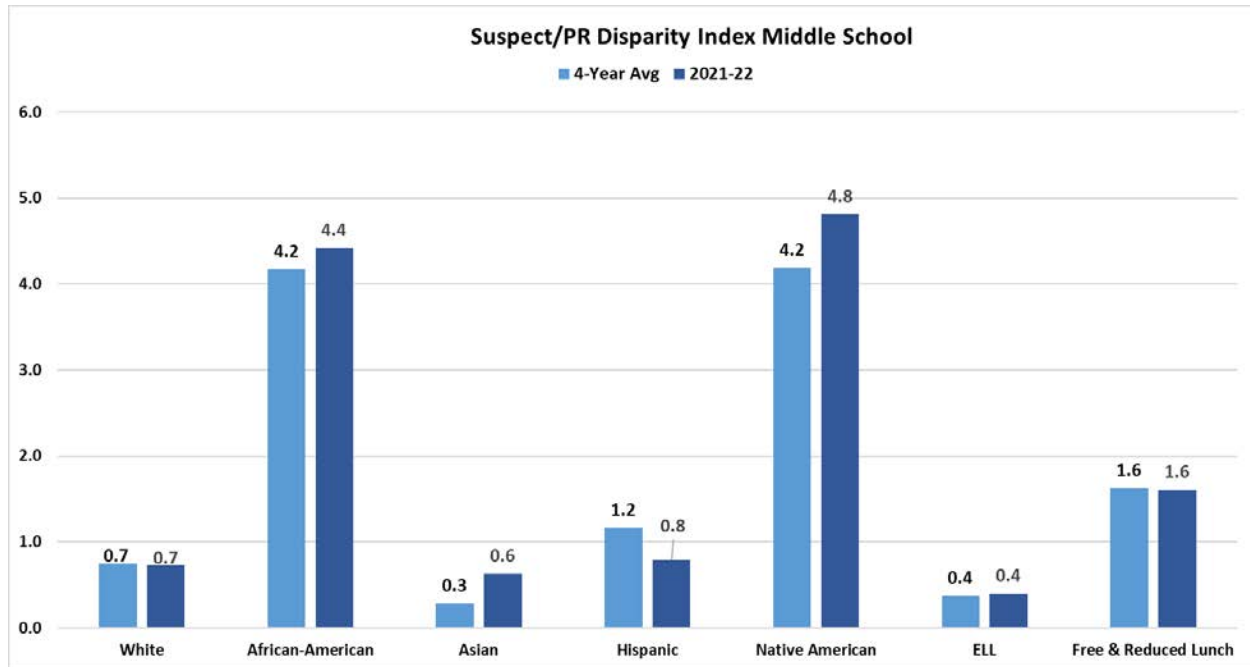
The racial disparity index for all suspects/persons responsible in 2021/22 also closely corresponded with the four-year average for nearly every group of students.



	Suspect/Person Responsible Disparity Index Total (Middle & High School)							
	2015/16	2016/17	2017/18	2018/19	4-Year Avg	2019/20	2020/21	2021/22
White	0.8	0.7	0.7	0.7	0.7	0.8	0.8	0.7
African-American	4.1	5.0	4.4	4.0	4.4	4.3	4.6	4.3
Asian	0.2	0.4	0.6	0.3	0.4	0.5	0.2	0.3
Hispanic	1.0	0.9	0.9	1.1	1.0	1.1	0.8	1.0
Native American	2.9	2.6	3.4	3.9	3.2	1.4	1.9	2.3
ELL	0.6	0.9	0.8	0.5	0.7	0.8	0.5	0.7
Free & Reduced Lunch	1.7	1.6	1.6	1.5	1.6	1.5	1.6	1.6

	Suspect/Person Responsible Total Middle & High School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	283	242	253	291	267	220	165	293
African-American	138	157	141	151	147	115	94	182
Asian	6	11	15	9	10	11	3	9
Hispanic	68	60	63	91	71	66	37	91
Native American	13	10	14	17	14	4	4	10
ELL	9	20	19	14	16	15	6	16
Free & Reduced Lunch	350	356	363	402	368	289	217	406

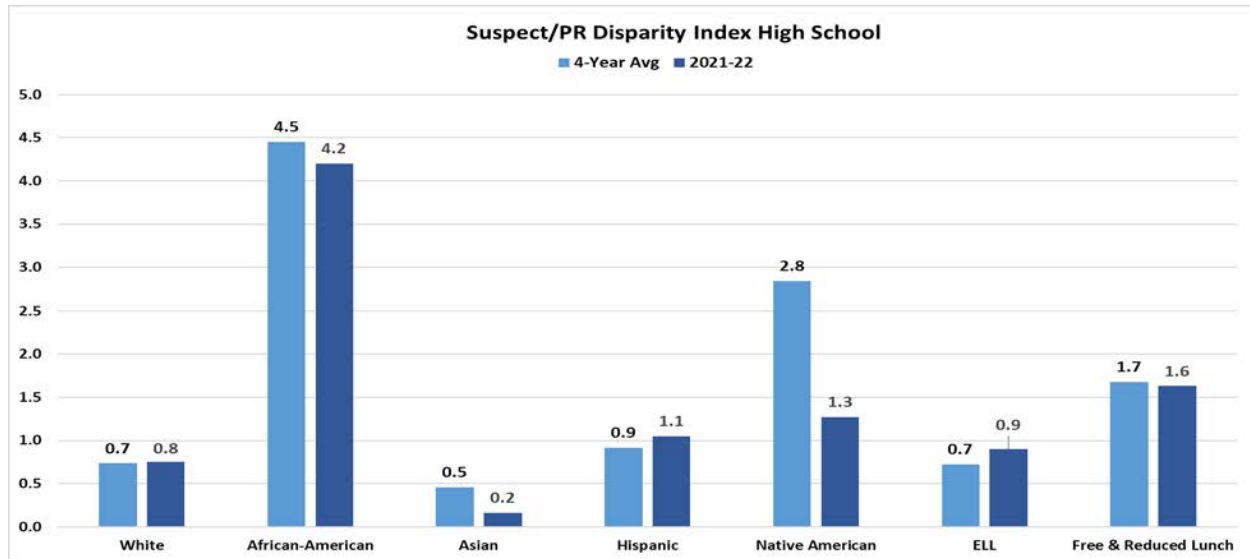
Suspect/Person Responsible Disparity Index (Middle School)



	Suspect/Person Responsible Disparity Index Middle Schools							
	2015-16	2016-17	2017-18	2018-19	4-Yr Avg	2019-20	2020-21	2021-22
White	0.8	0.6	0.9	0.7	0.7	0.7	0.9	0.7
African-American	3.3	6.3	3.2	3.9	4.2	4.0	3.8	4.4
Asian	0.2	0.4	-	-	0.3	-	-	0.6
Hispanic	1.2	0.9	1.0	1.5	1.2	1.5	0.7	0.8
Native American	4.6	2.0	4.6	5.6	4.2	2.8	1.6	4.8
ELL	0.4	0.4	0.4	0.3	0.4	1.1	-	0.4
Free & Reduced Lunch	1.8	1.6	1.6	1.5	1.6	1.6	1.5	1.6

	Suspect/Person Responsible Middle School							
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	53	52	68	72	61	64	71	106
African-American	21	46	23	39	32	36	31	72
Asian	1	2	0	0	1	0	0	6
Hispanic	17	15	16	31	20	30	12	29
Native American	4	2	4	5	4	2	1	6
ELL	1	2	2	2	2	5	0	2
Free & Reduced Lunch	76	87	83	108	89	100	83	157

Suspect/Person Responsible Disparity Index (High School)



Suspect/Person Responsible High School								
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	230	190	185	219	206	156	97	187
African-American	117	111	118	112	115	79	63	110
Asian	5	9	15	9	10	11	3	3
Hispanic	51	45	47	60	51	36	25	62
Native American	9	8	10	12	10	2	3	4
ELL	8	18	17	12	14	10	6	14
Free & Reduced Lunch	274	269	280	294	279	189	134	249

Victims High School Total								
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	328	326	367	349	343	253	156	266
African-American	79	69	90	90	82	59	40	77
Asian	12	11	14	9	12	10	3	7
Hispanic	41	57	46	56	50	32	24	48
Native American	5	9	5	10	7	6	8	16
ELL	9	20	22	17	17	13	5	10
Free & Reduced Lunch	215	234	292	281	256	207	134	269

Population High School								
	2015/16	2016/17	2017/18	2018/19	4-Yr Avg	2019/20	2020/21	2021/22
White	7747	7806	8165	8365	8021	8478	8467	8234
African-American	722	724	744	776	742	762	803	862
Asian	564	599	616	633	603	641	653	604
Hispanic	1411	1542	1668	1754	1594	1819	1894	1948
Native American	96	95	98	105	99	103	105	104
ELL	350	523	634	641	537	606	571	521
Free & Reduced Lunch	4353	4898	5086	5287	4906	5472	5569	5207

SRO Complaints and Commendations

LPD investigated three “other” complaints against SROs in 2021/22.

- One “exonerated” “dissatisfaction”
- One “exonerated” “conduct”
- One “warning” “policy violation” (an on-duty motor vehicle accident, not school related but during the year).

In 2021/22, LPD SROs received five commendations for a variety of events.

SRO Training

The 14 SROs received a total of 686 training hours in 2021/22. Here are some examples of training topics that SROs received: Basic SRO training, Policing the Teen Brain, active shooter and critical incidents, behavioral health and threat assessment, mental health disorders, cultural awareness, legal topics, use of control, and de-escalation.

SRO Presentations/Training

In 2021-22, high school SROs conducted 15 presentations for 271 students and middle school SROs conducted 98 presentations for 2,976 students. In total, SROs conducted 115 presentations for a total of 3,266 students. SROs presented on a variety of topics, including Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Personal Safety, Traffic Safety, and others.

Annual Presentations

(Data was not tracked until 2019-20)

Year	Middle School	Presentation Topics	M.S. Students Reached	High School	Presentation Topics	H.S. Students Reached	Total Presentations	Total Number of Students Reached
2019-20	109	Alcohol/DUI, Community Relations, Drug Trends, General LE, ID Theft Scams, Internet Safety, Legal Topics, Officer Friendly, Personal Safety	3,273	19	Alcohol/DUI, Community Relations, General LE, Internet Safety, Legal Topics	361	128	3,634
2020-21	139	Alcohol/DUI, Community Relations, Drug Trends, General LE, ID Theft Scams, Internet Safety, Legal Topics, Officer Friendly, Personal Safety	3,342	22	Alcohol/DUI, Community Relations, Drug Trends, General LE, Internet Safety, Legal Topics, Other	510	161	3,852
2021-22	98	Alcohol/DUI, Community Relations, Drug Trends, General LE, ID Theft Scams, Internet Safety, Legal Topics, Officer Friendly, Personal Safety	2,976	15	Alcohol/DUI, General LE, Legal Topics	271	115	3,266

Final Note on LPD Data

In prior years, some stakeholders asked if narcotics incidents could be divided into “use” and “distribution.” The concern was that students contacted by law enforcement in “use” incidents might have a mental health condition meriting diversionary services instead of a referral. In reviewing the data and individuals involved in these types of police contacts, two findings emerged. First, there is substantial overlap between use and distribution in narcotics incidents. In other words, the students who are using narcotics are also the students distributing narcotics, albeit in small amounts. For example, a student may be caught with their parents’ prescription medication (or another controlled substance) while also passing a pill (or a small quantity of a controlled substance) to a friend (as well as making small sales to other students). There is simply not a clear distinction between a narcotics distributor who is only selling (and not using) and a user who is simply using (but not distributing). Moreover, although students may receive a juvenile referral, they may still be diverted into SAMI to receive services to aid any mental health or substance abuse issues. Officials from LPS, LPD, and the Lancaster County Attorney meet regularly to ascertain the best ways to divert juveniles to services whenever possible.

Stakeholders also asked if assaults could be further parsed out between incidents that are disturbances between two students and assaults involving a clear perpetrator and victim. As with narcotics incidents, there is rarely a clear line between these types of incidents. A review of the data indicates that assaults and disturbances are overwhelmingly the result of some emergent or ongoing feud between students. It appears that incidents involving more serious injury are being classified as assaults whereas minor incidents are being classified as disturbances. Moreover, mutual assaults (or fights between students) are being classified as both disturbances and assaults. A variety of intersecting factors affect whether juvenile referrals are being issued, including the size and scope of the disturbance (e.g., number of people involved, location of disturbance), willingness of victims and suspects to speak with law enforcement, willingness of victims and suspects’ parents to allow their children to speak with law enforcement, desires of victims (and parents) to press charges, mental competency of the suspect (e.g., a student with special education needs), and the status of the victim (e.g., staff member versus a student), among several others.

Lincoln Public Schools Data

Note about LPS data from the 2021-22 school year

Because of school disruptions caused by the COVID-19 pandemic in recent years, it may be useful to provide contextual information about the LPS data in this section of the report

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year, and should not be compared to other school years.

LPS Perception Survey Data

Student Data

(2021-22 school year)

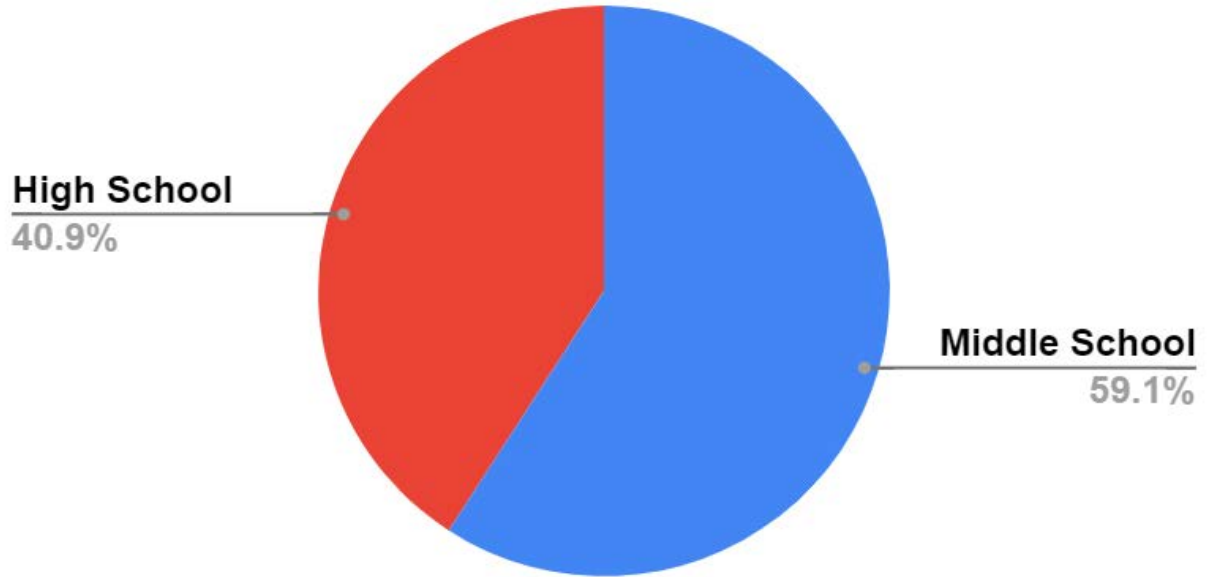
Development of the District Perception Surveys (student, staff and parents/guardians) began in the 2014-2015 school year. The initial work focused on the following steps: (1) identifying the constructs to be measured and generating clear operational definitions, (2) developing items, (3) conducting item try-outs that included both feedback and empirical data, and (4) developing final field test forms. A district-wide field test was conducted in the spring of 2017. The results of the field test were analyzed and used to revise the instrument for full implementation in the 2017-2018 school year. The survey measures perception in 4 areas: Curriculum, Instruction, and Assessment; School Culture and Climate; Student and Staff Relationships; and Student Engagement. The survey is administered in the spring of each year and is administered to all stakeholders (parents, students, and staff). Results are used to help guide the school improvement process.

The interlocal agreement with Lincoln Public Schools, Lincoln Police Department and the city of Lincoln called for an evaluation of the school resource officers. Instead of creating a stand-alone instrument for this purpose, it was decided to append items to the end of the existing Perception survey. Stakeholders had the opportunity to respond to items specifically about School Resource Officers in the spring of 2019 after the School Resource Officers had been placed in all secondary schools.

District Perception Surveys were not administered in the spring of 2020 due to the pandemic. In spring of 2021 District Perception Surveys (student, staff and parents/guardians) were administered during the month of April. Data from the surveys are presented here in student, staff and parents/guardians sections.

Student Data - Total Responses

What level is your school or program?



Response	Number of Responses
Middle School	7,184
High School	4,963

Student Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	513	7.14%
Dawes	341	4.75%
Goodrich	663	9.23%
Irving	537	7.47%
Lefler	487	6.78%
Lux	758	10.55%
Mickle	728	10.13%
Moore	660	9.19%
Park	661	9.20%
Pound	738	10.27%
Schoo	6	0.08%
Scott	900	12.53%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	49	0.68%
Pathfinder Educ. Prog.	1	0.01%
MS Student Support Prog.	6	0.08%
MS Remote Learning Prog.	136	1.89%

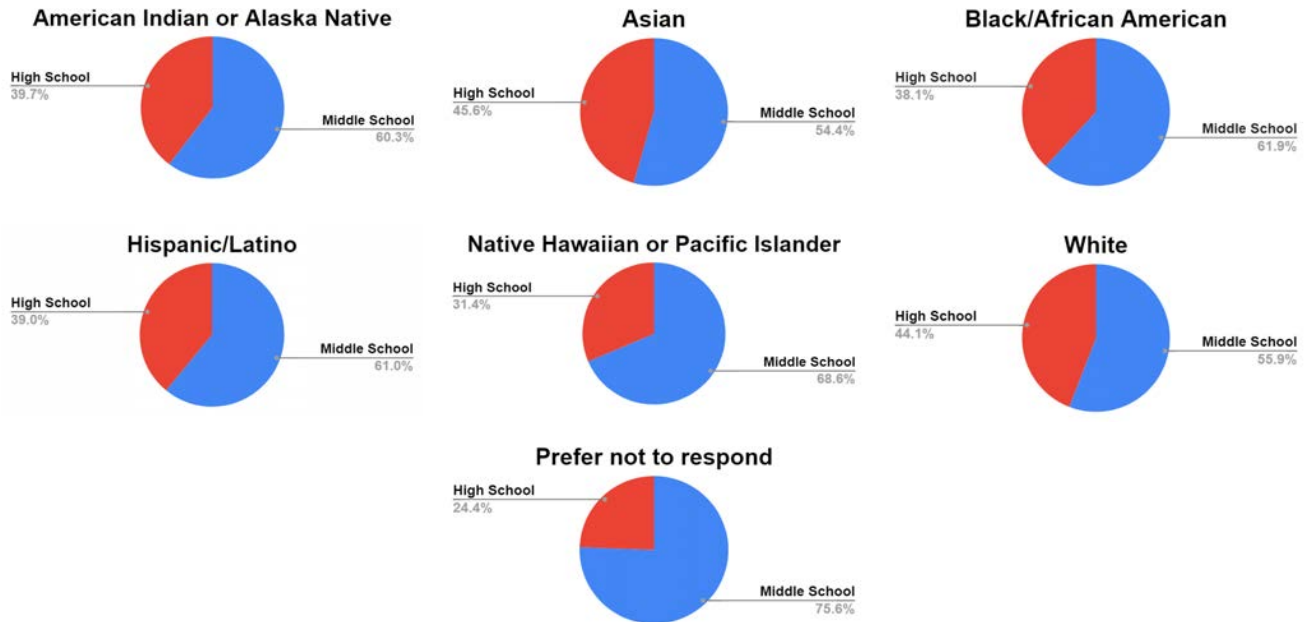
Student Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	1,461	29.44%
Lincoln High	875	17.63%
North Star	836	16.82%
Northeast	822	16.56%
Southeast	267	5.38%
Southwest	491	9.89%
Arts & Humanities FP	88	1.77%
Bryan Comm. FP	68	1.13%
The Career Academy	2	0.04%
Pathfinder Educ. Prog.	0	0.00%
Science FP	65	1.31%
HS Student Support Prog.	1	0.02%
Yankee Hill Prog.	0	0.00%

Student Data - Responses by Ethnicity

What level is your school or program?



Number of Responses							
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	307	472	775	949	107	3757	817
High School	202	395	477	608	49	2968	264

When asked about their racial/ethnic background, students could select multiple groups. The ethnic groups with the largest number of responses were White with 55.4% of students indicating that as one of their racial/ethnic groups (3,757 middle and 2,968 high school). 12.8% of students indicated that one of their racial/ethnic groups was Hispanic/Latino (949 middle and 608 high school). 10.3% indicated Black/African American as one of their racial/ethnic groups (775 middle and 477 high school), and 8.9% preferred not to respond to the question (817 middle and 264 high school). Race/Ethnic groups with smaller representation were Asian 7.1% (472 middle and 395 high school), American Indian or Alaskan Native 4.2% (307 middle and 202 high school) and Native Hawaiian or Pacific Islander 1.3% (107 middle school and 49 high school).

Student Data - Responses by Ethnicity

What is your middle school or program?

Response	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	30	5.85%	48	9.36%	93	18.13%	115	22.42%	7	1.36%	143	27.88%	77	15.01%
Dawes	22	6.45%	16	4.69%	45	13.20%	55	16.13%	8	2.35%	163	47.80%	32	9.38%
Goodrich	24	3.62%	58	8.75%	104	15.69%	163	24.59%	14	2.11%	194	29.26%	106	15.99%
Irving	24	4.47%	29	5.40%	59	10.99%	58	10.80%	6	1.12%	289	53.82%	72	13.41%
Lefler	26	5.34%	34	6.98%	64	13.14%	67	13.76%	8	1.64%	227	46.61%	61	12.53%
Lux	20	2.64%	51	6.73%	36	4.75%	46	6.07%	4	0.53%	541	71.37%	60	7.92%
Mickle	28	3.85%	32	4.40%	65	8.93%	68	9.34%	8	1.10%	462	63.46%	65	8.93%
Moore	25	3.79%	45	6.82%	28	4.24%	30	4.55%	8	1.21%	474	71.82%	50	7.58%
Park	23	3.48%	63	9.53%	97	14.87%	171	25.87%	13	1.97%	207	31.32%	87	13.18%
Pound	41	5.56%	30	4.07%	85	11.52%	76	10.30%	15	2.03%	402	54.47%	89	12.06%
Schoo	1	16.67%	0	0.00%	1	16.67%	1	16.67%	0	0.00%	2	33.33%	1	16.67%
Scott	37	4.11%	58	6.44%	68	7.56%	66	7.33%	10	1.11%	573	63.67%	88	9.78%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuemberger Educ. Ctr.	2	4.08%	2	4.08%	12	24.49%	3	6.12%	2	4.08%	20	40.82%	8	16.33%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
MS Student Support Prog.	2	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	50.00%	1	16.67%
MS Remote Learning Prog.	2	1.47%	6	4.41%	18	13.24%	30	22.06%	4	2.94%	56	41.18%	20	14.71%

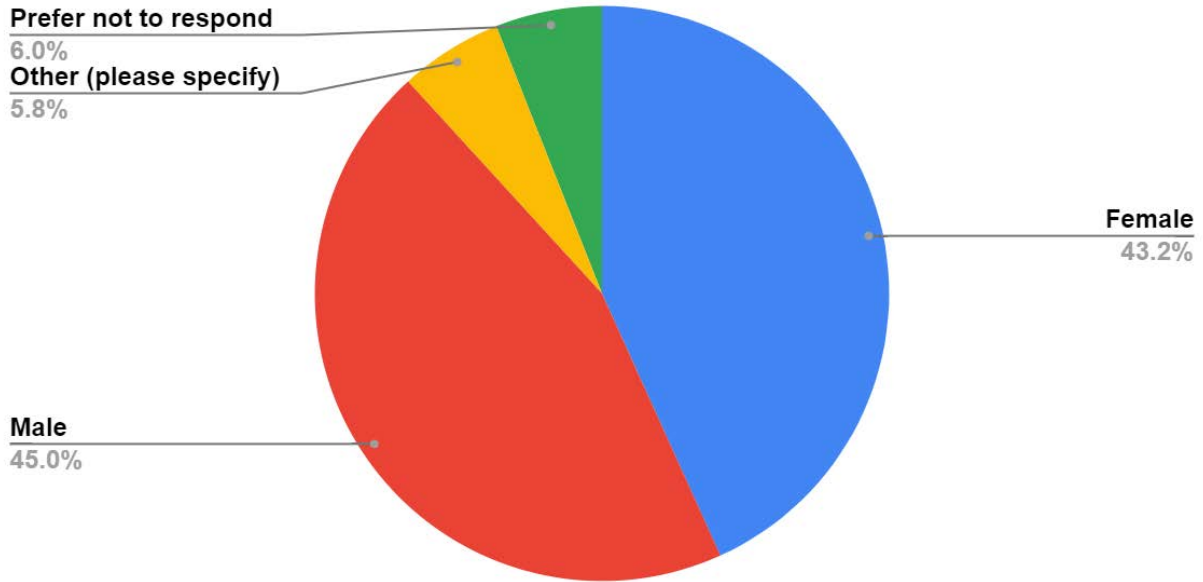
Student Data - Responses by Ethnicity

What is your high school or program?

Response	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	45	3.08%	104	7.12%	90	6.16%	109	7.46%	17	1.16%	1029	70.43%	67	4.59%
Lincoln High	43	4.81%	115	13.14%	128	14.74%	153	17.48%	6	0.69%	371	42.40%	58	6.63%
North Star	27	3.23%	84	10.06%	99	11.86%	150	17.96%	9	1.08%	412	49.34%	54	6.47%
Northeast	52	6.33%	39	4.74%	91	11.07%	108	13.14%	9	1.09%	473	57.54%	50	6.08%
Southeast	8	3.00%	18	6.74%	20	7.49%	14	5.24%	3	1.12%	193	72.28%	11	4.12%
Southwest	18	3.67%	29	5.91%	29	5.91%	46	9.37%	4	0.81%	348	70.88%	17	3.46%
Arts & Humanities FP	2	2.27%	2	2.27%	12	13.64%	9	10.23%	0	0.00%	61	69.32%	2	2.27%
Bryan Comm. FP	5	8.93%	1	1.79%	6	10.71%	10	17.86%	1	1.79%	30	53.57%	3	5.36%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	2	3.08%	3	4.62%	1	1.54%	8	12.31%	0	0.00%	49	75.38%	2	3.08%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Yankae Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Student Data - Total Responses

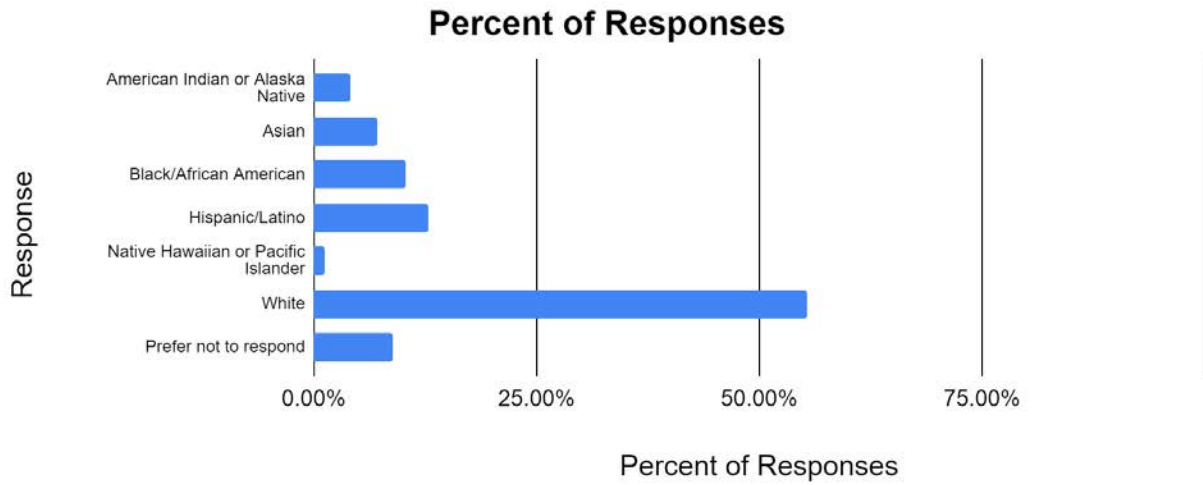
What is your gender (please choose one)?



Response	Number of Responses
Female	4,448
Male	4,626
Other (please specify)	596
Prefer not to respond	618

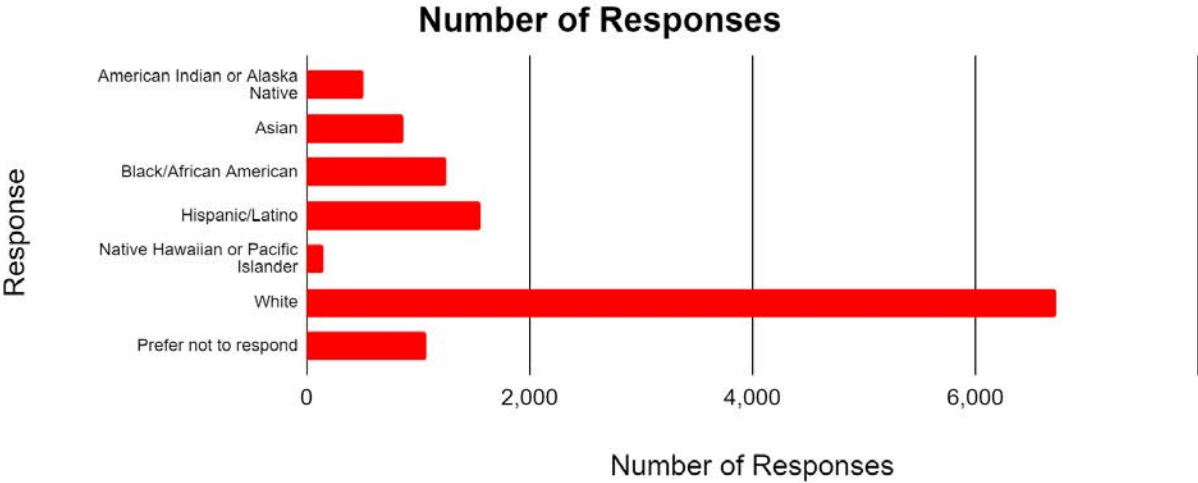
Student Data - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



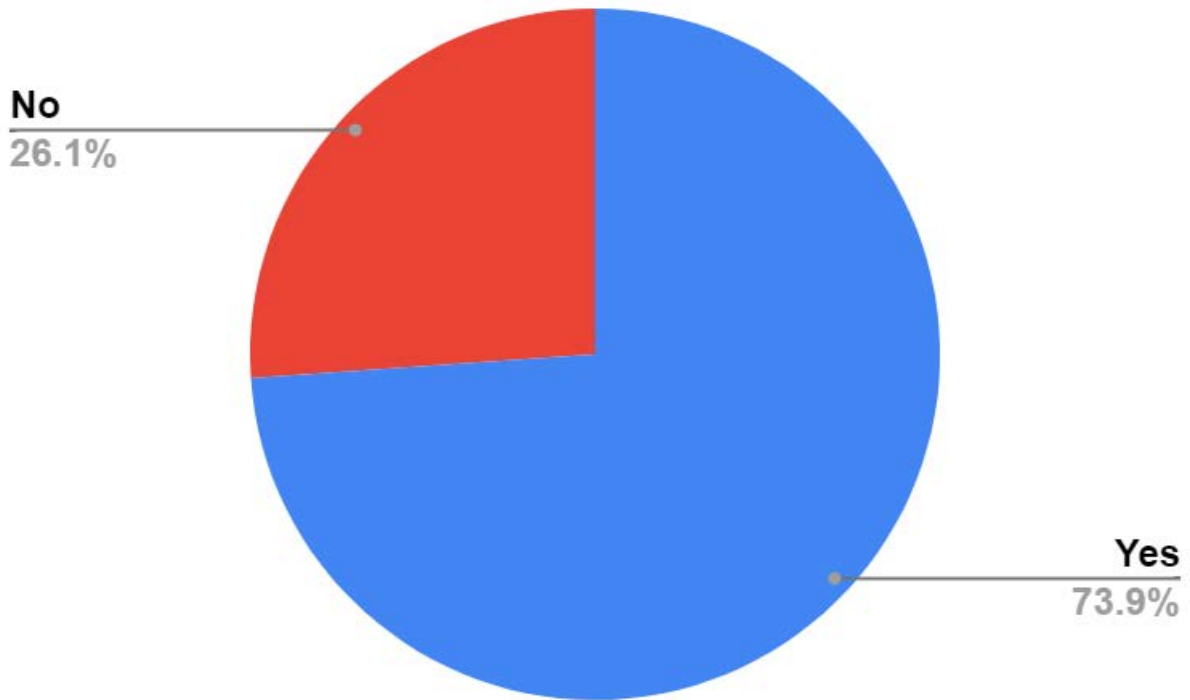
Student Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Student Data - Total Responses

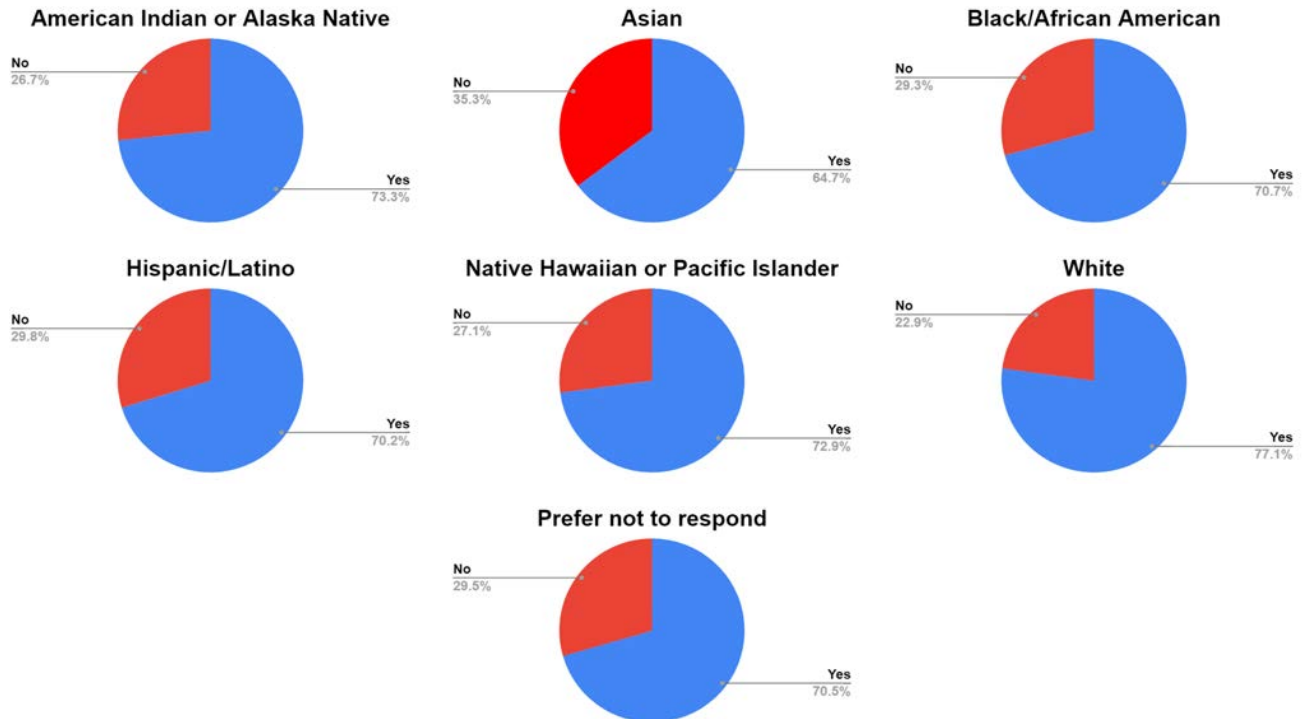
Were you aware that there is a School Resource Officer (SRO) at your school?



Response	Number of Responses
Yes	8,949
No	3,159

Student Data - Responses by Ethnicity

Were you aware that there is a School Resource Officer (SRO) at your school?

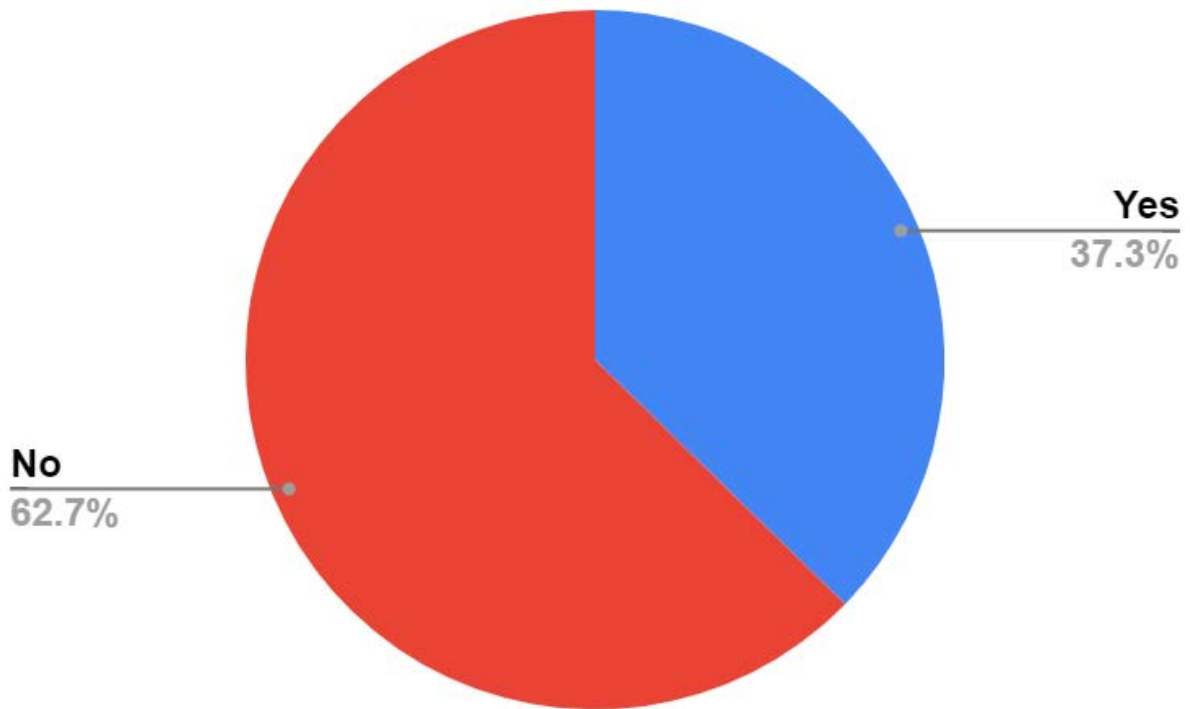


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	371	560	879	1088	113	5179	759
No	135	305	365	461	42	1534	317

Student awareness of the presence of the school resource officer was fairly consistent across ethnic groups with 65-77% of students saying they knew about resource officers and 23-36% indicating that they did not know.

Student Data - Total Responses

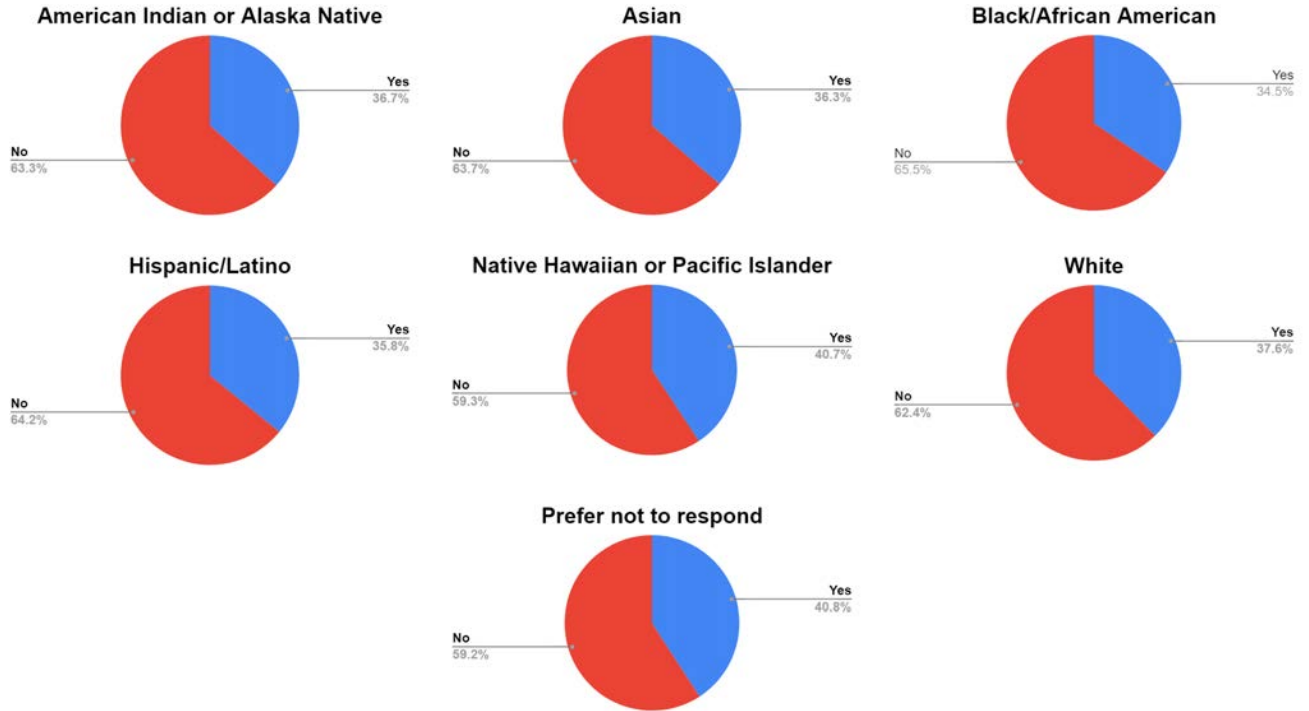
Has the School Resource Officer (SRO) presented in any of your classes?



Response	Number of Responses
Yes	3,336
No	5,607

Student Data - Responses by Ethnicity

Has the School Resource Officer (SRO) presented in any of your classes?

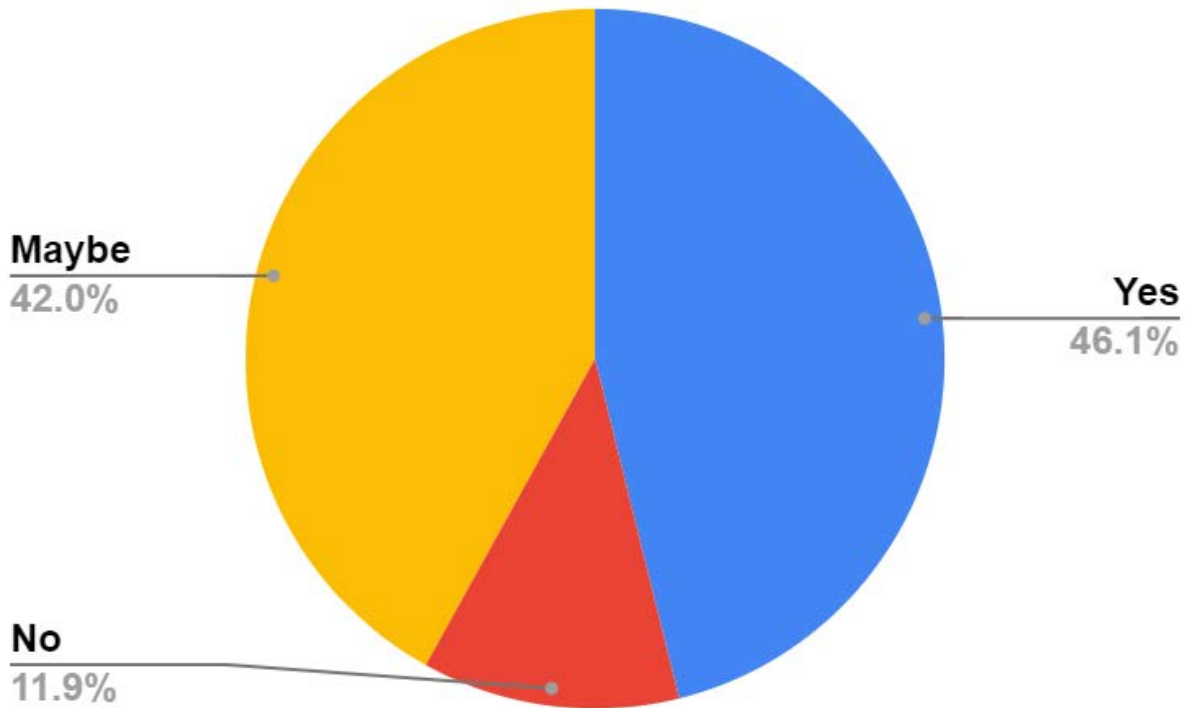


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	136	203	303	390	46	1948	310
No	235	356	575	698	67	3227	449

Approximately 35-41% of the students indicated that the School Resource Officer (SRO) presented in one or more of their classes. This rate was fairly consistent across racial/ethnic groups. However, 41% of students preferred not to respond to this question.

Student Data - Total Responses

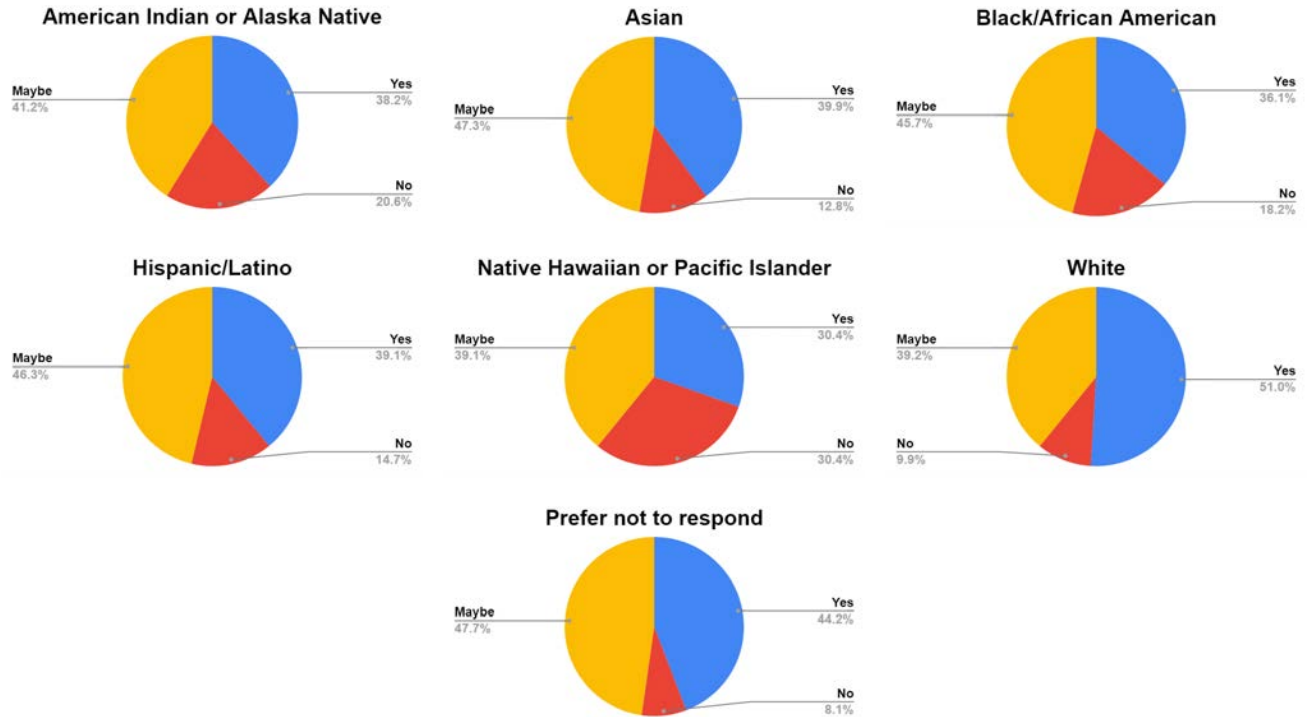
Did you find that presentation useful?



Response	Number of Responses
Yes	1,537
No	397
Maybe	1,398

Student Data - Responses by Ethnicity

Did you find that presentation useful?

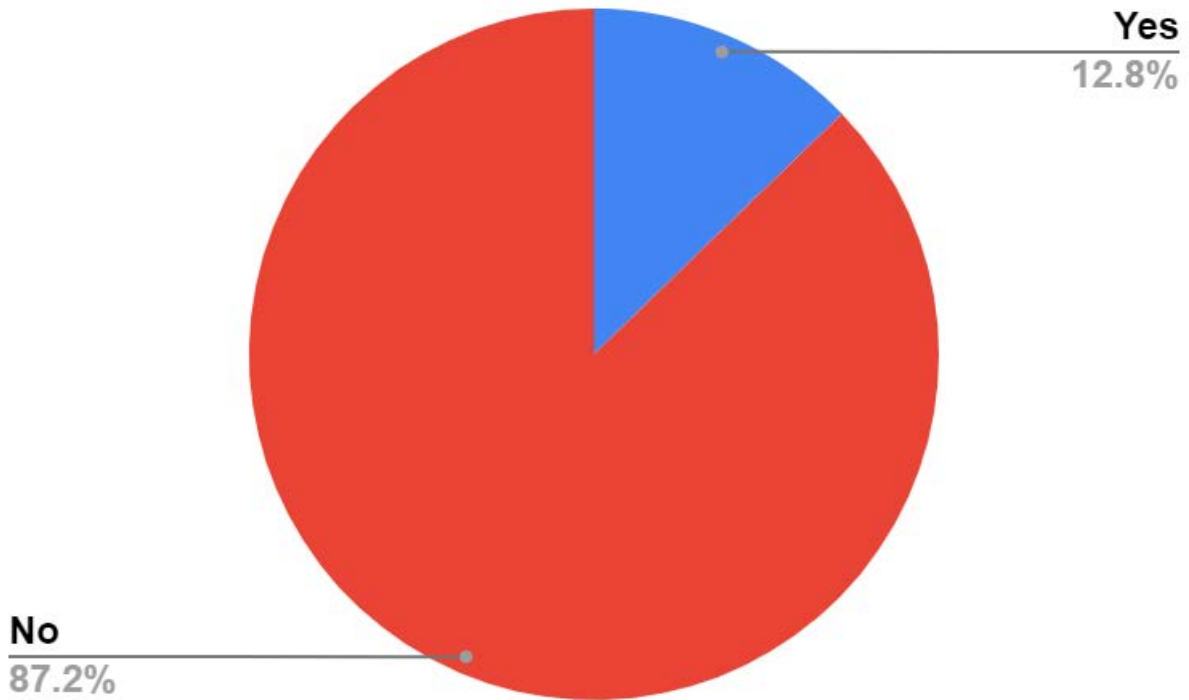


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	52	81	109	152	14	992	137
No	28	26	55	57	14	192	25
Maybe	56	96	138	180	18	762	148

Of the students who indicated that the School Resource Officer (SRO) presented in at least one of their classes, 36-51% said the presentation was helpful. This perception was fairly consistent across racial/ethnic groups, although it was higher in students who identify as White than other race/ethnicities.

Student Data - Total Responses

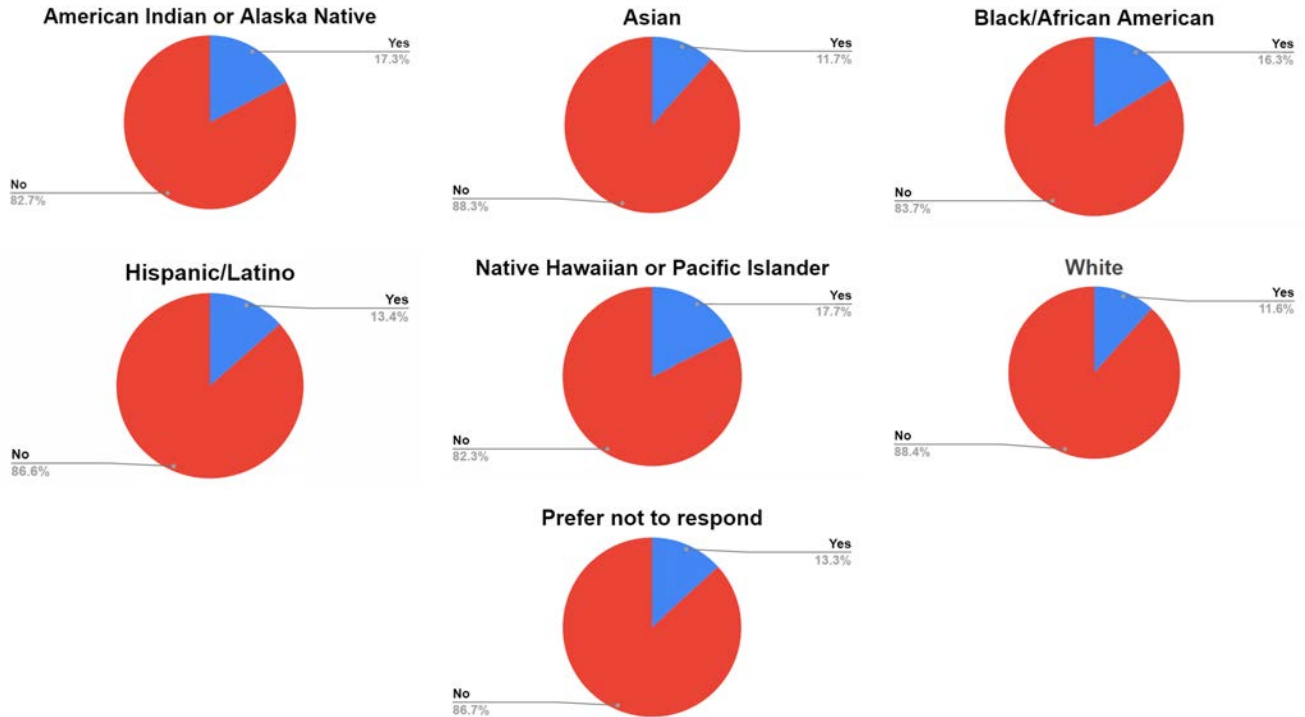
Did the School Resource Officer (SRO) contact you about an issue at school this year?



Response	Number of Responses
Yes	1,136
No	7,766

Student Data - Responses by Ethnicity

Did the School Resource Officer (SRO) contact you about an issue at school this year?

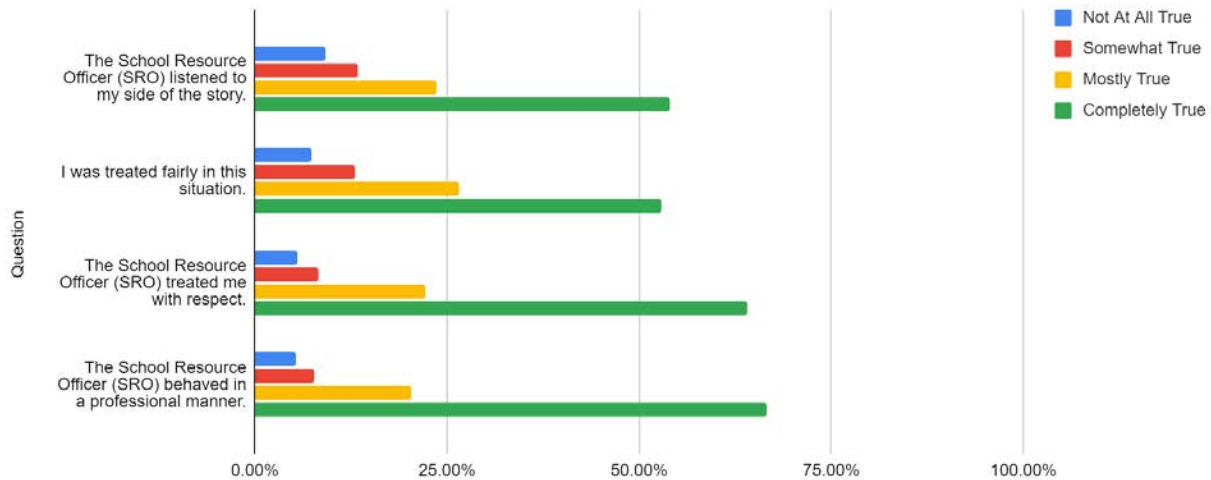


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	64	65	142	145	20	600	100
No	305	492	731	937	93	4554	654

Of the students who indicated that they knew School Resource Officers (SROs) were in their school, approximately 12-18% indicated that the officer made contact with them about an issue at school this year. This contact rate was relatively consistent across racial/ethnic groups.

Student Data - Total Responses

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

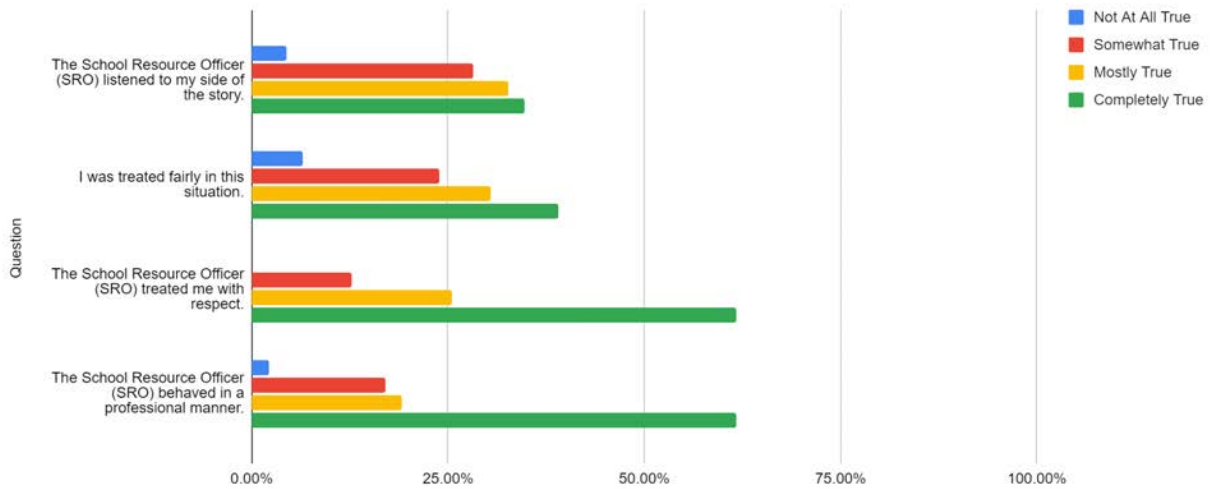


All Responses: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	691
I was treated fairly in this situation.	717
The SRO treated me with respect.	751
The SRO behaved in a professional manner.	754

Those students who indicated that they had contact with the School Resource Officer (SRO) were asked a series of questions about that interaction. The majority of the interactions were positively viewed by students.

**Student Data - By Ethnicity
American Indian or Alaska Native**

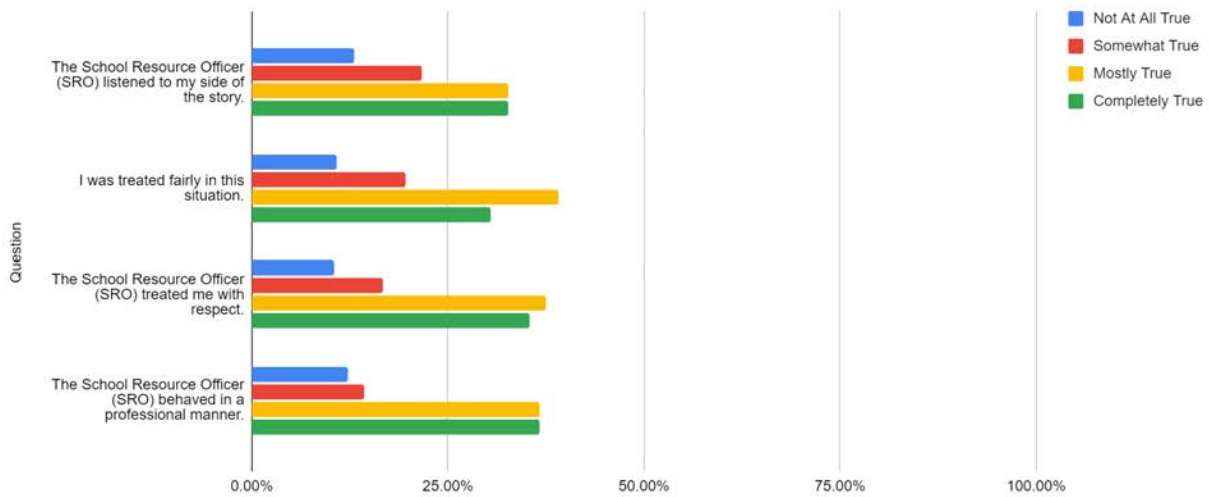
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



American Indian or Alaska Native: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	46
I was treated fairly in this situation.	46
The SRO treated me with respect.	47
The SRO behaved in a professional manner.	47

**Student Data - By Ethnicity
Asian**

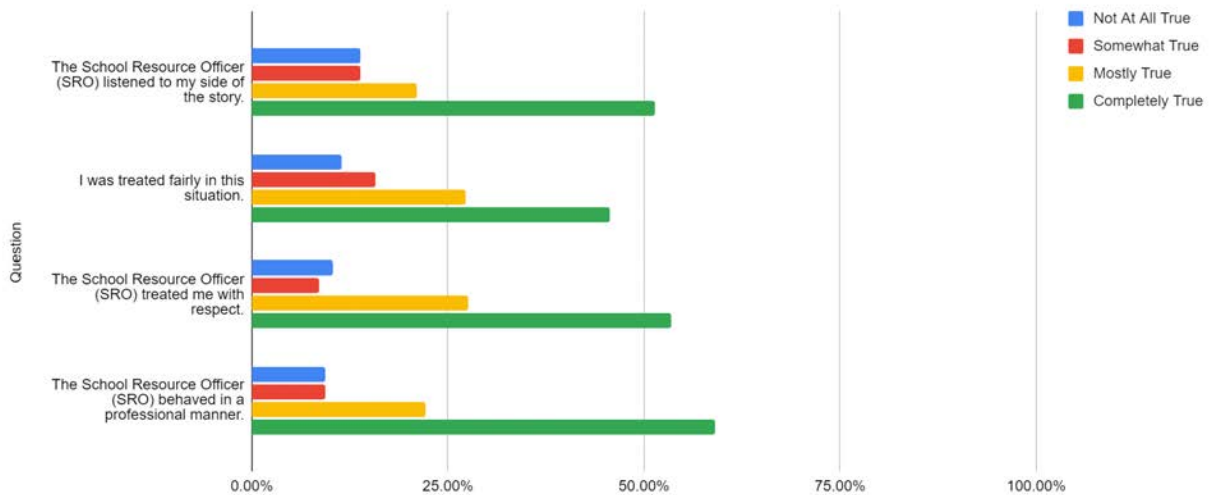
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



Asian: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	46
I was treated fairly in this situation.	46
The SRO treated me with respect.	48
The SRO behaved in a professional manner.	49

**Student Data - By Ethnicity
Black/African American**

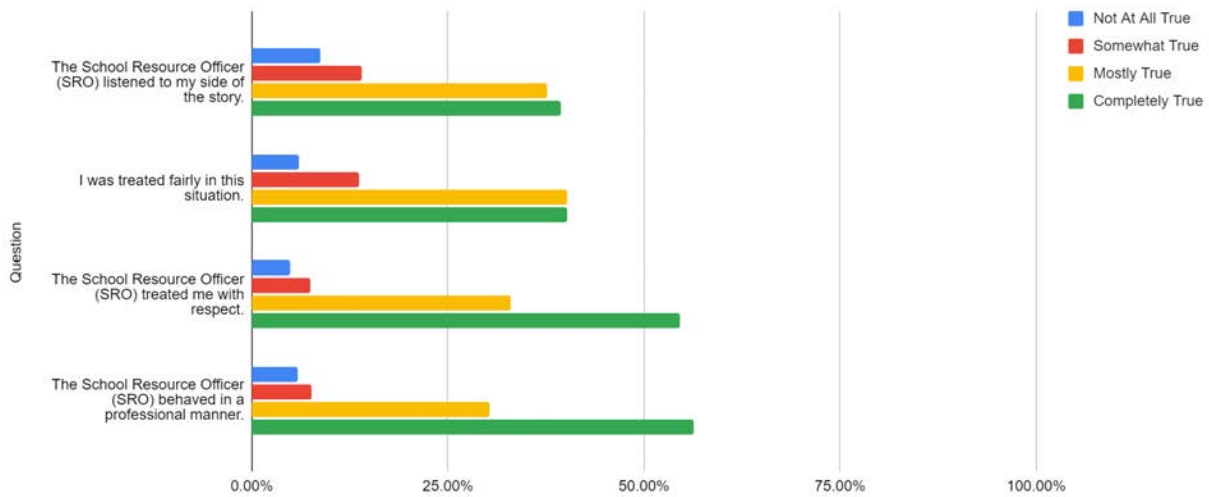
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



Black/African American: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	109
I was treated fairly in this situation.	114
The SRO treated me with respect.	116
The SRO behaved in a professional manner.	117

**Student Data - By Ethnicity
Hispanic/Latino**

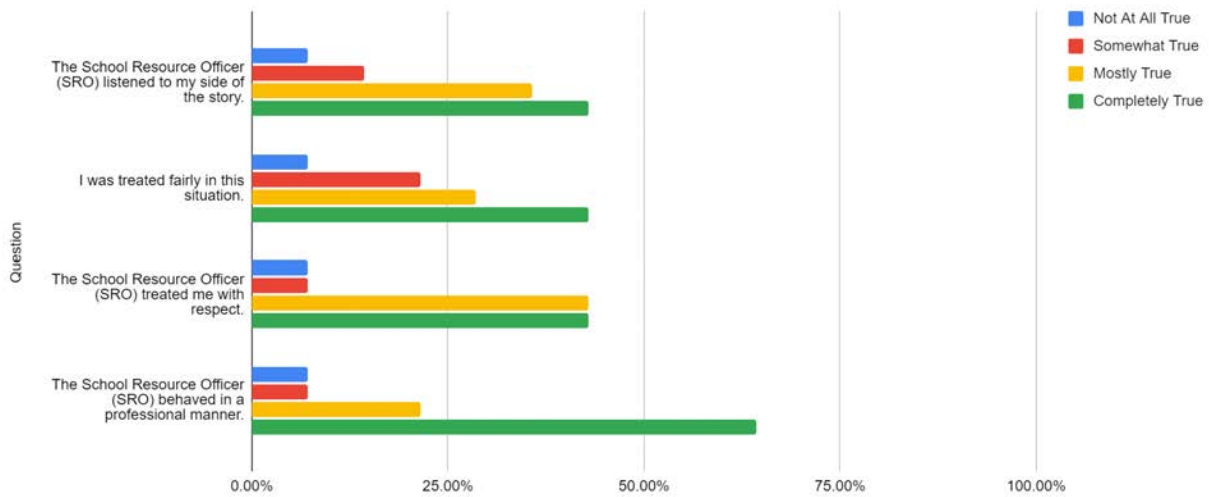
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



Hispanic/Latino: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	114
I was treated fairly in this situation.	117
The SRO treated me with respect.	121
The SRO behaved in a professional manner.	119

**Student Data - By Ethnicity
Native Hawaiian or Pacific Islander**

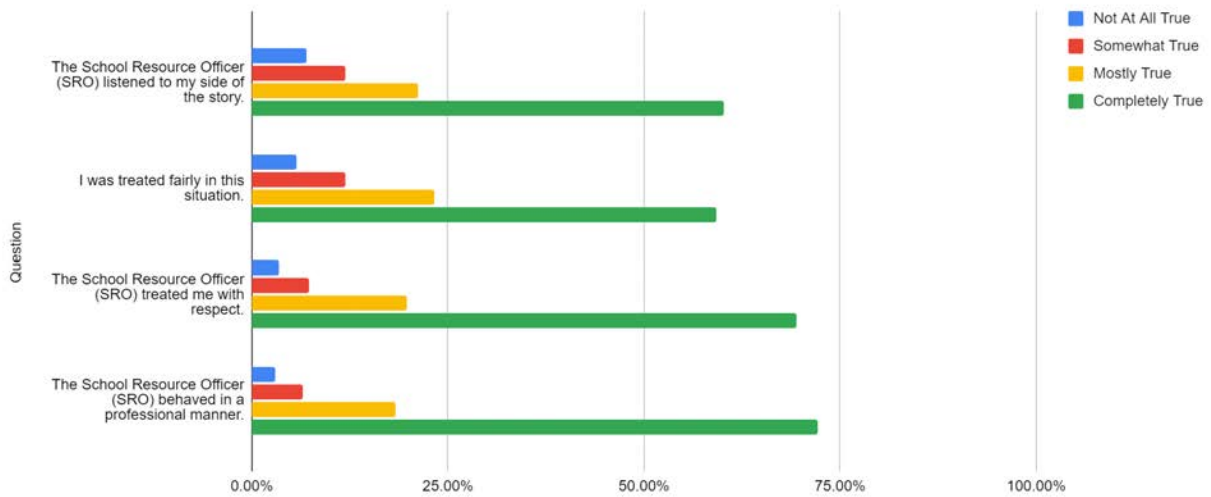
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



Native Hawaiian or Pacific Islander: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	14
I was treated fairly in this situation.	14
The SRO treated me with respect.	14
The SRO behaved in a professional manner.	14

**Student Data - By Ethnicity
White**

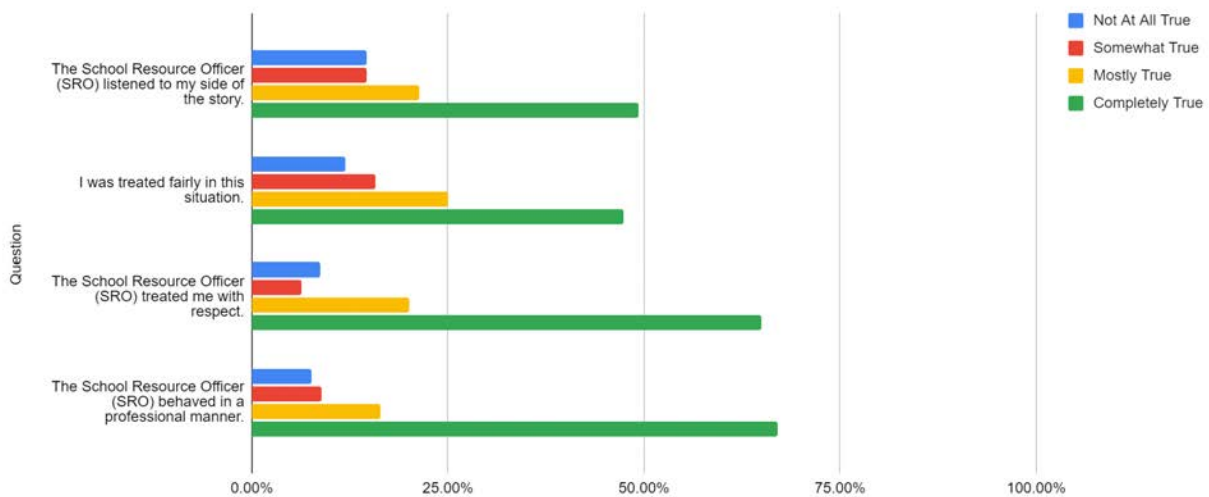
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



White: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	421
I was treated fairly in this situation.	439
The SRO treated me with respect.	465
The SRO behaved in a professional manner.	468

Student Data - By Ethnicity
Prefer not to respond

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

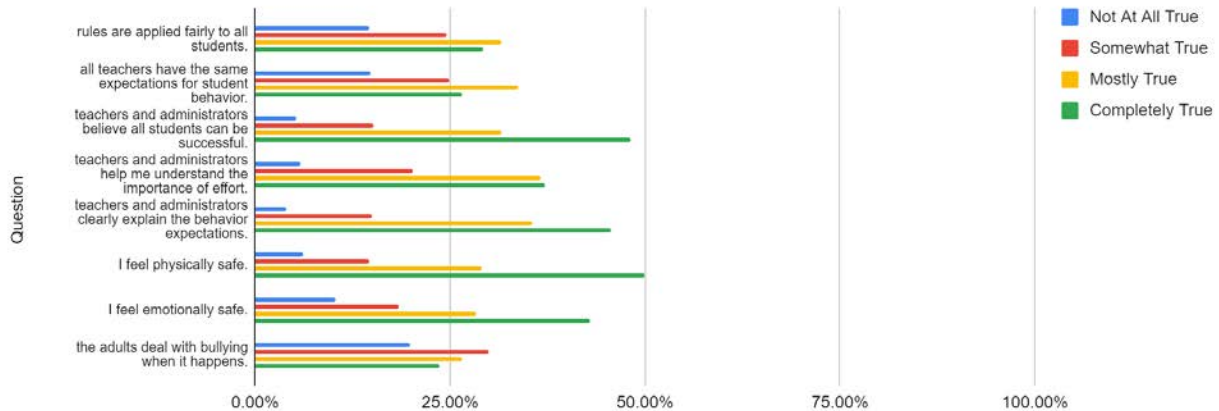


Prefer not to respond: How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	75
I was treated fairly in this situation.	76
The SRO treated me with respect.	80
The SRO behaved in a professional manner.	79

Those students indicating that they had been contacted by the School Resource Officer (SRO) about a particular issue were asked a series of questions about that interaction. These data were then analyzed by racial/ethnic groups. While most students viewed these interactions positively, Black/African American, and Hispanic/Latino students perceived the interactions with School Resource Officers (SROs) less positively than White students.

Student Data - Total Responses

At your school...

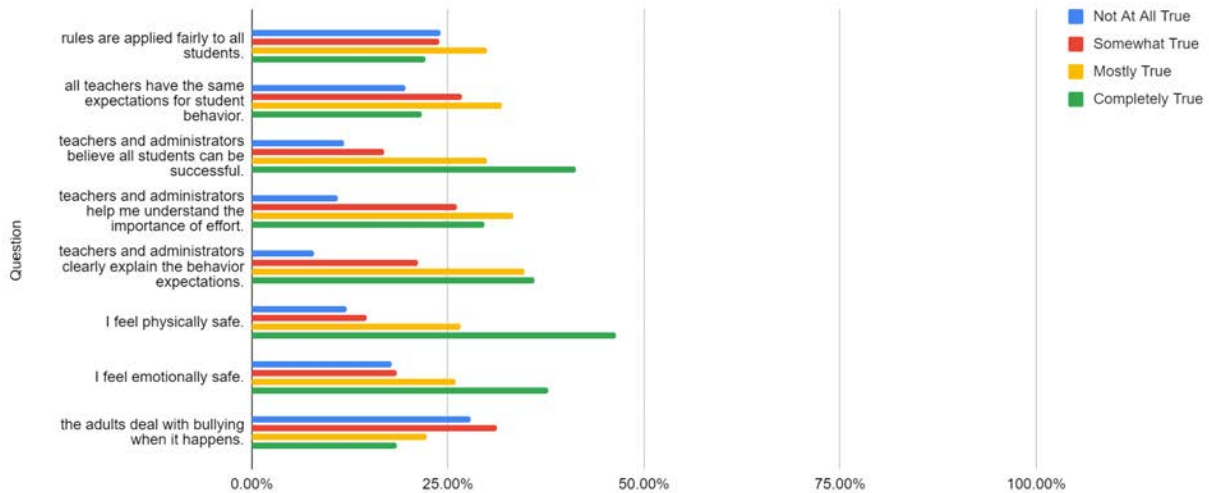


All Students: At your school...	Total Responses
...rules are applied fairly to all students.	11,401
...all teachers have the same expectations for student behavior.	11,455
...teachers and administrators believe all students can be successful.	10,975
...teachers and administrators help me understand the importance of effort.	11,501
...teachers and administrators clearly explain the behavior expectations.	11,539
...I feel physically safe.	11,438
...I feel emotionally safe.	11,338
...the adults deal with bullying when it happens.	10,127

Areas of concern reported by students are the perception of rules being applied fairly to all students, consistency of behavior expectations across teachers, and adult response to bullying. Respondents frequently indicated that these items were either not at all true or only somewhat true 43%, 44% and 53%, respectively.

Student Data - By Ethnicity American Indian or Alaska Native

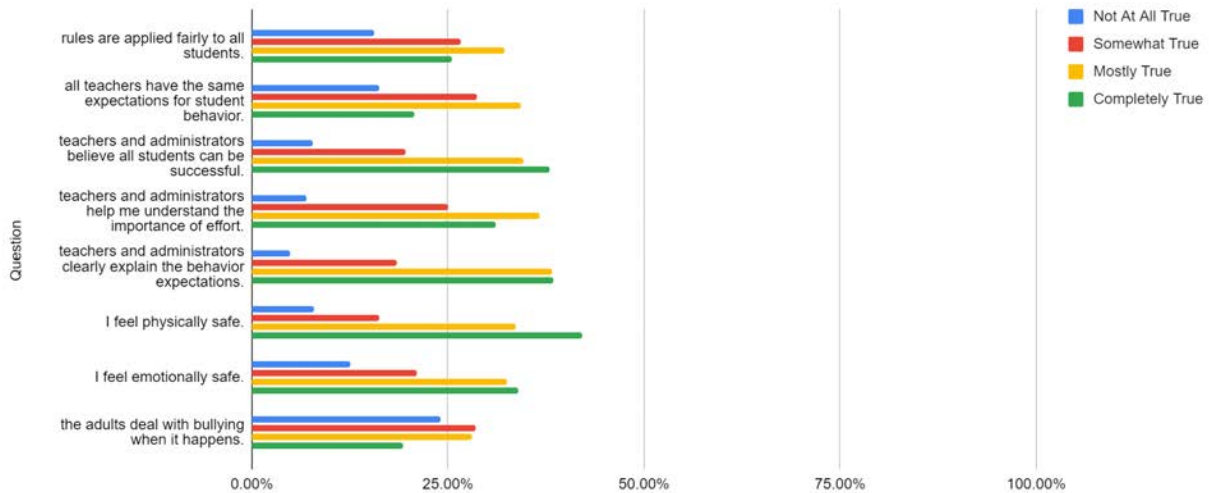
At your school...



American Indian or Alaska Native: At your school...	Total Responses
...rules are applied fairly to all students.	470
...all teachers have the same expectations for student behavior.	470
...teachers and administrators believe all students can be successful.	450
...teachers and administrators help me understand the importance of effort.	472
...teachers and administrators clearly explain the behavior expectations.	477
...I feel physically safe.	469
...I feel emotionally safe.	471
...the adults deal with bullying when it happens.	426

Student Data - By Ethnicity Asian

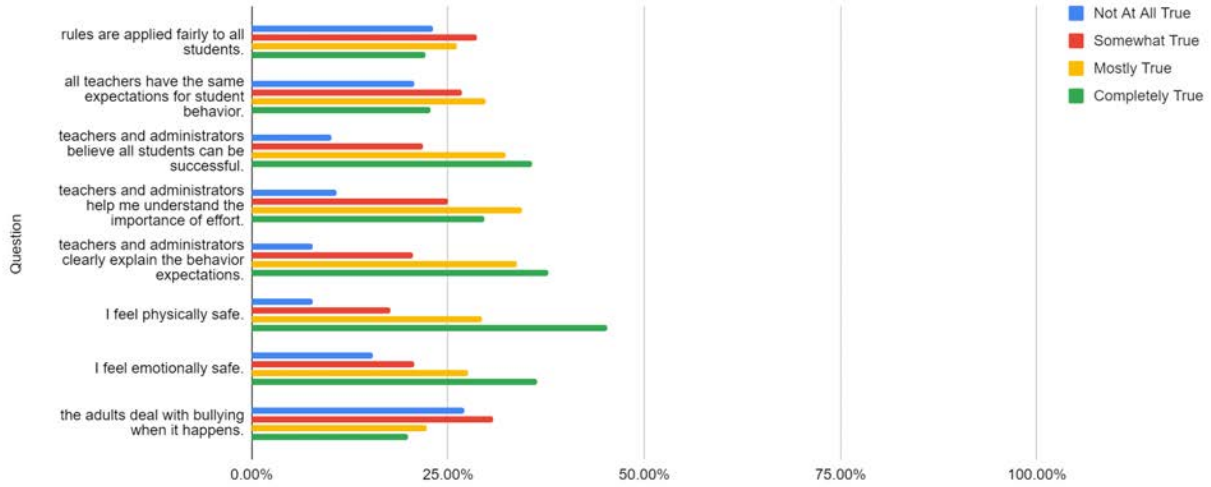
At your school...



Asian: At your school...	Total Responses
...rules are applied fairly to all students.	800
...all teachers have the same expectations for student behavior.	807
...teachers and administrators believe all students can be successful.	793
...teachers and administrators help me understand the importance of effort.	809
...teachers and administrators clearly explain the behavior expectations.	814
...I feel physically safe.	805
...I feel emotionally safe.	801
...the adults deal with bullying when it happens.	6787

Student Data - By Ethnicity Black/African American

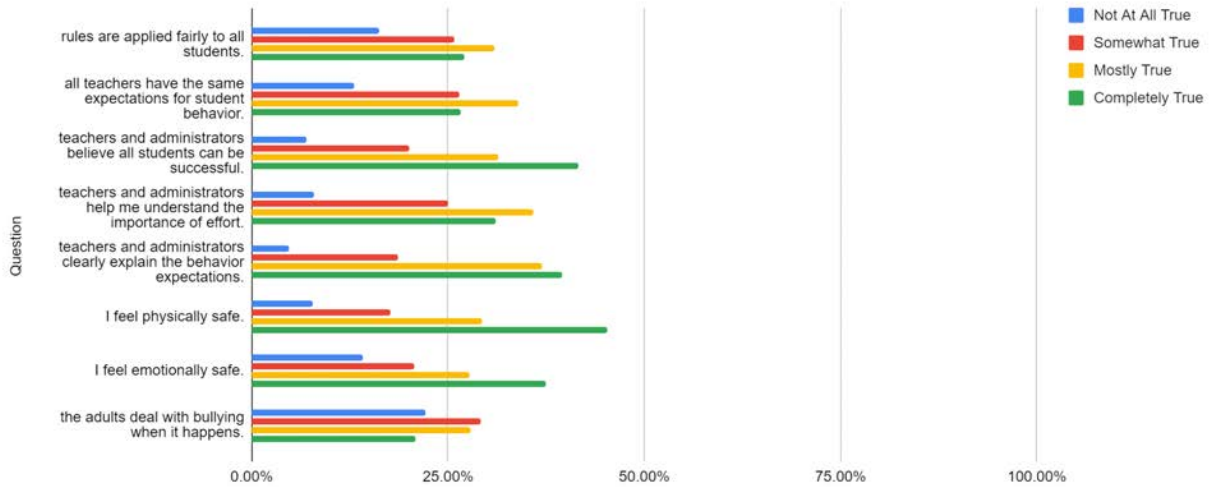
At your school...



Black/African American: At your school...	Total Responses
...rules are applied fairly to all students.	1,169
...all teachers have the same expectations for student behavior.	1,173
...teachers and administrators believe all students can be successful.	1,113
...teachers and administrators help me understand the importance of effort.	1,161
...teachers and administrators clearly explain the behavior expectations.	1,173
...I feel physically safe.	1,434
...I feel emotionally safe.	1,147
...the adults deal with bullying when it happens.	1,034

Student Data - By Ethnicity Hispanic/Latino

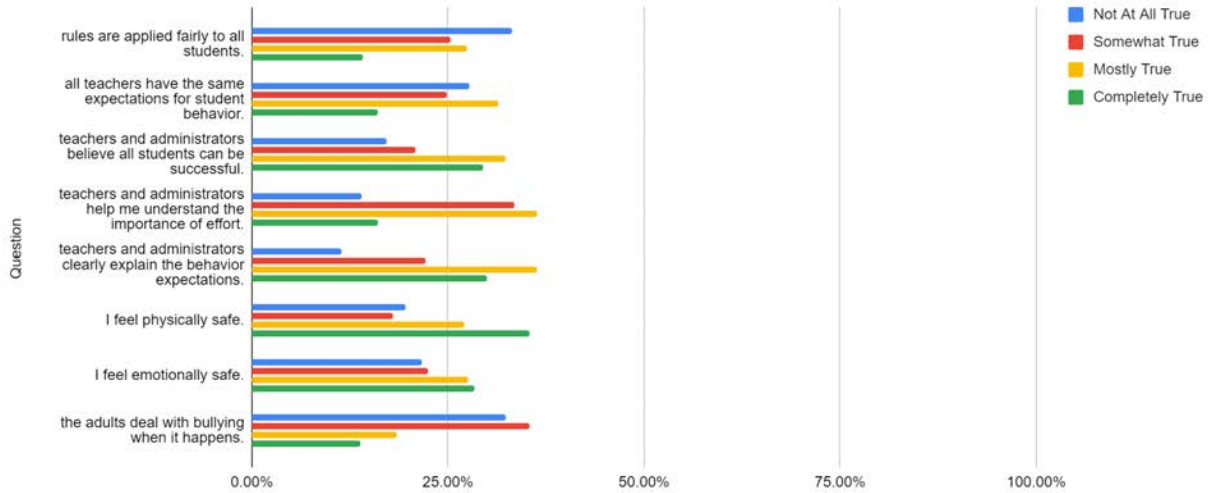
At your school...



Hispanic/Latino: At your school...	Total Responses
...rules are applied fairly to all students.	1,449
...all teachers have the same expectations for student behavior.	1,435
...teachers and administrators believe all students can be successful.	1,386
...teachers and administrators help me understand the importance of effort.	1,459
...teachers and administrators clearly explain the behavior expectations.	1,462
...I feel physically safe.	1,434
...I feel emotionally safe.	1,421
...the adults deal with bullying when it happens.	1,283

**Student Data - By Ethnicity
Native Hawaiian or Pacific Islander**

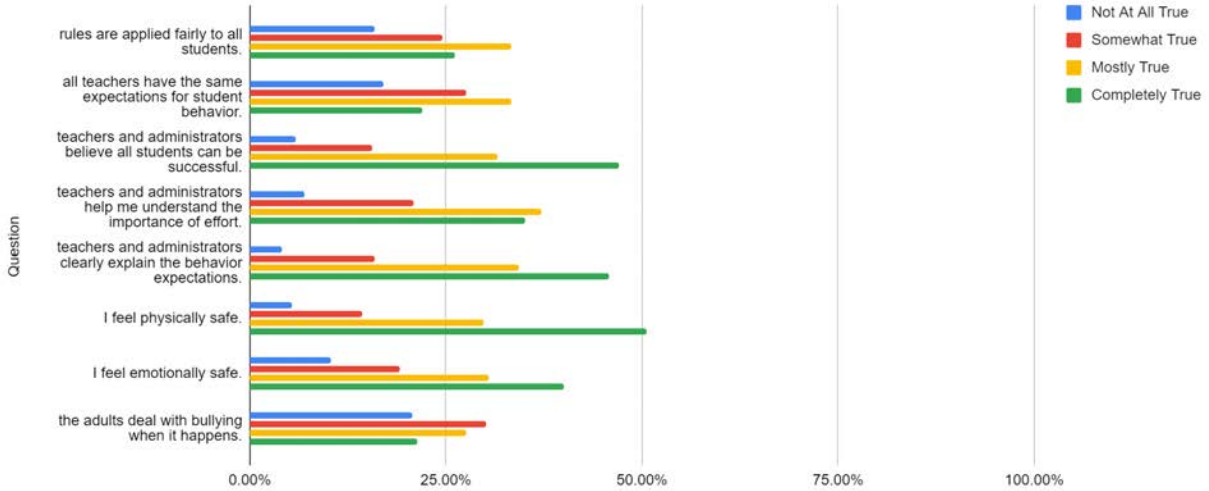
At your school...



Native Hawaiian or Pacific Islander: At your school...	Total Responses
...rules are applied fairly to all students.	142
...all teachers have the same expectations for student behavior.	137
...teachers and administrators believe all students can be successful.	139
...teachers and administrators help me understand the importance of effort.	143
...teachers and administrators clearly explain the behavior expectations.	140
...I feel physically safe.	133
...I feel emotionally safe.	134
...the adults deal with bullying when it happens.	130

Student Data - By Ethnicity White

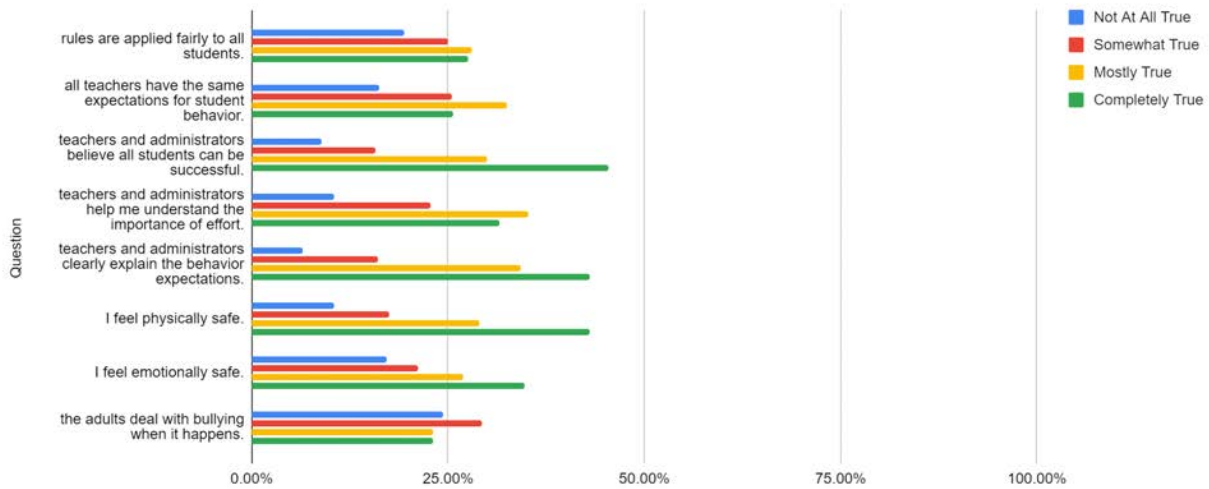
At your school...



White: At your school...	Total Responses
...rules are applied fairly to all students.	6,395
...all teachers have the same expectations for student behavior.	6,457
...teachers and administrators believe all students can be successful.	6,155
...teachers and administrators help me understand the importance of effort.	6,460
...teachers and administrators clearly explain the behavior expectations.	6,491
...I feel physically safe.	6,458
...I feel emotionally safe.	6,406
...the adults deal with bullying when it happens.	5,704

Student Data - By Ethnicity Prefer not to respond

At your school...



Prefer not to respond: At your school...	Total Responses
...rules are applied fairly to all students.	976
...all teachers have the same expectations for student behavior.	976
...teachers and administrators believe all students can be successful.	939
...teachers and administrators help me understand the importance of effort.	997
...teachers and administrators clearly explain the behavior expectations.	982
...I feel physically safe.	974
...I feel emotionally safe.	958
...the adults deal with bullying when it happens.	872

Although the responses for the total group are generally positive, according to students, the biggest issues are fairness of rules, consistency across teachers, and adult responses to bullying. These findings were fairly consistent across racial/ethnic groups with White students responding slightly more positively than other racial/ethnic groups.

Key Takeaway:

Student Responses on 2022 Spring Perception Survey:

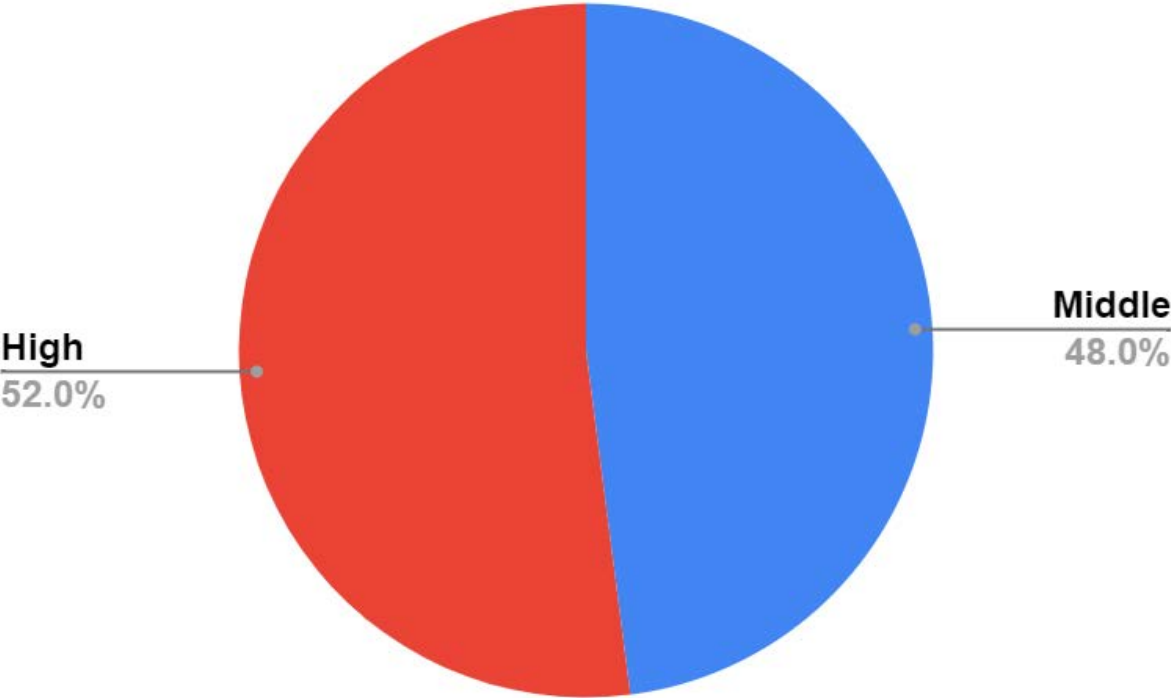
Overall students reported positive perceptions about fairness, safety and School Resource Officers (SROs). White students tended to view fairness, safety, and School Resources Officers (SROs) slightly more positively than students of other racial/ethnic backgrounds.

LPS Perception Survey Data
Parent Data
(2021-22 school year)

Secondary parents were sent an email with a link to the LPS Parent Perception Survey. There were a total of 1,668 secondary parents who responded to the survey.

Parent Data - Total Responses

What level is the school for which you want to provide feedback?



Response	Number of Responses
Middle School	800
High School	868

Parent Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	25	3.14%
Dawes	25	3.14%
Goodrich	43	5.40%
Irving	103	12.92%
Lefler	49	6.15%
Lux	95	11.92%
Mickle	66	8.28%
Moore	75	9.41%
Park	43	5.40%
Pound	61	7.65%
Schoo	80	10.04%
Scott	115	14.43%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuemberger Educ. Ctr.	3	0.38%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	0	0.00%
MS Remote Learning Prog.	14	1.76%

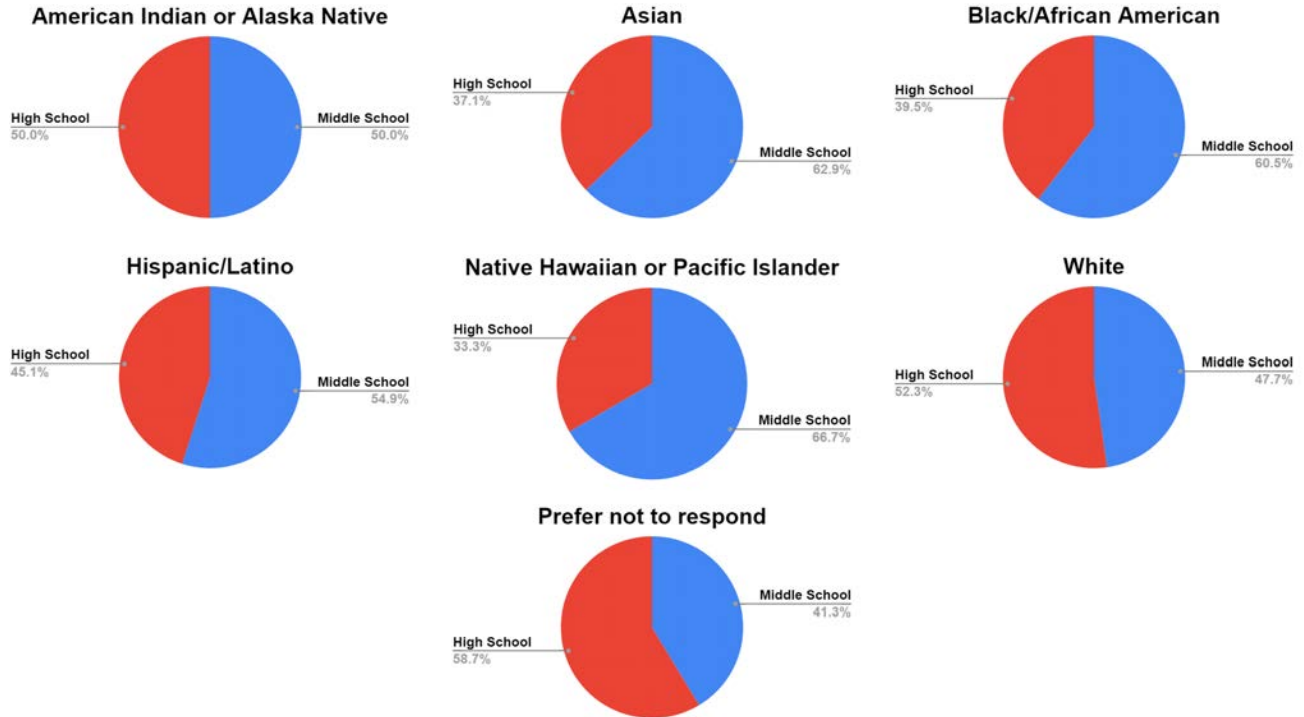
Parent Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	196	22.63%
Lincoln High	117	13.51%
North Star	116	13.28%
Northeast	85	9.82%
Southeast	158	18.24%
Southwest	165	19.05%
Arts & Humanities FP	5	0.58%
Bryan Comm. FP	6	0.68%
The Career Academy	4	0.46%
Pathfinder Educ. Prog.	0	0.00%
Science FP	15	1.73%
Yankee Hill Prog.	1	0.12%

Parent Data - By Ethnicity

What level is the school for which you want to provide feedback?



	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	12	22	26	39	4	611	86
High School	12	13	17	32	2	670	122

When asked about racial/ethnic background, parents could select multiple racial/ethnic groups to which they belonged. The majority of parents indicated they were White (76.8%, 611 middle school parents and 670 high school parents). The racial/ethnic group with the next largest response are those parents preferring not to respond, with 12.5%. Other racial/ethnic groups had many fewer parents indicating they belonged to that group. American Indian or Alaskan Native was 1.4%, Asian 2.1%, Black/African American 2.6%, Hispanic/Latino almost 4.3%, and Native Hawaiian or Pacific Islander was less than 1%. Because of the low response rate of most racial/ethnic groups, no attempt was made to make comparisons across racial/ethnic groups.

Parent Data - By Ethnicity

What is your middle school or program?

Response	Number of Responses											
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	1	4.00%	3	12.00%	3	12.00%	17	68.00%	1	4.00%
Dowes	2	8.00%	0	0.00%	0	0.00%	0	0.00%	22	88.00%	1	4.00%
Goodrich	2	4.65%	3	6.98%	5	11.63%	7	16.20%	20	46.51%	5	11.63%
Irving	1	0.97%	1	0.97%	5	4.85%	3	2.91%	82	79.61%	11	10.68%
Leffler	0	0.00%	0	0.00%	4	0.18%	4	0.18%	41	83.67%	0	0.00%
Lux	0	0.00%	5	5.26%	0	0.00%	1	1.05%	76	80.00%	13	13.68%
Mickle	0	0.00%	2	3.03%	2	3.03%	3	4.55%	54	81.82%	5	7.50%
Moora	0	0.00%	1	1.33%	0	0.00%	2	2.67%	64	85.33%	8	10.67%
Park	0	0.00%	2	4.85%	4	9.30%	5	11.83%	28	65.12%	2	4.85%
Pound	3	4.92%	0	0.00%	1	1.64%	4	6.56%	46	75.41%	7	11.48%
Schoo	1	1.25%	3	3.75%	0	0.00%	2	2.50%	59	73.75%	14	17.50%
Scott	2	1.74%	3	2.81%	2	1.74%	3	2.81%	87	75.65%	10	15.65%
Donald D. Sherill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Remote Learning Prog.	1	0.00%	1	0.00%	0	0.00%	1	0.00%	11	0.00%	0	0.00%

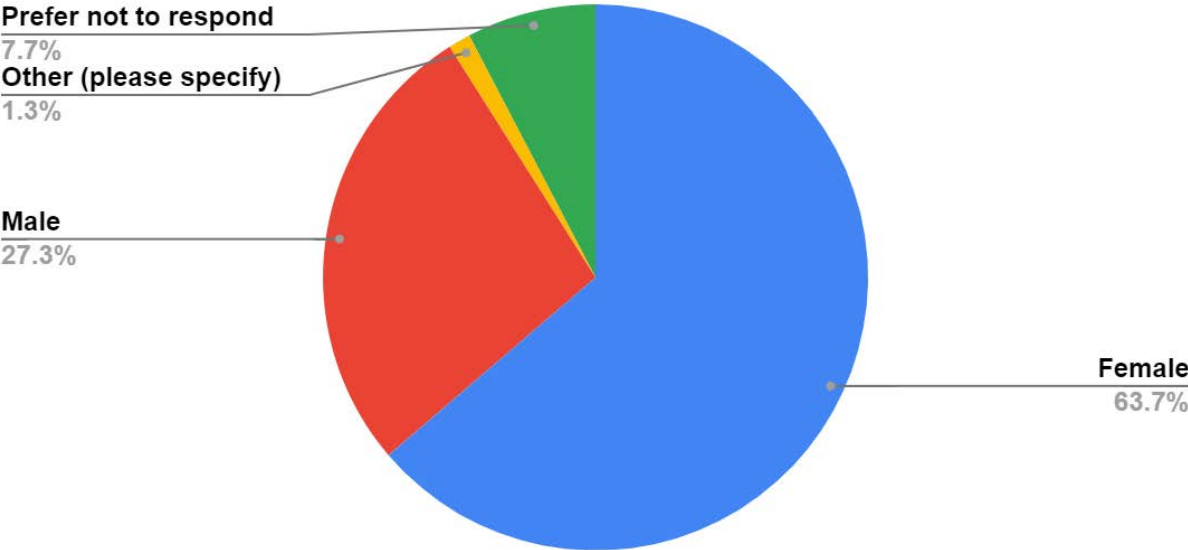
Parent Data - By Ethnicity

What is your high school or program?

Response	Number of Responses											
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	2	1.02%	4	2.04%	2	1.02%	8	4.08%	141	71.94%	39	19.90%
Lincoln High	1	0.85%	3	2.56%	3	2.56%	3	2.56%	92	78.63%	14	11.97%
North Star	2	1.74%	1	0.87%	2	1.74%	4	3.48%	94	81.74%	12	10.43%
Northeast	2	2.35%	0	0.00%	4	4.71%	7	8.24%	66	77.65%	6	7.06%
Southeast	2	1.27%	2	1.27%	2	1.27%	2	1.27%	125	79.11%	24	15.19%
Southwest	3	1.82%	3	1.82%	4	2.42%	6	3.64%	128	77.58%	21	12.73%
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	80.00%	1	20.00%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	80.00%	1	20.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	0	0.00%	1	6.67%	10	66.67%	4	26.67%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%

Parent Data - Total Responses

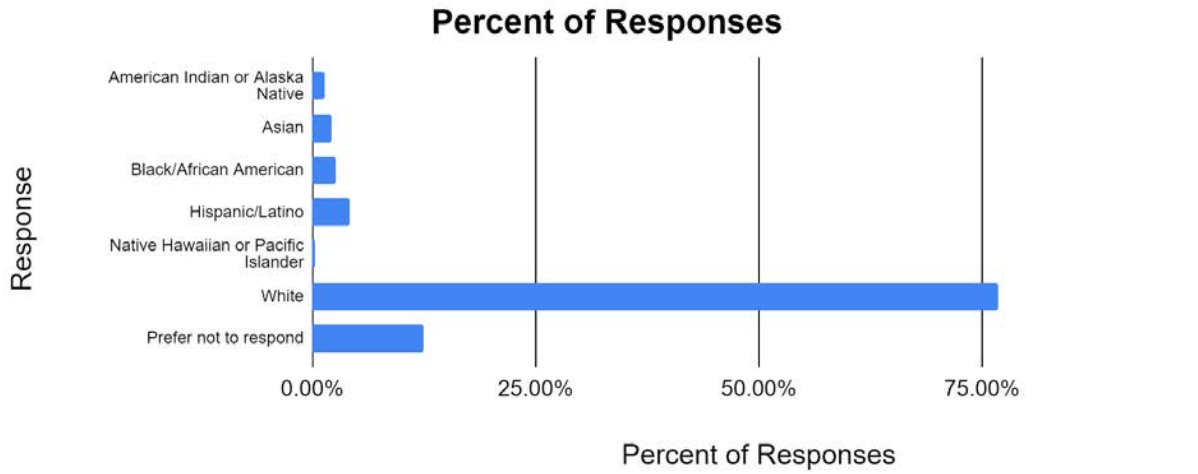
What is your gender (please choose one)?



Response	Number of Responses
Female	1,063
Male	455
Other (please specify)	22
Prefer not to respond	128

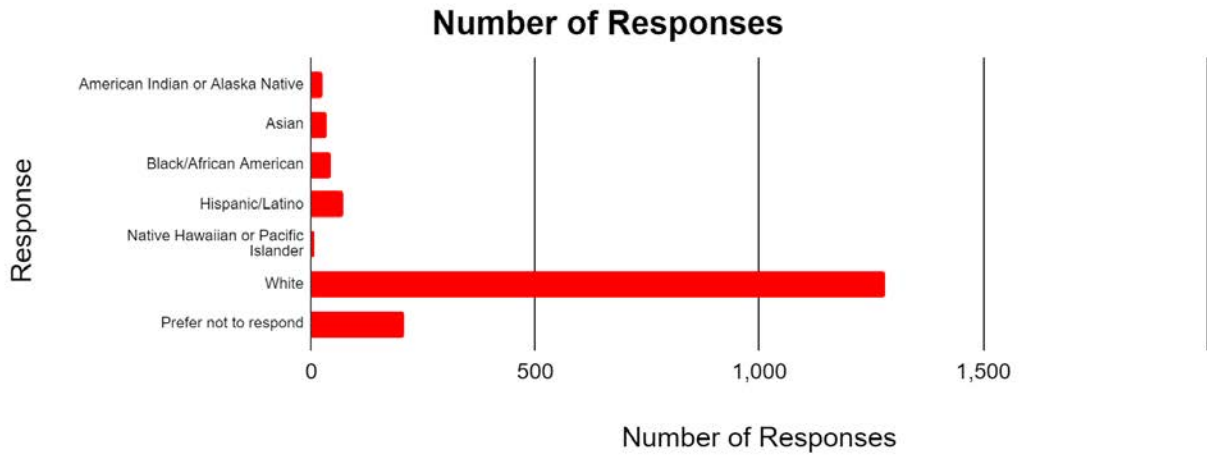
Parent Data - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



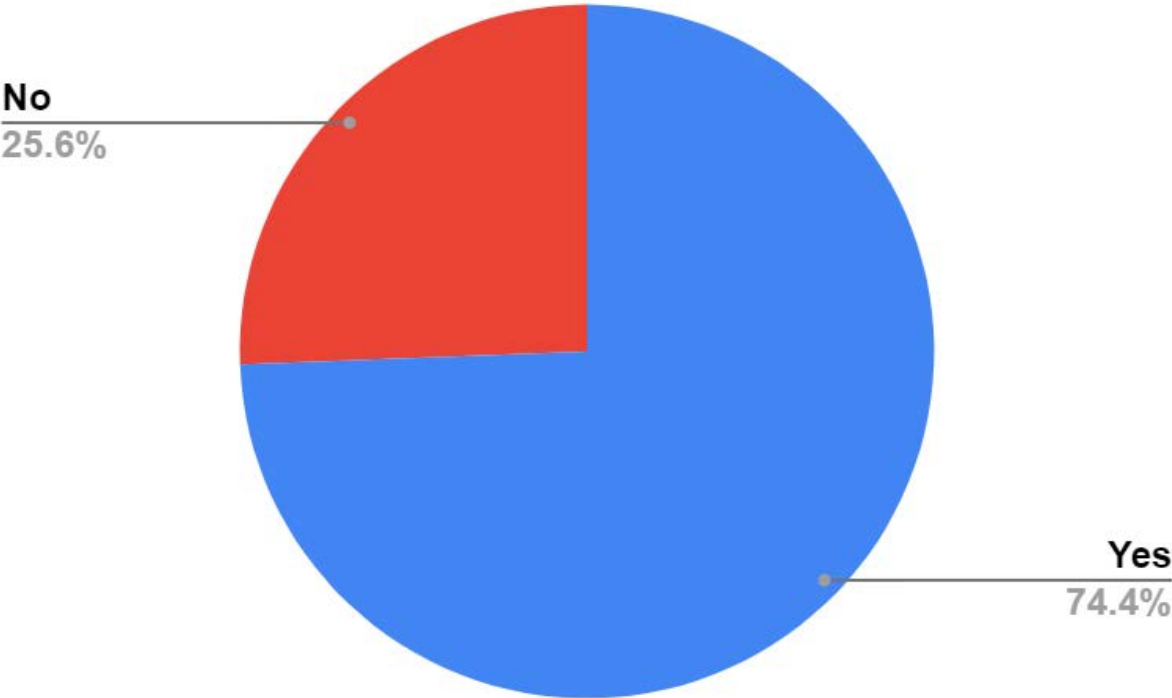
Parent Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Parent Data - Total Responses

Are you aware that there is a School Resource Officer (SRO) at your student's school?

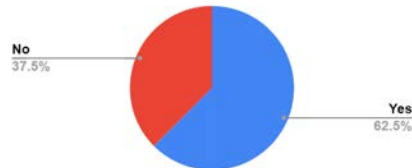


Response	Number of Responses
Yes	1,239
No	426

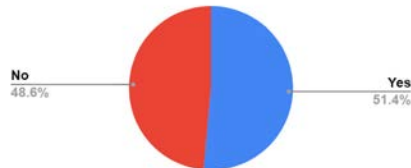
Parent Data - By Ethnicity

Are you aware that there is a School Resource Officer (SRO) at your student's school?

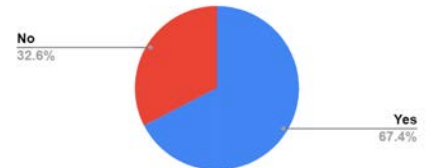
American Indian or Alaska Native



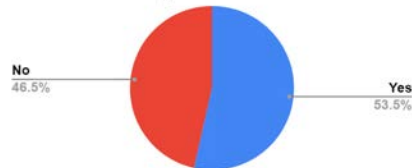
Asian



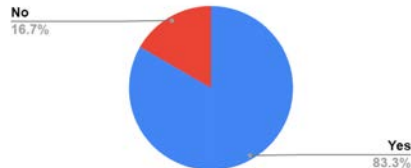
Black/African American



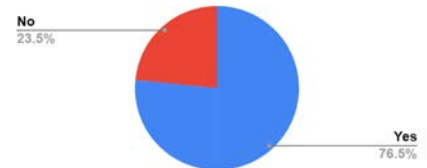
Hispanic/Latino



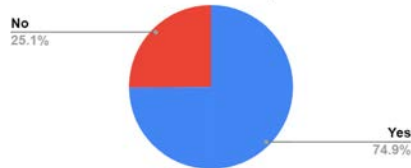
Native Hawaiian or Pacific Islander



White



Prefer not to respond

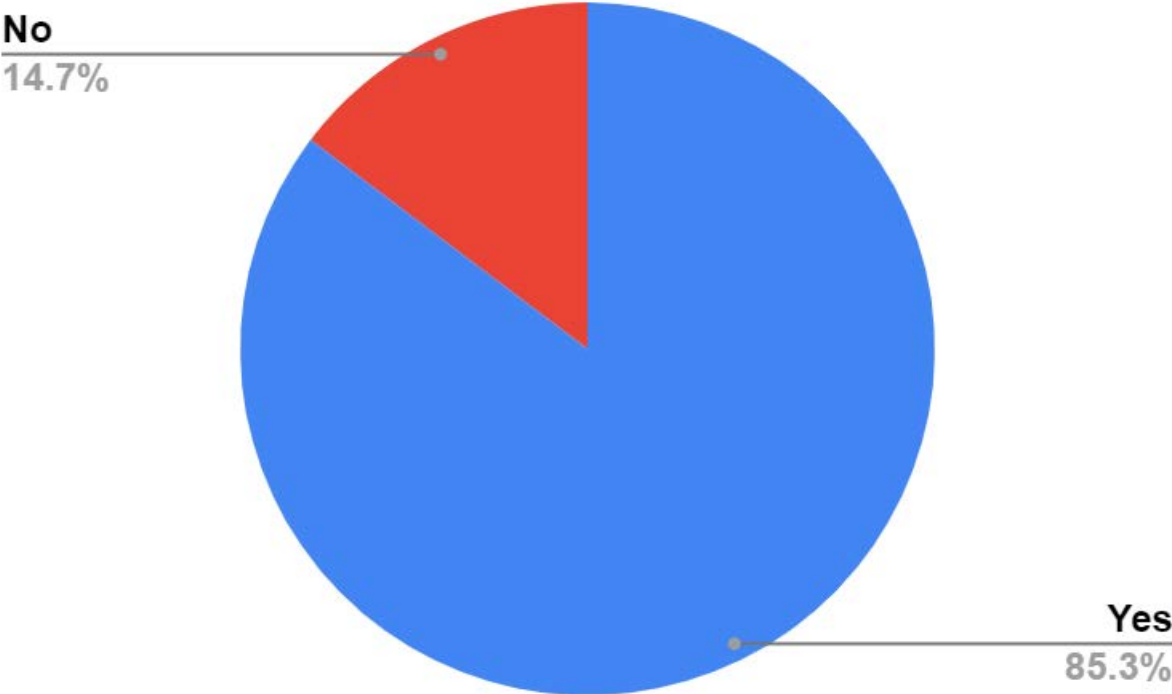


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	15	18	29	38	5	979	155
No	9	17	14	33	1	300	52

When parents were asked if they were aware that a School Resource Officer (SRO) was at their students' school, 51-83% indicated that they were aware.

Parent Data - Total Responses

Have you met the School Resource Officer (SRO)?

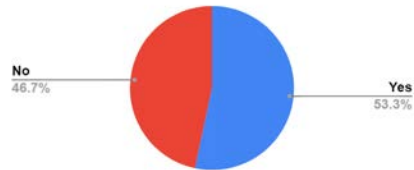


Response	Number of Responses
Yes	1,057
No	182

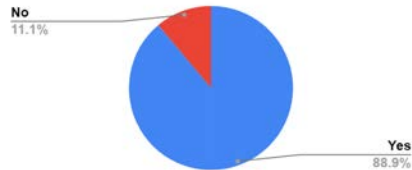
Parent Data - By Ethnicity

Have you met the School Resource Officer (SRO)?

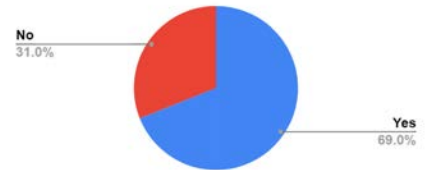
American Indian or Alaska Native



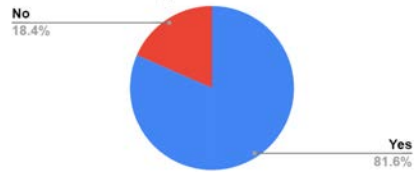
Asian



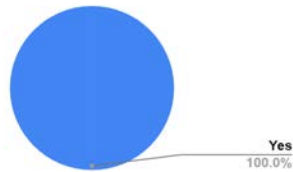
Black/African American



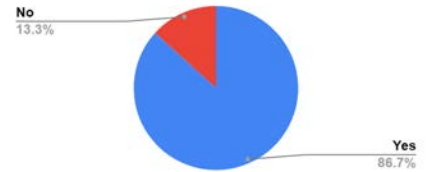
Hispanic/Latino



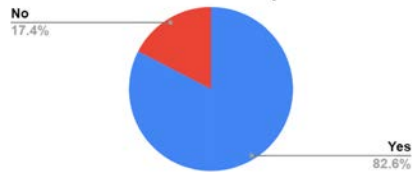
Native Hawaiian or Pacific Islander



White



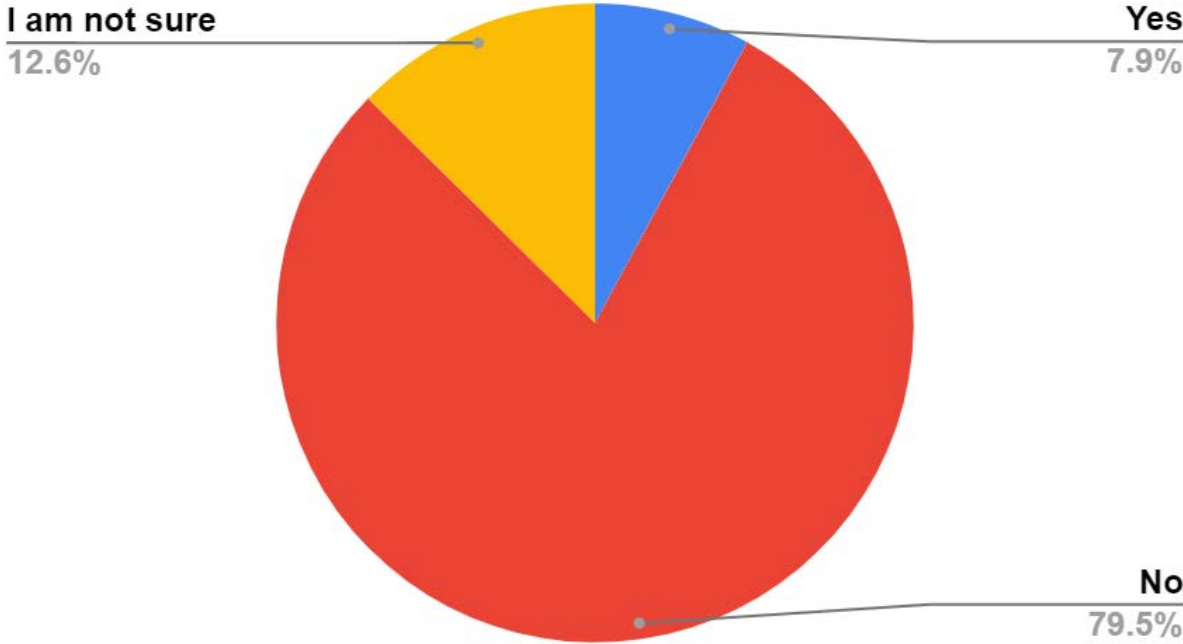
Prefer not to respond



	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	8	16	20	31	5	849	128
No	7	2	9	7	0	130	27

Parent Data - Total Responses

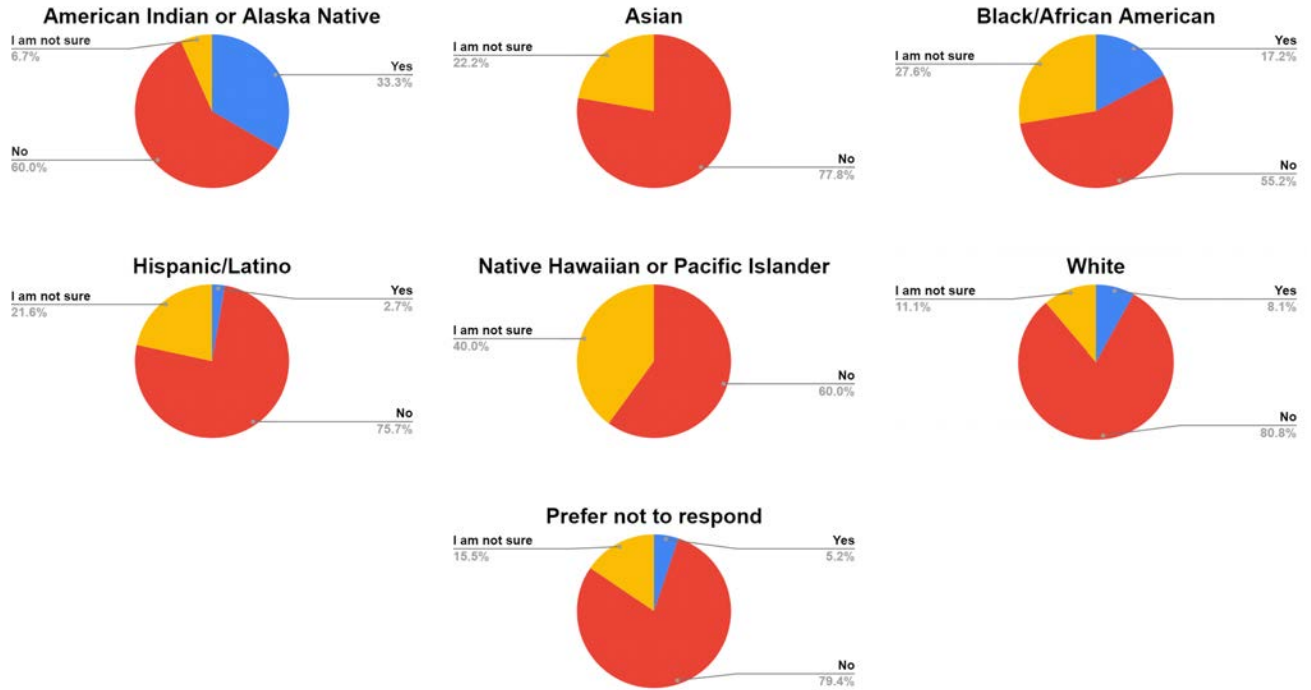
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Response	Number of Responses
Yes	98
No	984
I am not sure	156

Parent Data - By Ethnicity

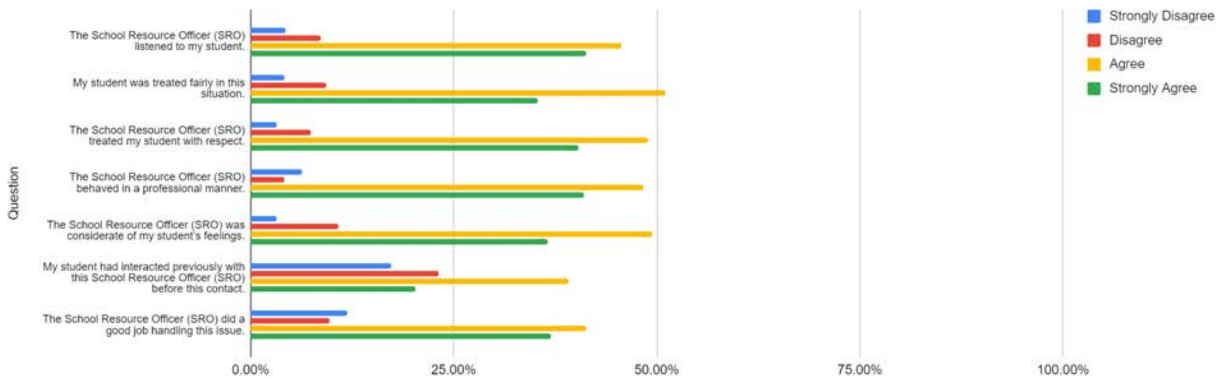
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	5	0	5	1	0	79	8
No	9	14	16	28	3	791	123
I am not sure	1	4	8	8	2	109	24

Parent Data - Total Responses

**For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree**



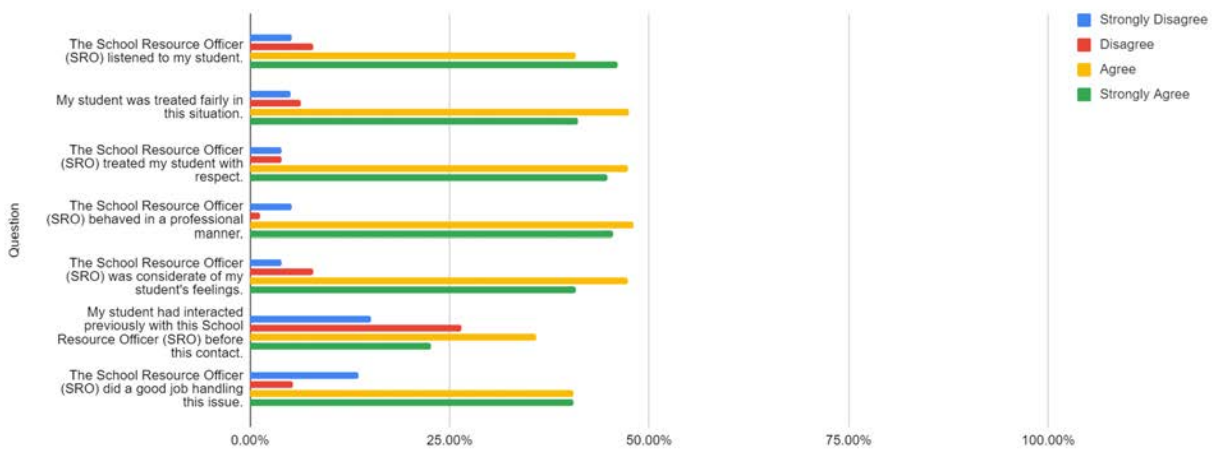
All Responses: Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	92
My student was treated fairly in this situation.	96
The SRO treated my student with respect.	94
The SRO behaved in a professional manner.	95
The SRO was considerate of my student's feelings.	93
My student had interacted previously with this SRO before this contact.	69
The SRO did a good job handling this issue.	92

Parents were asked about the interactions their student may have had with School Resource Officers (SROs). These items paralleled items asked of students. Most parents felt their student was treated fairly in these interactions.

**Parent Data - By Ethnicity
White**

For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

1 = Strongly Disagree to 4 Strongly Agree

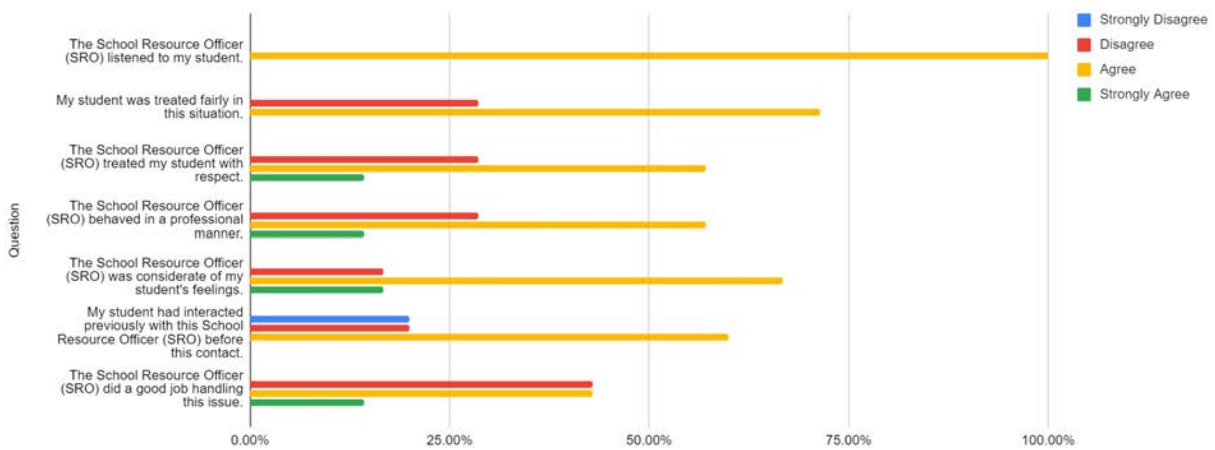


White: Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	76
My student was treated fairly in this situation.	78
The SRO treated my student with respect.	76
The SRO behaved in a professional manner.	77
The SRO was considerate of my student's feelings.	76
My student had interacted previously with this SRO before this contact.	53
The SRO did a good job handling this issue.	74

Parent Data - By Ethnicity
Prefer not to respond

For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

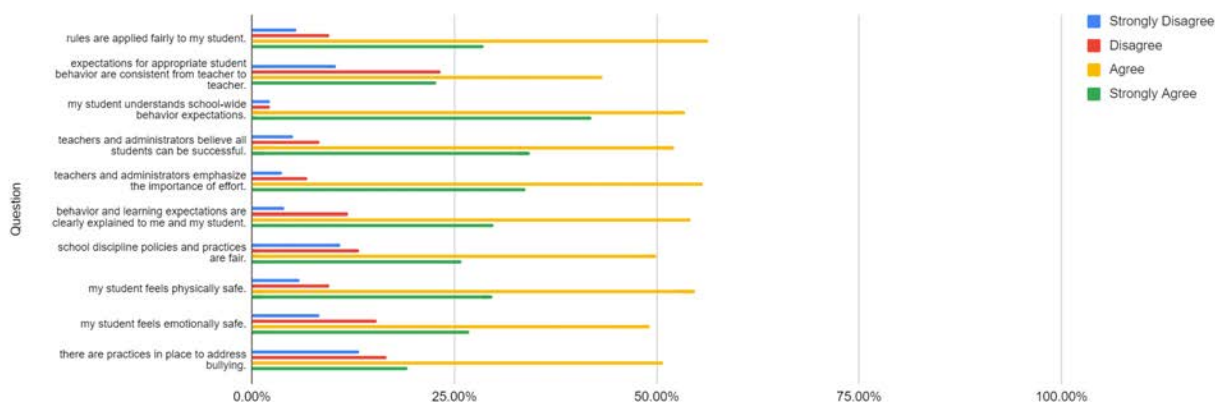
1 = Strongly Disagree to 4 Strongly Agree



Prefer not to respond: Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	6
My student was treated fairly in this situation.	7
The SRO treated my student with respect.	7
The SRO behaved in a professional manner.	7
The SRO was considerate of my student's feelings.	6
My student had interacted previously with this SRO before this contact.	5
The SRO did a good job handling this issue.	7

Parent Data - Total Responses

At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to my student.	1,543
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,398
...my student understands school-wide behavior expectations.	1,640
...teachers and administrators believe all students can be successful.	1,388
...teachers and administrators emphasize the importance of effort.	1,412
...behavior and learning expectations are clearly explained to me and my student.	1,585
...school discipline policies and practices are fair.	1,400
...my student feels physically safe.	1,629
...my student feels emotionally safe.	1,601
...there are practices in place to address bullying.	1,202

Key Takeaway:

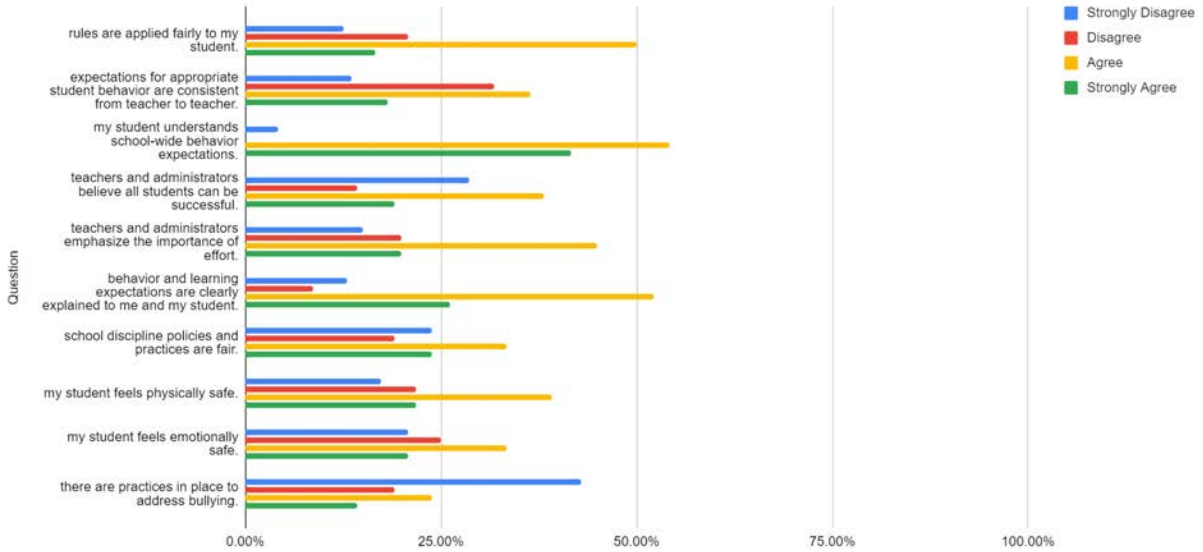
Parent/Guardian Responses on 2022 Spring Perception Survey:

Overall the responses from parents were fairly positive. Areas that might need attention are consistency of behavioral expectations across teachers, adult responses to bullying and the emotional safety of students. No meaningful comparisons were possible by race/ethnicity given the low number of parents in some groups responding to the survey.

Note: there are only a few responses to these survey items from parents in some of the demographic categories (Hispanic/Latino and Asian). Data represented in this report reflect the responses of only a few parents in these demographic categories, and may not accurately represent overall trends for most parents in these demographic groups.

**Parent Data - By Ethnicity
American Indian or Alaska Native**

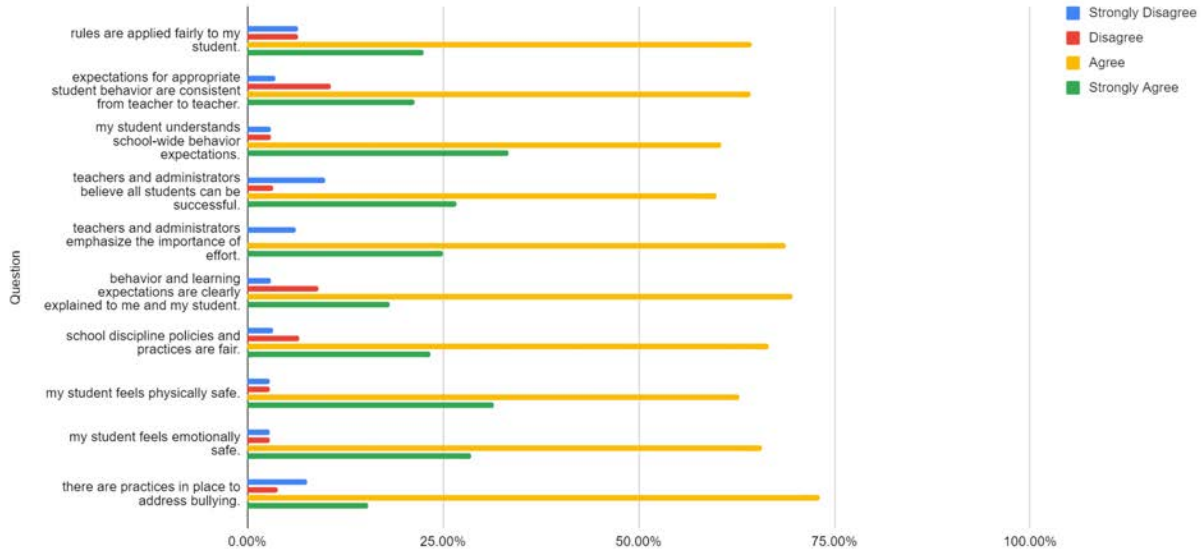
At your school...



American Indian or Alaska Native: At your school...	Total Responses
...rules are applied fairly to my student.	24
...expectations for appropriate student behavior are consistent from teacher to teacher.	22
...my student understands school-wide behavior expectations.	24
...teachers and administrators believe all students can be successful.	21
...teachers and administrators emphasize the importance of effort.	20
...behavior and learning expectations are clearly explained to me and my student.	23
...school discipline policies and practices are fair.	21
...my student feels physically safe.	23
...my student feels emotionally safe.	24
...there are practices in place to address bullying.	21

Parent Data - By Ethnicity Asian

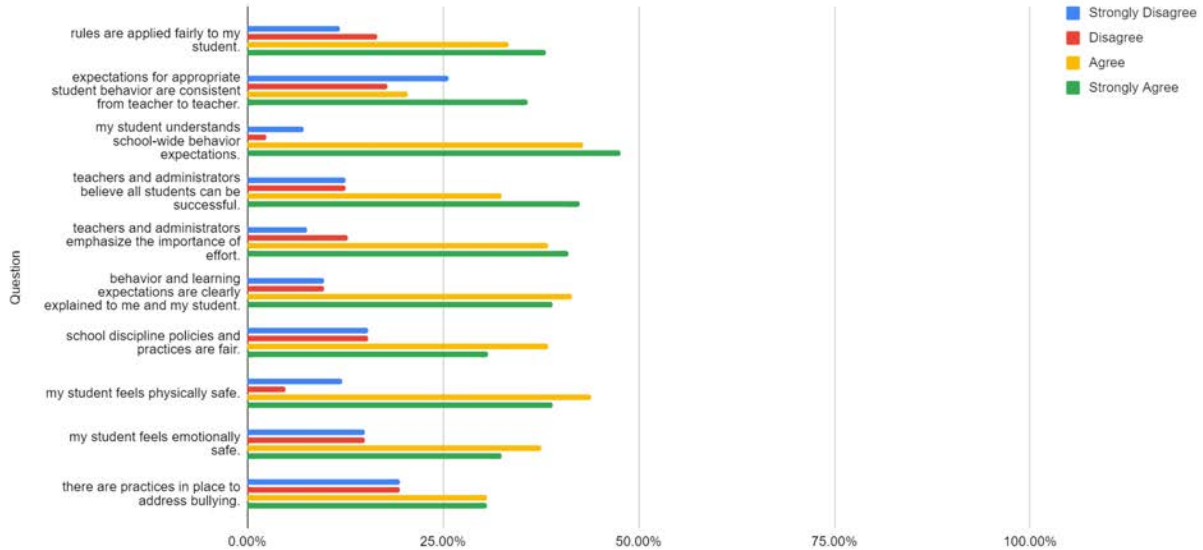
At your school...



Asian: At your school...	Total Responses
...rules are applied fairly to my student.	31
...expectations for appropriate student behavior are consistent from teacher to teacher.	28
...my student understands school-wide behavior expectations.	33
...teachers and administrators believe all students can be successful.	30
...teachers and administrators emphasize the importance of effort.	32
...behavior and learning expectations are clearly explained to me and my student.	33
...school discipline policies and practices are fair.	30
...my student feels physically safe.	35
...my student feels emotionally safe.	35
...there are practices in place to address bullying.	26

Parent Data - By Ethnicity Black/African American

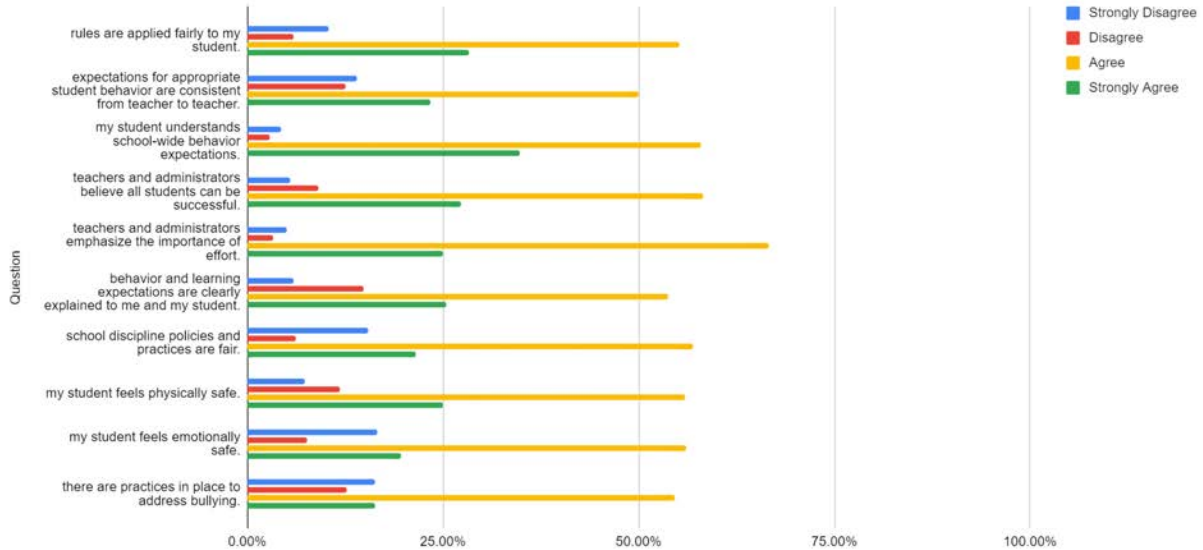
At your school...



Black/African American: At your school...	Total Responses
...rules are applied fairly to my student.	42
...expectations for appropriate student behavior are consistent from teacher to teacher.	39
...my student understands school-wide behavior expectations.	42
...teachers and administrators believe all students can be successful.	40
...teachers and administrators emphasize the importance of effort.	39
...behavior and learning expectations are clearly explained to me and my student.	41
...school discipline policies and practices are fair.	39
...my student feels physically safe.	41
...my student feels emotionally safe.	40
...there are practices in place to address bullying.	36

Parent Data - By Ethnicity Hispanic/Latino

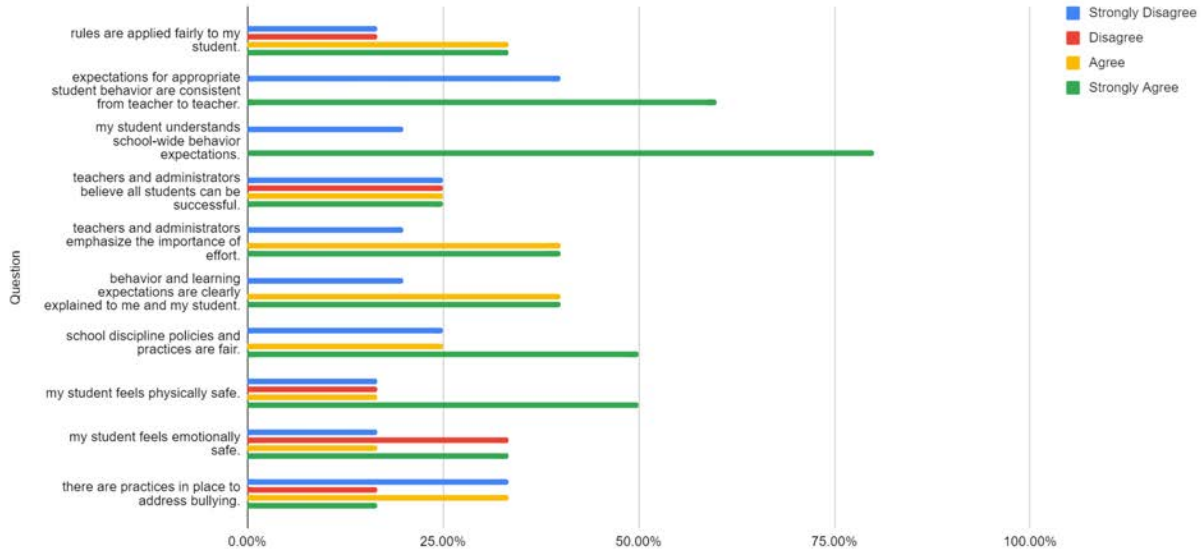
At your school...



Hispanic/Latino: At your school...	Total Responses
...rules are applied fairly to my student.	67
...expectations for appropriate student behavior are consistent from teacher to teacher.	64
...my student understands school-wide behavior expectations.	69
...teachers and administrators believe all students can be successful.	55
...teachers and administrators emphasize the importance of effort.	60
...behavior and learning expectations are clearly explained to me and my student.	67
...school discipline policies and practices are fair.	65
...my student feels physically safe.	68
...my student feels emotionally safe.	66
...there are practices in place to address bullying.	55

**Parent Data - By Ethnicity
Native Hawaiian or Pacific Islander**

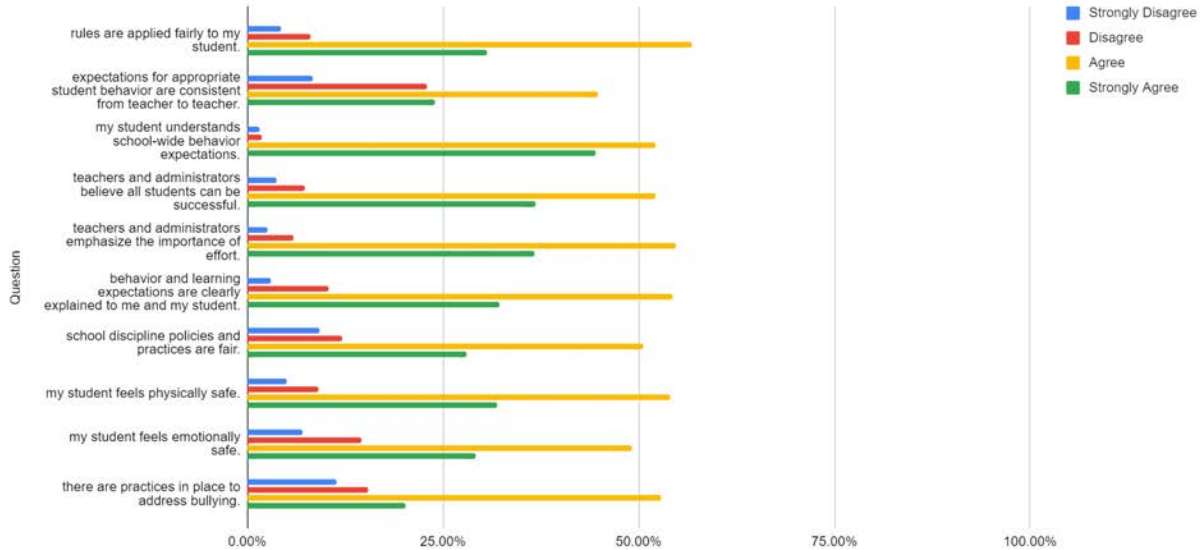
At your school...



Native Hawaiian or Pacific Islander: At your school...	Total Responses
...rules are applied fairly to my student.	6
...expectations for appropriate student behavior are consistent from teacher to teacher.	5
...my student understands school-wide behavior expectations.	5
...teachers and administrators believe all students can be successful.	4
...teachers and administrators emphasize the importance of effort.	5
...behavior and learning expectations are clearly explained to me and my student.	5
...school discipline policies and practices are fair.	4
...my student feels physically safe.	6
...my student feels emotionally safe.	6
...there are practices in place to address bullying.	6

**Parent Data - By Ethnicity
White**

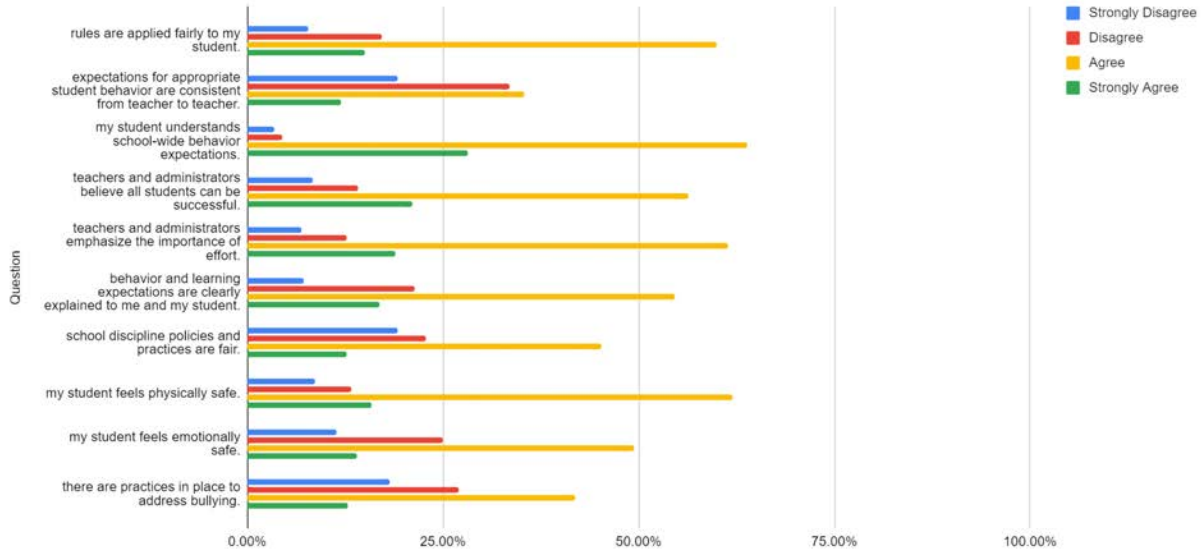
At your school...



White: At your school...	Total Responses
...rules are applied fairly to my student.	1,193
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,073
...my student understands school-wide behavior expectations.	1,265
...teachers and administrators believe all students can be successful.	1,082
...teachers and administrators emphasize the importance of effort.	1,098
...behavior and learning expectations are clearly explained to me and my student.	1,220
...school discipline policies and practices are fair.	1,075
...my student feels physically safe.	1,261
...my student feels emotionally safe.	1,238
...there are practices in place to address bullying.	910

Parent Data - By Ethnicity
Prefer not to respond

At your school...



Prefer not to respond: At your school...	Total Responses
...rules are applied fairly to my student.	180
...expectations for appropriate student behavior are consistent from teacher to teacher.	167
...my student understands school-wide behavior expectations.	202
...teachers and administrators believe all students can be successful.	156
...teachers and administrators emphasize the importance of effort.	158
...behavior and learning expectations are clearly explained to me and my student.	196
...school discipline policies and practices are fair.	166
...my student feels physically safe.	195
...my student feels emotionally safe.	192
...there are practices in place to address bullying.	148

Key Takeaway:

Parent/Guardian Responses on 2022 Spring Perception Survey:

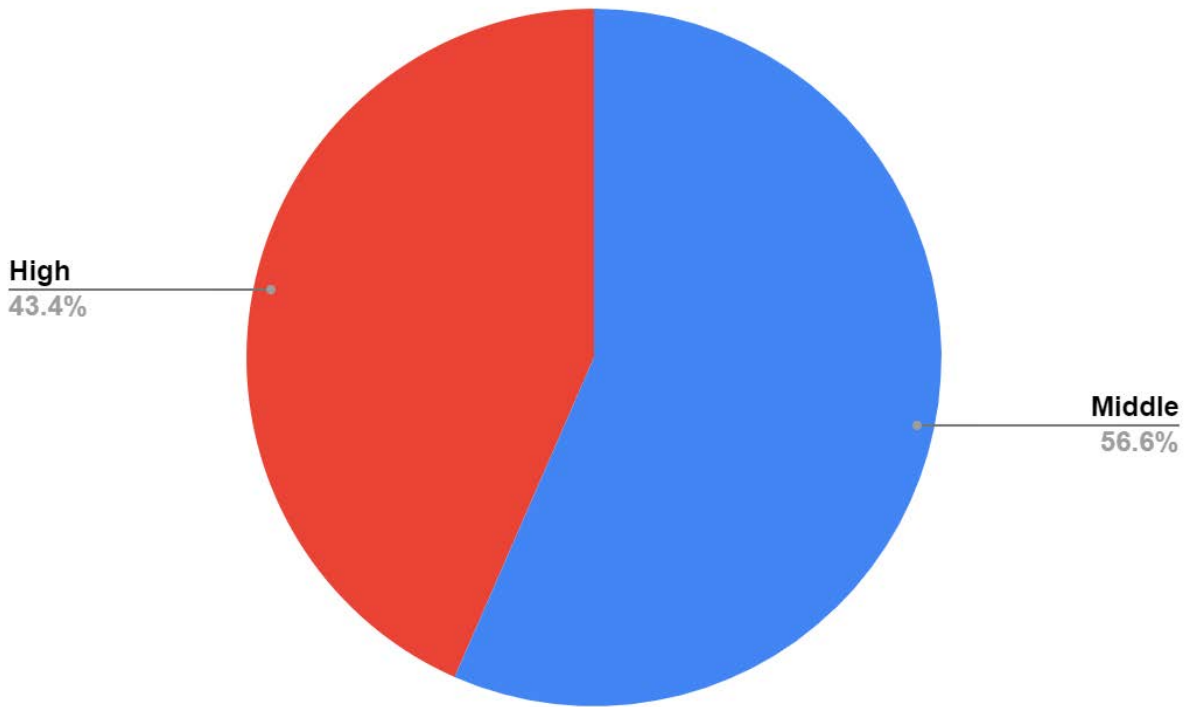
Parent responses to items about School Resources Officers (SROs), expectations, fairness and safety were generally positive. Note: because of low numbers of responses from parents in some of the race/ethnic categories, data represented in this report may not accurately represent overall trends for parents in these demographic groups.

LPS Perception Survey Data **Certified Staff Data** **(2021-22 school year)**

While the overall perception survey was sent out to all certificated staff, only the responses of secondary staff (middle and high schools) are included in this report as there are no Security Resource Officers (SROs) assigned to elementary schools. There were a total of 693 secondary certificated staff who responded to the survey.

Certified Staff Data - Total Responses

What level is the school for which you want to provide feedback?



Response	Number of Responses
Middle School	392
High School	301

Certified Staff Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	30	7.65%
Dawes	18	4.59%
Goodrich	39	9.95%
Irving	27	6.89%
Lefler	52	13.27%
Lux	27	6.89%
Mickle	18	4.59%
Moore	18	4.59%
Park	30	7.65%
Pound	42	10.71%
Schoo	26	6.63%
Scott	48	12.24%
Donald D. Sherrill Educ. Ctr	0	0.00%
Nuernberger Educ. Ctr.	7	1.79%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog	0	0.00%
MS Remote Learning Prog.	10	2.55%

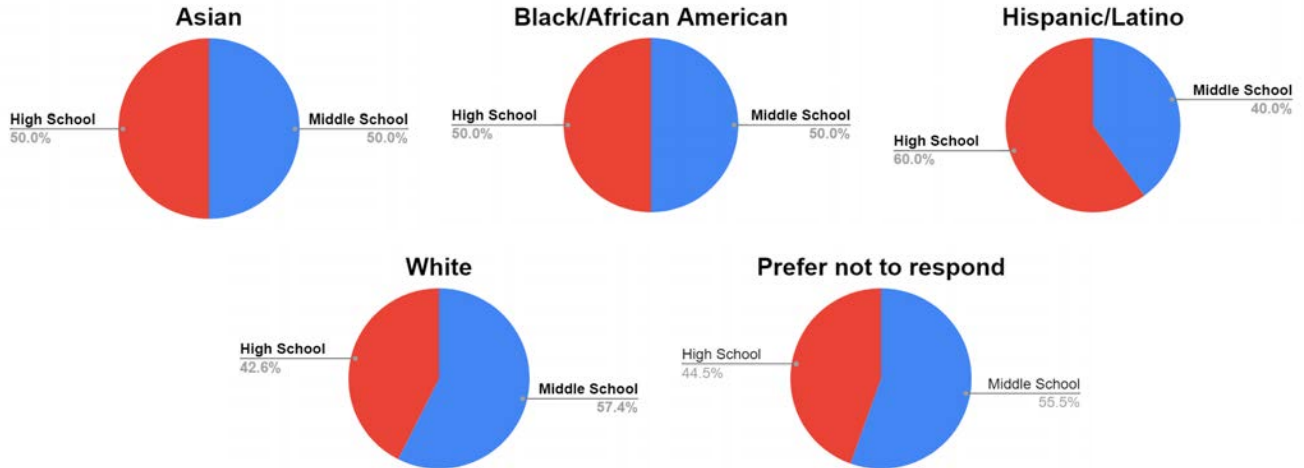
Certified Staff Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	38	12.62%
Lincoln High	61	20.27%
North Star	47	15.61%
Northeast	65	21.59%
Southeast	32	10.63%
Southwest	35	11.63%
Arts & Humanities FP	0	0.00%
Bryan Comm. FP	6	1.99%
The Career Academy	7	2.33%
Pathfinder Educ. Prog.	0	0.00%
Science FP	3	1.00%
HS Student Support Prog.	0	0.00%
Yankee Hill Prog.	2	0.66%

Certified Staff Data - By Ethnicity

What level is the school for which you want to provide feedback?



	Number of Responses				
Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Middle School	3	6	6	313	61
High School	3	6	9	232	49

Certified staff were sent an email with a link to respond to the Certified Perception Survey. In total 693 certified staff responded. When asked about their racial/ethnic background staff could respond that they belonged to multiple groups. Of the 693 respondents, 78.6%, 545, indicated that White was at least part of the racial/ethnic background. Respondents Preferring not to respond about the racial/ethnic background was the next largest group of respondents with 110 respondents or 15.9%. The other racial/ethnic groups had less than 6% choosing those as racial/ethnic groups to which they belong.

Note: due to low numbers of responses from teachers in some demographic categories, data represented in this report may not accurately represent overall trends for teachers in these demographic groups.

Certified Staff Data - By Ethnicity

What is your middle school or program?

Response	Number of Responses							
	Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	0	0.00%	24	80.00%	6	20.00%
Dawes	1	5.56%	0	0.00%	14	77.78%	2	11.11%
Goodrich	1	2.56%	1	2.56%	29	74.36%	8	20.51%
Irving	1	3.70%	0	0.00%	15	55.56%	11	40.74%
Lefler	3	5.77%	2	3.85%	38	73.08%	7	13.46%
Lux	0	0.00%	1	3.70%	20	74.07%	6	22.22%
Mickle	0	0.00%	0	0.00%	18	100.00%	0	0.00%
Moore	0	0.00%	0	0.00%	14	77.78%	4	22.22%
Park	0	0.00%	0	0.00%	24	80.00%	6	20.00%
Pound	0	0.00%	0	0.00%	37	88.10%	5	11.90%
Schoo	0	0.00%	1	3.85%	22	84.62%	1	3.85%
Scott	0	0.00%	1	2.08%	42	87.50%	5	10.42%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	7	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Remote Learning MS	0	0.00%	0	0.00%	9	90.00%	0	0.00%

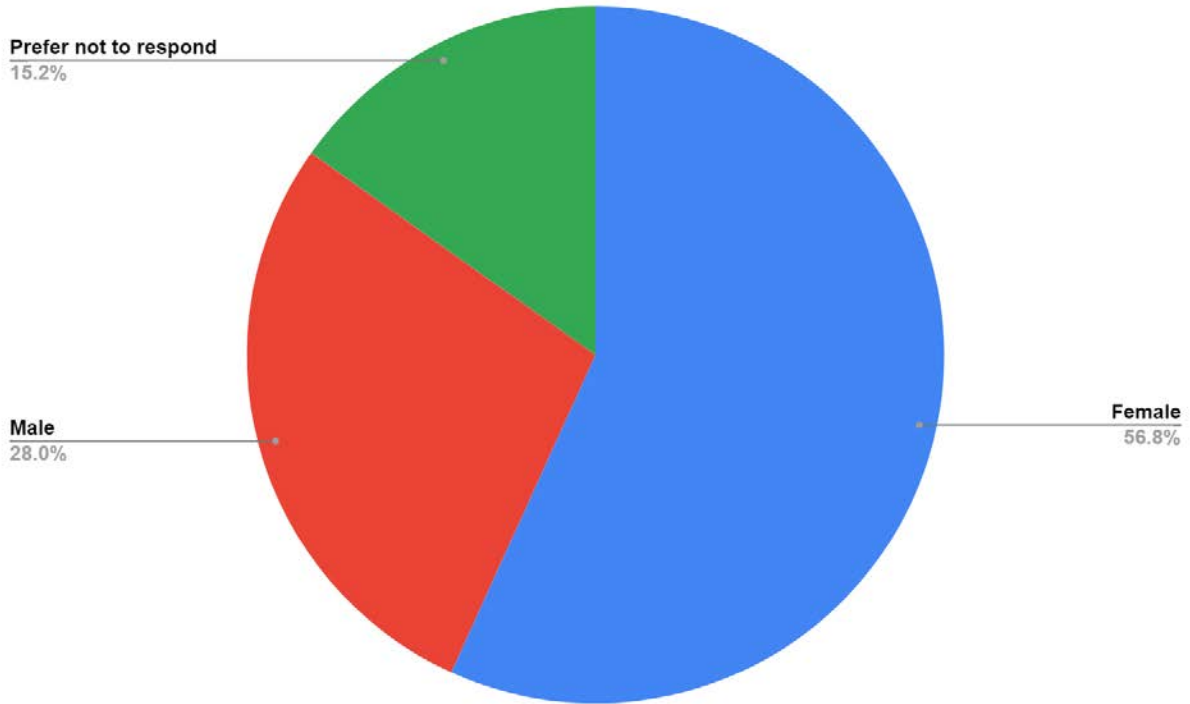
Certified Staff Data - By Ethnicity

What is your high school or program?

Response	Number of Responses							
	Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	1	2.63%	1	2.63%	31	81.58%	5	13.16%
Lincoln High	3	4.92%	3	4.92%	37	60.66%	17	27.87%
North Star	1	2.13%	1	2.13%	36	76.60%	9	19.15%
Northeast	0	0.00%	3	4.62%	50	76.92%	11	16.92%
Southeast	1	3.13%	1	3.13%	26	81.25%	3	9.38%
Southwest	0	0.00%	0	0.00%	33	94.29%	1	2.86%
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	5	83.33%	1	16.67%
The Career Academy	0	0.00%	0	0.00%	6	85.71%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	1	33.33%	2	66.67%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	2	100.00%	0	0.00%
Other	0	0.00%	0	0.00%	5	100.00%	0	0.00%

Certified Staff Data - Total Responses

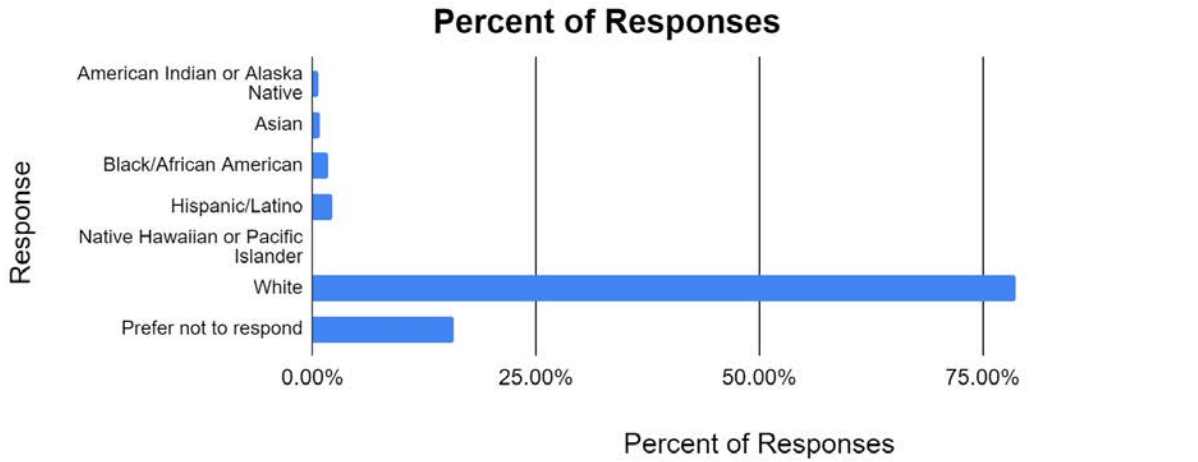
What is your gender (please choose one)?



Response	Number of Responses
Female	393
Male	194
Other (please specify)	0
Prefer not to respond	105

Certified Staff Data - Total Responses (Percent)

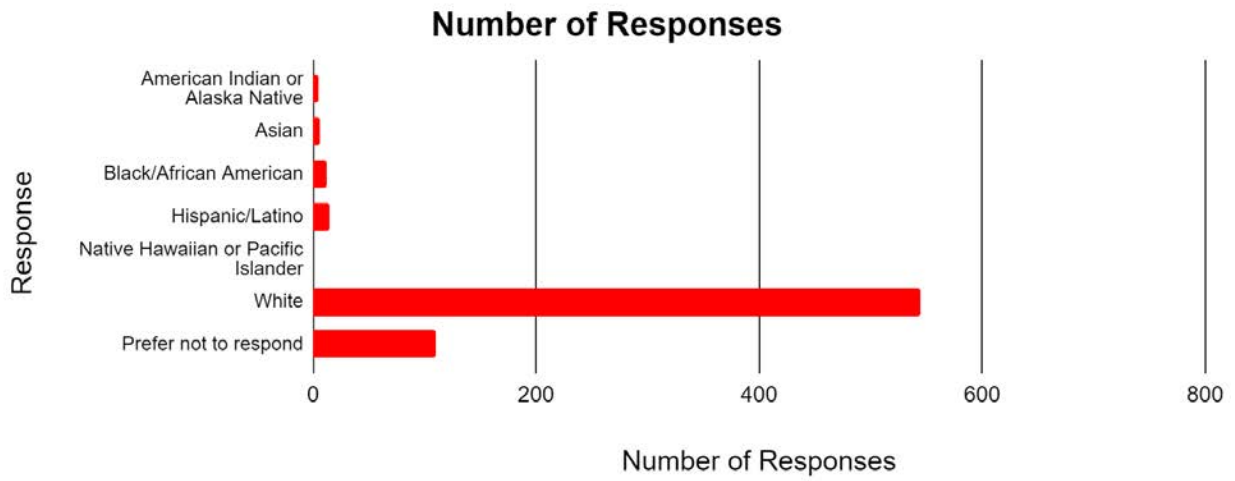
What is your race/ethnicity (please choose all that apply)?



Over 75% of the certified staff responding to the survey were White, therefore we did not attempt to make comparisons across racial/ethnic groups.

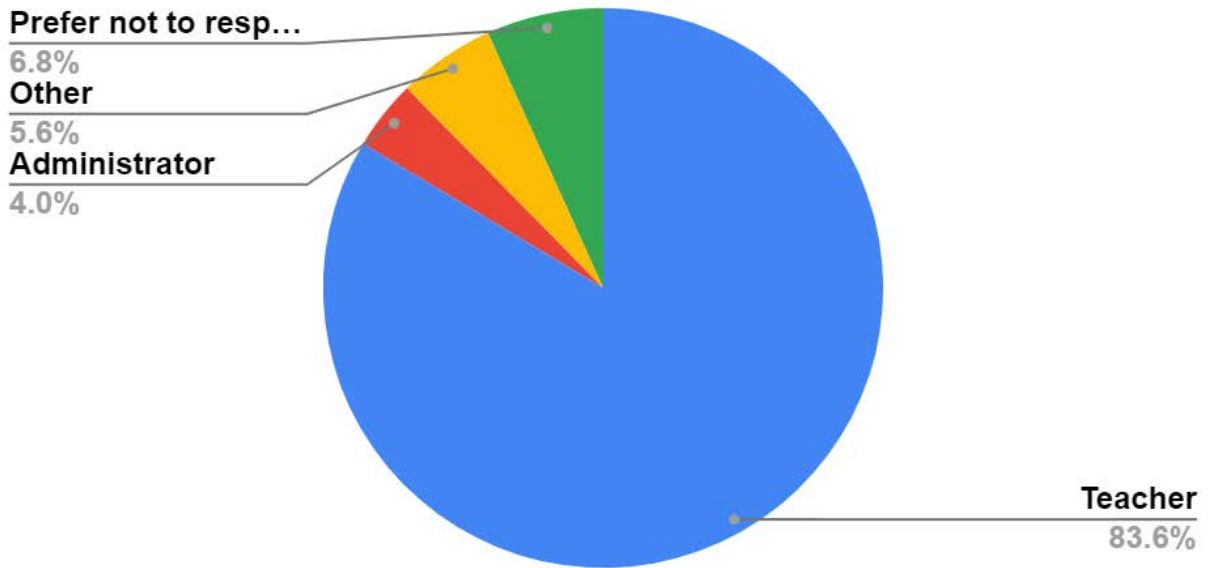
Certified Staff Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Certified Staff Data - Total Responses

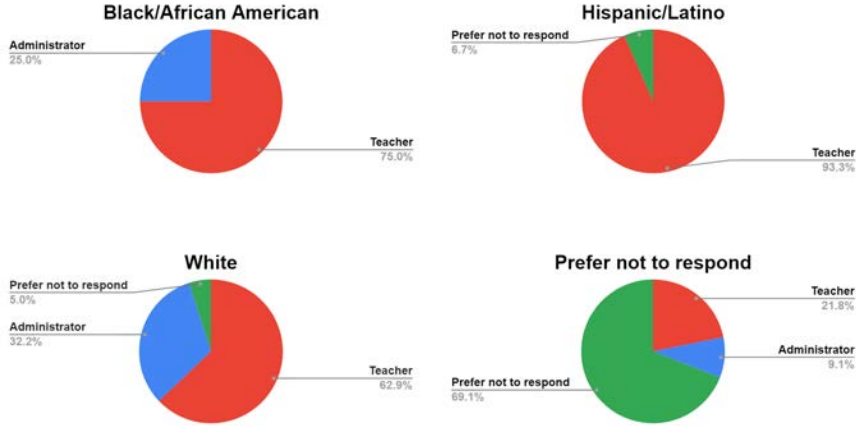
What is your school role(s) (please choose all that apply)?



Response	Number of Responses
Teacher	582
Administrator	28
Other	39
Prefer not to respond	47

Certified Staff Data - By Ethnicity

What is your school role(s) (please choose all that apply)?

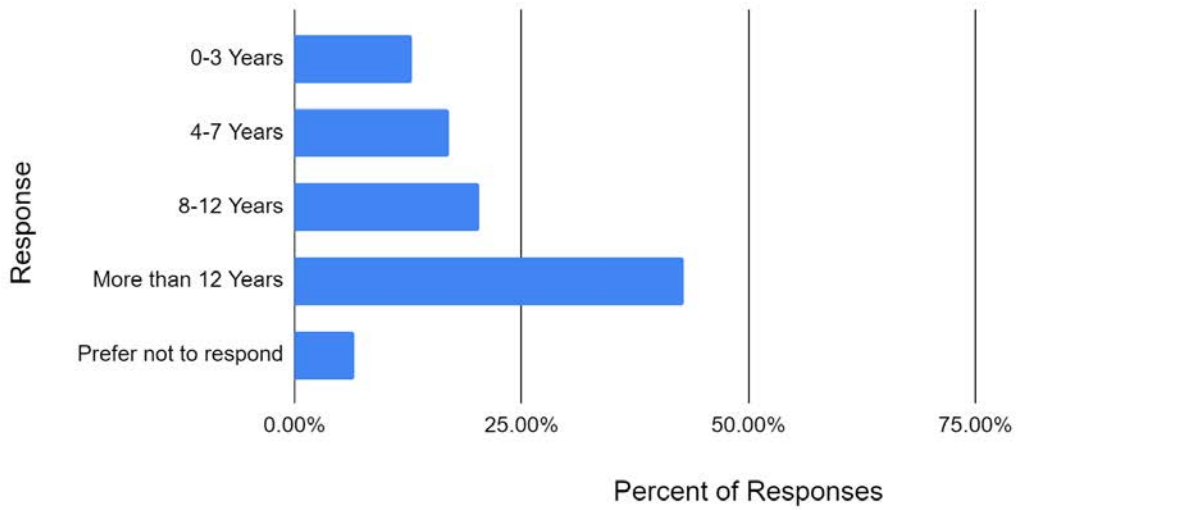


Response	Number of Responses			
	Black/African American	Hispanic/Latino	White	Prefer not to respond
Teacher	9	14	342	24
Administrator	3	0	175	10
Other	0	0	0	0
Prefer not to respond	0	1	27	76

The majority of the certified responses were teachers (63-93%).

Certified Staff Data - Total Responses

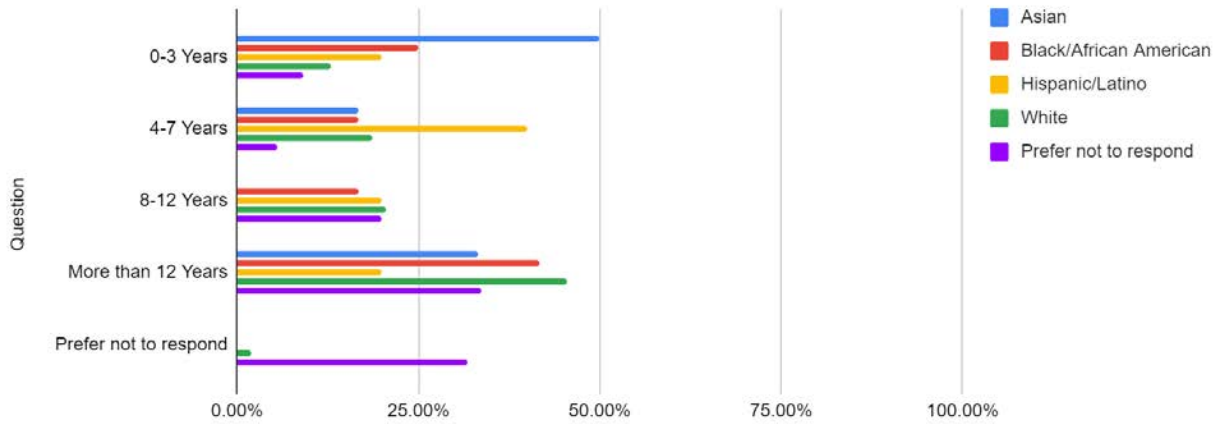
How many years of experience do you have as an educator?



Response	Number of Responses
0-3 Years	90
4-7 Years	118
8-12 Years	141
More than 12 Years	297
Prefer not to respond	46

Certified Staff Data - By Ethnicity

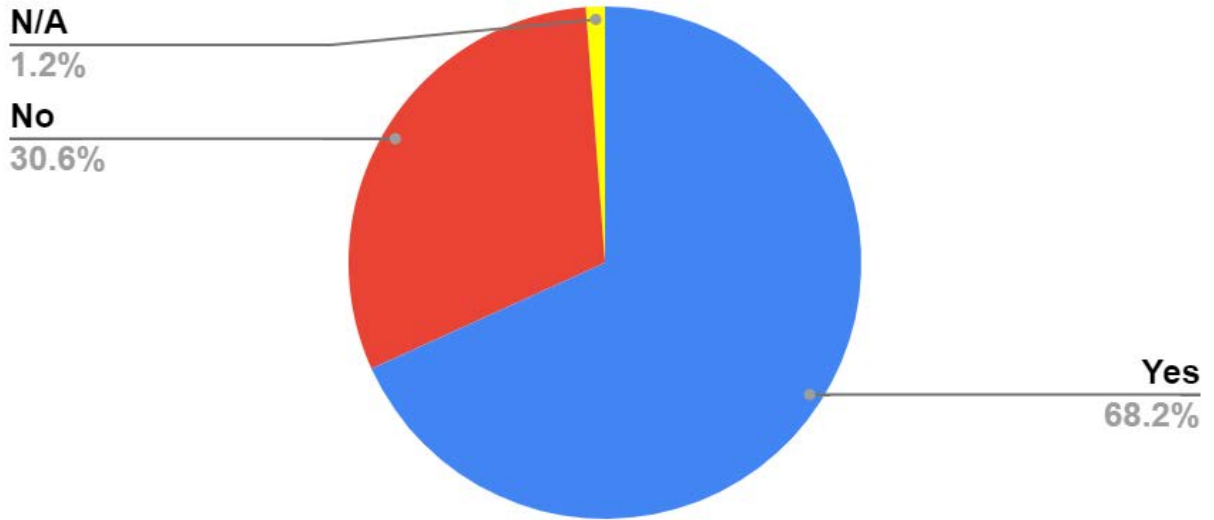
How many years of experience do you have as an educator?



Question	Number of Responses					
	American Indian or Alaska Native	Asian	Black/African American	Hispanic /Latino	White	Prefer not to respond
0-3 Years	0	3	3	3	71	10
4-7 Years	1	1	2	6	102	6
8-12 Years	2	0	2	3	112	22
More than 12 Years	2	2	5	3	248	37
Prefer not to respond	0	0	0	0	11	35

Certified Staff Data - Total Responses

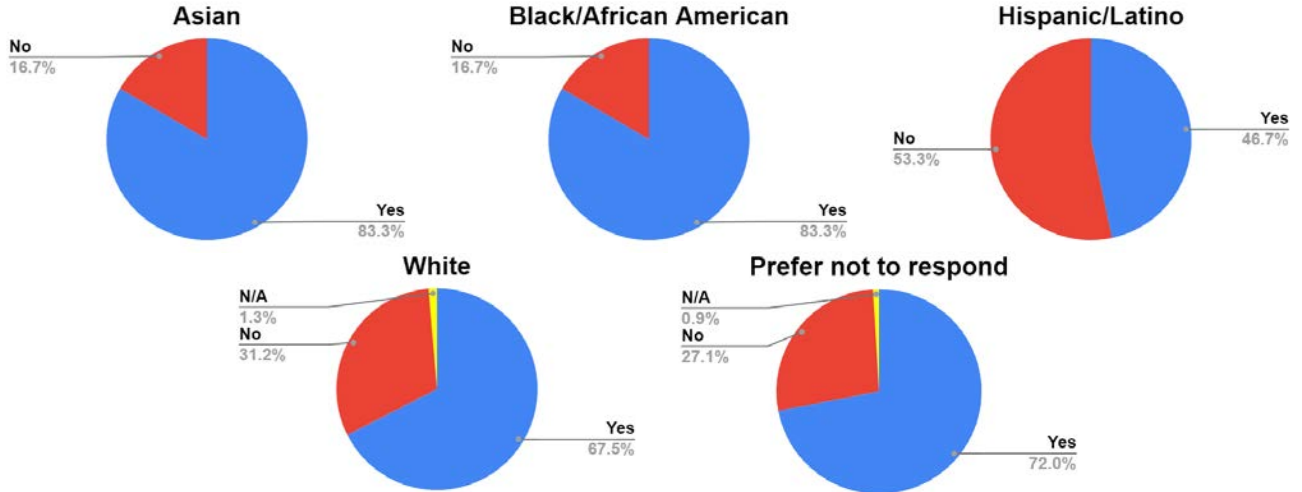
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



Response	Number of Responses
Yes	455
No	204
N/A	8

Certified Staff Data - By Ethnicity

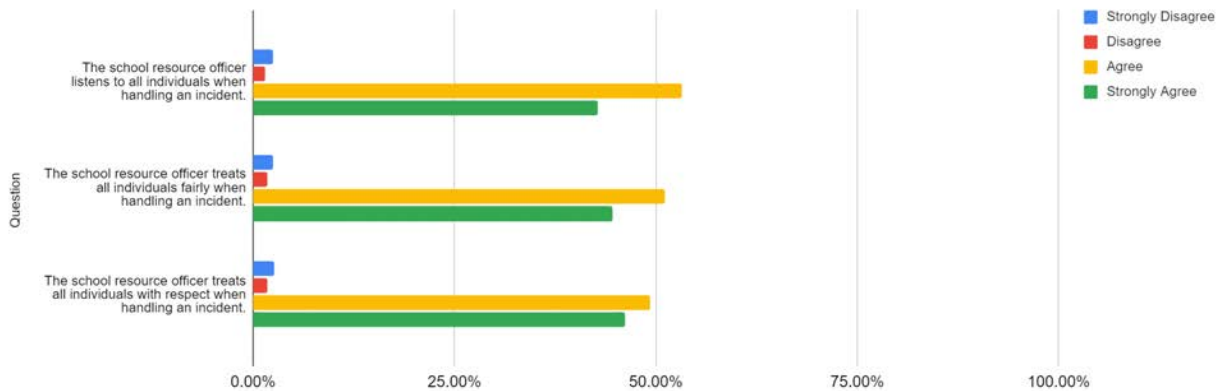
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



	Number of Responses				
Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	5	10	7	353	77
No	1	2	8	163	29
N/A	0	0	0	7	1

Certified Staff Data - Total Responses

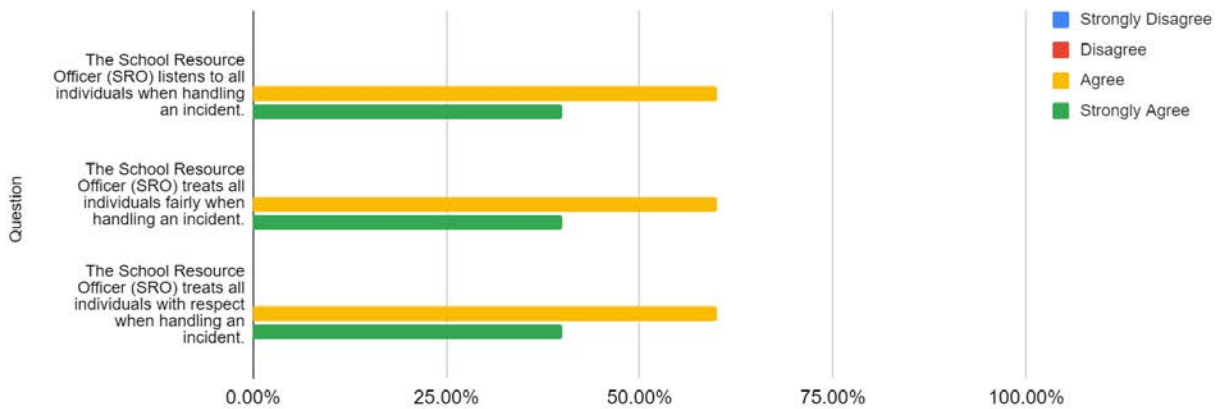
This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



All Responses: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	449
The SRO treats all individuals fairly when handling an incident.	450
The SRO treats all individuals with respect when handling an incident.	450

**Certified Staff Data - By Ethnicity
Black/African American**

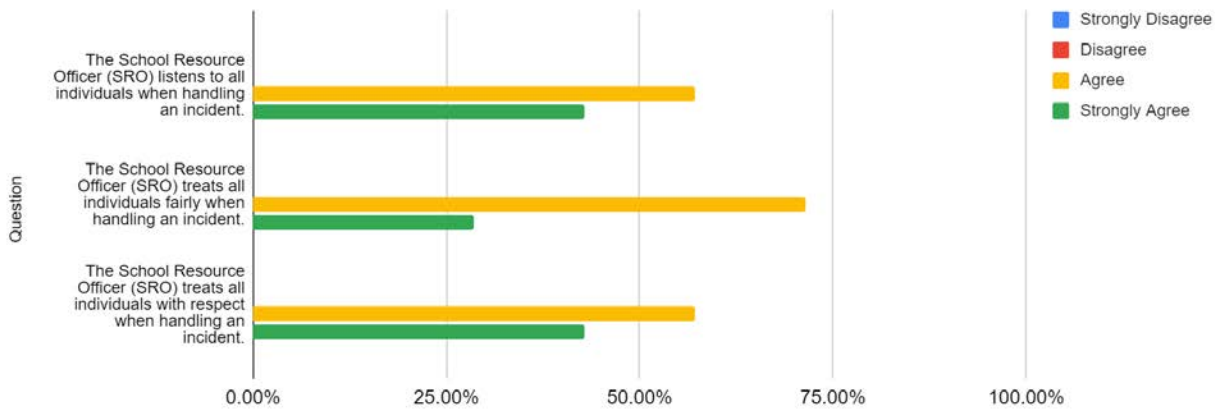
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Black/African American: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	10
The SRO treats all individuals fairly when handling an incident.	10
The SRO treats all individuals with respect when handling an incident.	10

**Certified Staff Data - By Ethnicity
Hispanic/Latino**

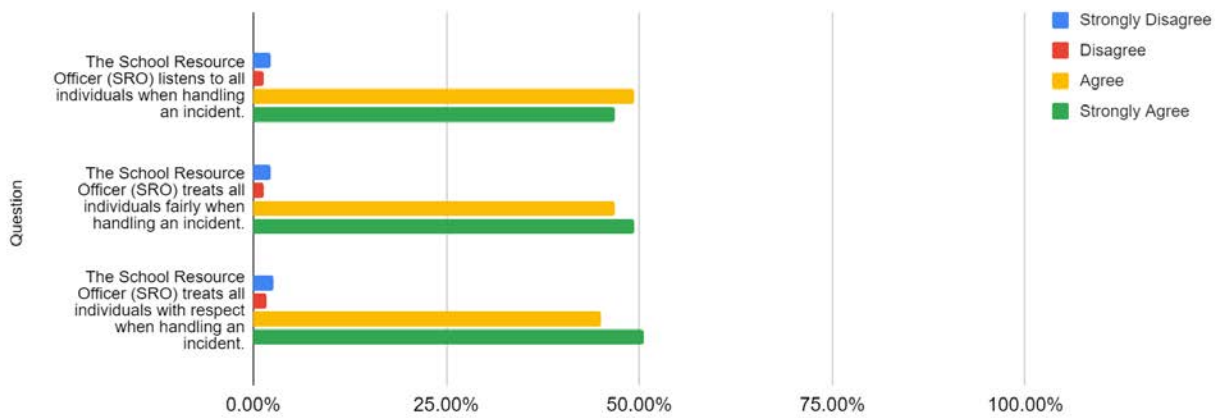
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Hispanic/Latino: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	7
The SRO treats all individuals fairly when handling an incident.	7
The SRO treats all individuals with respect when handling an incident.	7

**Certified Staff Data - By Ethnicity
White**

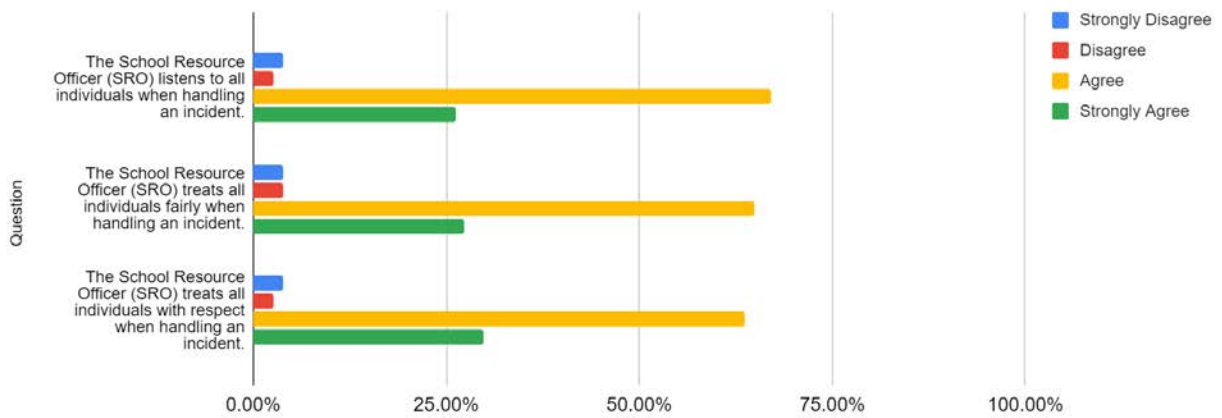
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



White: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	348
The SRO treats all individuals fairly when handling an incident.	348
The SRO treats all individuals with respect when handling an incident.	348

Certified Staff Data - By Ethnicity
Prefer not to respond

**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Prefer not to respond: Statement:	Total Responses:
The SRO listens to all individuals when handling an incident.	76
The SRO treats all individuals fairly when handling an incident.	77
The SRO treats all individuals with respect when handling an incident.	77

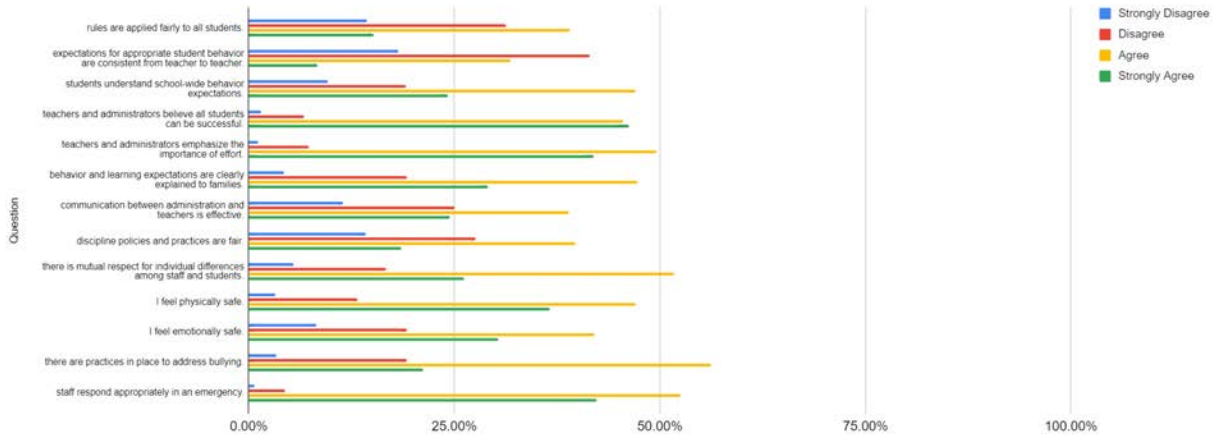
Key Takeaway:

Certified Staff Responses on School Resource Officers:

Certified staff responded positively to items about interactions they observed between students and School Resource Officers (SROs).

Certified Staff Data - Total Responses

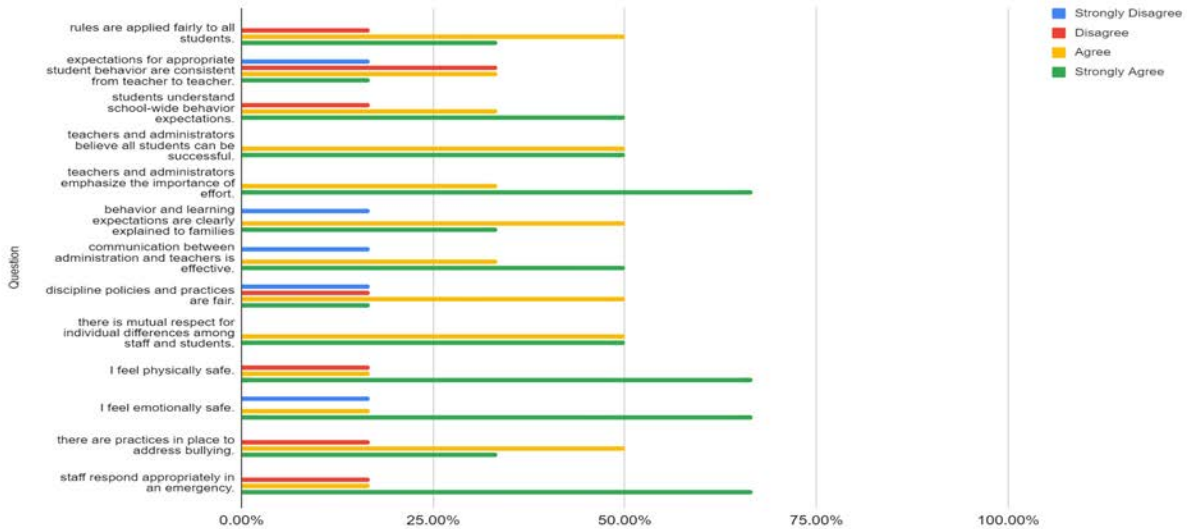
At your school...



All Responses: At your school...	Total Responses
...rules are applied fairly to all students.	680
...expectations for appropriate student behavior are consistent from teacher to teacher.	674
...students understand school-wide behavior expectations.	686
...teachers and administrators believe all students can be successful.	679
...teachers and administrators emphasize the importance of effort.	682
...behavior and learning expectations are clearly explained to families.	632
...communication between administration and teachers is effective.	682
...discipline policies and practices are fair.	675
...there is mutual respect for individual differences among staff and students.	679
...I feel physically safe.	683
...I feel emotionally safe.	684
...there are practices in place to address bullying.	646
...staff respond appropriately in an emergency.	676

Certified Staff Data - By Ethnicity Asian

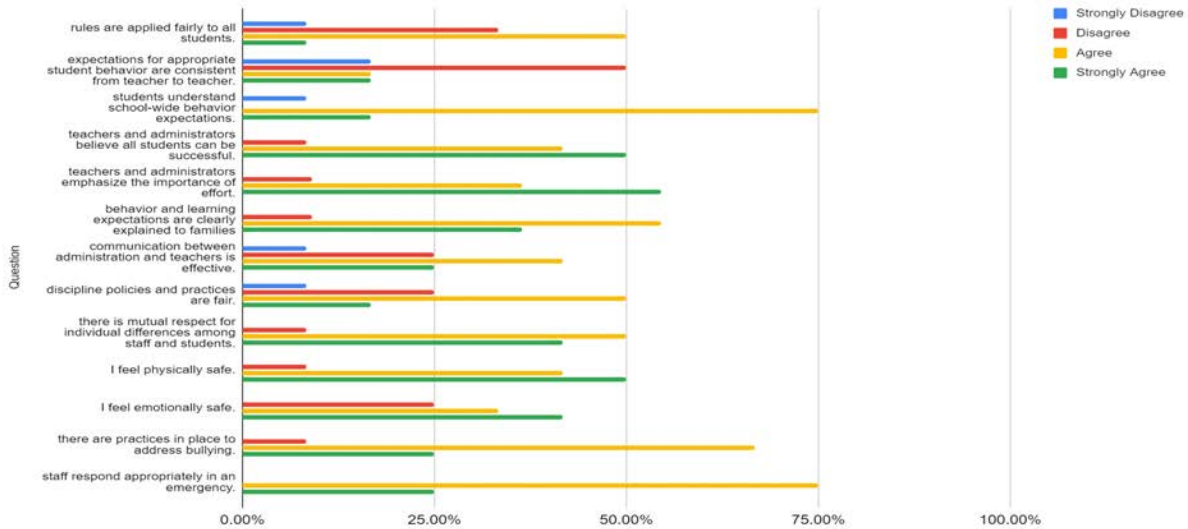
At your school...



Asian: At your school...	Total Responses
...rules are applied fairly to all students.	6
...expectations for appropriate student behavior are consistent from teacher to teacher.	6
...students understand school-wide behavior expectations.	6
...teachers and administrators believe all students can be successful.	6
...teachers and administrators emphasize the importance of effort.	6
...behavior and learning expectations are clearly explained to families.	6
...communication between administration and teachers is effective.	6
...discipline policies and practices are fair.	6
...there is mutual respect for individual differences among staff and students.	6
...I feel physically safe.	6
...I feel emotionally safe.	6
...there are practices in place to address bullying.	6
...staff respond appropriately in an emergency.	6

Certified Staff Data - By Ethnicity Black/African American

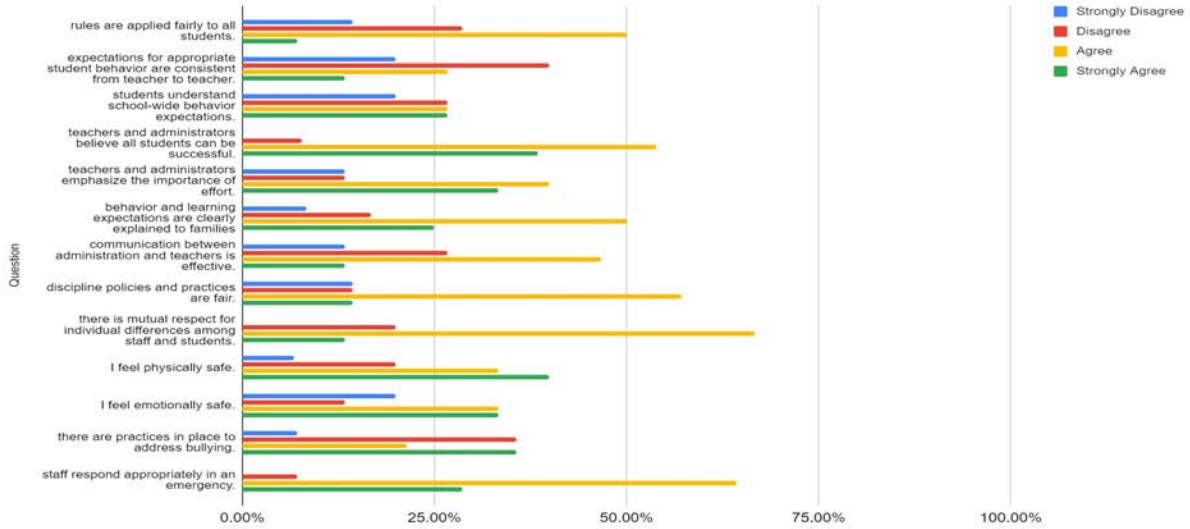
At your school...



Black/African American: At your school...	Total Responses
...rules are applied fairly to all students.	12
...expectations for appropriate student behavior are consistent from teacher to teacher.	12
...students understand school-wide behavior expectations.	12
...teachers and administrators believe all students can be successful.	12
...teachers and administrators emphasize the importance of effort.	11
...behavior and learning expectations are clearly explained to families.	11
...communication between administration and teachers is effective.	12
...discipline policies and practices are fair.	12
...there is mutual respect for individual differences among staff and students.	12
...I feel physically safe.	12
...I feel emotionally safe.	12
...there are practices in place to address bullying.	12
...staff respond appropriately in an emergency.	12

Certified Staff Data - By Ethnicity Hispanic/Latino

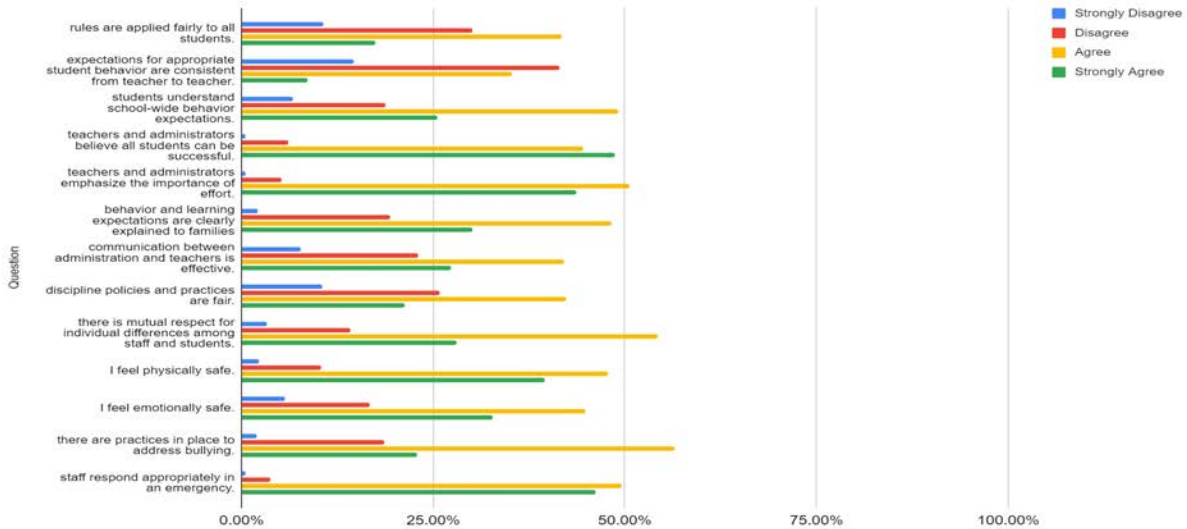
At your school...



Hispanic/Latino: At your school...	Total Responses
...rules are applied fairly to all students.	14
...expectations for appropriate student behavior are consistent from teacher to teacher.	15
...students understand school-wide behavior expectations.	15
...teachers and administrators believe all students can be successful.	13
...teachers and administrators emphasize the importance of effort.	15
...behavior and learning expectations are clearly explained to families.	12
...communication between administration and teachers is effective.	15
...discipline policies and practices are fair.	14
...there is mutual respect for individual differences among staff and students.	15
...I feel physically safe.	15
...I feel emotionally safe.	15
...there are practices in place to address bullying.	14
...staff respond appropriately in an emergency.	14

Certified Staff Data - By Ethnicity White

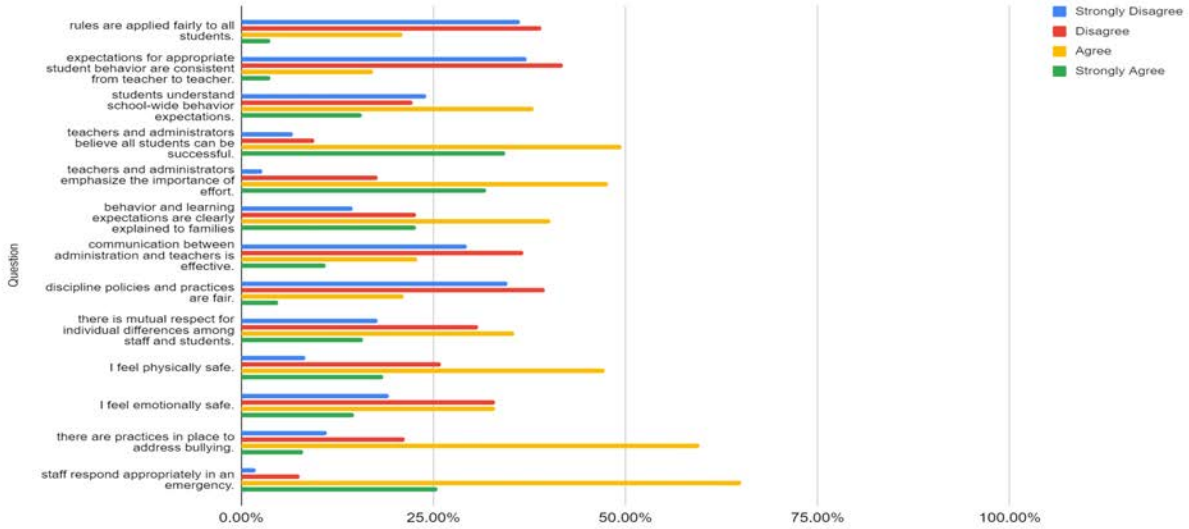
At your school...



White: At your school...	Total Responses
...rules are applied fairly to all students.	538
...expectations for appropriate student behavior are consistent from teacher to teacher.	531
...students understand school-wide behavior expectations.	540
...teachers and administrators believe all students can be successful.	538
...teachers and administrators emphasize the importance of effort.	538
...behavior and learning expectations are clearly explained to families.	501
...communication between administration and teachers is effective.	535
...discipline policies and practices are fair.	534
...there is mutual respect for individual differences among staff and students.	534
...I feel physically safe.	537
...I feel emotionally safe.	537
...there are practices in place to address bullying.	510
...staff respond appropriately in an emergency.	533

Certified Staff Data - By Ethnicity
Prefer not to respond

At your school...



Prefer not to respond: At your school...	Total Responses
...rules are applied fairly to all students.	105
...expectations for appropriate student behavior are consistent from teacher to teacher.	105
...students understand school-wide behavior expectations.	108
...teachers and administrators believe all students can be successful.	105
...teachers and administrators emphasize the importance of effort.	107
...behavior and learning expectations are clearly explained to families.	97
...communication between administration and teachers is effective.	109
...discipline policies and practices are fair.	104
...there is mutual respect for individual differences among staff and students.	107
...I feel physically safe.	108
...I feel emotionally safe.	109
...there are practices in place to address bullying.	99
...staff respond appropriately in an emergency.	106

Key Takeaway:

Certified Staff Responses on 2022 Spring Perception Survey:

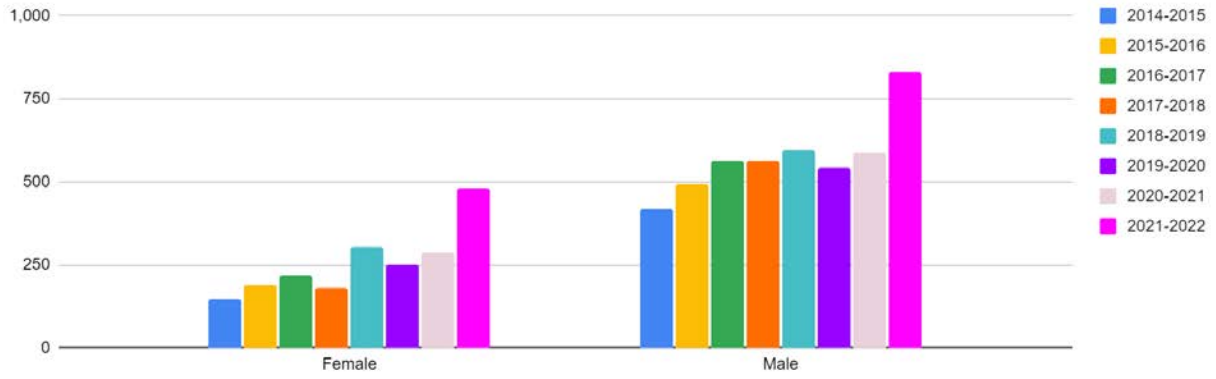
Although the responses are generally positive, according to staff the most important issues to address are fairness and consistency across teachers.

LPS Discipline Data

Note:

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year, and should not be compared to other school years.
- Note: in the data tables in this section, percentages that indicate “overrepresentation” are highlighted in pink. For example: during the 2021-22 school year, 63% of the middle school students who were suspended identified as male. Since only 51% of all middle school students identify as male, males are overrepresented and highlighted.

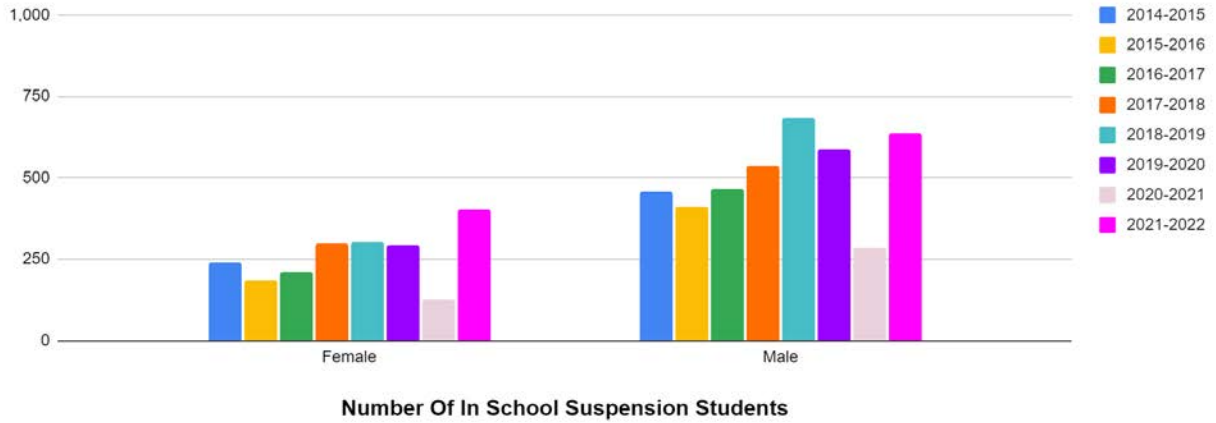
Middle School In School Suspensions by Gender



Number Of In School Suspension Students

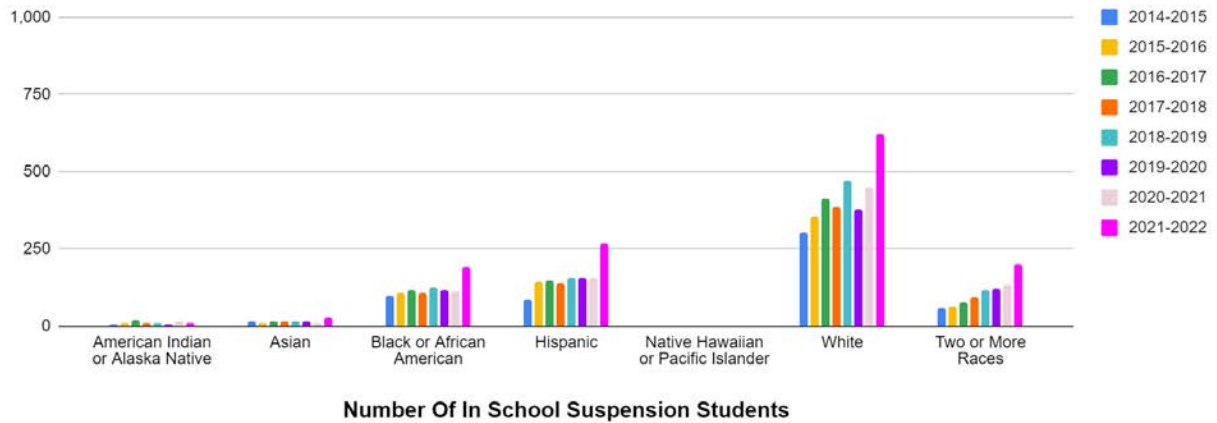
Percentage of Yearly In School Suspensions		
Year	Female	Male
2014-2015	26%	74%
2015-2016	28%	72%
2016-2017	28%	72%
2017-2018	24%	76%
2018-2019	34%	66%
2019-2020	32%	68%
2020-2021	33%	67%
2021-2022	37%	63%
Overall % of 21-22 Student Population	49%	51%

High School In School Suspensions by Gender



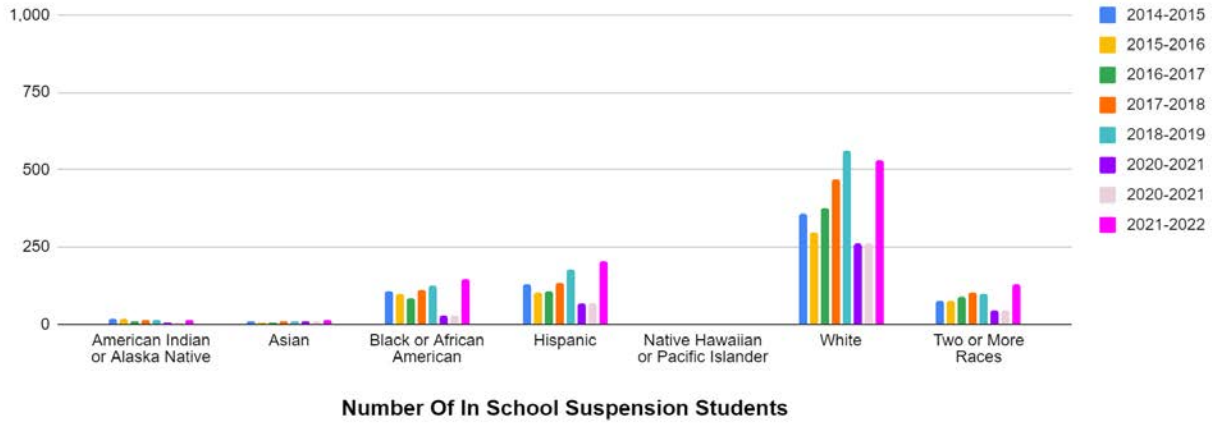
Percent of Yearly In School Suspensions		
Year	Female	Male
2014-2015	34%	66%
2015-2016	31%	69%
2016-2017	31%	69%
2017-2018	36%	64%
2018-2019	31%	69%
2019-2020	33%	67%
2020-2021	31%	69%
2021-2022	39%	61%
Overall % of 21-22 Student Population	48%	52%

Middle School In School Suspensions by Race/Ethnicity



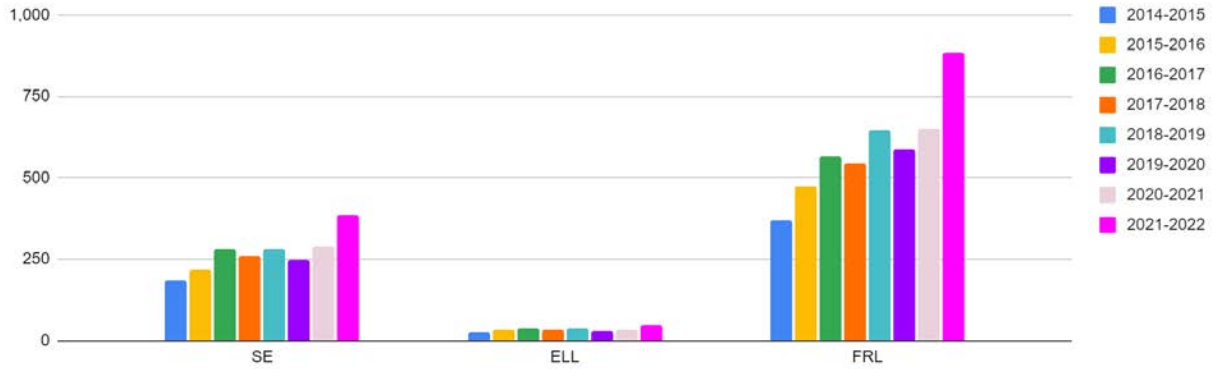
Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	1%	2%	17%	15%	0%	54%	11%
2015-2016	1%	1%	15%	21%	0%	52%	9%
2016-2017	2%	2%	15%	19%	0%	53%	9%
2017-2018	1%	2%	14%	18%	0%	52%	13%
2018-2019	1%	2%	14%	17%	0%	52%	13%
2019-2020	1%	2%	15%	20%	0%	48%	15%
2020-2021	1%	1%	13%	18%	0%	51%	15%
2021-2022	1%	2%	15%	20%	0%	47%	15%
Overall % of 21-22 Student Population	1%	4%	7%	16%	0%	62%	10%

High School In School Suspensions by Race/Ethnicity



Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	3%	1%	15%	18%	0%	51%	11%
2015-2016	3%	1%	16%	17%	0%	49%	13%
2016-2017	1%	1%	13%	16%	0%	56%	14%
2017-2018	1%	1%	14%	16%	0%	56%	12%
2018-2019	1%	1%	13%	18%	0%	57%	10%
2019-2020	2%	2%	11%	19%	0%	56%	10%
2020-2021	2%	2%	6%	16%	0%	64%	10%
2021-2022	2%	1%	14%	20%	0%	51%	12%
Overall % of 21-22 Student Population	1%	5%	7%	16%	0%	64%	8%

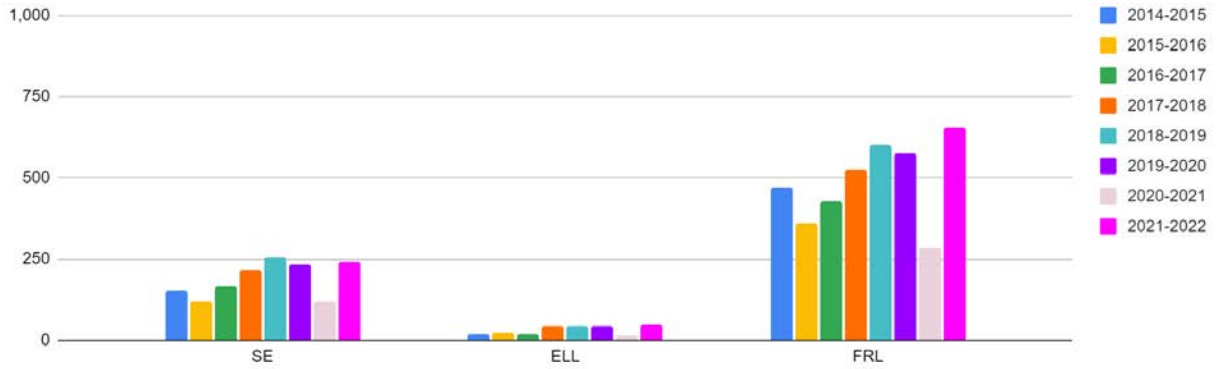
Middle School In School Suspensions by SE, ELL & FRL



Number Of In School Suspension Students

Percent of Yearly In School Suspensions			
Year	SE	ELL	FRL
2014-2015	33%	5%	65%
2015-2016	32%	5%	69%
2016-2017	36%	5%	73%
2017-2018	36%	5%	73%
2018-2019	31%	4%	72%
2019-2020	31%	4%	74%
2020-2021	33%	4%	74%
2021-2022	29%	3%	67%
Overall % of 21-22 Student Population	17%	3%	43%

High School In School Suspensions by SE, ELL & FRL



Number Of In School Suspension Students

Percent of Yearly In School Suspensions			
Year	SE	ELL	FRL
2014-2015	22%	2%	67%
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
2021-2022	23%	5%	63%
Overall % of 21-22 Student Population	11%	4%	38%

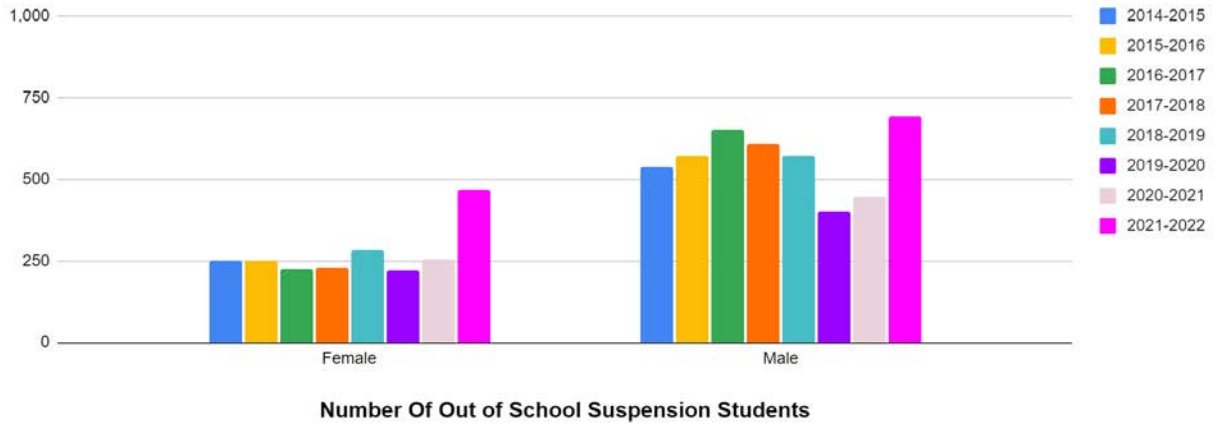
Takeaways: In School Suspension

School administrators use in school suspensions as a consequence for some student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and disrupt the learning environment (e.g. inappropriate language use, a minor physical altercation) but are not serious enough to rise to the level of an out of school suspension or expulsion. Students receiving an in school suspension attend school separately from their regular class schedule, typically in a room assigned by an administrator. Students are directed to complete school work on their own (with assistance from appropriate staff). After students serve their assigned in-school suspension, they return to their normal class schedule.

Compared to previous years (both pre and during the pandemic), more students experienced in/out of school suspensions (but not expulsions). This increase is generally proportional across demographic groups. School suspension data continue to show evidence of disproportionality for our students of color and those participating in special programs (SE, ELL, free/reduced lunch). After a small reduction in the disproportionality of black/African Americans in in-school suspensions 2020-2021, the disproportionality this year is more consistent with previous years. Additional data is needed to determine if this is a trend or an anomaly.

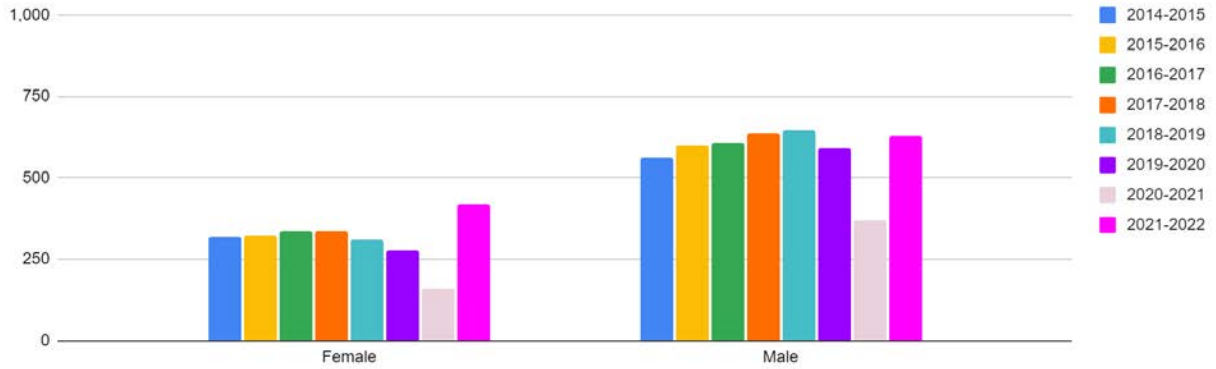
Note: these data are relevant to the ongoing LPS Board Equity goals, specifically the “Positive Behavior” goal.

Middle School Out of School Suspensions by Gender



Percentage of Yearly Out of School Suspensions		
Year	Female	Male
2014-2015	32%	68%
2015-2016	30%	70%
2016-2017	26%	74%
2017-2018	27%	73%
2018-2019	33%	67%
2019-2020	35%	65%
2020-2021	36%	64%
2021-2022	40%	60%
Overall % of 21-22 Student Population	49%	51%

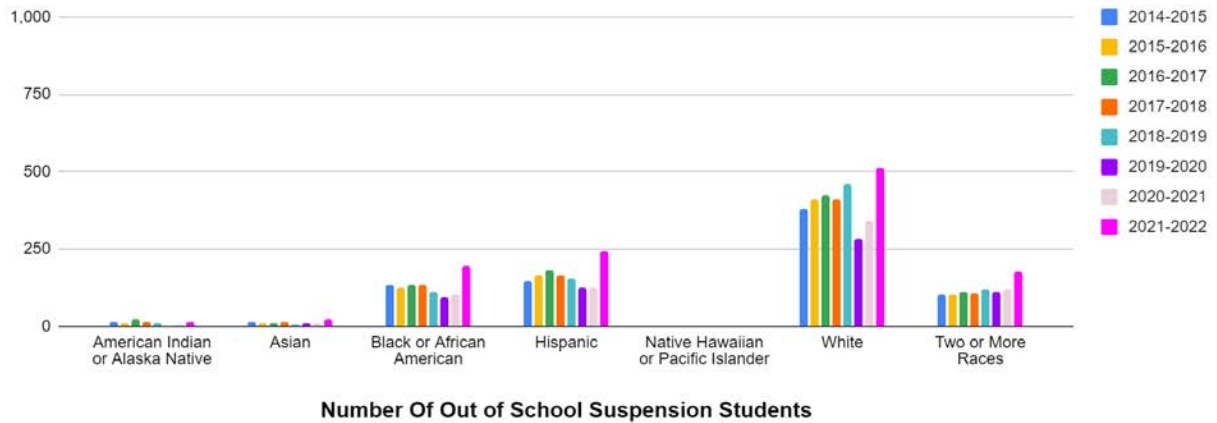
High School Out of School Suspensions by Gender



Number Of Out of School Suspension Students

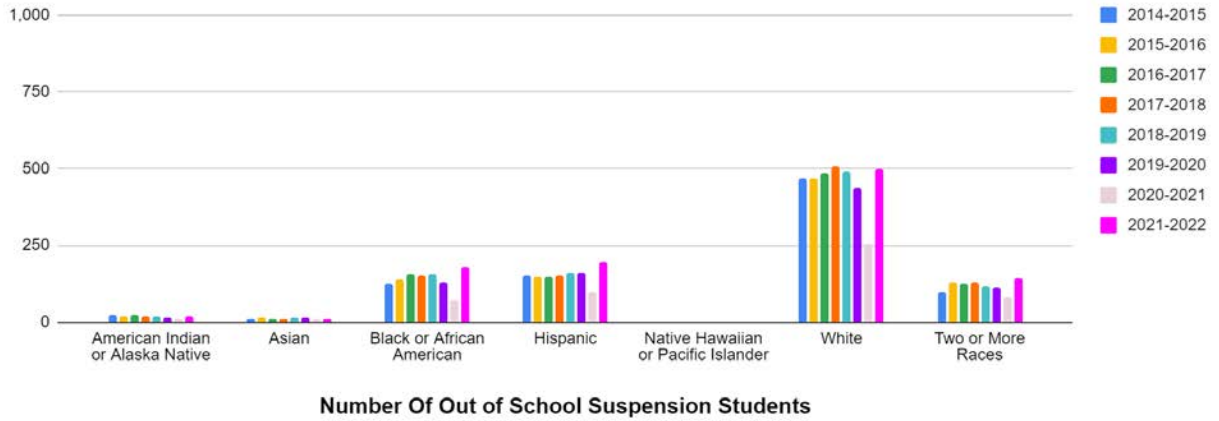
Percent of Yearly Out of School Suspensions		
Year	Female	Male
2014-2015	36%	64%
2015-2016	35%	65%
2016-2017	36%	64%
2017-2018	34%	66%
2018-2019	32%	68%
2019-2020	32%	68%
2020-2021	30%	70%
2021-2022	40%	60%
Overall % of 21-22 Student Population	48%	52%

Middle School Out of School Suspensions by Race/Ethnicity



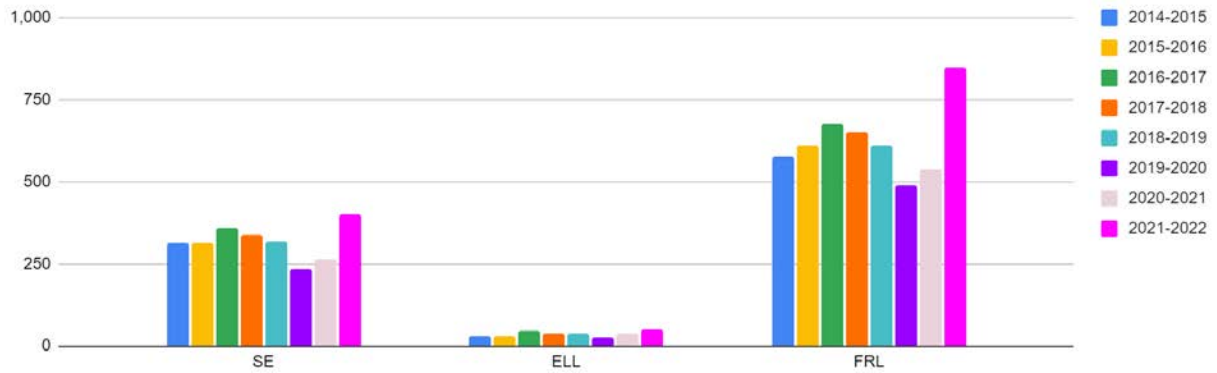
Percent of Yearly Out of School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
2017-2018	1%	1%	16%	20%	0%	49%	13%
2018-2019	1%	1%	13%	18%	0%	54%	14%
2019-2020	0%	1%	15%	20%	0%	46%	17%
2020-2021	1%	1%	14%	18%	0%	49%	17%
2021-2022	1%	2%	17%	21%	0%	44%	15%
Overall % of 21-22 Student Population	1%	4%	7%	16%	0%	62%	10%

High School Out of School Suspensions by Race/Ethnicity



Percent of Yearly Out of School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	3%	1%	14%	17%	0%	53%	11%
2015-2016	2%	2%	15%	16%	0%	51%	14%
2016-2017	3%	1%	16%	16%	0%	51%	13%
2017-2018	2%	1%	16%	16%	0%	52%	14%
2018-2019	2%	1%	16%	17%	0%	51%	12%
2019-2020	2%	2%	15%	18%	0%	50%	13%
2020-2021	2%	2%	14%	19%	0%	48%	16%
2021-2022	2%	1%	17%	19%	0%	48%	14%
Overall % of 21-22 Student Population	1%	5%	7%	16%	0%	64%	8%

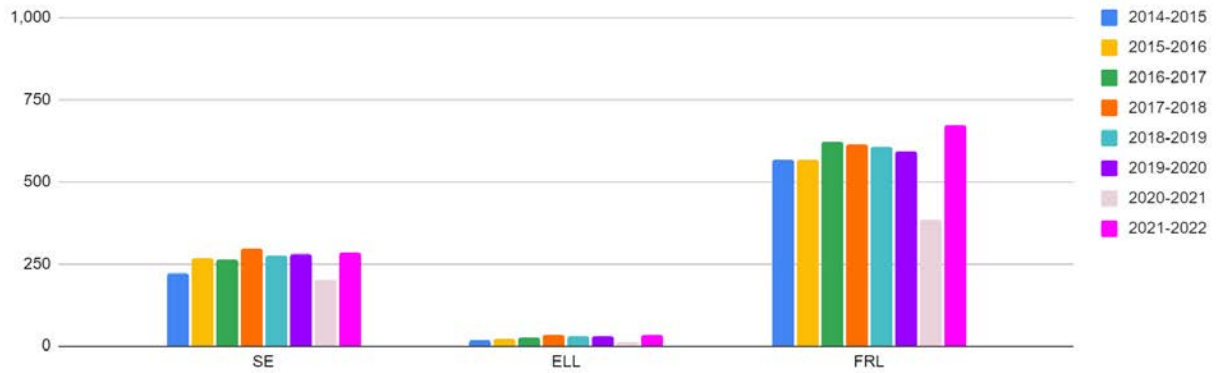
Middle School Out of School Suspensions by SE, ELL & FRL



Number Of Out of School Suspension Students

Percent of Yearly Out of School Suspensions			
Year	SE	ELL	FRL
2014-2015	40%	4%	73%
2015-2016	38%	4%	74%
2016-2017	41%	5%	77%
2017-2018	40%	5%	78%
2018-2019	37%	4%	71%
2019-2020	38%	4%	78%
2020-2021	38%	5%	77%
2021-2022	17%	3%	43%
Overall % of 20-21 Student Population	17%	3%	48%

High School Out of School Suspensions by SE, ELL & FRL



Number Of Out of School Suspensions Students

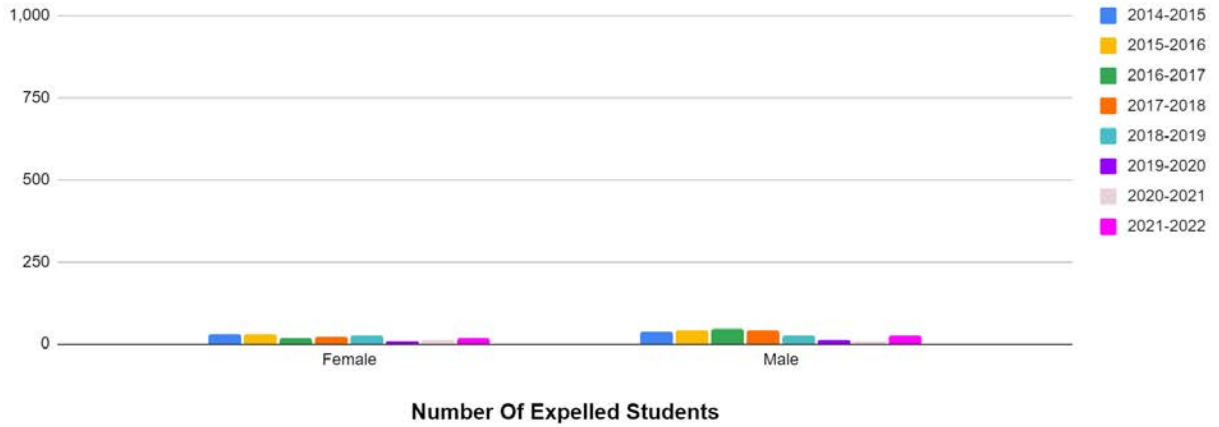
Percent of Yearly Out of School Suspensions			
Year	SE	ELL	FRL
2014-2015	25%	2%	64%
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
2021-2022	27%	3%	64%
Overall % of 21-22 Student Population	11%	4%	38%

Takeaways: Out of School Suspension

School administrators use out of school suspensions as a consequence for some more serious student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, a more serious physical altercation) but are not serious enough to rise to the level of expulsion. Students receiving an out of school suspension cannot physically enter a school. After students serve their assigned out of school suspension time period, they return to their normal class schedule after a meeting with school administrators.

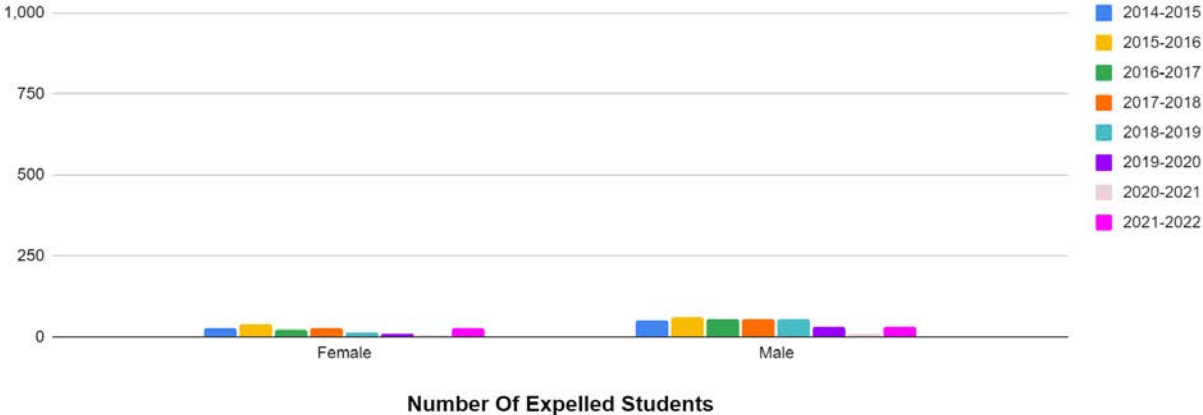
Compared to previous years (both pre and during the pandemic), more students experienced in/out of school suspensions (but not expulsions). This increase is generally proportional across demographic groups. Overall trends in the out of school suspension data continue to show evidence of disproportionality for our students of color and those participating in special programs (SE, ELL, free/reduced lunch). However, the rate of out of school suspensions for high school students receiving special education services and students participating in the free/reduced lunch program appears to be more disproportionate than previous years. Additional data are needed to determine if this is a trend or an anomaly.

Middle School Expulsions by Gender



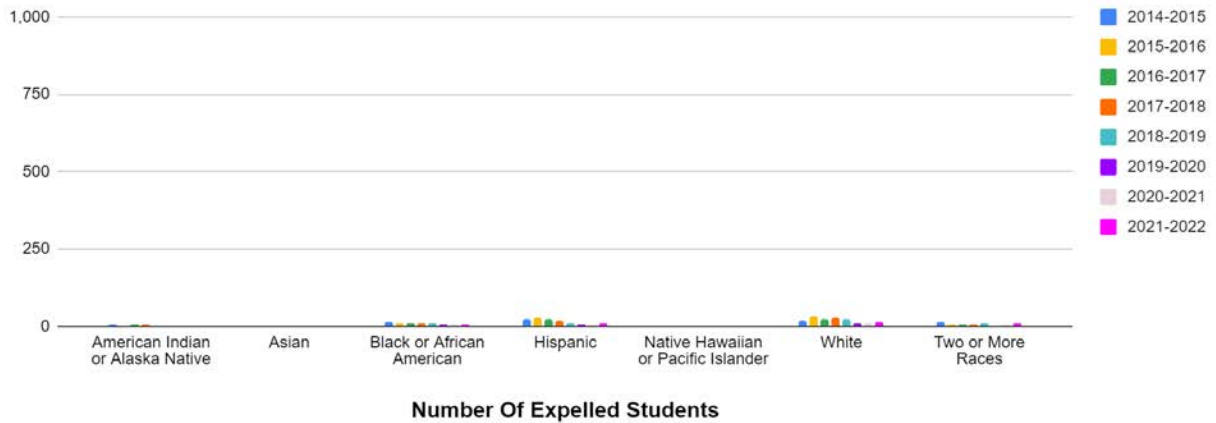
Percentage of Yearly Expulsions		
Year	Female	Male
2014-2015	44%	56%
2015-2016	42%	58%
2016-2017	29%	71%
2017-2018	32%	68%
2018-2019	49%	51%
2019-2020	40%	60%
2020-2021	63%	37%
2021-2022	44%	56%
Overall % of 21-22 Student Population	49%	51%

High School Expulsions by Gender



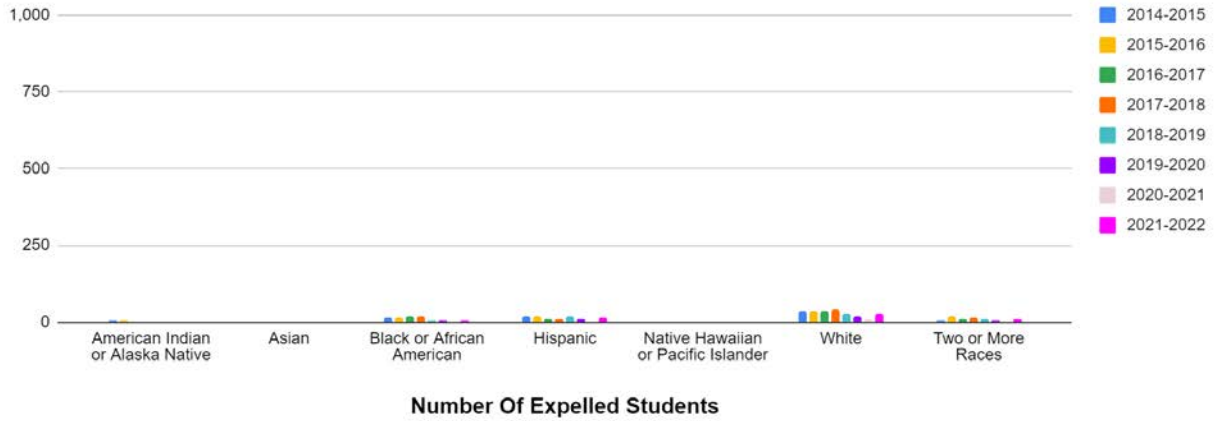
Percent of Yearly Expulsions		
Year	Female	Male
2014-2015	35%	65%
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
2021-2022	44%	56%
Overall % of 21-22 Student Population	48%	52%

Middle School Expulsions by Race/Ethnicity



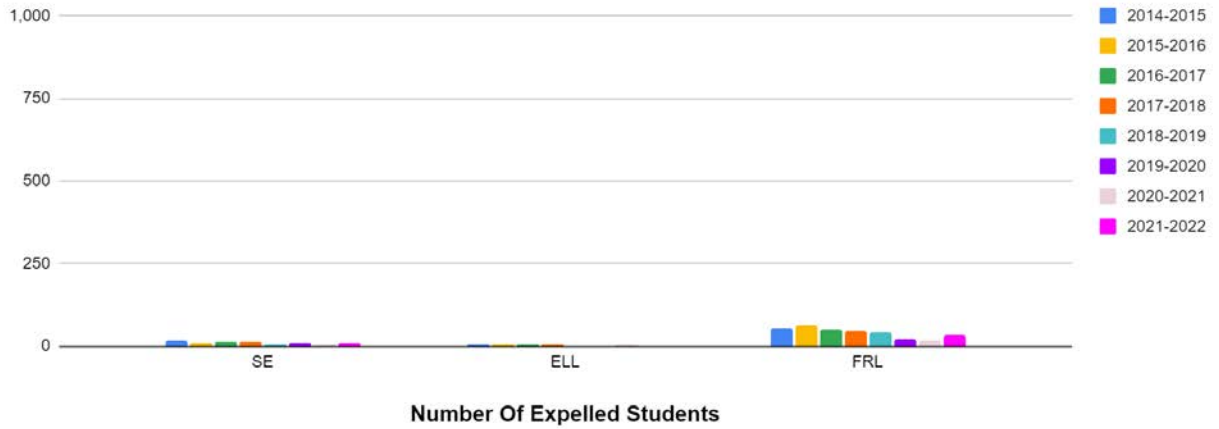
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	27%	0%	40%	11%
2018-2019	4%	2%	20%	16%	0%	43%	16%
2019-2020	0%	4%	28%	24%	0%	36%	8%
2020-2021	0%	0%	16%	21%	0%	47%	16%
2021-2022	5%	0%	16%	26%	0%	33%	21%
Overall % of 21-22 Student Population	1%	4%	7%	16%	0%	62%	10%

High School Expulsions by Race/Ethnicity



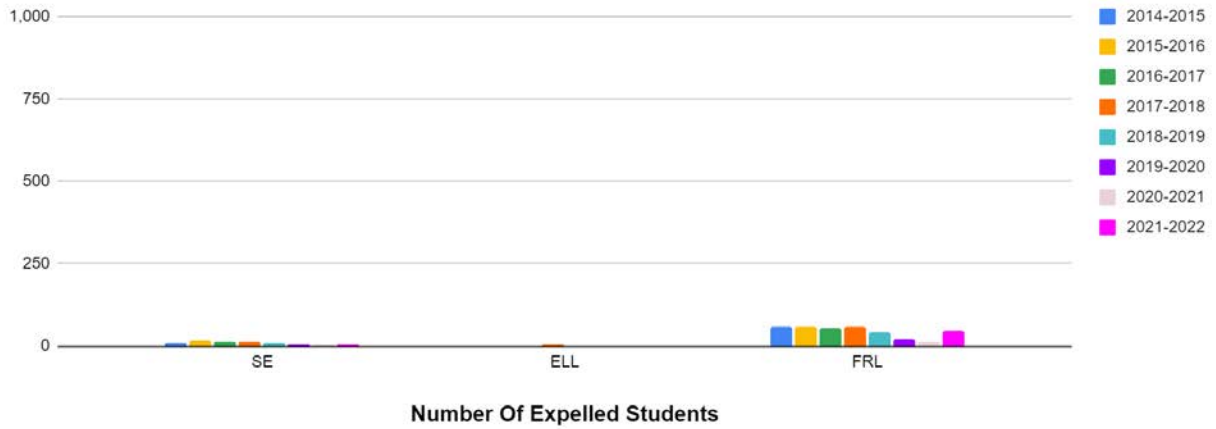
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	49%	15%
2018-2019	1%	3%	9%	28%	0%	44%	15%
2019-2020	0%	0%	12%	24%	0%	49%	15%
2020-2021	0%	6%	19%	19%	0%	56%	0%
2021-2022	0%	2%	12%	26%	0%	46%	14%
Overall % of 21-22 Student Population	1%	5%	7%	16%	0%	64%	8%

Middle School Expulsions by SE, ELL & FRL



Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	23%	4%	74%
2015-2016	11%	4%	84%
2016-2017	22%	5%	79%
2017-2018	18%	6%	76%
2018-2019	12%	4%	80%
2019-2020	28%	4%	84%
2020-2021	32%	16%	89%
2021-2022	21%	2%	79%
Overall % of 21-22 Student Population	17%	3%	43%

High School Expulsions by SE, ELL & FRL



Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	13%	0%	75%
2015-2016	17%	1%	61%
2016-2017	18%	3%	74%
2017-2018	15%	4%	68%
2018-2019	10%	1%	60%
2019-2020	7%	2%	54%
2020-2021	25%	0%	69%
2021-2022	11%	2%	77%
Overall % of 21-22 Student Population	11%	4%	38%

Takeaways: Expulsions

School administrators use expulsions as a consequence for some of the most serious student behaviors. Generally these are behaviors that violate school rules, seriously disrupt the learning environment, and are associated with potential physical harm to self or others (e.g. possession of a weapon or drugs at school). Expelled students are suspended (out of school) for 5 days by the school and referred to Student Services at the district office. Students make an appointment with the appropriate people in the Student Services department who decide whether the student is expelled. Expelled students are expected to attend the Student Support Program. When their expulsion is completed, a meeting is held at Student Services to develop a plan to return to school. This plan generally includes the behaviors, interventions, and supports needed to prevent recidivism.

Overall trends in the out of school suspension data remain relatively consistent and continue to show evidence of disproportionality. However, the rate of expulsions for middle school students identifying as two or more races appears to show increased disproportionality.

The pattern is similar at the high school level. The disproportionality rate for students identifying as Asian, students who are receiving special education services and students participating in the free/reduced lunch program show increased disproportionality. Additional data are needed to determine if this is a trend or an anomaly.

Overall Takeaways and Recommendations

Overall Takeaway 1

During initial discussions in 2018 about the creation of the Safe and Successful Kids Interlocal and the staffing of SROs in the middle schools, the community considered whether or not implementing such a program would create a school-to-prison pipeline or increase the disparity in how students would be referred to the juvenile justice system. After three years of evaluating the program, those concerns have not been evident in the data. Even with SROs in the middle schools, calls for service and juvenile referrals have decreased. Additionally, the percentage of calls for service initiated by the SROs in middle schools has also decreased after their reintroduction to middle schools. Similar data is represented when measuring calls for service and referral rates in high schools. These findings don't mean that the unnecessary entanglement of students in the criminal justice system is not a concern that requires monitoring. The findings indicate that the hours of professional development by SROs and school administrators have led to an effective partnership in which SROs and school administrators carefully consider when to utilize the resources of the SRO or the school to best meet the needs of the situation.

Recommendation 1

LPS and LPD should continue professional development to reinforce the separation of law enforcement and student discipline, and it should focus on profession development such as restorative practices and trauma informed approaches that decrease the need for referral of students to SROs. Following some of the restrictions of the pandemic, having students participate in some of the training to provide their perspective may be especially valuable.

Overall Takeaway 2

Another concern expressed at the time of the re-introduction of SROs into middle school was an increase in the disparity index. While the overall disparity has declined from the 4-year average to the end of the 2020-21 school year, the decline is mostly attributed to improvements in the high school. The disparity index in middle school remains about the same.

Recommendation 2

Decreasing the overall number of suspensions and referrals and the disparity between demographic groups of students on these measures has been identified by the Board of Education as a condition requiring specific action. The Lincoln Board of Education stated its commitment to equity for students, staff, and stakeholders of the Lincoln Public Schools in its recently adopted All Means All Action Plan. The Board defined

equity in education as intentionally providing what each student needs to reach their individual potential, regardless of their economic status, race, national origin, ethnic background, culture, religion, sex, pregnancy, childbirth or related medical condition, sexual orientation, gender, transgender, age, disability, mental, physical or linguistic ability or other protected status. To facilitate this goal in relation to student behavior, the Lincoln Board adopted within the overall plan, the goal to reduce total suspensions for “All Students” by 20%, and reduce disproportionality ratios to 1.2 or less for all student groups. The Board has also approved two actions steps for this purpose:

- Staff will be trained in restorative and trauma-informed practices, implement those practices, and continue to foster their own growth mindset to enhance positive relationships with students
- Systems of academic and behavioral support that are equitable, restorative, and multi-tiered, will be implemented with fidelity in all LPS schools and programs.

The professional development that will support increasing positive behavior will target eliminating behaviors that lead to suspension and expulsion and also decrease the types of behaviors that could escalate from school behaviors to those that require SRO intervention. LPD and LPS must continue to work together and with other agencies on existing restorative and trauma informed practices and efforts such as RESTORE as these have demonstrated their effectiveness in reducing disparity. It would be redundant to try and carve out separate new initiatives for the Safe and Successful Kids Interlocal with the initiation of the All Mean All Action Plan. It is recommended that LPD and LPS administrators apply the work and results of the actions steps to address disparity concerns expressed in this report.

APPENDIX A

MEMORANDUM OF UNDERSTANDING BETWEEN CITY OF LINCOLN AND LINCOLN PUBLIC SCHOOLS REGARDING SCHOOL DISCIPLINE AND SCHOOL RESOURCE OFFICERS

This Memorandum of Understanding (MOU) is made and entered as of the date fully executed below, by and between the City of Lincoln (City) on behalf of the Lincoln Police Department (LPD), and the Lancaster County School District No. 001, also known as Lincoln Public Schools (LPS):

WHEREAS, LPS and City share the goal of promoting school safety and a positive school climate;

WHEREAS, LPS and City have a successful partnership spanning decades of enhancing the safety of LPS students with the School Resource Officer (SRO) program wherein LPD officers are assigned to LPS schools, and agree to continue and enhance the operation of an SRO program;

WHEREAS, all parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, LPS and City agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, LPS staff should generally not involve LPD's School Resource Officer(s) (SRO) in enforcement of LPS discipline policies;

WHEREAS, LPS and City recognize that student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes; and

WHEREAS, LPS and City agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

NOW, THEREFORE, LPS and City agree as follows:

Section 1. School Discipline and Law Enforcement Program

Goals.

1. To create a common understanding that: (a) school administrators and teachers are ultimately responsible for school discipline and culture; (b) SROs should not be involved in the enforcement of school rules; and (c) a clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based

referrals to the juvenile justice system;

3. To promote effectiveness and accountability;
4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals;
5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

Section 2. Roles and Responsibilities for the SRO Program Regarding School Discipline.

1. Disciplining students is the responsibility and authority of LPS, school administrators, and parents. Law enforcement is the responsibility of LPD. LPS and City shall use best efforts to follow the principles in this MOU regarding the division between school discipline and law enforcement.

2. SROs can provide assistance when: (a) required by law under Neb. Rev. Stat. §§ 79-262 and 79-293 or other state or City law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.

3. SROs should not act as school disciplinarians. LPS staff should not involve SROs in disputes that are related to issues of school discipline; however, SROs and other LPD staff as a complement to school staff, may provide education or act in the role of a mentor, counselor, or trusted adult as herein provided.

4. SROs should not interview students or collect evidence for solely LPS disciplinary purposes.

5. LPD shall inform LPS of its policy that addresses when a parent or guardian will be notified or present if a student is subjected to questioning or interrogation by an SRO. LPS shall provide written notice of the LPD policy or regulation and make the location of that information available to all parents or guardians. LPS shall provide written notice of any LPS policy related to the school official's questioning or interrogation of students made in conjunction with an employee of LPD. LPS shall make the location of that policy available to all parents or guardians.

6. LPD shall inform LPS of its policy that addresses under what circumstance a student shall be advised of constitutional rights prior to being questioned or interrogated by an SRO. LPS shall provide written notice of the LPD policy and any LPS policy addressing students being advised of constitutional rights prior to being questioned or interrogated by a school official or by a school official in conjunction with an SRO or an employee of LPD. LPS shall make the location of those policies available to all parents or guardians.

7. LPD and LPS shall both comply with the school's rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement and the type of student conduct or actions that will be referred to law enforcement for prosecution as required by Neb. Rev. Stat. § 79-262. LPS shall make the location of that information available to all parents or guardians.

8. LPD shall keep records on each student referral by an SRO for prosecution in response to an incident occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis or related data and delineate: (a) The reason for such referral; and (b) Federally identified demographic characteristics of such student.

9. LPD's SROs shall maintain a high level of confidentiality of all matters regarding LPS staff and student information.

Section 3. Training.

1. Within six (6) month of being assigned as SROs to LPS, each SRO shall have completed a minimum of twenty-hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings. Assignments as an SRO that do not meet the definition of "School resource officer" found in Neb. Rev. Stat. § 79-2702 are not subject to the requirements of this MOU, but the use of such assignments should not be used to circumvent the training requirements set forth in this paragraph.

2. Within six (6) months of an SRO being assigned to a school building, a minimum of one (1) administrator in that school building will have completed a minimum of twenty (20) hours of training, including, but not limited to, course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

3. Training completed prior to the adoption of this MOU shall count toward the accumulation of twenty (20) hours of required training.

Section 4. SRO Program Review.

1. LPD shall inform LPS of its process for accepting complaints regarding SROs. In collaboration with LPD, LPS shall develop notice of the LPD policy and make the location of that information available to all parents or guardians. If such a process does not exist, complaints shall be forwarded to LPD.

2. LPS, in collaboration with LPD, shall conduct an annual review of the SRO program and shall: (a) make modifications as necessary to accomplish stated SRO program goals; and (b) create a report of the review to be provided to both parties and, to the extent permitted by law, made available online. The interlocal board will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the 2019-2020 school year.

Section 5. Community Partnerships.

LPS and LPD shall continue to collaborate with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Section 6. Liability and Indemnification.

Nothing in the performance of this MOU shall impose any liability for claims made against the parties, and the parties agree to indemnify the other for intentional wrongdoing or negligence by the alleged offending party, related to this MOU.

Section 7. Term, Termination, and Related Documents.

1. The term of this MOU shall commence on January 1, 2021, through August 31, 2021, and thereafter may be automatically renewed for successive one (1) year terms until and unless either party provides the other party with a written notice of nonrenewal prior to the end of the one (1) year term. This MOU can be terminated at any time without cause with six (6) months' written notice to the other party. City and LPS shall endeavor to incorporate this MOU into any annual funding interlocal agreements for establishment and funding of SROs in LPS schools. This MOU may be amended in writing based on the annual review and new developments.

2. This MOU supersedes and terminates the MOU adopted by the City (via Resolution Number A-91046) and LPS in May 2018, effective January 1, 2021.

CITY OF LINCOLN


Leirion Gaylor Baird, Mayor

12/17/2020
Date

LANCASTER COUNTY SCHOOL DISTRICT NO. 001


Dr. Steve Joe, Superintendent MB

12/1/20
Date

APPENDIX B

LPS All Means All Action Plan Positive Behavior Goals

From the LPS All Means All Action Plan. The Entire Plan can be found at <https://home.lps.org/board/all/>

Positive Behavior Committee

Committee Members	
Jenny Fundus (Co-Chair)	Director of Special Education
Russ Uhing (Co-Chair)	Director of Student Services
Keri Applebee	Principal, Lincoln Northeast High School
Bill Bryant	African American Student Advocate, Federal Programs
Jamie Cook	Principal, Pershing Elementary School
Chris Doell	Teacher, Meadow Lane Elementary School
Kathy Fergen	School Psychologist, Scott Middle School
Angie Frerking	Teacher, Goodrich Middle School
Romeo Guerra	Executive Director, El Centro
Victory Haines	Associate Principal, Pound Middle School
Nicole McGuire	Therapist, Family Service
Maira Mendez	Associate Principal, Lincoln High School
Liz Miller	Principal, Dawes Middle School
Robert Perales	Native American Student Advocate, Federal Programs
Michelle Reinke	Coordinator, Eastridge Elementary School

Brooke Sharpe	Counselor, Lincoln Northwest High School
Dee Simpson-Kirkland	Former counselor and community member
Shelley Swartz	Teacher, Lincoln High School
Emily Vesely	Teacher, Lincoln North Star High School
Cindy Vodicka	Principal, Don Sherrill Education Center
Nancy Wiebelhaus	Teacher, Scott Middle School
Rudi Wolfe	Special Education Coordinator, Lefler Middle School
Sarah Wright	MTSS-B Team Leader, Special Education
Morgan Young	School Social Worker, Lincoln Southeast High School

Current Reality

Positive Behavior Goal: Reduce total suspensions for “All Students” by 20%, and reduce disproportionality ratios to 1.2 or less for all student groups.

Positive student behavior can be identified and measured in many ways, and is quantified using a variety of metrics in Lincoln Public Schools. While the district suspension rate is the baseline data used for this goal, positive behavior can show up in a variety of ways across the district. Schools will continue to evaluate positive behavior through the use of attendance data, perception surveys for students and parents, the percentage of students with no referrals, number of positive recognitions, measures of school climate and culture, the percent of students with no tardies or trancies, participation in extracurricular activities, and other measures of school climate and positive student behavior.

The work of this committee represents two important factors when considering how schools increase positive student behavior. The first is to consider the systems and structures that play a role in preventing or reducing inappropriate behavior. These systems encourage positive behavior through a positive school climate, clear expectations, and strong relationships between students and adults. The second consideration is to think about what happens when inappropriate behavior does occur. These considerations include staff responses to problem behavior, de-escalation strategies, tiers of interventions, restorative practices, and consistent consequences.

Although LPS continues to make progress in the reduction of students receiving a suspension from school, disparities continue to exist between student groups. Suspension ratios are used to calculate the level of disparity at which certain student groups are suspended, when compared to “All Students.” A ratio of 1 signifies that the demographic group is no more likely than “All

Students” to be suspended (or a 1:1 ratio). LPS continues to strive to reduce disproportionate suspensions rates to 1.2 or less for all student groups.

Previous and Current Efforts

After establishing a shared understanding of current data, the committee focused on the identification of current strategies, to evaluate and discuss the extent to which these strategies have been implemented and are effective. Committee members and staff identified current LPS strategies to decrease overall suspensions and reduce disproportionality including, but not limited to:

- **The LPS MTSS-B framework and Data Dashboard** provide a decision-making framework for schools when determining when and how to provide additional support to a student who is struggling with behavior. The Data Dashboard allows schools to review the impact of their interventions and reflect on school-wide data.
- **Adoption of Restorative Practices** was a key step in moving toward a restorative approach, rather than a punitive approach, when working with students who may struggle with behavior.
- **The “Don’t Suspend Me” book study** was led by the departments of Special Education and Student Services and created an opportunity for all LPS administrators to read about best practices in alternatives to suspension.
- **The LPS Positive Behavior Conference** is a state-wide conference created and hosted by LPS. The conference is held annually, and features both internal and external presenters on a variety of topics, including trauma-informed practices, classroom management, restorative practices, relationships, and school culture.
- **Trauma training** provides staff from across the district the opportunity to learn how trauma impacts student behavior, mental health, and academic success, along with strategies for staff to use with students.
- **Additional mental health staff** have been added in recent years, including additional elementary school counselors, school social workers, and school psychologists. Each of these “clinician groups” receives additional training to help support schools with mental health, restorative practices, and student support.
- **Disproportionality training** was provided to all middle school and high school MTSS teams during the summer of 2021 and will be replicated with elementary teams during the summer of 2022.
- **Ruthie Payno-Simmons & Kent McIntosh** are nationally recognized educators and consultants who have been working with LPS over the last few years. These experts have helped LPS implement additional professional learning opportunities for staff in the areas of disproportionality and equitable practices.
- **The Lighthouse Alternative to Suspension Program** was created as a joint

partnership between LPS and The Lighthouse to provide students who are suspended for two or more days, a place to go while they are out of school. Students attend The Lighthouse during the day while they are suspended from school, get help with school work, and participate in restorative conversations to address the needs of the student, with the aim to reduce future suspensions.

Overview of Committee Work

The positive behavior committee began by defining key terms, acronyms, and programs that are currently in use in LPS. Acronyms such as MTSS-B (Multi-tiered Systems of Support for Behavior), ISS (in-school suspension), and OSS (out-of-school suspension), are used frequently in conversations and literature, so it was imperative to the work of this committee that all members were aware of the terminology and phrases, and shared an understanding of their meaning. Co-chairs also answered frequently asked questions about student behavior policies and programs to provide accurate information to the committee.

The committee also broadened the definition of “positive behavior” beyond a simple conversation about suspensions, as currently, less than 4% of LPS students earn a suspension in a given year. The committee wanted to assess how schools can ensure that all students have a sense of belonging, or feel known by at least one adult.

After analyzing the data, the committee moved into a root cause analysis activity in small groups to discuss reasons students might be suspended, as well as root causes for why a school might find disproportionality in the data. The next step for the committee was to review current district practices to determine if the structures that are currently in place are matching the root cause. As this list of current programs and initiatives was generated, the committee completed a “Begin, Keep, Toss” analysis to determine which current LPS practices should continue, and what needs to be either improved or dropped as a district practice.

As a way to gain additional stakeholder voices, the committee co-chairs provided the list of suggested programs to continue or improve to multiple groups to get their initial reactions. These input groups included students at Nuernberger, Yankee Hill, Student Support Center, Scholar Equity Cadre, Community Multicultural Task Force, elementary and secondary MTSS-B liaisons, school improvement liaisons, Title Principals Network, and also took the list to Dr. Ruthie Payno-Simmons and Dr. Kent McIntosh. These input groups were allowed to react to the current and proposed suggestions from the committee and provided their feedback. This feedback was organized into themes and was then shared back with the committee, including representative quotes from students. Using the collected data, root cause discussions, and input sessions, two themes began to emerge.

Subcommittee themes included:

- Subcommittee 1: Relationships, Mindset, and Restorative Practices
- Subcommittee 2: Implementation and Fidelity of the LPS MTSS Framework

Subcommittee 1 (Relationships, Mindset, and Restorative Practices) was heavily focused on positive student-teacher relationships as a foundation for supporting positive behavior. This focus included discussions about staff mindset, as the committee looked at what students

shared during their input sessions concerning teachers, and practices that made a difference in building strong relationships with teachers at school. Students candidly shared

examples of behaviors or statements from teachers that made a positive impact on their perceptions about school. This committee also spent time discussing restorative and trauma-informed practices and different strategies teachers are currently using.

Subcommittee 2 (Implementation and Fidelity of the LPS MTSS-B Framework) was focused on the implementation and fidelity of the LPS MTSS-B framework in all LPS schools and programs. Conversations centered around systems, such as how schools process a referral, what data reports MTSS teams are accessing, and other systems that may be used inconsistently across the district. The subcommittee found that MTSS-B teams in every school would benefit from additional guidance and training about the proper implementation of the LPS MTSS-B framework, including how to use data to make informed decisions about school practices.

Priority Recommendations

The Positive Behavior committee identified two priority action steps:

4.0 Action Step: Staff will be trained in restorative and trauma-informed practices, implement those practices, and continue to foster their own growth mindset to enhance positive relationships with students.

4.1 Strategy: Provide training on trauma-informed practices to the following groups:

- All staff: Required through equity modules, embedded during professional learning sessions, and optional ESSER sessions. Additional training for specific staff groups, such as clinicians (school psychologists, school social workers, counselors, etc.).
- Administrators: During monthly administrator meetings.
- New teachers: Required as a part of new teacher meetings and tenure courses.

4.2 Strategy: Provide training on restorative practices, including mindset and strategies to the same employee groups listed in 4.1

5.0 Action Step: Systems of academic and behavioral support that are equitable, restorative, and multi-tiered, will be implemented with fidelity in all LPS schools and programs.

5.1 Strategy: Leverage Synergy functionality and district reporting tools to measure the fidelity of implementation of restorative and equitable systems at Tier 1, Tier 2, and Tier 3.

5.2 Strategy: Create a district monitoring system to ensure fidelity of implementation of restorative and equitable MTSS-B systems at Tier 1, Tier 2, and Tier 3.

5.3 Strategy: Convene a committee to revise the LPS code of conduct language to reflect restorative language, including outcomes that highlight alternatives to suspension and restorative practices.

