

# **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, 2021

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# Introduction

LPS and the 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 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**

## **Introduction**

Similar to the 2019-20 school year, 2020-21 was unique due to the COVID-19 pandemic. Thirty-eight percent of K-12 students participated in remote learning for more than two weeks during the school year, and 7% of students were remote learners for the entire year. The absence of thousands of students in schools may have impacted the data that was collected and analyzed. As noted in last year's report, remote learning due to a global pandemic is unprecedented in the recent history of LPS, and thus, the reader is strongly cautioned against comparing the data, analyses, and trends from 2020-21 to prior years or the prior four-year trend. Certainly, some comparisons can be made, but readers are urged to form only tentative conclusions and wait for several more years of 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 2020-21 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 citation. 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.

A trained team of coders (LPD employees, LPS employees, and university student interns) numerically coded the data, including the four years of data from 2015-2018. 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.

There are a few coding notes worth mentioning. First, we only include juveniles in the dataset if they were listed as a victim, suspect, and/or a party responsible 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 party responsible, this means there is probable cause to cite the juvenile for a crime. The term “party responsible” does *not* necessarily mean that a juvenile was cited or arrested. Some juveniles who are listed as the party responsible are cited and some are not. A wide range of reasons exist as to why a party responsible might not have been cited. 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.

In addition, it is necessary to provide context for some law enforcement terms. “Juvenile referral” is the legal equivalent of a citation for a juvenile. If a police officer completes a juvenile referral for an individual, he or she has effectively “cited” the juvenile for an offense(s). Also, the term “arrest” means that an officer has issued a juvenile referral or citation to an individual for a crime. Arrest does *not* automatically imply that a student was placed in handcuffs and/or transported to the Youth Services Center (YSC). 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 is considered to be an outlier due to the impact of the pandemic. Finally, during the annual audit of the data, some duplicate entries were observed in the Lincoln Police data. After removing the duplicate entries, the final figures changed very slightly and the substantive conclusions of last year’s report did not change (the duplicate entries involved less than 1% of the entire dataset).

Finally, the original plan was to analyze diversion and recidivism data, namely, what types of incidents and individuals are being sent to diversion? However, this issue is more nuanced than was expected. A juvenile may be referred for several incidents over a period of time, and the county attorney may decide to send the juvenile to diversion. Yet only one incident will show as resulting in diversion, thereby rendering the data and analysis invalid. The team decided that University of Nebraska-Lincoln Professor Richard Wiener’s research team was better equipped to evaluate the diversion programming in Lancaster County, and hence, we refer those interested in diversion outcomes to Dr. Weiner (who has conducted numerous presentations to city and county officials). With his permission, we have included the following synopsis of his main findings to date:

**Youth Recidivism.** The analyses used as a definition of recidivism any subsequent referral or ticket that a youth received after an initial referral. Initial analyses to date showed that minority youth (e.g., African American, and Latino youth) were about 1.4 times more likely to recidivate than were non-minority youth. However, after controlling for poverty level by including whether the youth was enrolled in the free and reduced lunch program, the statistically significant effect of race and ethnicity dropped out and became non-significant, suggesting that poverty may explain the differences between minority and non-minority recidivism rates. **Most interestingly, this analysis also showed that youth who come to the system through School Resource Officer (SRO) involvement were *less than half as likely to recidivate as were those who received referrals through other means.*** Furthermore, the data show that recidivism was much more likely for youth when the complaint originated with a victim as compared to when an officer initiated the referral.

Some follow-up analyses looked at the relationship between youth age, race/ethnicity, gender, and risk level as measured through the Nebraska Youth Screener (NYS) instrument without including free and reduced lunch in the model. Without the poverty indicator race was again significant, with Black youth more likely than White youth to recidivate, and with younger youth more likely to recidivate. Most importantly, risk level was significantly related to recidivism such that with each increase in risk (1 point on the NYS), a youth was 1.23 times more likely to recidivate.

**Assaults and Drug Referrals.** Initial analyses showed that African American youth were 1.88 times more likely to receive an assault referral compared to White youth but that White youth were nearly twice as likely to receive a drug referral than were their African American peers. However, after controlling for poverty level by including free and reduced lunch status, the statistically significant effect of race and ethnicity dropped out and became non-significant in both analyses. Youth with more poverty, those enrolled in the free and reduced lunch program were 2.58 times more likely to receive an assault referral and about half as likely to have a drug referral.

**School Resource Officer Involvement.** When the youth came to the system through an SRO officer referral, it was more likely to be for an assault referral or an alcohol and drug referral and less likely to be a theft or disturbing the peace referral. Youth with SRO involvement were also more likely to have multiple charges but still were likely to end up in a restorative justice program. Finally, while initial analyses showed that as compared to White youth, Black Youth were 1.43 times more likely and Latino Youth were 1.57 times more likely to receive an SRO referral, after controlling for poverty level by including whether the youth was enrolled in the free and reduced lunch program, the statistically significant effect of race and ethnicity dropped out and became non-significant, suggesting that poverty may also explain the differences between ethnicity and race differences in SRO referrals.

-Dr. Richard Wiener

# **Number of Calls for Service (CFS) and Citations at LPS Middle and High Schools**

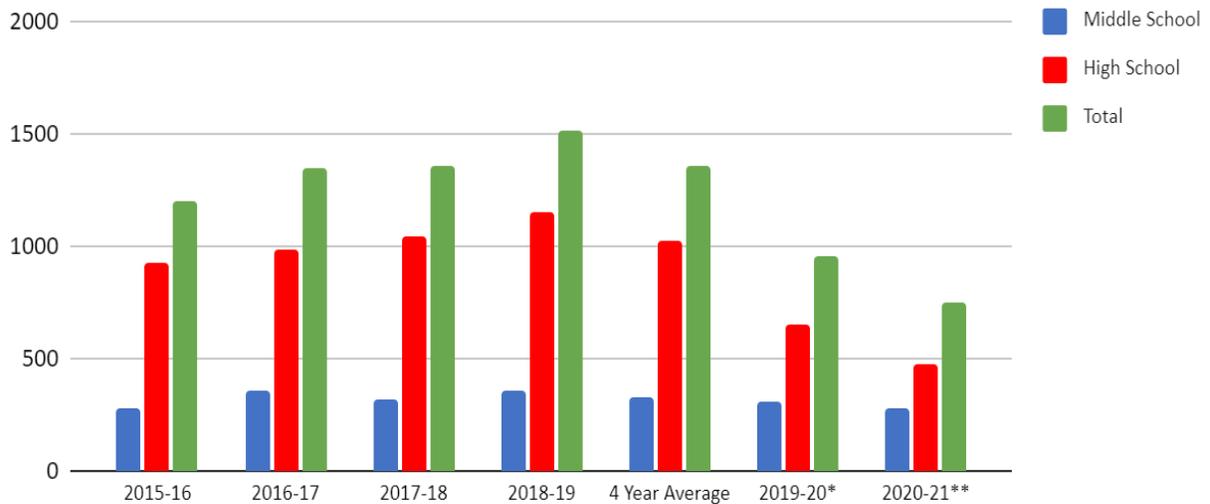
In examining the number of calls for service (CFS) that occurred at LPS middle and high schools, we first analyzed whether the number of CFS increased, decreased, or remained about the same, *and* whether both middle and high schools witnessed similar trends.

From 2015-2019, LPD responded to an average of 1,314 CFS annually (school calendar year) at LPS middle and high schools. In 2020-21, LPD responded to 749 CFS at LPS middle and high schools.

From 2015-2019, LPD responded to an average of 320 CFS at LPS middle schools. In 2020-21, LPD responded to 275 CFS. From 2015-2019, LPD responded to an average of 990 CFS at LPS high schools. In 2020-21, LPD responded to 474 CFS at LPS high schools. Given that nearly 40% of students opted for remote learning for at least two weeks and were not present in the schools, we would expect the number of calls for service at LPS schools to decrease for 2020-21.

Although the total number of CFS at LPS middle and high schools fell far below the four-year average, this may be due to COVID-19 and the prevalence of remote learning.

# Number of Calls For Service (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

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.

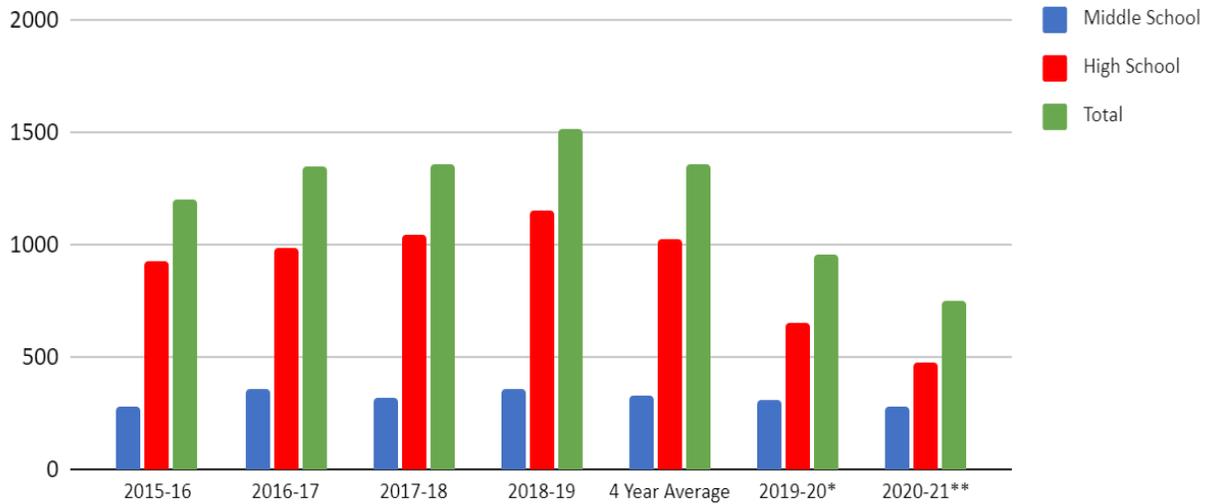
From 2015-2019, LPD issued approximately 85 citations/juvenile referrals from CFS at LPS middle schools and 365 citations/juvenile referrals from CFS at LPS high schools (450 total). In 2020-21, LPD issued 49 citations/juvenile referrals from CFS at LPS middle schools and 181 citations/juvenile referrals from CFS at LPS high schools (230 total).

Given the decrease in CFS at both LPS middle and high schools in 2020-21, we also need to consider what percentage (or rate) of CFS resulted in a citation/referral.

From 2015-2019, LPD issued at least one citation/referral in approximately 31% of the CFS at an LPS middle or high school. In 2020-21, LPD issued at least one citation/referral in 20% of CFS at LPS middle and high schools.

More specifically from 2015-2019, LPD officers issued at least one citation/referral in approximately 25% of the CFS at LPS middle schools and 33% of the CFS at LPS high schools. In 2020-21, LPD officers issued at least one citation/referral in approximately 13% of the CFS at LPS middle schools and 25% of the CFS at LPS high schools, which is a marked decrease from the four-year average.

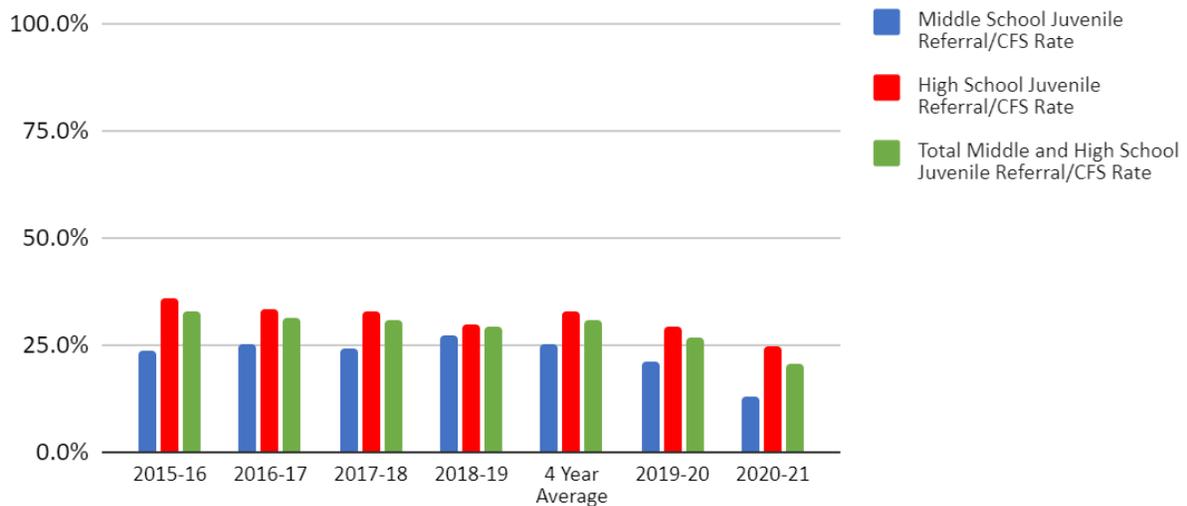
# Number of Juvenile Referrals at LPS Middle and High Schools



\*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



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

We examined the number of juveniles who were lodged at the Youth Services Center (YSC) as a result of an incident and subsequent citation that occurred at an LPS middle or high school. We did not include incidents in which juveniles were contacted and lodged at the YSC resulting from court papers filed by juvenile probation (or other criminal justice actors) for unrelated incidents. We did not include those incidents because those lodges were unrelated to the specific incident which brought a juvenile into contact with an SRO at a middle or high school. For example, an SRO might contact a juvenile because he/she is a youth out of care (a non-criminal offense), but the contact might result in the SRO transporting the juvenile to the YSC because a juvenile detainer had been previously issued by the court. Juvenile probation violations are responsible for 80-90% of the juveniles in the YSC.

In the four years prior to the 2020-21 school year (not including 2019-20 due to the pandemic), LPD officers issued an average of 450 citations/juvenile referrals for incidents that occurred at LPS middle or high schools; of these, approximately 3-4 resulted in a lodge at the YSC. In 2020-21, LPD issued 230 citations/juvenile referrals from incidents occurring at an LPS middle or high school; none of those citations/referrals involved a juvenile being lodged at the YSC.

Prior incidents resulting in lodging at the YSC have included sexual assaults, serious bodily injury assaults, planned targeted attacks on students and/or staff, and other serious circumstances. The severity of these incidents suggests that LPD officers are booking or lodging juveniles (only at the direction of juvenile probation) for very serious crimes committed at LPS schools, such as sexual assaults, felony assaults, and repeated assaults and harassment of victims that involved the credible threat of a mass casualty event at a school.

We also examined whether threatening school violence was associated with being cited and lodged. A review of the data indicates that a threat of school violence did not automatically result in lodging a juvenile. In fact, in 2020-21, LPD officers investigated 17 school threat incidents, and no juveniles received citations/juvenile referrals.

Although LPD investigated numerous and various kinds of school threats, many of these threats did not rise to the level of a criminal offense and/or did not warrant a citation/juvenile referral. For example, officers might investigate a veiled threat on a social media platform from a student who was angry at a friend/teacher/parents. Although LPS and LPD will collaborate to investigate and assess this threat (including contacting the victims, suspect(s), and parents/guardians), LPD may decide that educating the student about their behavior is the best course of action and leave LPS to discipline the student in lieu of a citation/juvenile referral.

In summary, LPS has approximately 22,000 middle and high school students, and on average, LPD annually issues approximately 450 juvenile referrals for incidents occurring at an LPS middle or high school. Of these, only approximately 3-4 students are lodged at the YSC. In 2020-21, no LPS students were lodged at the YSC for an incident that occurred at an LPS middle or high school. Based on historical data, incidents that result in a citation/juvenile referral and lodge at the YSC involve serious criminal circumstances that endanger the health and wellbeing of students and staff.

# Who Initiated CFS at LPS Middle and High Schools

We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2019-20. We also examined who initiated CFS at LPS middle and high schools *that resulted in juvenile referral*, and whether these trends changed in 2019-20.

Our analysis shows that there is a difference in who initiated CFS at LPS middle and high schools.

From 2015-2019, the breakdown of those who initiated CFS in LPS middle schools (ranked from highest to lowest percentage) is as follows:

- Teachers/staff (34%)
- Parents (17%)
- Administrators (17%)
- Unknown (10%)
- Other (7%)
- Students (10%)
- Law enforcement officers (5%)

In 2020-21, the breakdown of those who initiated CFS in LPS middle schools (ranked from highest to lowest percentage) is as follows:

- Administrators (30%)
- Unknown (28%)
- Parents (17%)
- Teachers/staff (16%)
- Students (8%)
- Other (2%)
- Law enforcement officers (0%)

From 2015-2019, the breakdown of those who initiated CFS in LPS high schools (ranked from highest to lowest percentage) is as follows:

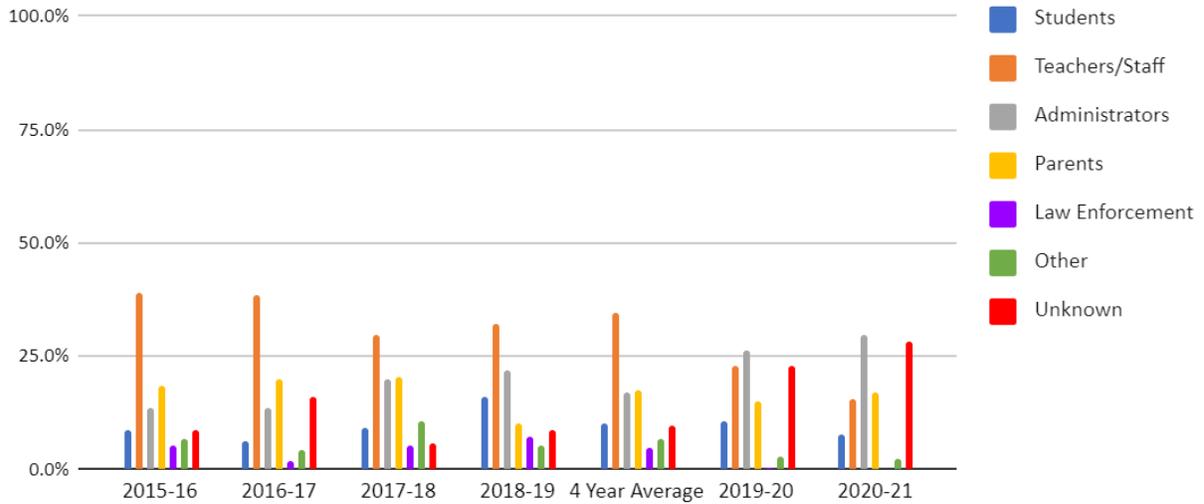
- Teachers/staff (28%)
- Students (26%)
- Administrators (15%)
- Parents (10%)
- Unknown (9%)
- Law enforcement officers (8%)
- Other (4%)

In 2020-21, the breakdown of those who initiated CFS in LPS high schools (ranked from highest to lowest percentage) is as follows:

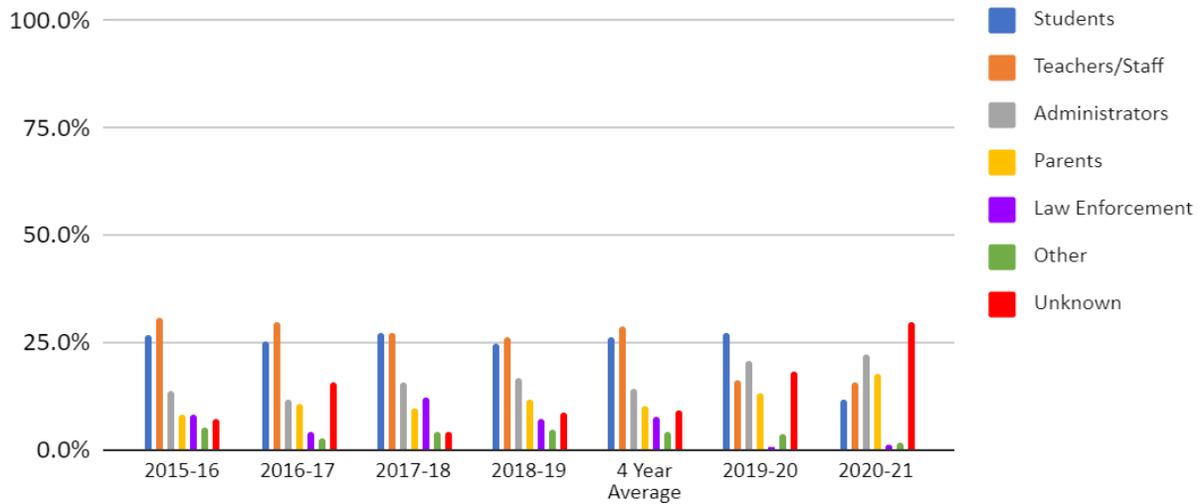
- Unknown (30%)
- Administrators (22%)
- Parents (18%)
- Teachers/staff (16%)
- Students (12%)
- Other (2%)
- Law enforcement officers (1%)

We analyzed why the “Unknown” category was so large over the last two years. In examining the CFS, many incidents involved a disturbance, suspicious person, suspicious vehicle, or other activity occurring at an LPS middle or high school after school hours, meaning that a neighbor or passerby called the police rather than a teacher or administrator. In addition, officers frequently arrive on scene only to find that the individual(s) has already fled. Officers do not author a report for these incidents and the only remnant of the CFS is a dispatch card that frequently does not identify whether the person who called police was a student, parent, teacher, resident, passerby, etc. The number of these incidents increased in both 2019-20 and 2020-21, while the overall number of CFS drastically decreased. These two factors combined to increase the percentage of CFS initiated by an unknown individual.

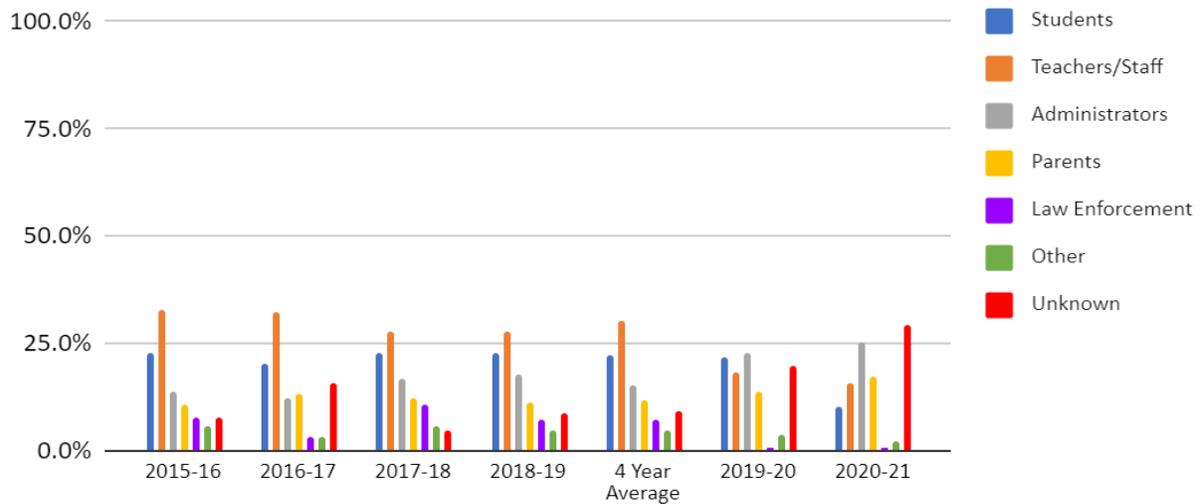
# Who Initiated Calls For Service (CFS) at LPS Middle Schools?



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



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

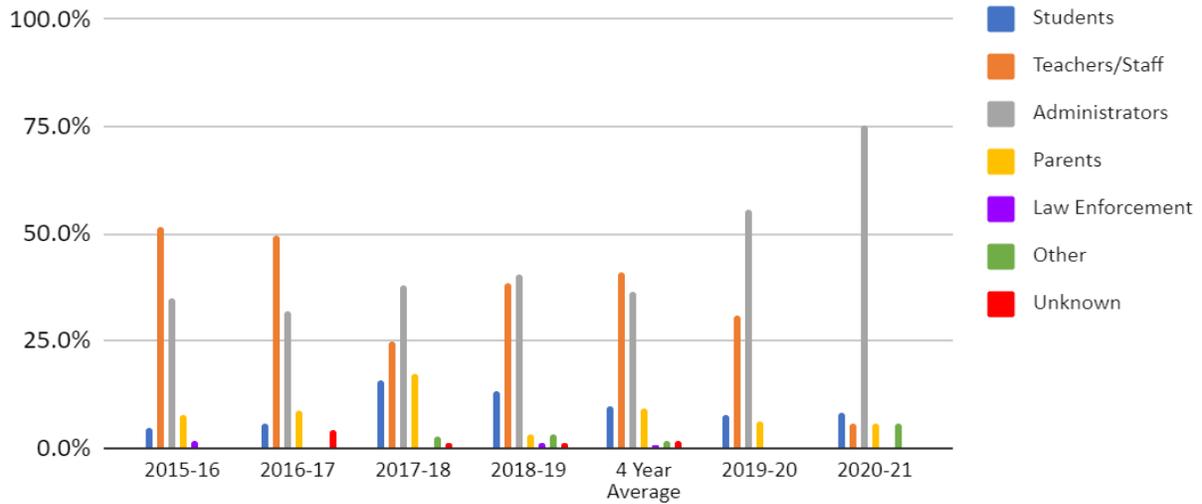


When we examine the person who initiated a CFS at a middle or high school in 2020-21 that resulted in a citation/juvenile referral, we found the following breakdown (ranked from highest to lowest percentage):

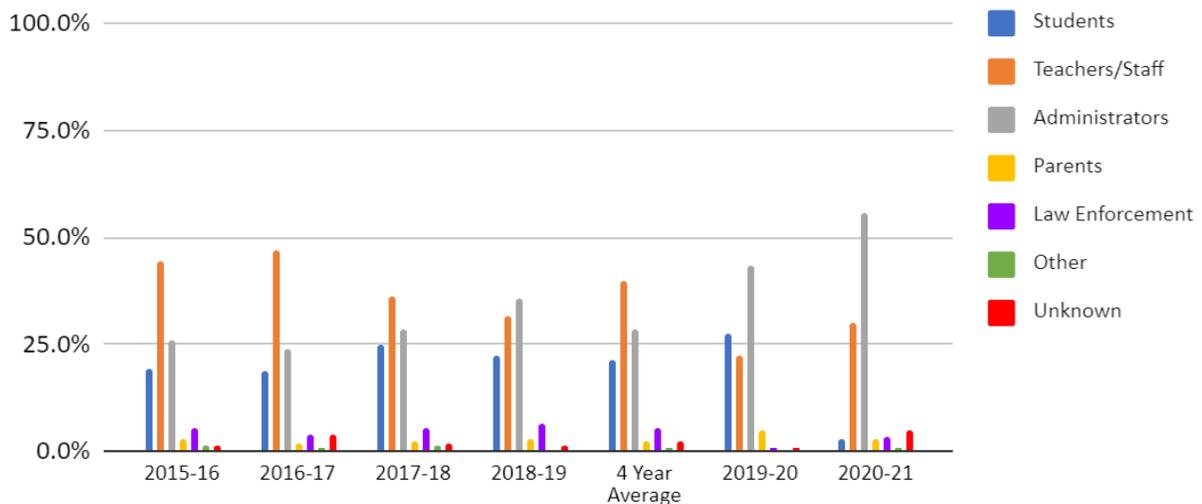
- Administrators (60%)
- Teachers/staff (24%)
- Students (4%)
- Unknown (4%)
- Parents (3%)
- Law enforcement officers (3%)
- Other (2%)

Notably, in 2020-21, SROs initiated only approximately 1% of CFS occurring at LPS middle and high schools and 3% of CFS resulting in a juvenile referral. In general, administrators initiated the greatest percentage of CFS, followed by teachers/staff and students. Administrators and teachers/staff were also responsible for initiating 84% of the CFS that resulted in a citation/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 compared to the four-year average.

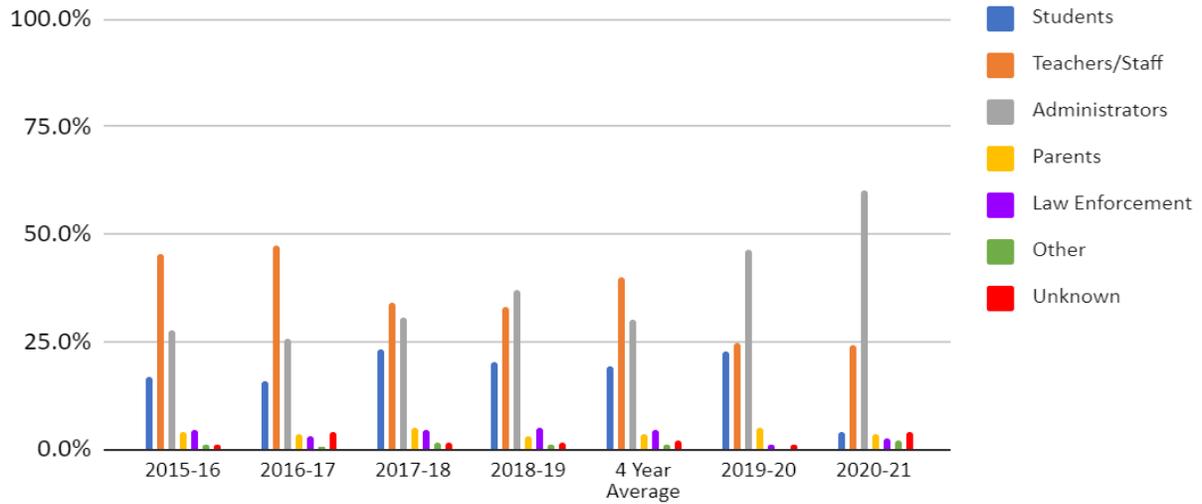
# Who Initiated Calls For Service (CFS) at LPS Middle Schools that Resulted in a Juvenile Referral?



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



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



# **Notification of Administrators by Staff Members**

We examined the question: if an LPS staff member initiated a CFS at an LPS middle or high school, was an administrator notified? In addition, if an LPS staff member initiated a CFS at an LPS middle or high school that resulted in a juvenile referral, was an administrator notified?

Due to a change in protocols, this information was not tracked prior to 2019-20. In 2020-21, when an LPS staff member initiated a CFS at an LPS middle schools, our data was able to verify that an administrator was notified by staff 95% of the time. When an LPS staff member initiated a CFS at an LPS high schools, our data was able to verify that an administrator was notified 94% of the time.

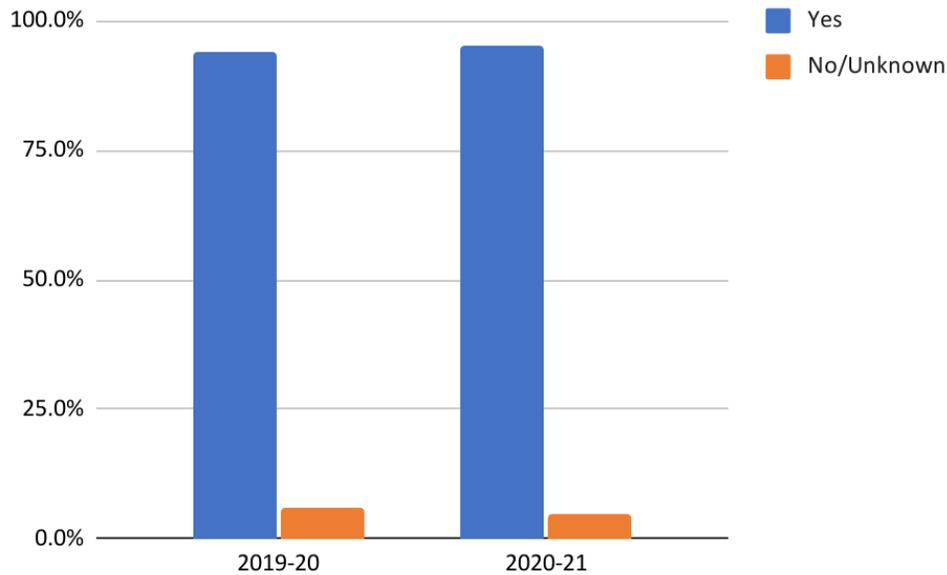
Notably, we examined the cases in which an administrator was not notified. We found that these instances involved a staff member reporting a personal larceny or vandalism, as well as instances where no reports were completed (such as a traffic complaint or a juvenile complaint where officers were unable to locate anyone).

We specifically analyzed incidents initiated by a staff member that resulted in a juvenile referral to examine whether an administrator was notified in these cases. In 2020-21, we found that administrators were notified 100% of the time in middle school and 97% of the time in high schools. There was only one case in 2020-21 where an incident occurred at an LPS high school in which we could not verify whether or not an administrator was notified. This incident involved a custodian who called police about an individual using narcotics in a high school parking lot just before midnight. LPD officers contacted, cited, and released the individual (who was not a student).

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 the vast majority of the time. These results are consistent with the 2020-21 data.

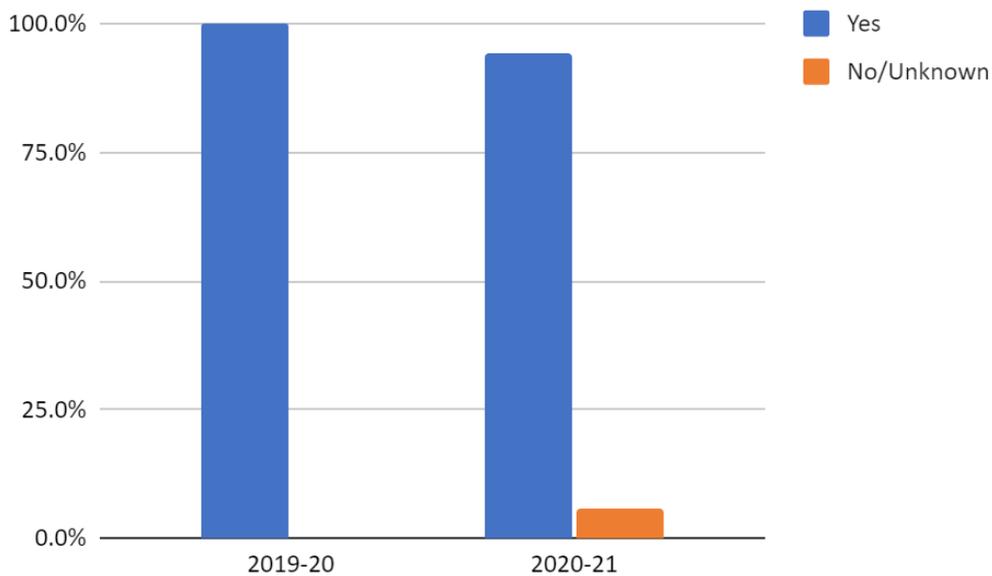
# If Middle School CFS Initiated by Staff Member, Was School Administrator Notified?

(Data was not tracked until 2019-20)



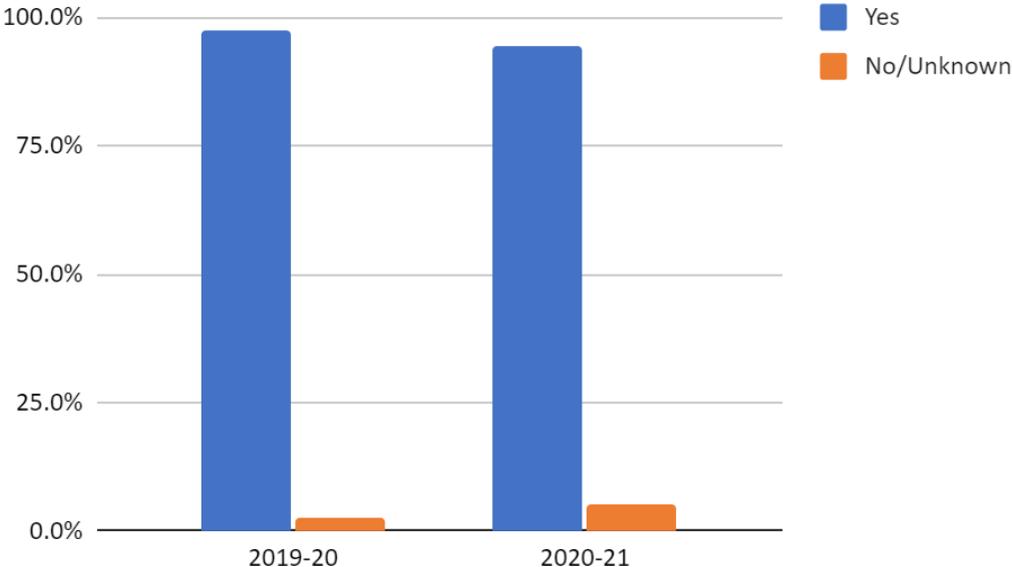
# If High School CFS Initiated by Staff Member, Was School Administrator Notified?

(Data was not tracked until 2019-20)



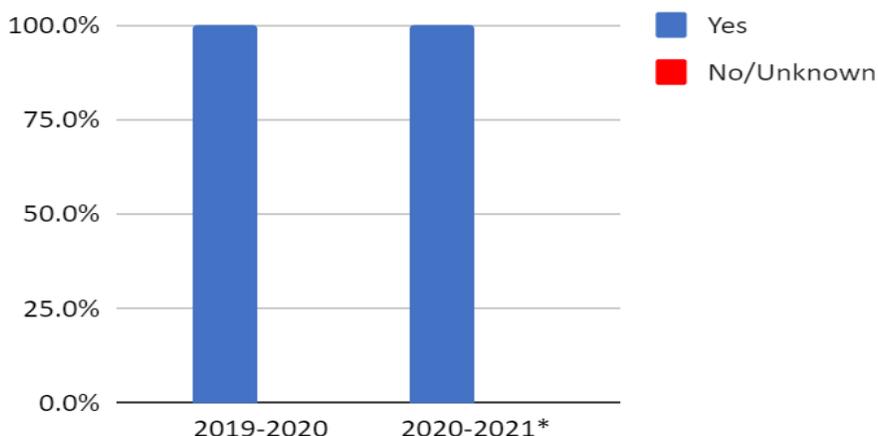
# If CFS Initiated by Staff Member, Was School Administrator Notified? (Total Middle *and* High School)

Data was not tracked until 2019-20



# If Middle School CFS Initiated by Staff Member Resulted in a Citation, Was School Administrator Notified?

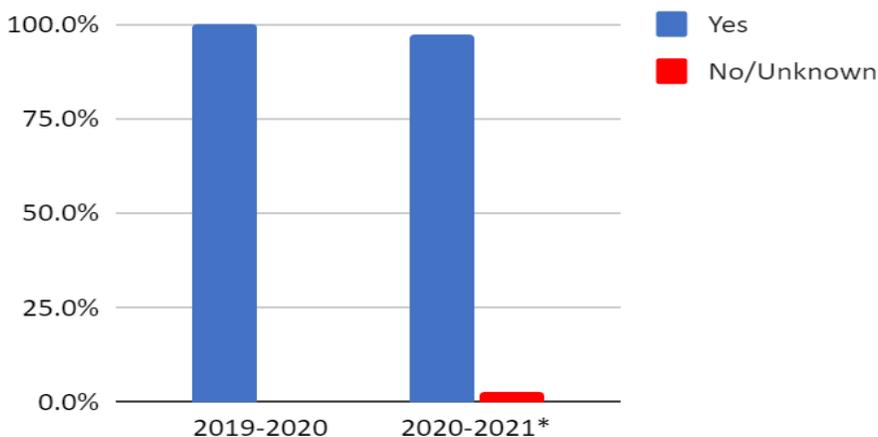
(Data was not tracked until 2019-20)



\*There was only 1 case in 2020-2021 where Administration was not notified. Incident occurred in parking lot of high school before midnight; custodial called police; suspect was not a student and had marijuana in the vehicle; was cited/released.

# If High School CFS Initiated by Staff Member Resulted in a Citation, Was School Administrator Notified?

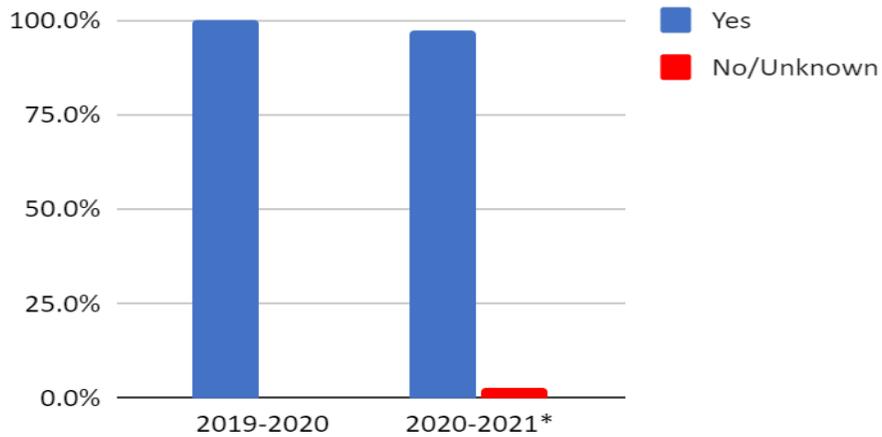
(Data was not tracked until 2019-20)



\*There was only 1 case in 2020-2021 where Administration was not notified. Incident occurred in parking lot of high school before midnight; custodial called police; suspect was not a student and had marijuana in the vehicle; was cited/released.

# If CFS Initiated by Staff Member Resulted in a Citation, Was School Administrator Notified? (Total Middle *and* High School)

Data was not tracked until 2019-20



\*There was only 1 case in 2020-2021 where Administration was not notified. Incident occurred in parking lot of high school before midnight; custodial called police; suspect was not a student and had marijuana in the vehicle; was cited/released.

# **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 2019-20 compared to the previous four-year average.

Consistent with the prior four-year average, the following CFS types in 2020-21 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 five 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 these five types of CFS that resulted in a citation. Consistent with previous years, administrators initiated the largest percentage of these types of incidents in 2020-21, followed by teachers/staff and students. The one exception was larcenies—administrators, teachers/staff, parents, and law enforcement officers each initiated one-quarter of larcenies that resulted in a citation/juvenile referral.

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 Middle Schools

	Type of Incidents in LPS Middle Schools						
	2015-16	2016-17	2017-18	2018-19	4 Year Average	2019-20	2020-21
Traffic collisions	2	0	4	2	2	4	3
Assaults, robberies, miscellaneous violent crime	46	74	52	65	59	48	36
Burglaries, vandalisms, miscellaneous property crime	20	22	12	17	18	12	21
Weapons incidents	5	3	3	1	3	5	4
Child neglect/abuse	7	16	17	10	13	4	0
Disturbances	51	52	45	56	51	45	44
School threats & threat assessment cases	0	0	3	11	4	17	14
Alcohol-related offenses	3	4	0	5	3	0	5
Larcenies	30	29	21	25	26	26	16
Trespassing incidents	4	8	3	9	6	4	12
Missing person incidents	26	40	42	40	37	37	37
Narcotics-related offenses	16	18	18	24	19	20	11
Sexual assault and miscellaneous sex offenses	7	8	9	10	9	16	16
Mental health investigations	9	7	10	14	10	12	16
Traffic and parking complaints	1	5	1	3	3	1	0
Lost/found property	8	11	8	10	9	2	10
Other	41	60	55	42	50	53	33
<b>Total</b>	<b>276</b>	<b>357</b>	<b>303</b>	<b>344</b>	<b>320</b>	<b>306</b>	<b>278</b>

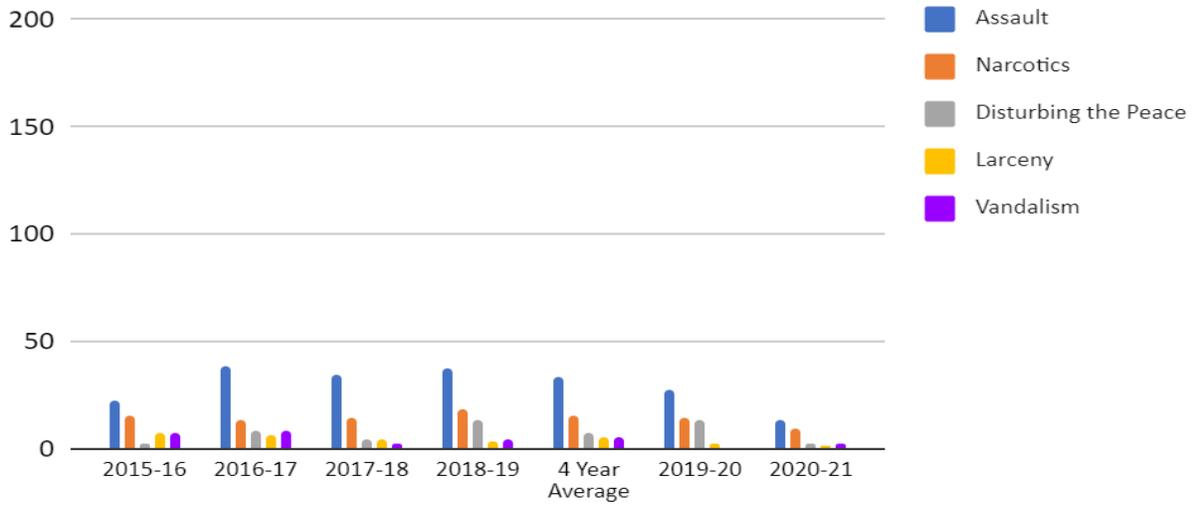
# Type of Incidents in LPS High Schools

	Type of Incidents in LPS High Schools						
	2015-16	2016-17	2017-18	2018-19	4 Year Average	2019-20	2020-21
Traffic collisions	39	39	33	43	39	29	29
Assaults, robberies, miscellaneous violent crime	188	193	194	184	190	112	89
Burglaries, vandalisms, miscellaneous property crime	58	41	58	51	52	37	22
Weapons incidents	10	6	9	8	8	2	4
Child neglect/abuse	7	9	12	11	10	4	0
Disturbances	112	74	114	76	94	61	70
School threats & threat assessment cases	0	0	6	28	9	20	10
Alcohol-related offenses	11	12	9	12	11	14	2
Larcenies	145	161	128	122	139	73	21
Trespassing incidents	16	30	13	18	19	11	7
Missing person incidents	52	83	84	117	84	75	72
Narcotics-related offenses	85	82	80	138	96	58	32
Sexual assault and miscellaneous sex offenses	10	14	18	21	16	19	10
Mental health investigations	34	47	65	67	53	39	15
Traffic and parking complaints	15	14	12	4	11	5	6
Lost/found property	32	26	37	44	35	22	17
Other	97	144	130	127	125	70	77
<b>Total</b>	<b>911</b>	<b>975</b>	<b>1002</b>	<b>1071</b>	<b>990</b>	<b>651</b>	<b>483</b>

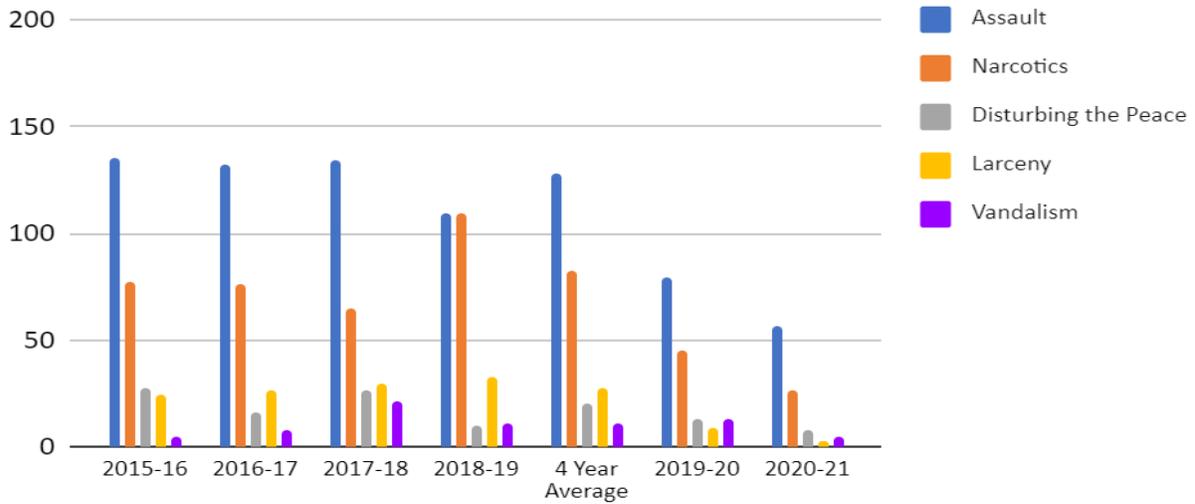
## Type of Incidents in LPS Middle *and* High Schools

	Type of Incidents in LPS Middle <i>and</i> High Schools						
	2015-16	2016-17	2017-18	2018-19	4 Year Average	2019-20	2020-21
Traffic collisions	41	39	37	45	41	33	32
Assaults, robberies, miscellaneous violent crime	234	267	246	249	249	160	125
Burglaries, vandalisms, miscellaneous property crime	78	63	70	68	70	49	43
Weapons incidents	15	9	12	9	11	7	8
Child neglect/abuse	14	25	29	21	22	8	0
Disturbances	163	126	159	132	145	106	114
School threats & threat assessment cases	0	0	9	39	12	37	24
Alcohol-related offenses	14	16	9	17	14	14	7
Larcenies	175	190	149	147	165	99	37
Trespassing incidents	20	38	16	27	25	15	19
Missing person incidents	78	123	126	157	121	112	109
Narcotics-related offenses	101	100	98	162	115	78	43
Sexual assault and miscellaneous sex offenses	17	22	27	31	24	35	26
Mental health investigations	43	54	75	81	63	51	31
Traffic and parking complaints	16	19	13	7	14	6	6
Lost/found property	40	37	45	54	44	24	27
Other	138	204	185	169	174	123	110
<b>Total</b>	<b>1187</b>	<b>1332</b>	<b>1305</b>	<b>1415</b>	<b>1310</b>	<b>957</b>	<b>761</b>

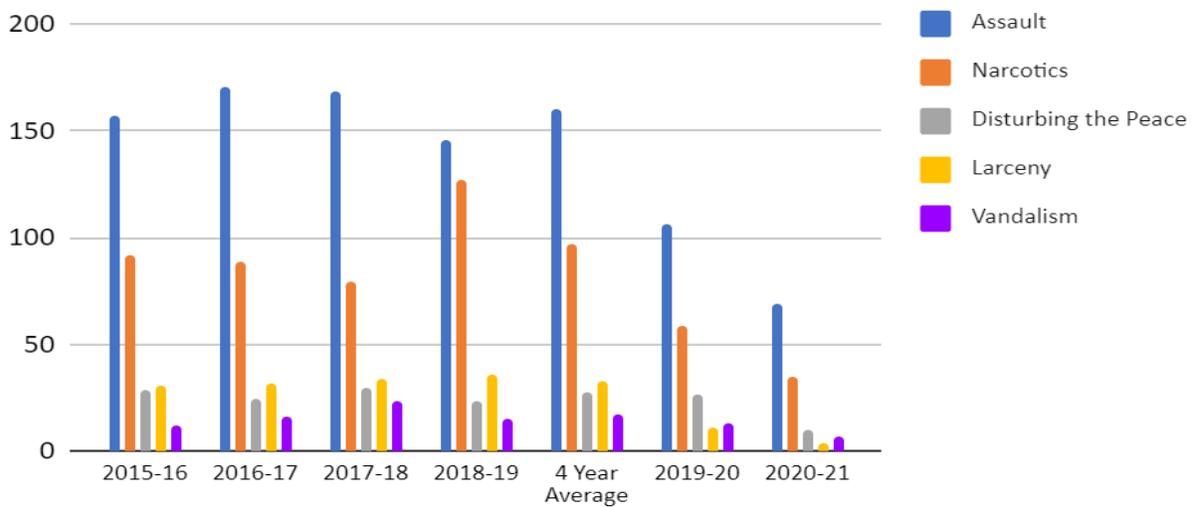
## Type of Incidents in LPS Middle Schools Involving Juvenile Referrals



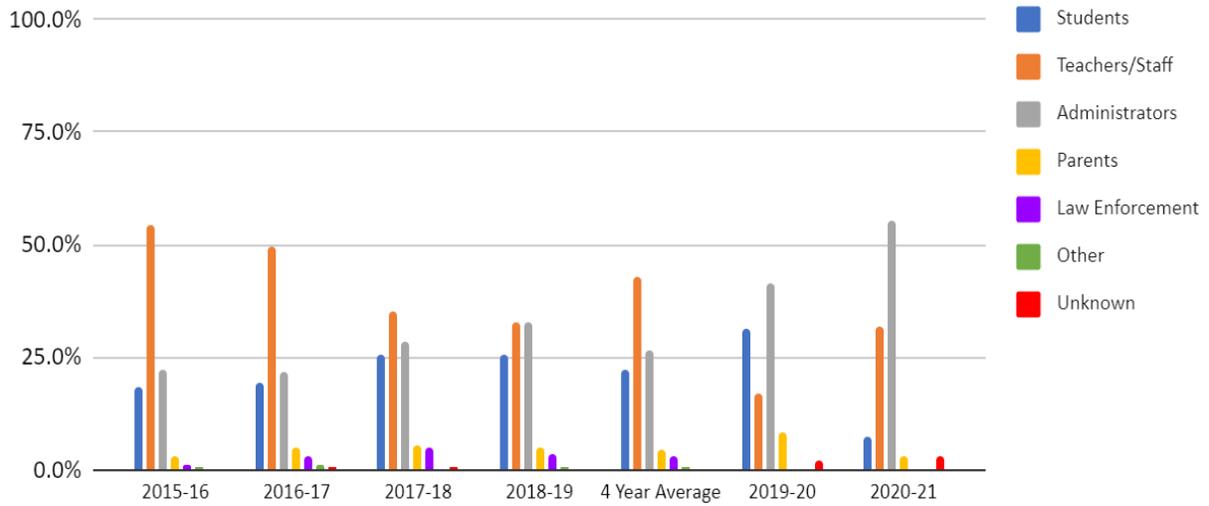
# Type of Incidents in LPS High Schools Involving Juvenile Referrals



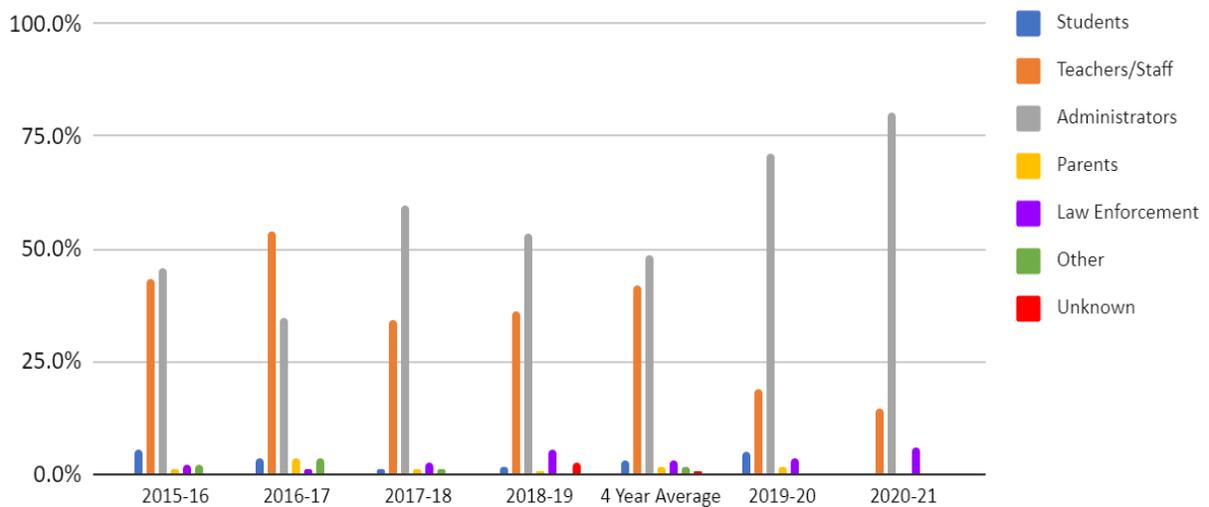
# Type of Incidents in LPS Middle *and* High Schools Involving Juvenile Referrals



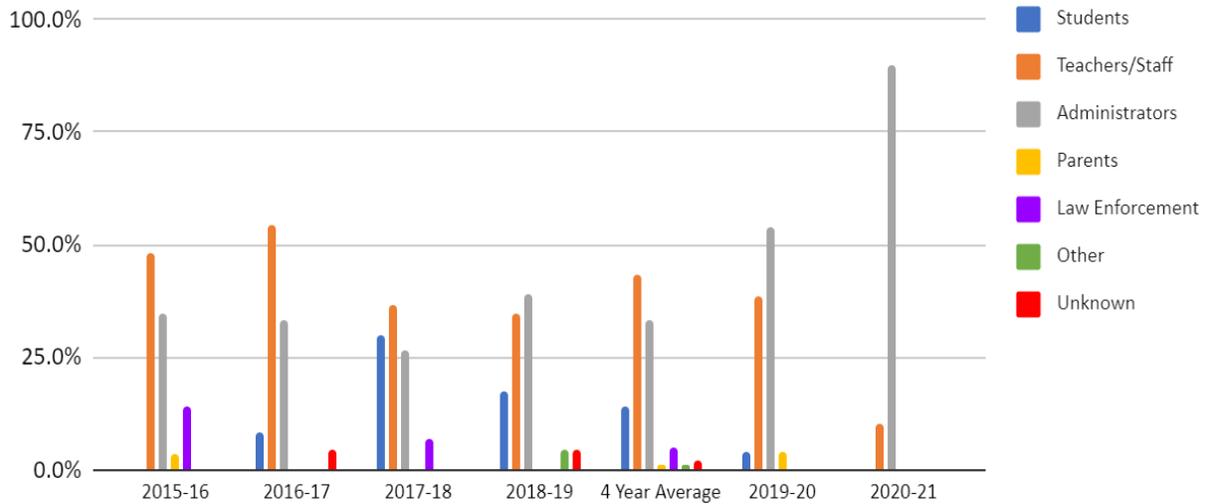
# Who Initiated Assault CFS at LPS Schools that Resulted in a Juvenile Referral?



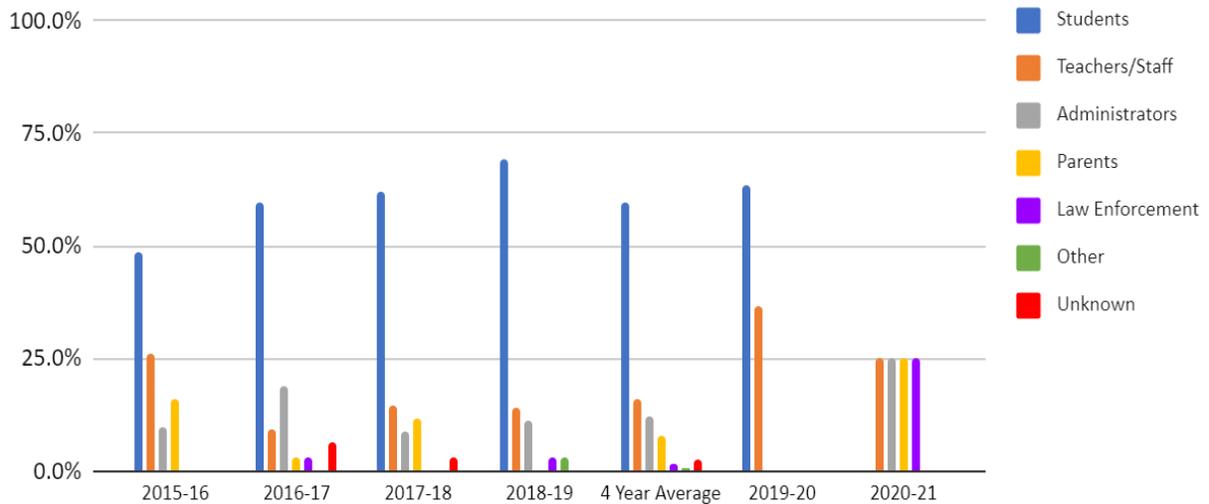
# Who Initiated Narcotics CFS at LPS Schools that Resulted in a Juvenile Referral?



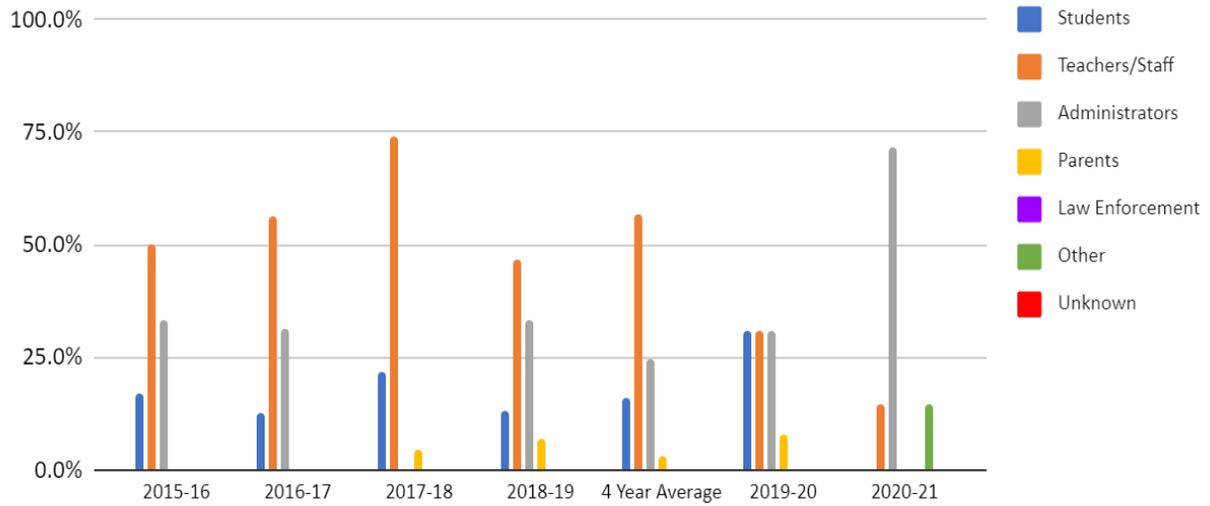
# Who Initiated Disturbing the Peace CFS at LPS Schools that Resulted in a Referral?



# Who Initiated Larceny CFS at LPS Schools that Resulted in a Referral?



# Who Initiated Vandalism CFS at LPS Schools that Resulted in a Referral?



# Disparity Indices for CFS

We examined all incidents occurring at LPS middle and high schools and evaluated whether the racial disparity index for victims and suspects/persons responsible listed in LPD reports changed in 2019-20 compared to the prior four year average.

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.

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 averages of multiple years.

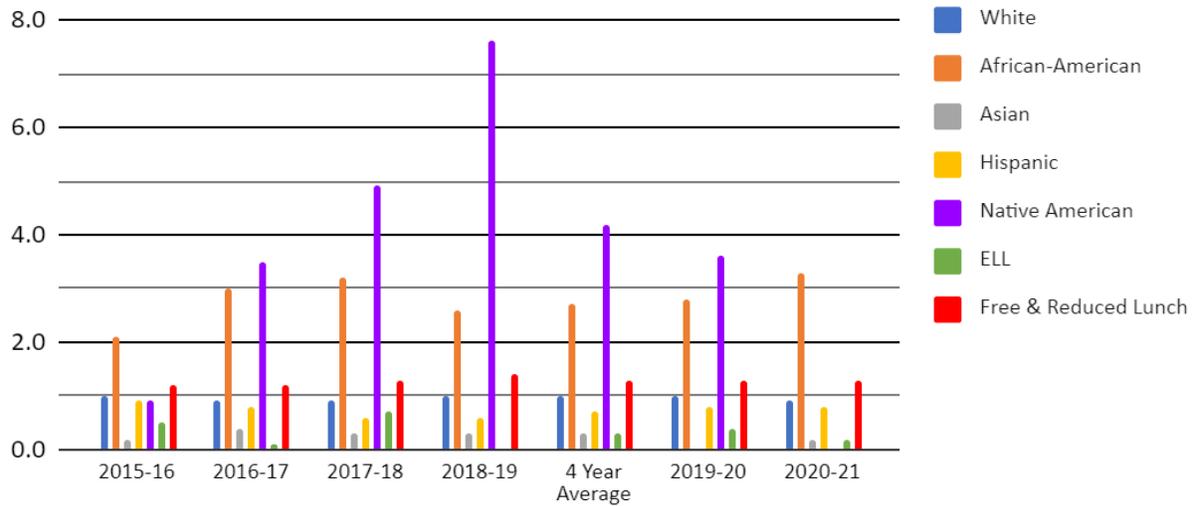
In general, the racial disparity index for all victims in 2020-21 approximated the four-year average. Among victims in LPS middle and high schools in 2020-21, Native American and African-American students are overrepresented (3.0 and 2.9, respectively), while Asian and Hispanics students are underrepresented (.2 and .7, respectively). Students who are English-Language Learners are underrepresented as victims (.4), while students who receive free or reduced lunch are overrepresented (1.3).

The racial disparity index for all suspects/persons responsible in 2020-21 also closely corresponded with the four-year average for nearly every group of students, with the exception of Native-American students, whose disparity index decreased from 3.2 to 1.9.

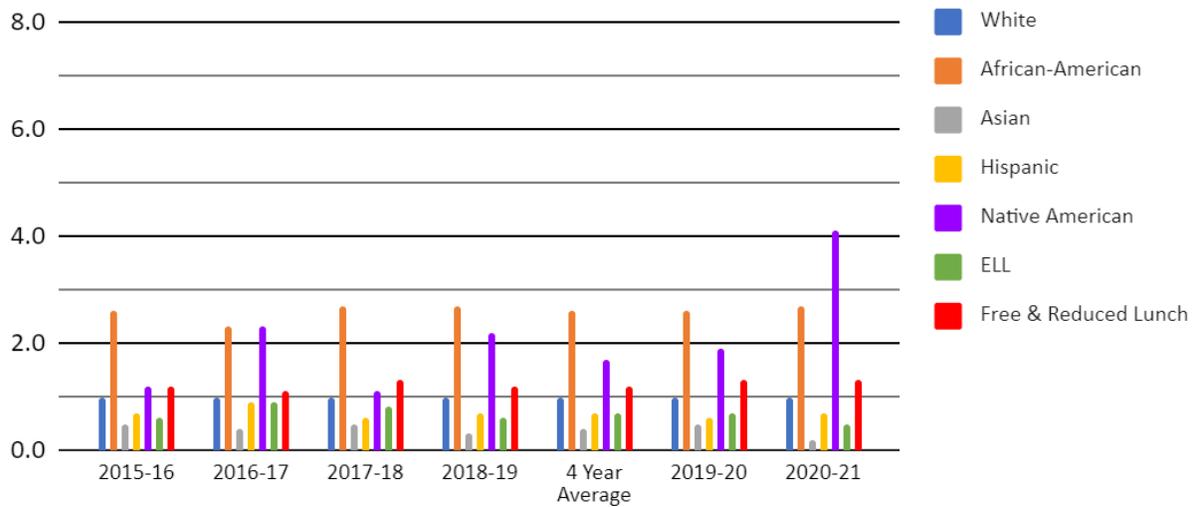
Among suspects/persons responsible in LPS middle and high schools in 2020-21, Native American and African American students are overrepresented (1.9 and 4.6, respectively), while Asian students are underrepresented (.2). Students who are English-Language Learners are underrepresented as suspects/persons responsible (.5), while students who receive free or reduced lunch are overrepresented (1.6).

In general, as in prior years, African American and Native American students were overrepresented among both victims and suspects/persons responsible in 2020-21, as were free-and-reduced lunch students. In general, the victim disparity ratios did not vary substantially among demographic groups in 2020-21 compared to the prior four-year average.

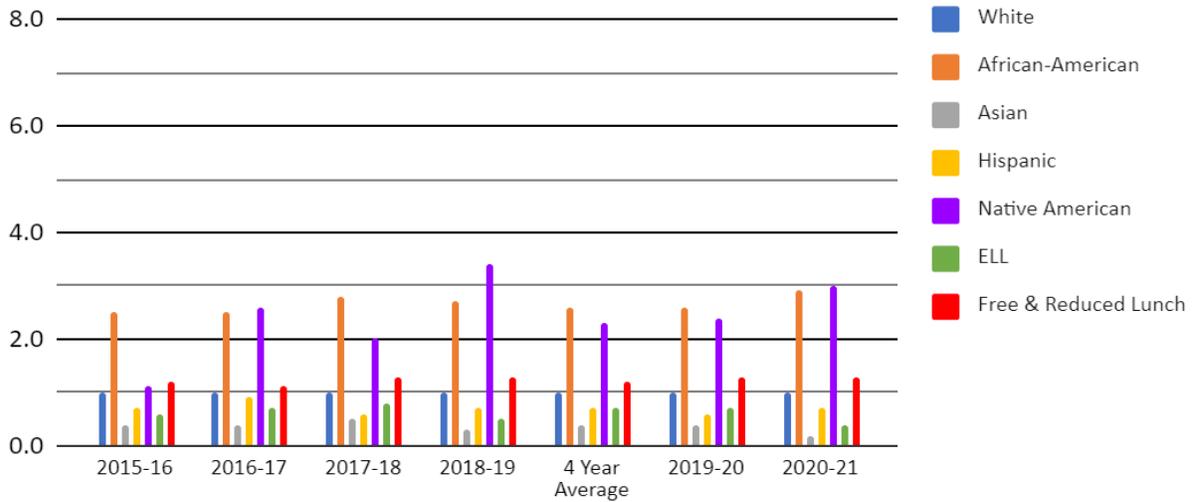
# Victim Disparity Index (Middle Schools)



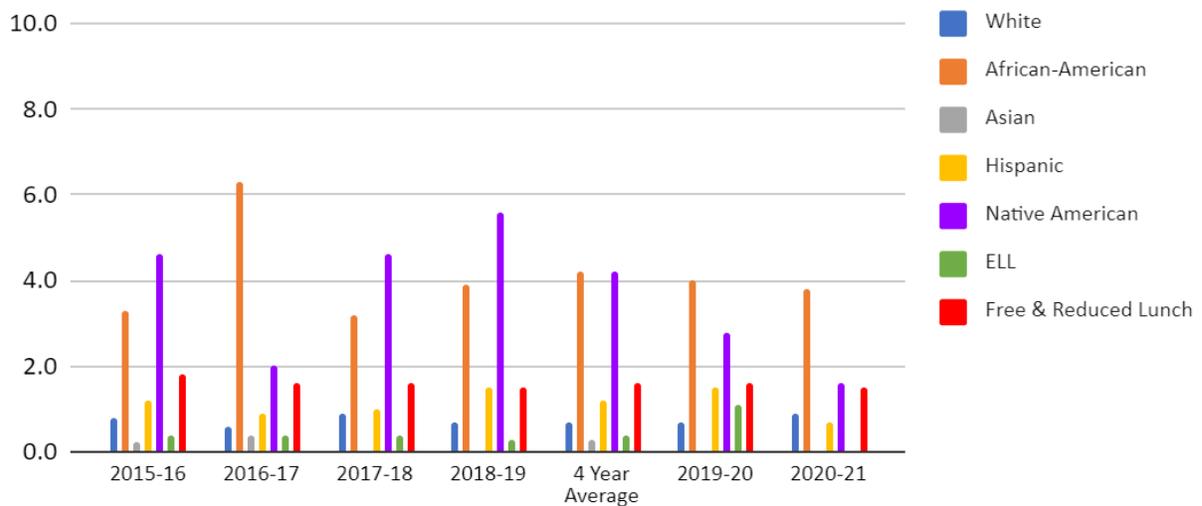
# Victim Disparity Index (High Schools)



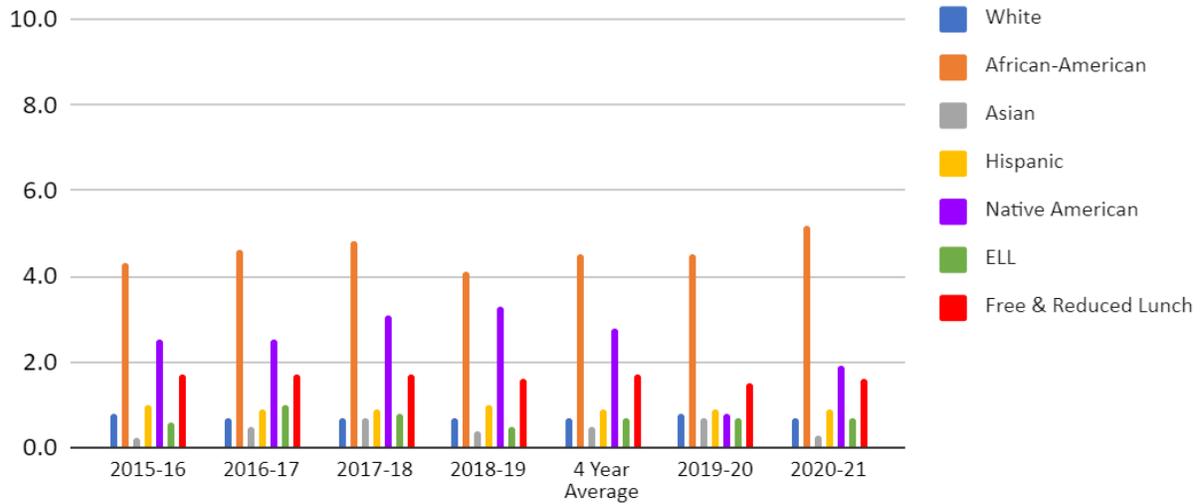
# Victim Disparity Index (Total of Middle and High Schools)



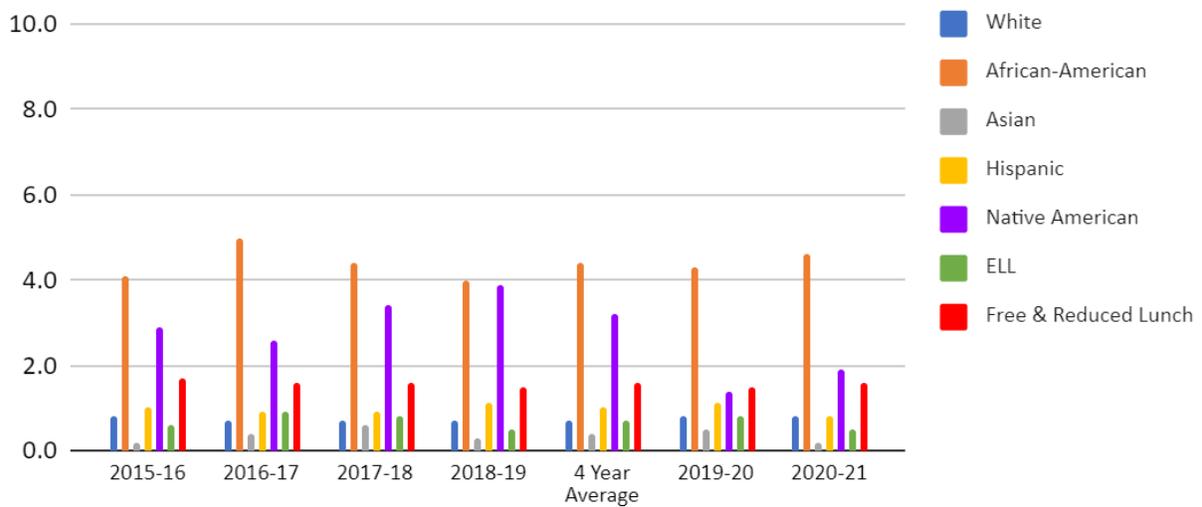
# Suspect/Person Responsible Disparity Index (Middle Schools)



# Suspect/Person Responsible Disparity Index (High Schools)



# Suspect/Person Responsible Disparity Index (Total of Middle and High Schools)



# **SRO Complaints and Commendations**

LPD investigated 3 complaints against SROs in 2020-21. Two were for rudeness and one was for a policy violation (it is possible for a complaint to fall into multiple categories). In two instances, the complaints were classified as exonerated. In one instance, the SRO received a warning.

In 2020-21, LPD SROs received 11 commendations. Some examples include an SRO who assisted in helping locate a missing person, an SRO whose professional conduct during an assault investigation earned the praise of the parents involved, and an SRO who demonstrated exceptional care and compassion for a youth out of care that was found alone and hungry on a bike trail.

# Complaints and Commendations for 2020-21

Type of Complaint		Reason		Outcome		Commendations
IA Complaint	0	Rudeness	2	Exonerated	2	11
Other Complaint	3	Dissatisfaction		Education		0
Inquiry Only	0	Policy Violation		Warning		1
EWTS	0	Conduct Problem		PA Issued		0
<b>Total</b>	<b>3</b>	Other		Pending		0
		Discrim. Alleged		Not Substantiated		0
		<b>Total</b>	<b>3</b>	Unsubstantiated		0
				No Action Taken		0
				Past Due		0
				<b>Total</b>		<b>3</b>

# SRO Presentations

In 2020-21, high school SROs conducted 22 presentations for 510 students and middle school SROs conducted 139 presentations for 3,342 students. In total, SROs conducted 161 presentations for a total number of 3,852 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 Presentations	Presentation Topics	M.S. Students Reached	High School Presentations	Presentation Topics	H.S. Students Reached	Total Presentations	Total Number of Students Reached
2019-20	109	Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Personal Safety, Traffic Safety, Other	3,273	19	Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics	361	128	3,634
2020-21	139	Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Drug Trends, Other	3,342	22	Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Drug Trends, Other	510	161	3,852

# SRO Training

The twelve SROs received a total of 784.25 training hours in 2020-21. Of these hours, 272 were SRO-related. 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. Put another way, LPD SROs received an average of approximately 23 hours of SRO-related training that included a wide variety of topics related to mental health, threat response, adolescent development, cultural awareness, and de-escalation, among others. The number of hours exceeds the legislative mandate for SRO training.

# SRO Training

2019-20			2020-21			Types of SRO Training
SRO*	Total Training Hours	SRO-related Training	SRO*	Total Training Hours	SRO-related Training	
1	81.25	52.75	1	52.5	20	Basic SRO training, Policing the Teen Brain, Active Shooter and Critical Incidents, Behavioral Health and Theat Assessment, Mental Health Disorders, Cultural Awareness, Legal Topics, Use of Control and De-escalation
2	60	20.5	2**	25.5	11	
3	42.5	28	3	32.25	21	
4**	32	7.25	4	91.25	20.5	
5	94.25	72.25	5	49.25	23	
6	193.5	67.25	6	37.75	22.5	
7	142	21.25	7	147.25	21	
8	91	58.75	8	70.75	37	
9	50.25	25.25	9	105.25	24	
10	96.5	54.25	10	64.75	26	
11	52.25	26.25	11	61.75	20	
12	50.5	28.25	12	46	26	
<b>Total</b>	<b>986</b>	<b>462</b>		<b>784.25</b>	<b>272</b>	

\*Number does not equal the number in codebook

\*\*Military Leave

NOTE: The SRO number changes by year, meaning SRO 1 in 2019-20 may not be SRO 1 in 2020-21

## Final Note on LPD Data

Last year, 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/citation, 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/citations 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 2020-21 school year**

Because of school disruptions caused by the COVID-19 pandemic, it may be useful to provide contextual information about the LPS data in this section of the report (pages 32-149).

- The number of students who participated in remote learning ranged from a low of approximately 13% to a high of 24%. These students participated in hybrid instruction (in-class with remote learners joining via zoom). In addition, high schools operated at 50% capacity through an alternative schedule.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year.

# **LPS Perception Survey Data**

## **Student Data**

### **(2020-21 school year)**

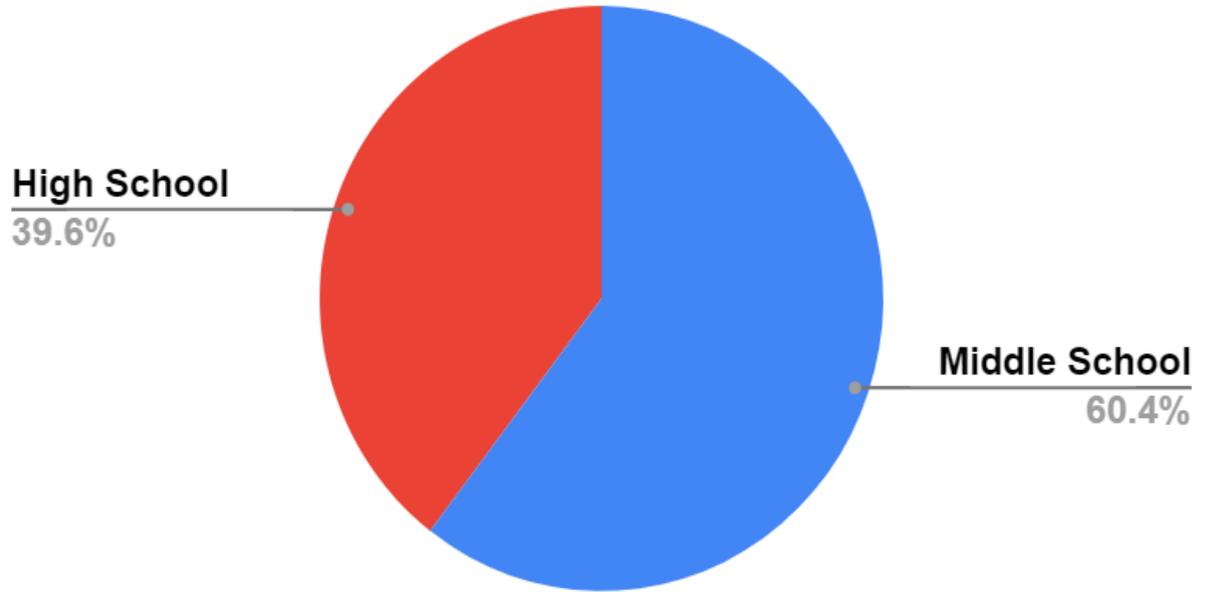
Development of the District Perception Surveys (student, staff and parents/guardians) began in the 2014-2015 school year. The initial work focused on the following steps: (1) identifying the constructs to be measured and generating clear operational definitions, (2) developing items, (3) conducting item 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	5,725
High School	3,753

Student Data - Total Responses

## What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	328	5.73%
Dawes	147	2.57%
Goodrich	529	9.24%
Irving	502	8.77%
Lefler	505	8.82%
Lux	658	11.49%
Mickle	635	11.09%
Moore	0	0.00%
Park	694	12.12%
Pound	668	11.67%
Schoo	445	7.77%
Scott	561	9.80%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	47	0.82%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	6	0.10%

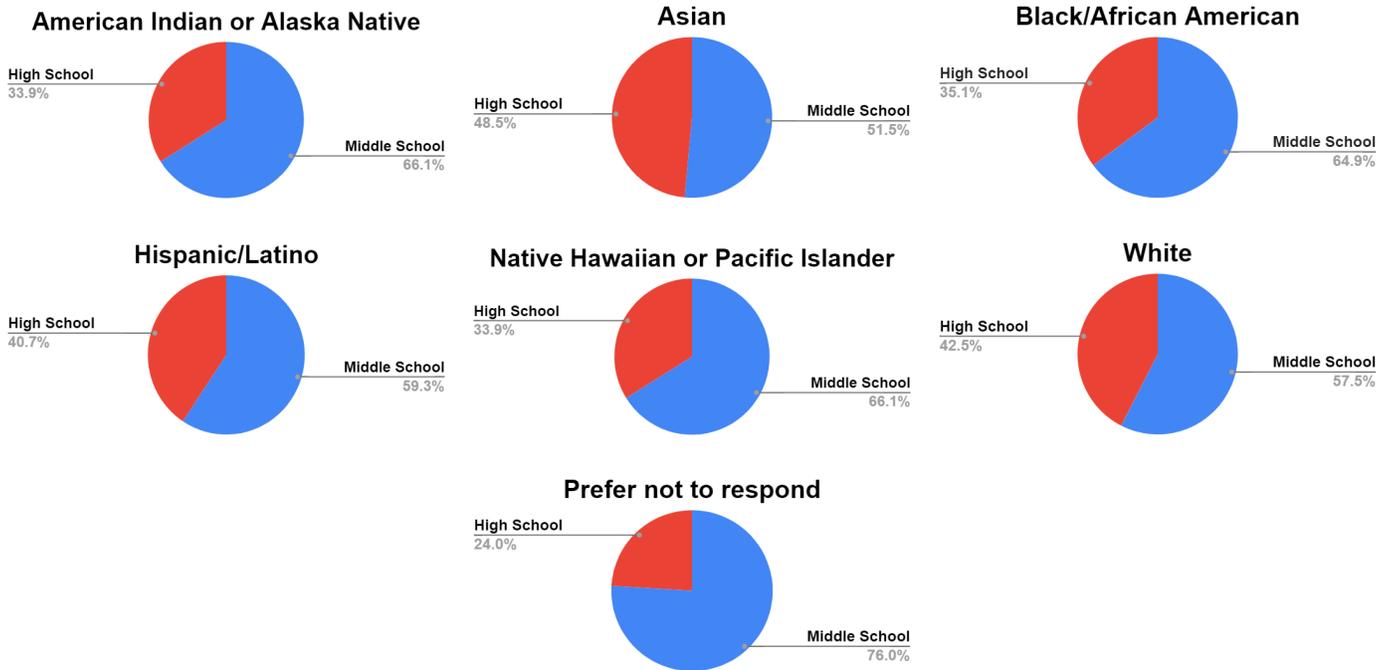
Student Data - Total Responses

## What is your high school or program?

Response	Number of Responses	Percent of Responses
East	724	19.29%
Lincoln High	882	23.50%
North Star	874	23.29%
Northeast	525	13.99%
Southeast	238	6.34%
Southwest	330	8.79%
Arts & Humanities FP	93	2.48%
Bryan Comm. FP	42	1.12%
The Career Academy	7	0.19%
Pathfinder Educ. Prog.	0	0.00%
Science FP	7	0.19%
HS Student Support Prog.	1	0.03%
Yankee Hill Prog.	30	0.80%

## 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	261	337	655	696	78	2984	714
High School	134	318	355	477	40	2203	226

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% of students indicating that as one of their racial/ethnic groups (2,984 middle and 2,203 high school). 12.4% of students indicated that one of their racial/ethnic groups was Hispanic/Latino (696 middle and 477 high school). 10.6% indicated Black/African American as one of their racial/ethnic groups (655 middle and 355 high school), and 10% preferred not to respond to the question (714 middle and 226 high school). Race/Ethnic groups with smaller representation were Asian 7% (337 middle and 318 high school), American Indian or Alaskan Native 4% (261 middle and 134 high school) and Native Hawaiian or Pacific Islander 1% (78 middle school and 40 high school).

## Student Data - Responses by Ethnicity

# What is your middle school or program?

Response	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	12	3.66%	36	10.98%	54	16.46%	74	22.56%	4	1.22%	98	29.88%	50	15.24%
Dawes	8	5.44%	6	4.08%	24	16.33%	22	14.97%	2	1.36%	59	40.14%	26	17.69%
Goodrich	21	3.97%	33	6.24%	92	17.39%	122	23.06%	5	0.95%	149	28.17%	107	20.23%
Irving	18	3.59%	31	6.18%	62	12.35%	53	10.56%	5	1.00%	267	53.19%	66	13.15%
Lefler	33	6.53%	37	7.33%	80	15.84%	51	10.10%	13	2.57%	223	44.16%	68	13.47%
Lux	29	4.41%	35	5.32%	29	4.41%	44	6.69%	7	1.06%	446	67.78%	68	10.33%
Mickle	30	4.72%	19	2.99%	55	8.66%	46	7.24%	11	1.73%	412	64.88%	62	9.76%
Moore	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Park	33	4.76%	54	7.78%	103	14.84%	142	20.46%	7	1.01%	273	39.34%	82	11.82%
Pound	26	3.89%	21	3.14%	64	9.58%	63	9.43%	5	0.75%	408	61.08%	81	12.13%
Schoo	23	5.17%	27	6.07%	47	10.56%	46	10.34%	9	2.02%	243	54.61%	50	11.24%
Scott	23	4.10%	37	6.60%	30	5.35%	32	5.70%	9	1.60%	381	67.91%	49	8.73%
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%
Nuernberger Educ. Ctr.	4	8.51%	0	0.00%	14	29.79%	0	0.00%	1	2.13%	23	48.94%	5	10.64%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	1	16.67%	1	16.67%	1	16.67%	1	16.67%	0	0.00%	2	33.33%	0	0.00%

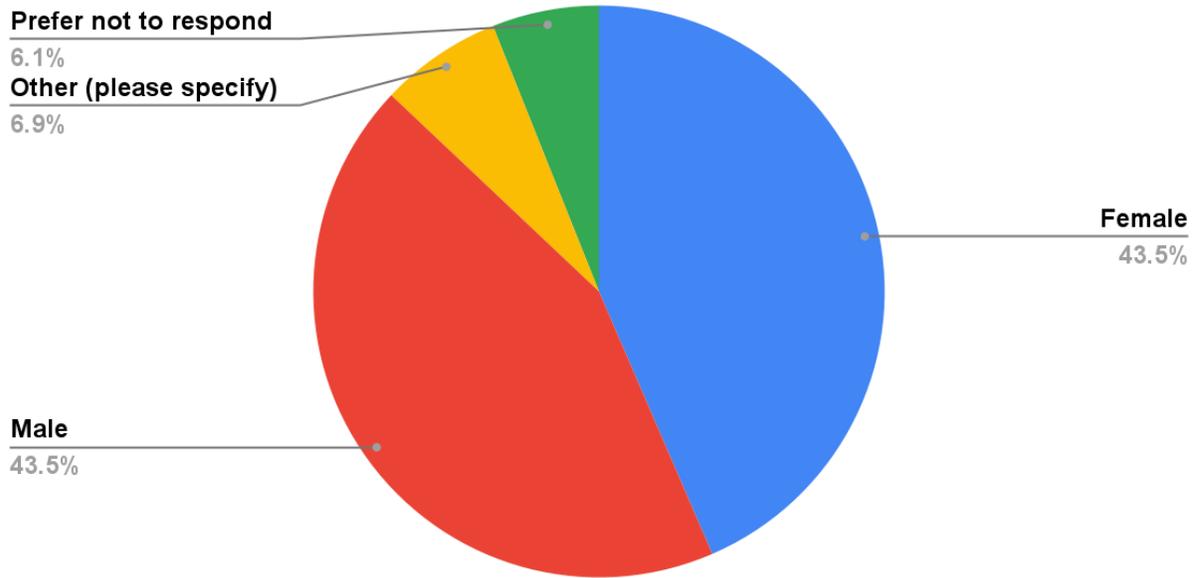
## Student Data - Responses by Ethnicity

# What is your high school or program?

Response	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	20	2.76%	41	5.66%	31	4.28%	47	6.49%	8	1.10%	542	74.86%	35	4.83%
Lincoln High	33	3.74%	128	14.51%	134	15.19%	152	17.23%	7	0.79%	358	41.72%	60	6.80%
North Star	27	3.09%	75	8.58%	76	8.70%	149	17.05%	8	0.92%	464	53.09%	75	8.58%
Northeast	26	4.95%	26	4.95%	60	11.43%	72	13.71%	5	0.95%	310	59.05%	26	4.95%
Southeast	11	4.62%	11	4.62%	18	7.66%	17	7.14%	5	2.10%	164	68.91%	12	5.04%
Southwest	6	1.82%	28	8.48%	17	5.15%	23	6.97%	1	0.30%	244	73.94%	11	3.33%
Arts & Humanities FP	4	4.30%	5	5.38%	8	8.60%	4	4.30%	3	3.23%	66	70.97%	3	3.23%
Bryan Comm. FP	4	9.52%	2	4.76%	3	7.14%	4	9.52%	2	4.76%	25	59.52%	2	4.76%
The Career Academy	1	14.29%	0	0.00%	0	0.00%	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%	0	0.00%	0	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	85.71%	1	14.29%
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%
Yankee Hill Prog.	2	6.67%	2	6.67%	8	26.67%	8	26.67%	1	3.33%	8	26.67%	1	3.33%

## Student Data - Total Responses

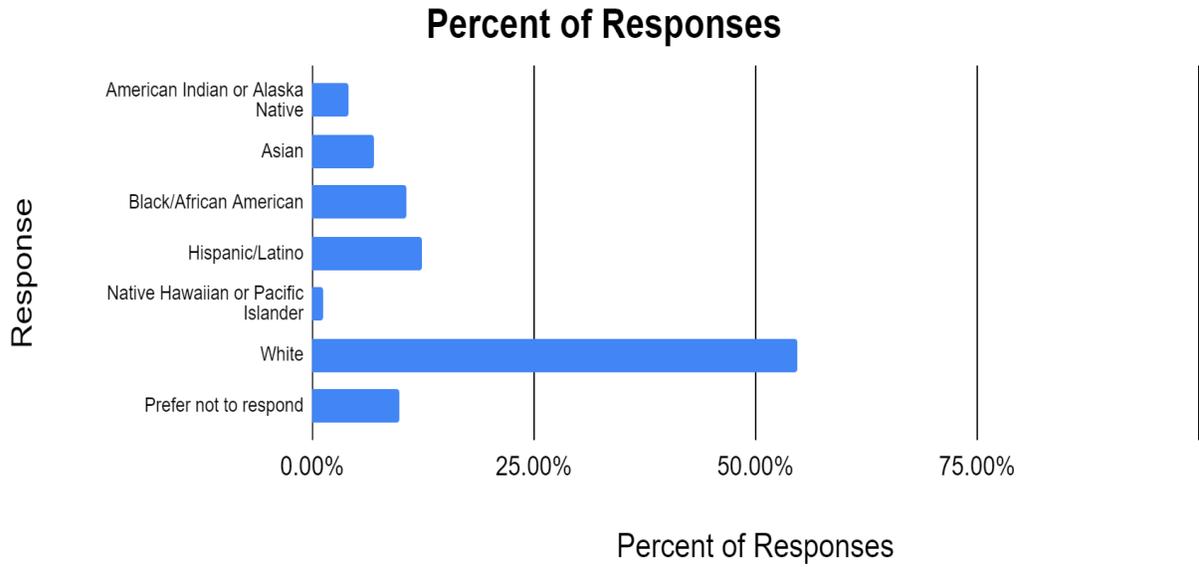
# What is your gender (please choose one)?



Response	Number of Responses
Female	4,113
Male	4,116
Other (please specify)	653
Prefer not to respond	572

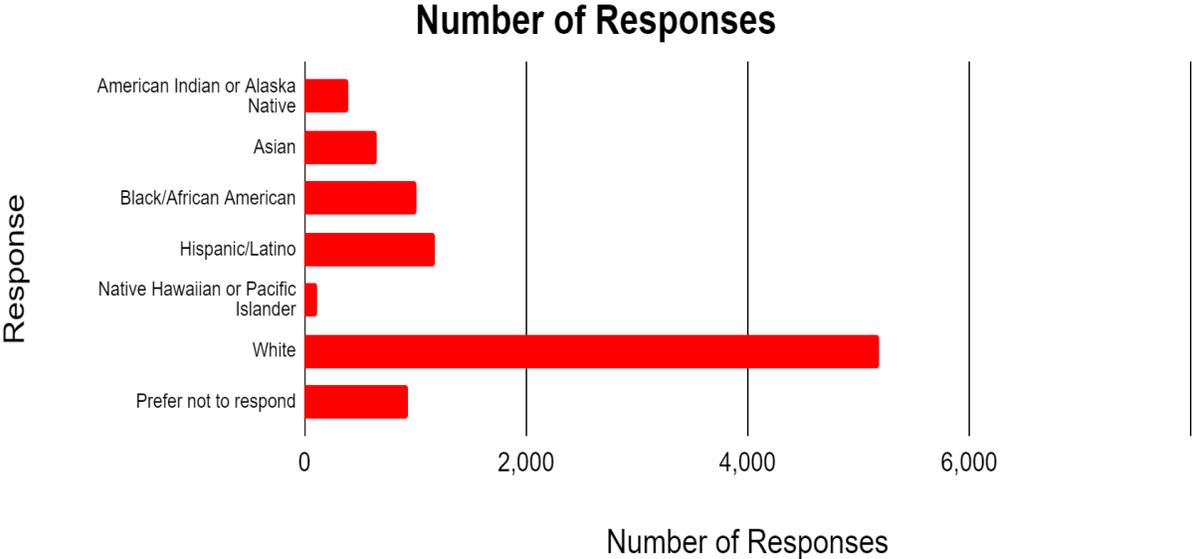
Student Data - Total Responses (Percent)

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



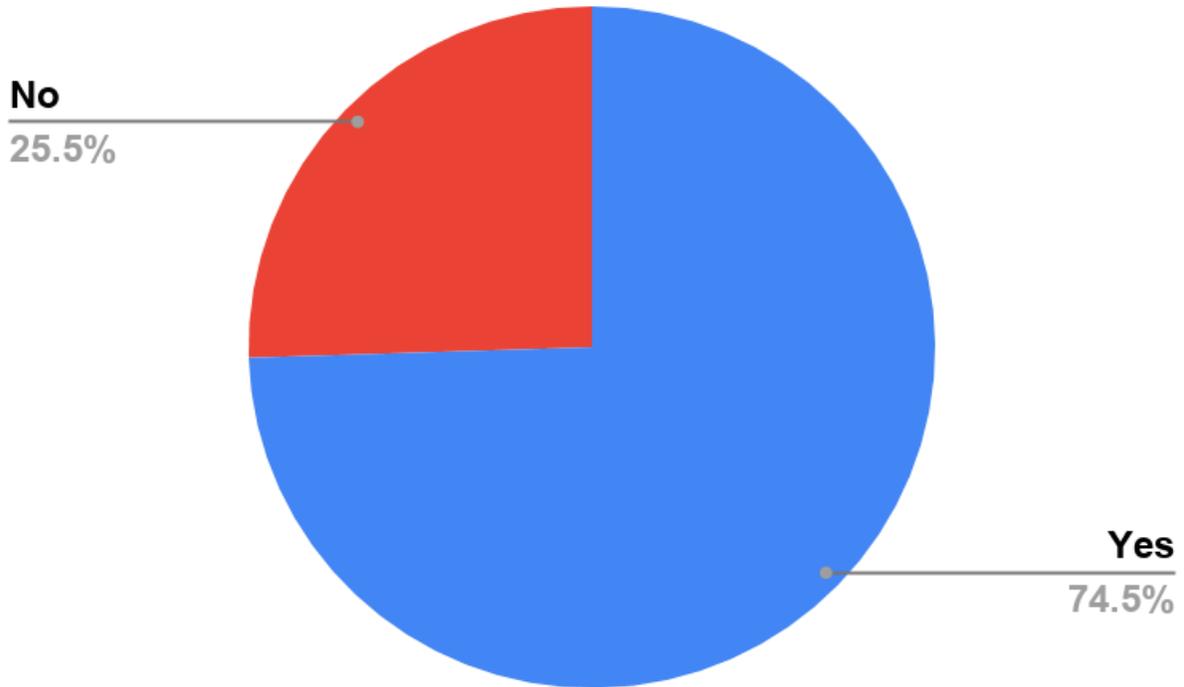
Student Data - Total Responses (Number)

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



Student Data - Total Responses

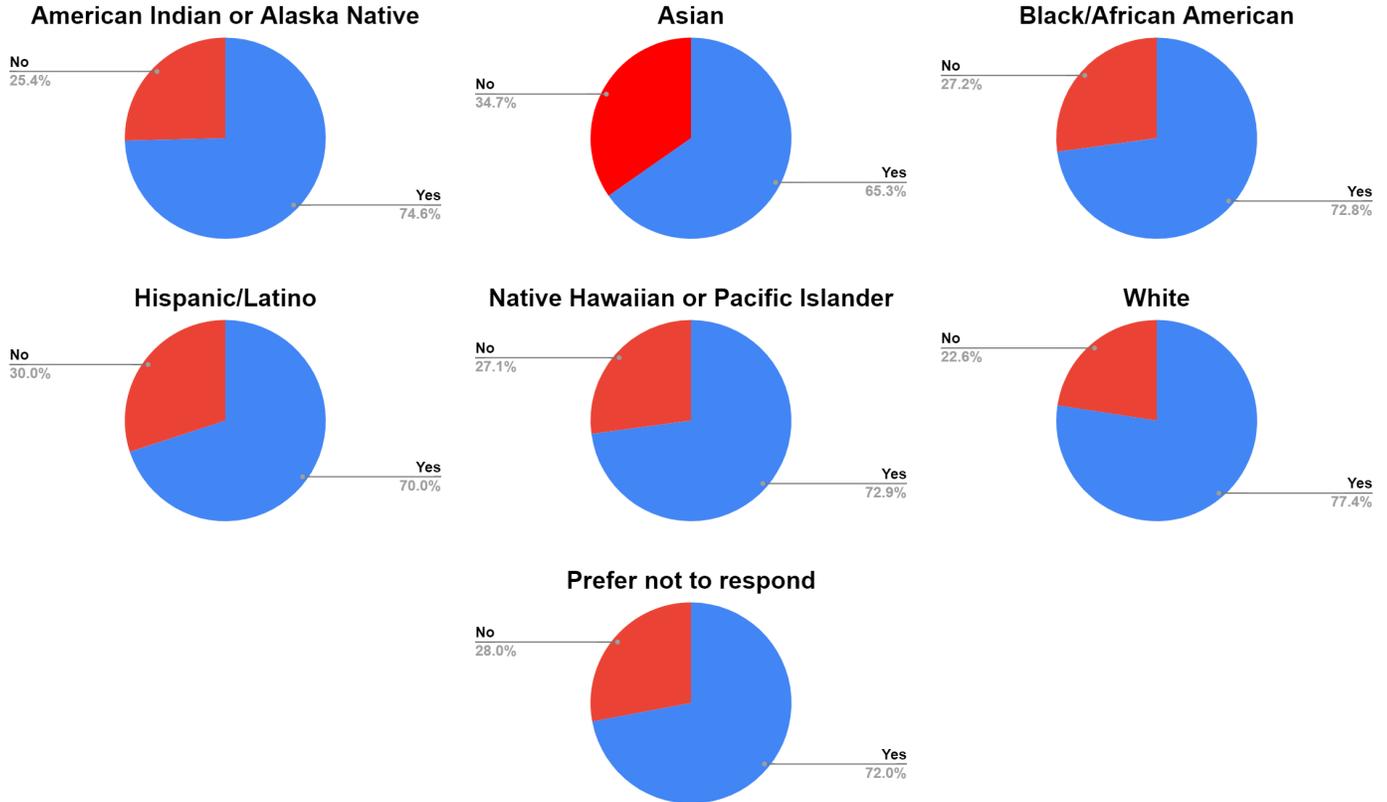
# Were you aware that there is a School Resource Officer (SRO) at your school?



Response	Number of Responses
Middle School	7,043
High School	2,414

## Student Data - Responses by Ethnicity

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

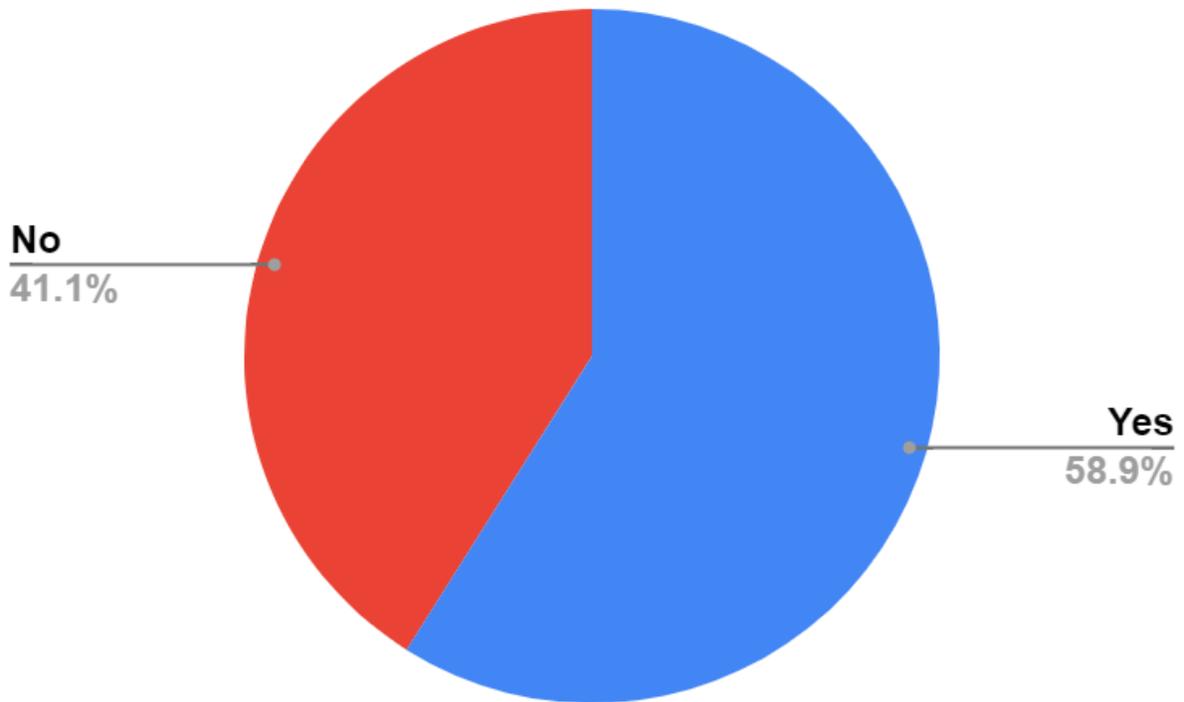


Number of Responses							
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	294	427	735	818	86	4008	675
High School	100	227	274	351	32	1168	262

Student awareness of the presence of the school resource officer was fairly consistent across ethnic groups with approximately 75% of students saying they knew about resource officers and 25% indicating that they did not know.

Student Data - Total Responses

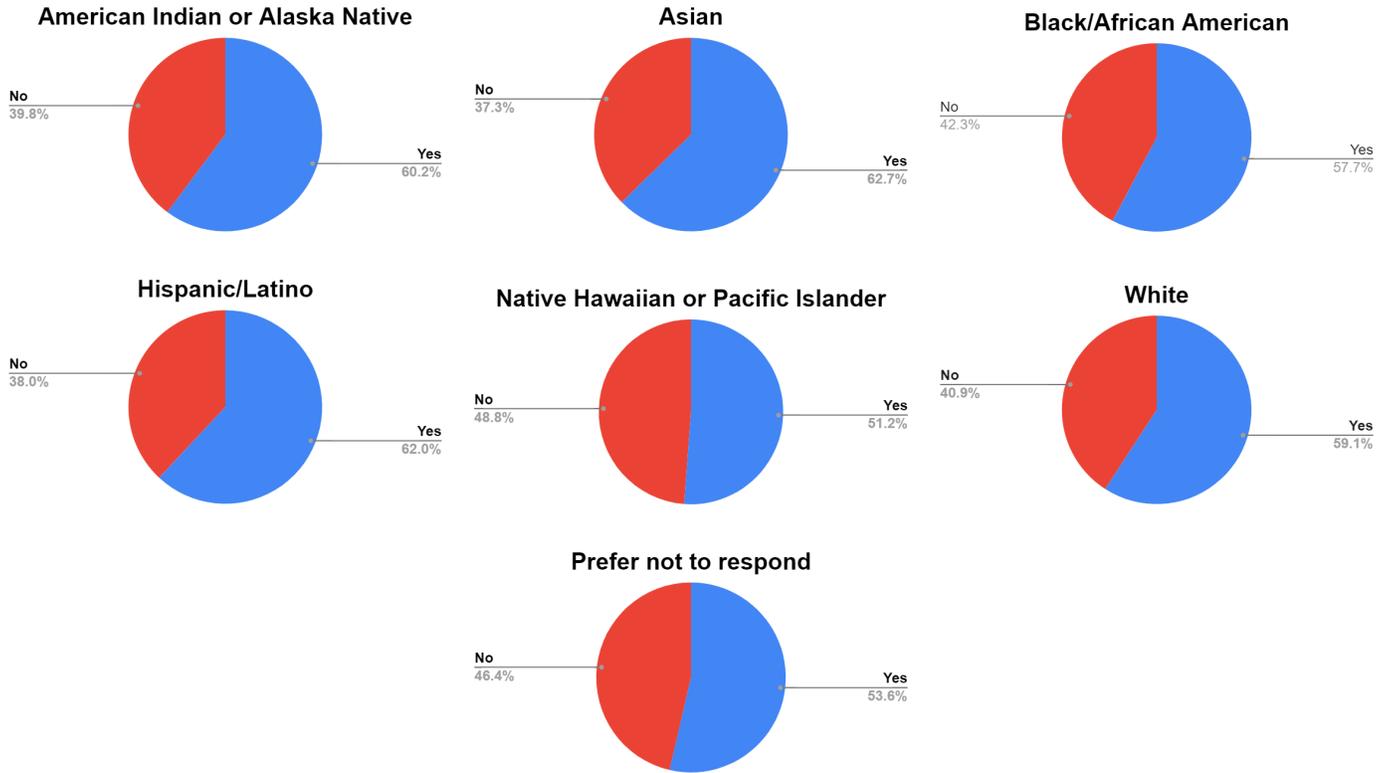
# Has the School Resource Officer (SRO) presented in any of your classes?



<u>Response</u>	<u>Number of Responses</u>
Yes	4,148
No	2,889

## Student Data - Responses by Ethnicity

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

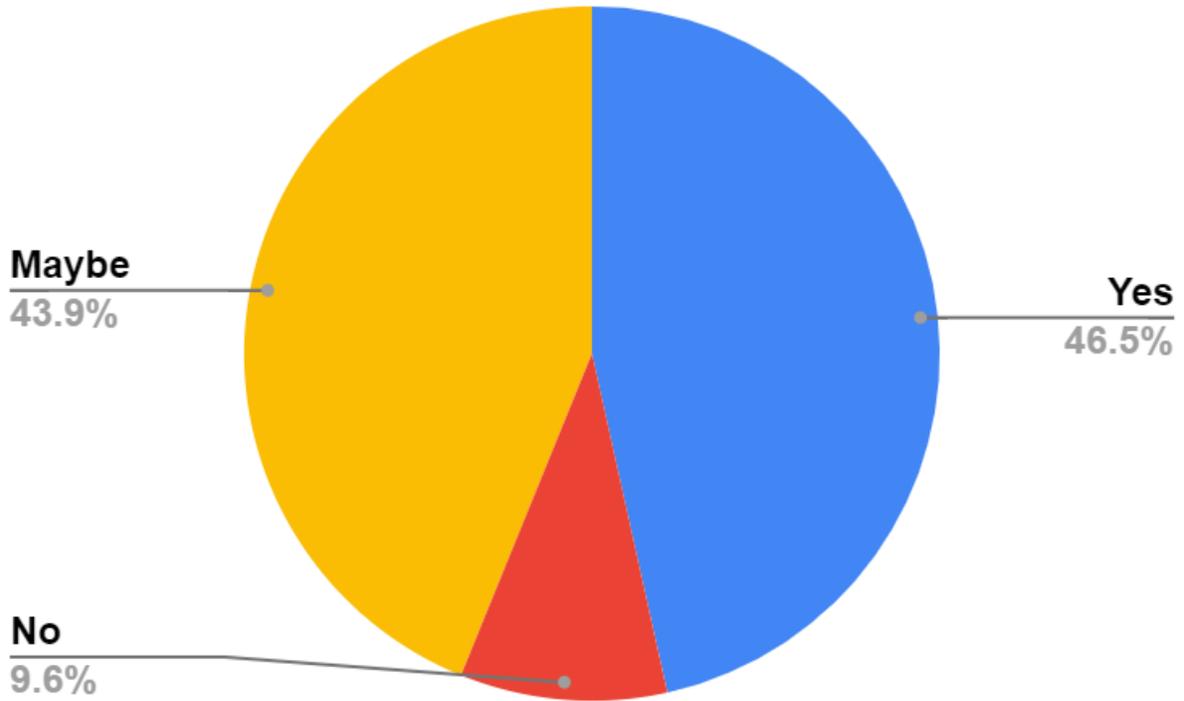


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	177	267	424	505	44	2369	362
No	117	159	311	310	42	1637	313

Approximately 59% 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.

Student Data - Total Responses

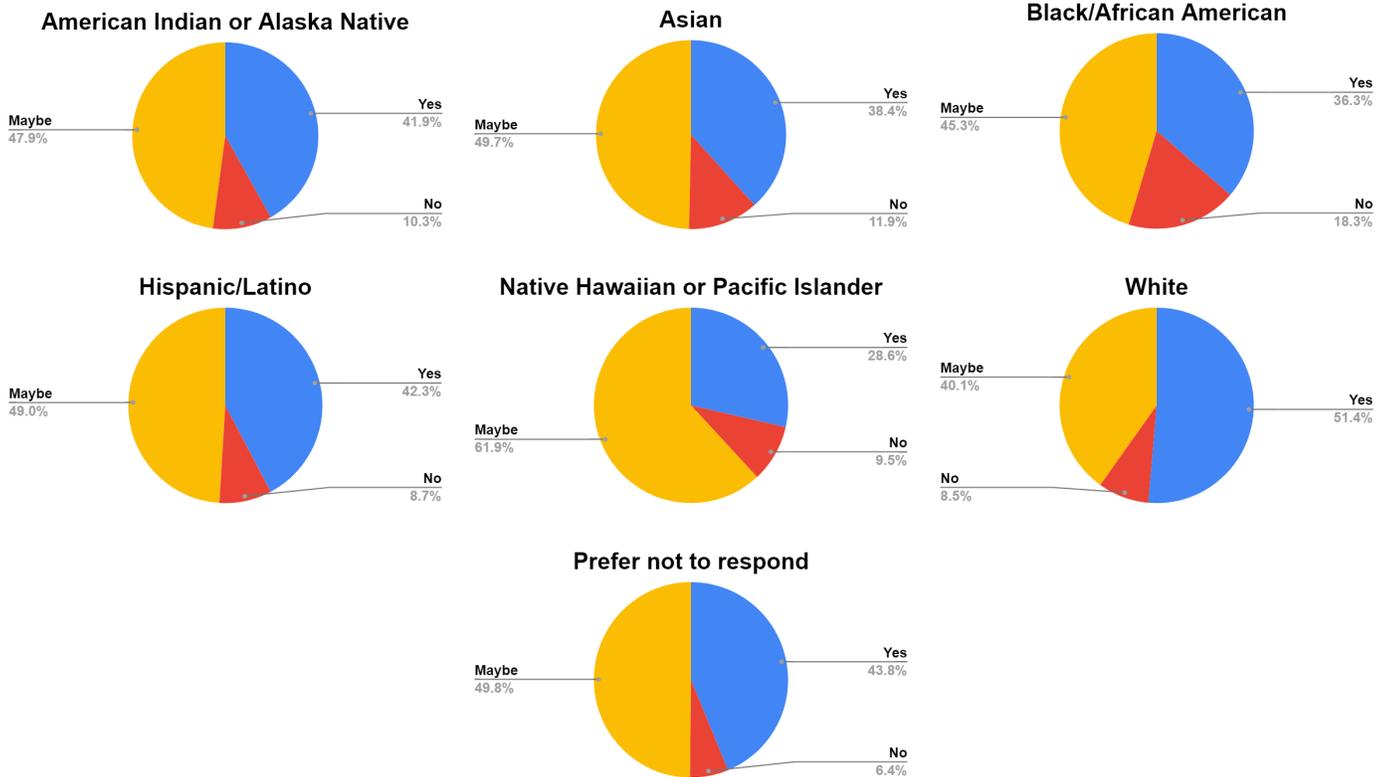
# Did you find that presentation useful?



Response	Number of Responses
Yes	1,344
No	278
Maybe	1,267

## Student Data - Responses by Ethnicity

# Did you find that presentation useful?

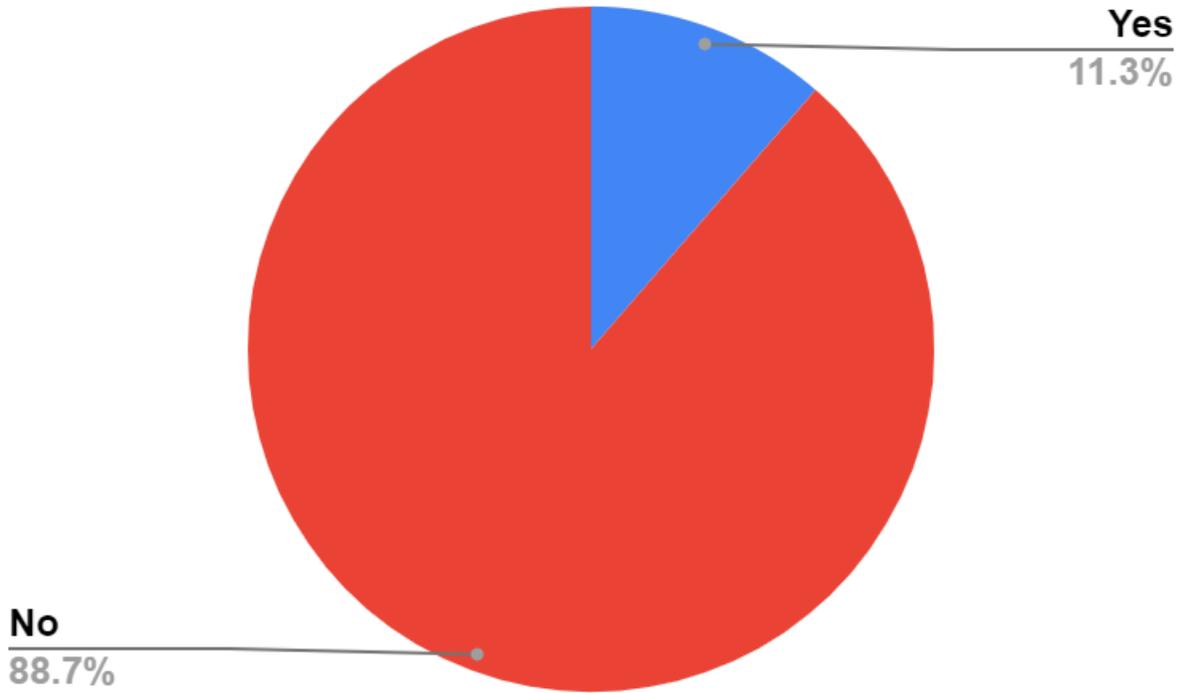


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	49	61	113	131	12	841	137
No	12	19	57	27	4	139	20
Maybe	56	79	141	152	26	657	156

Of the students who indicated that the School Resource Officer (SRO) presented in at least one of their classes, about 47% said the presentation was helpful. This perception was fairly consistent across racial/ethnic groups.

Student Data - Total Responses

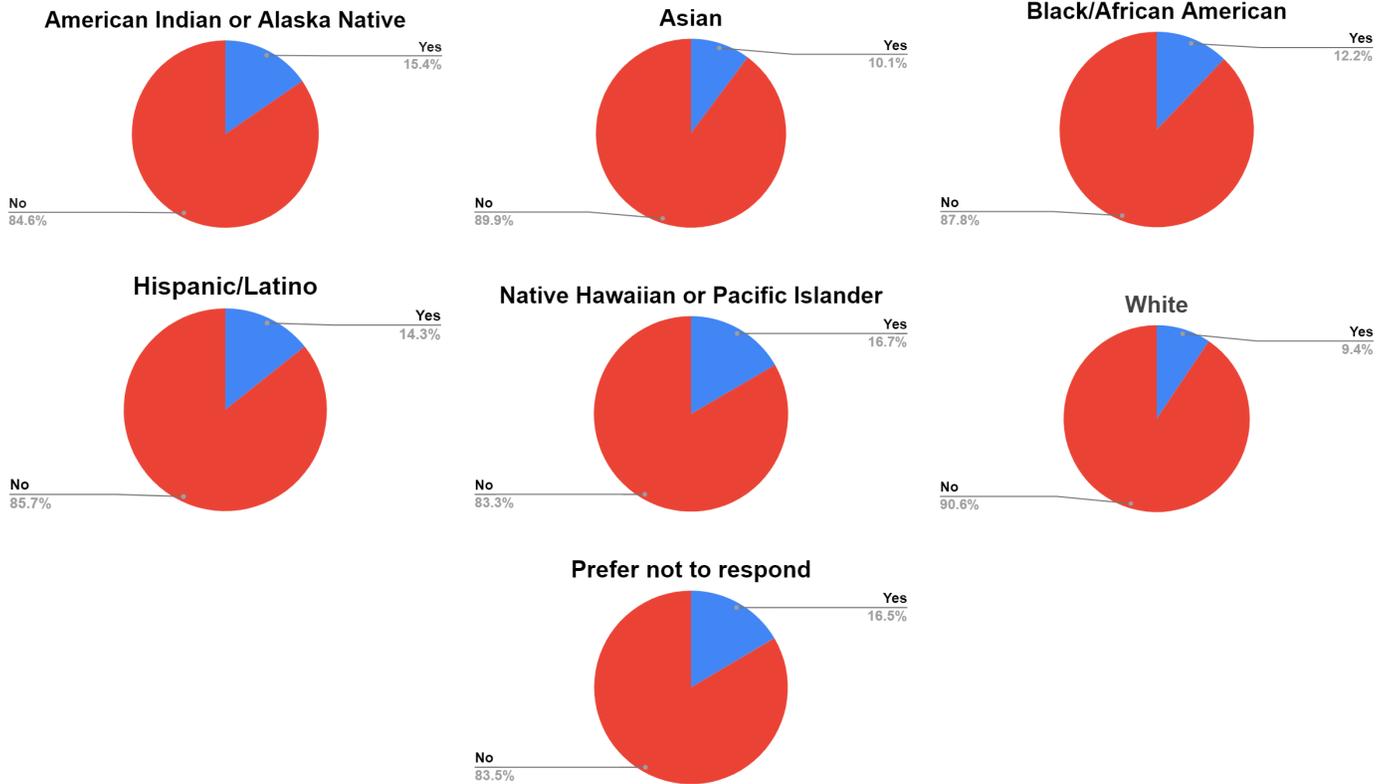
**Did the School Resource Officer (SRO) contact you about an issue at school this year?**



Response	Number of Responses
Yes	794
No	6,205

## Student Data - Responses by Ethnicity

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

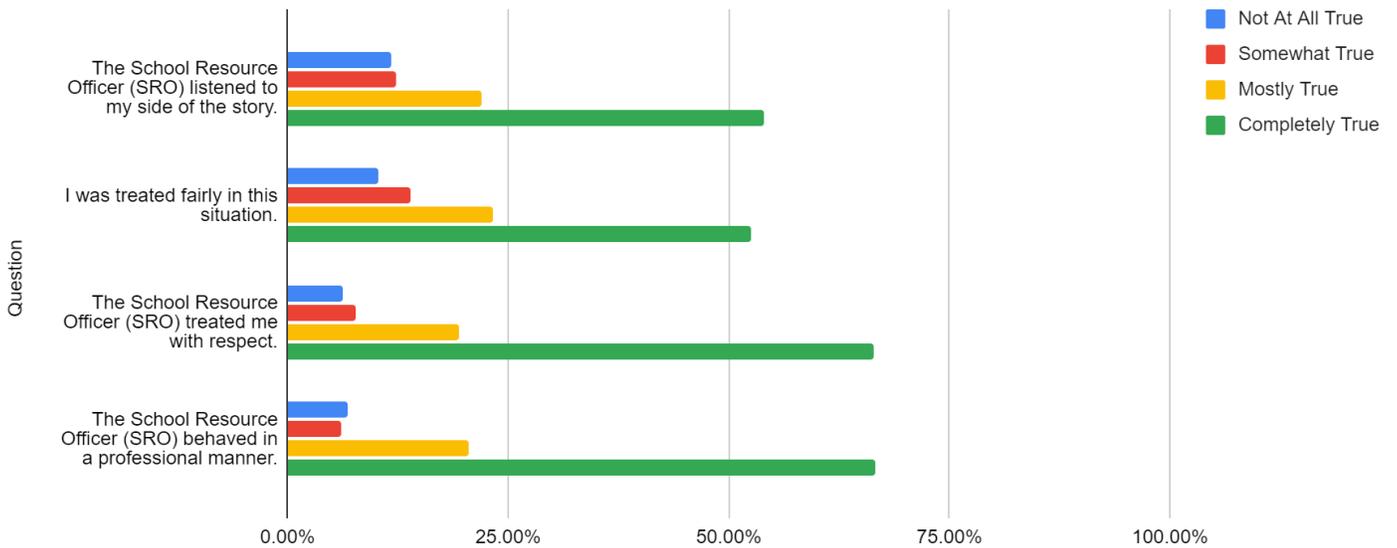


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	45	43	89	116	14	377	110
No	247	381	640	697	70	3613	557

Of the students who indicated that they knew School Resource Officers (SROs) were in their school, approximately 12% 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?**

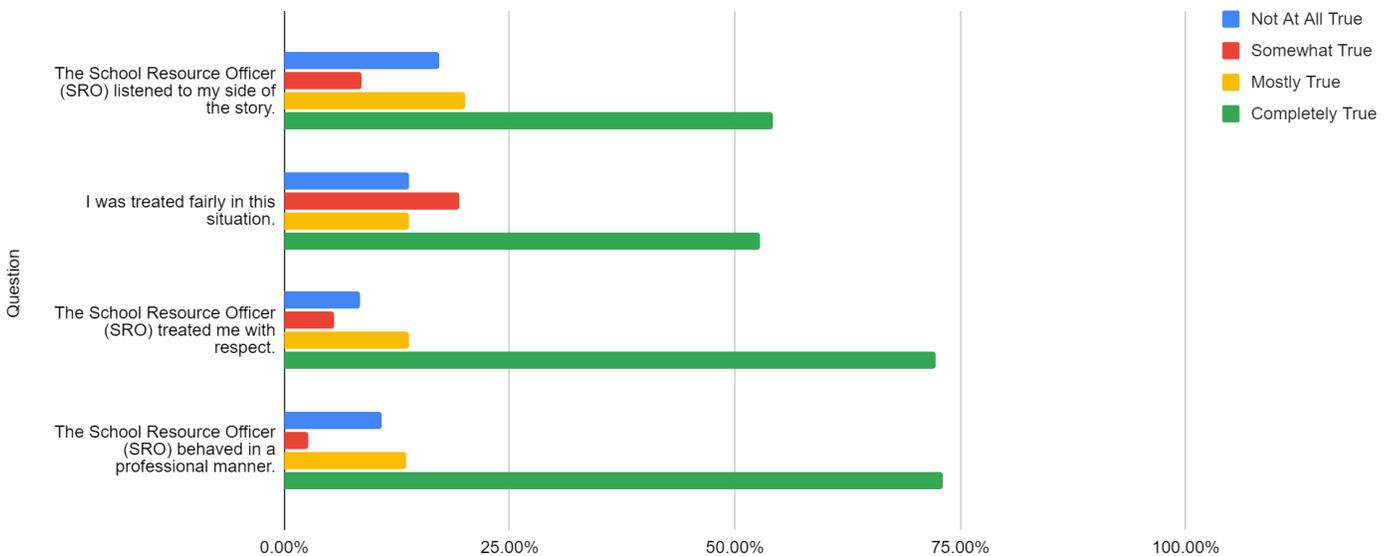


How true is each statement for you?	Total Responses
<b>The SRO listened to my side of the story.</b>	<b>580</b>
<b>I was treated fairly in this situation.</b>	<b>584</b>
<b>The SRO treated me with respect.</b>	<b>618</b>
<b>The SRO behaved in a professional manner.</b>	<b>618</b>

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**

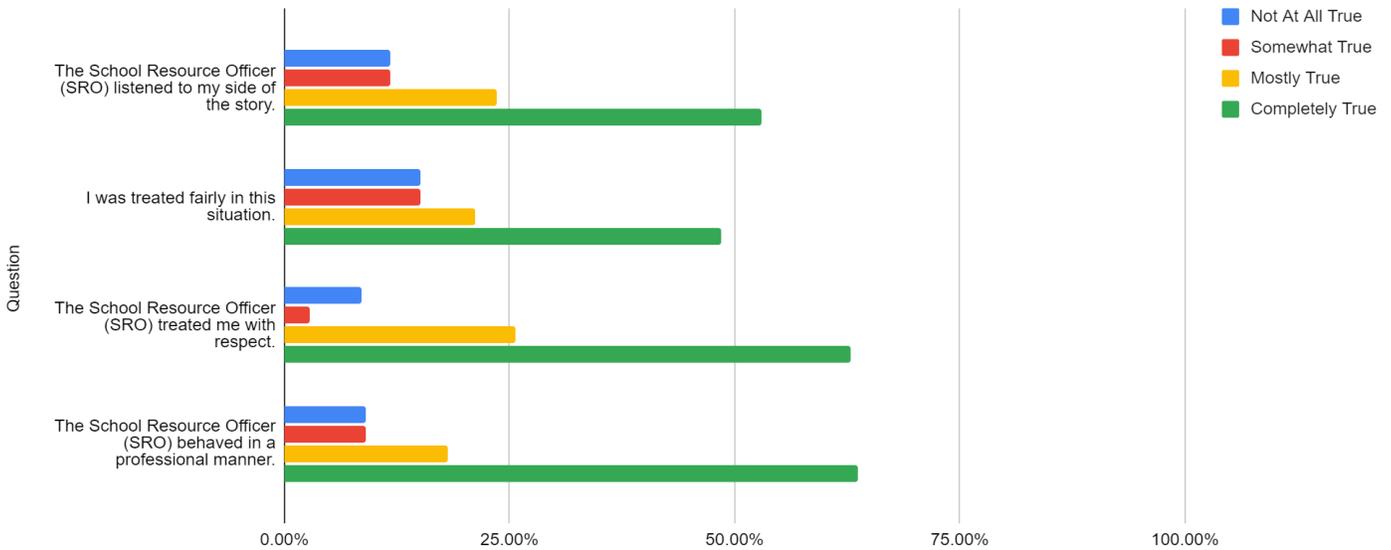
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?**



How true is each statement for you?	Total Responses
<b>The SRO listened to my side of the story.</b>	<b>35</b>
<b>I was treated fairly in this situation.</b>	<b>36</b>
<b>The SRO treated me with respect.</b>	<b>36</b>
<b>The SRO behaved in a professional manner.</b>	<b>37</b>

**Student Data - By Ethnicity  
Asian**

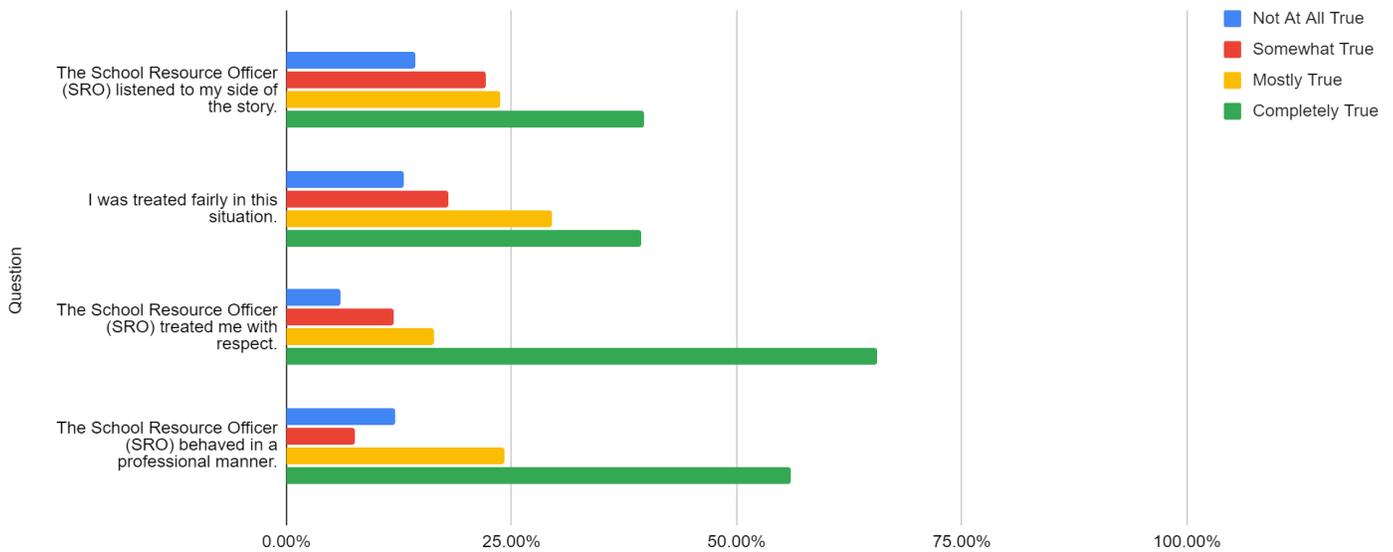
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?**



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	34
I was treated fairly in this situation.	33
The SRO treated me with respect.	35
The SRO behaved in a professional manner.	33

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

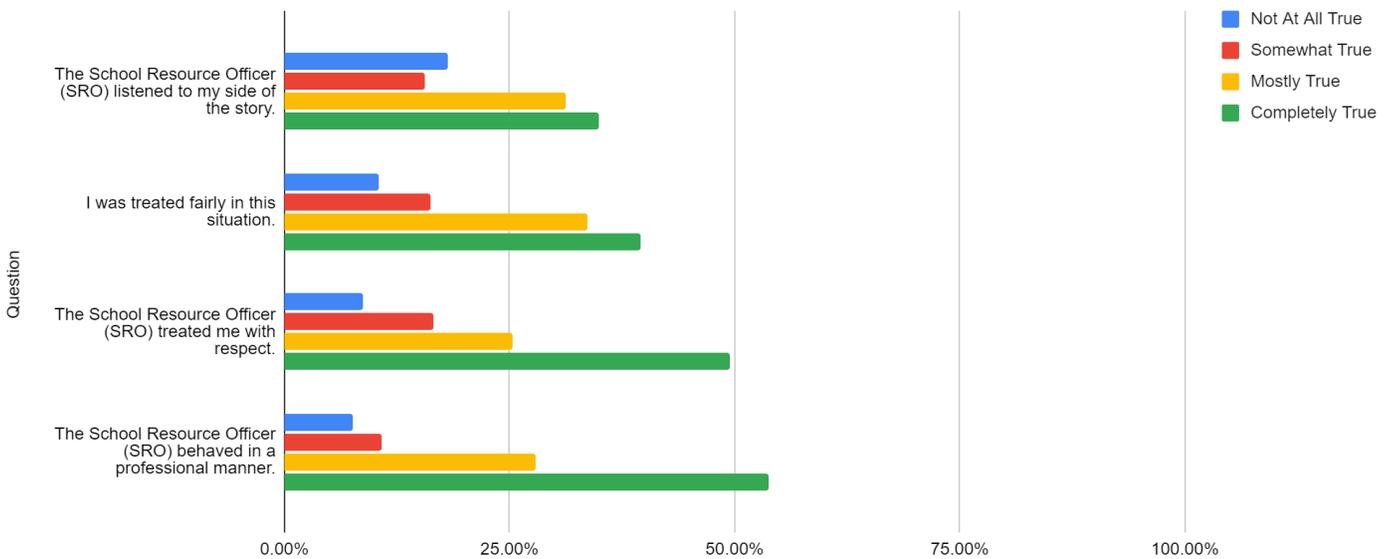
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?**



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	63
I was treated fairly in this situation.	61
The SRO treated me with respect.	67
The SRO behaved in a professional manner.	66

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

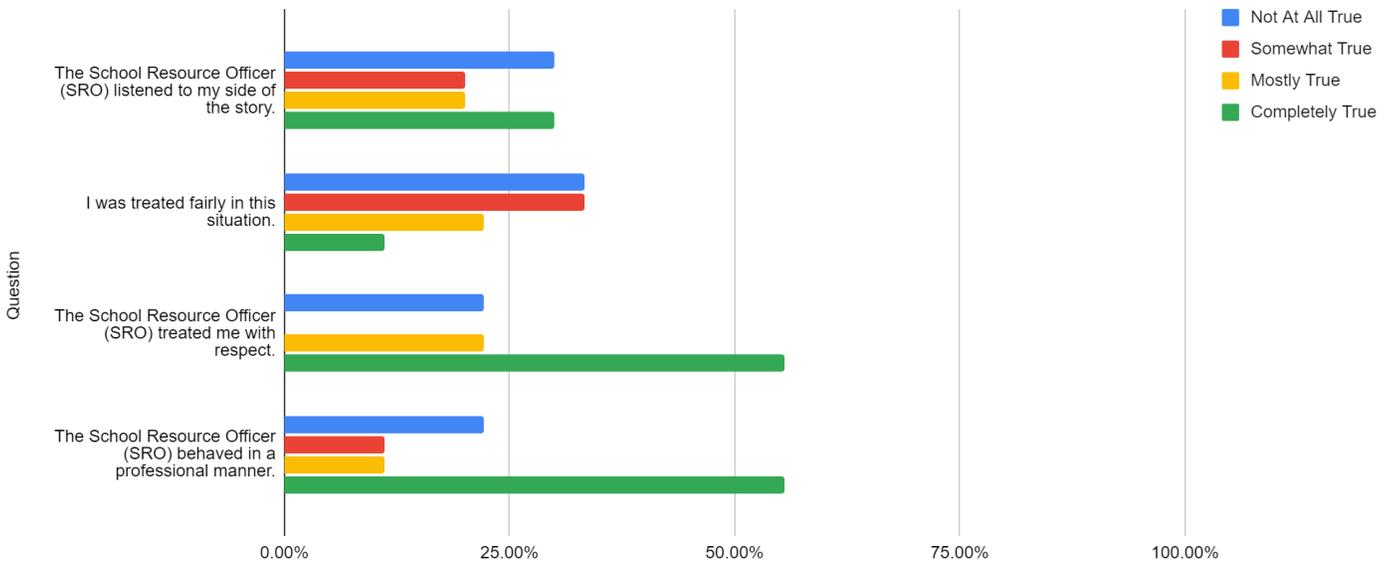
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?**



How true is each statement for you?	Total Responses
<b>The SRO listened to my side of the story.</b>	<b>83</b>
<b>I was treated fairly in this situation.</b>	<b>86</b>
<b>The SRO treated me with respect.</b>	<b>91</b>
<b>The SRO behaved in a professional manner.</b>	<b>93</b>

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

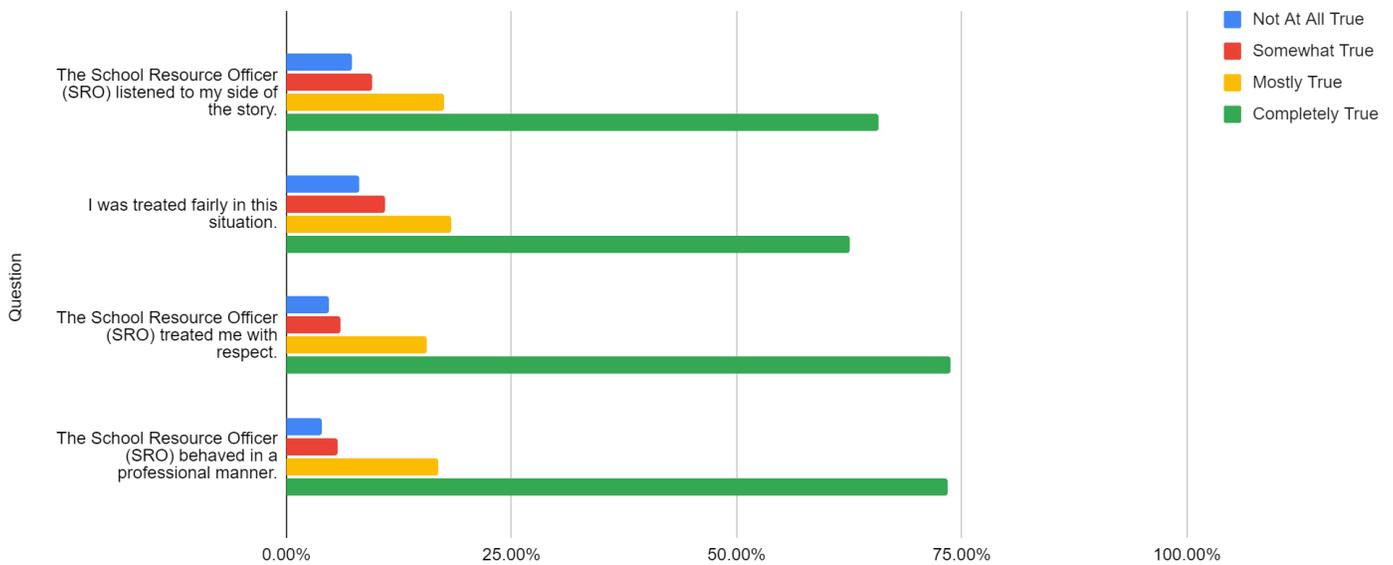
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?**



How true is each statement for you?	Total Responses
<b>The SRO listened to my side of the story.</b>	<b>10</b>
<b>I was treated fairly in this situation.</b>	<b>9</b>
<b>The SRO treated me with respect.</b>	<b>9</b>
<b>The SRO behaved in a professional manner.</b>	<b>9</b>

**Student Data - By Ethnicity  
White**

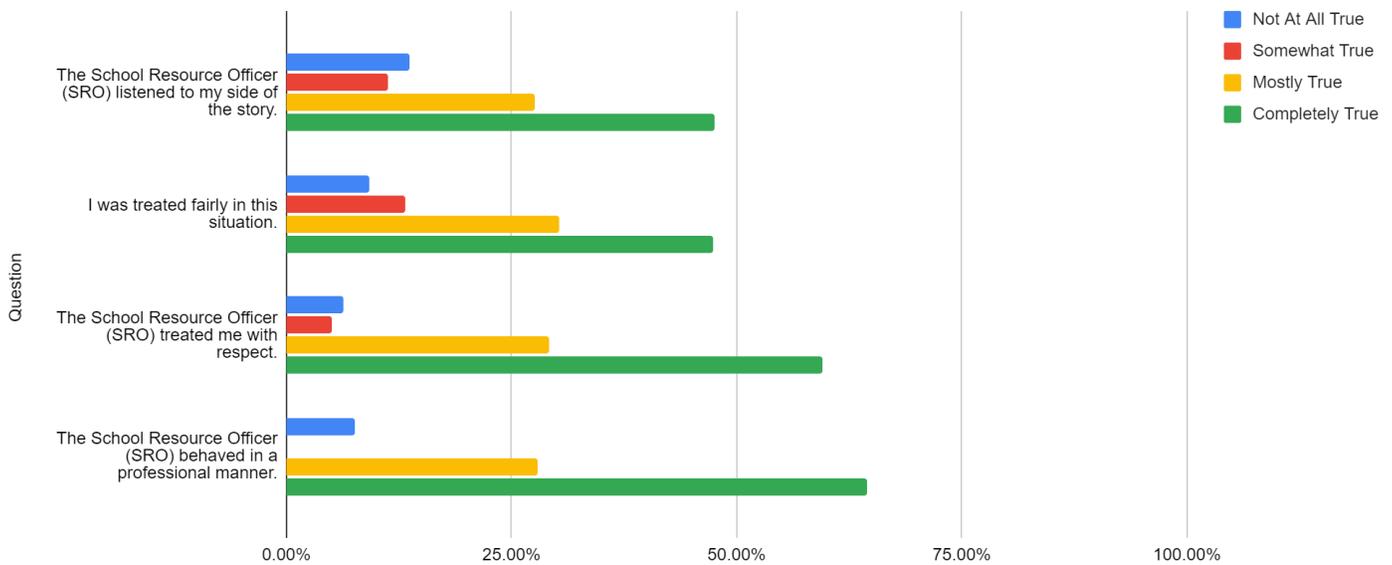
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?**



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	275
I was treated fairly in this situation.	283
The SRO treated me with respect.	301
The SRO behaved in a professional manner.	301

**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?**

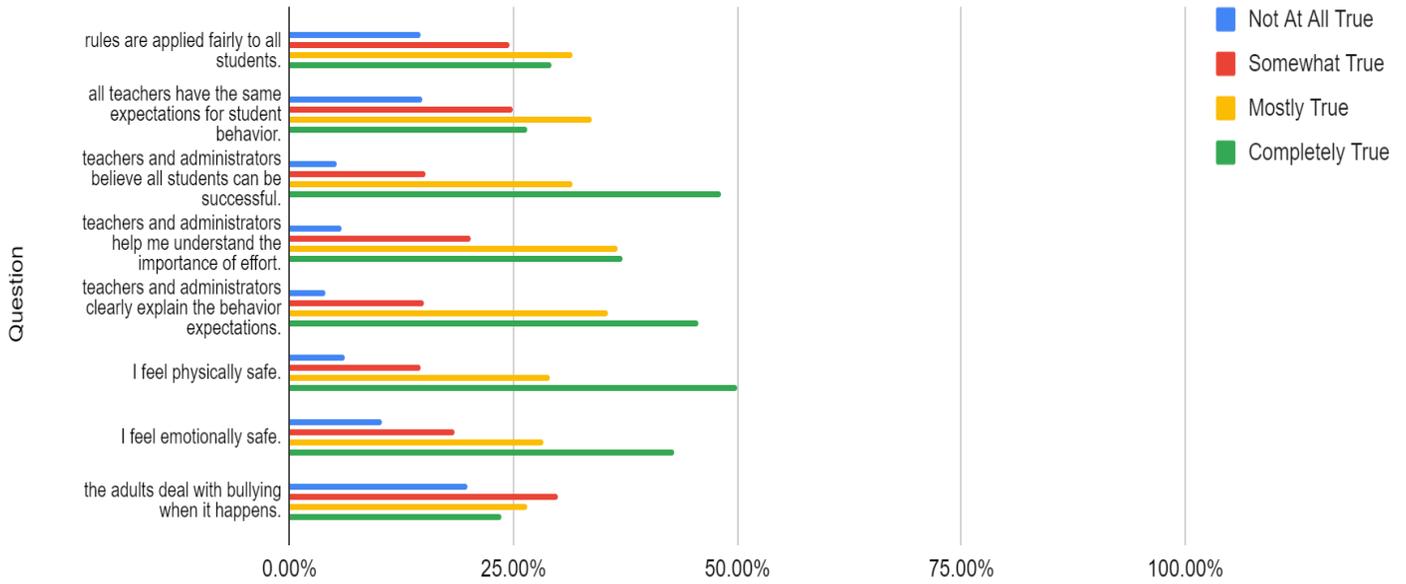


How true is each statement for you?	Total Responses
<b>The SRO listened to my side of the story.</b>	<b>80</b>
<b>I was treated fairly in this situation.</b>	<b>76</b>
<b>The SRO treated me with respect.</b>	<b>79</b>
<b>The SRO behaved in a professional manner.</b>	<b>79</b>

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...

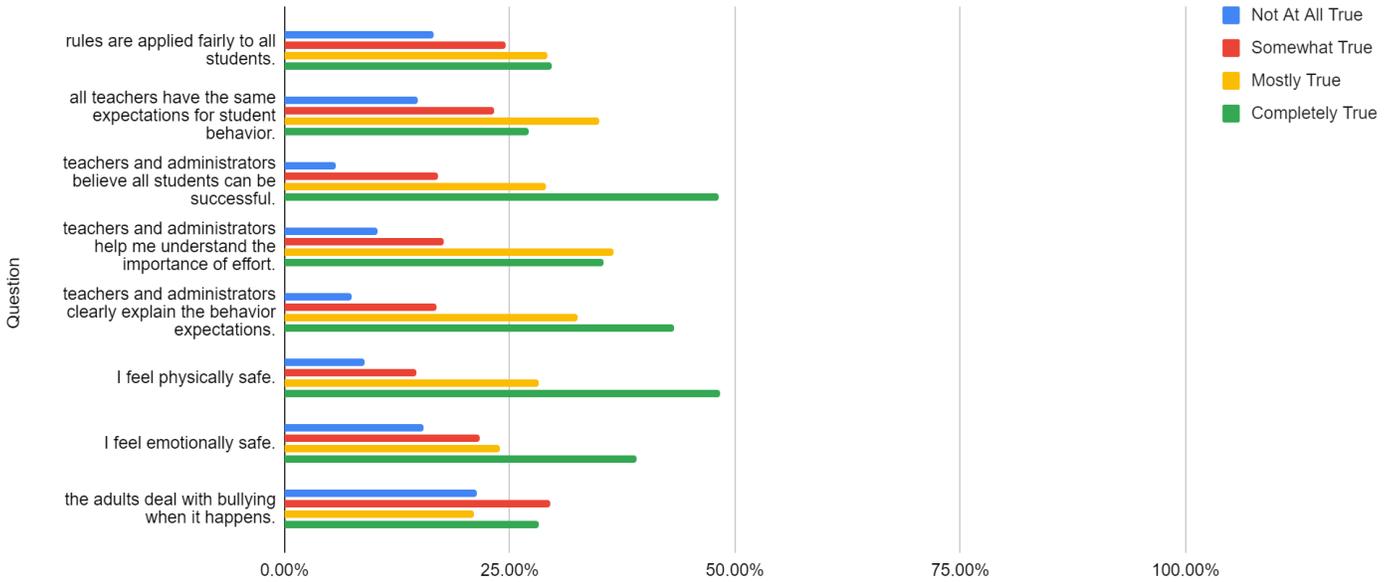


At your school...	Total Responses
...rules are applied fairly to all students.	8,886
...all teachers have the same expectations for student behavior.	8,920
...teachers and administrators believe all students can be successful.	8,789
...teachers and administrators help me understand the importance of effort.	9,007
...teachers and administrators clearly explain the behavior expectations.	8,937
...I feel physically safe.	8,974
...I feel emotionally safe.	8,859
...the adults deal with bullying when it happens.	7,660

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 39%, 40% and 50%, respectively.

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

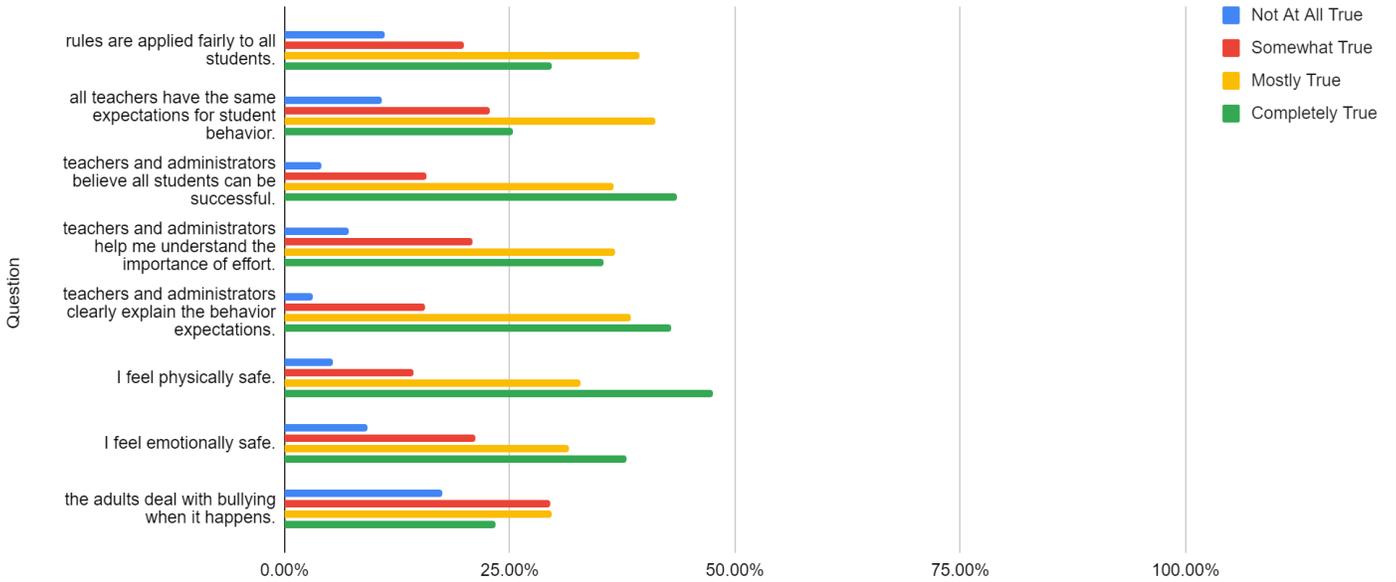
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	367
...all teachers have the same expectations for student behavior.	373
...teachers and administrators believe all students can be successful.	365
...teachers and administrators help me understand the importance of effort.	375
...teachers and administrators clearly explain the behavior expectations.	375
...I feel physically safe.	362
...I feel emotionally safe.	361
...the adults deal with bullying when it happens.	315

## Student Data - By Ethnicity Asian

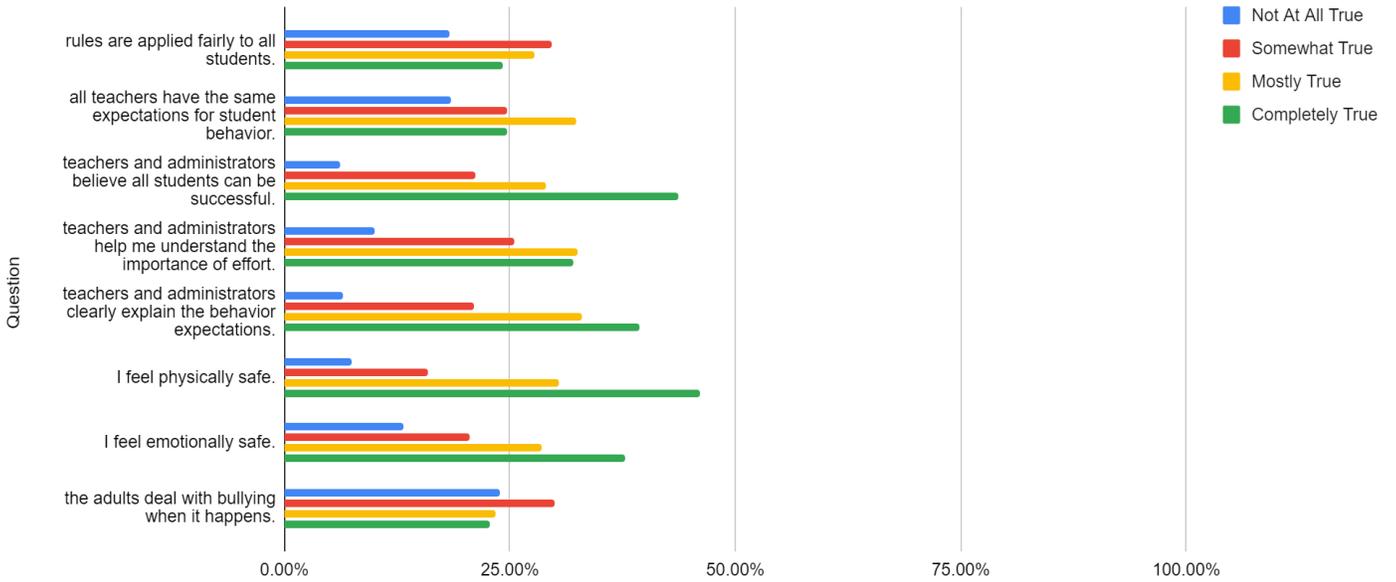
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	600
...all teachers have the same expectations for student behavior.	603
...teachers and administrators believe all students can be successful.	607
...teachers and administrators help me understand the importance of effort.	619
...teachers and administrators clearly explain the behavior expectations.	623
...I feel physically safe.	616
...I feel emotionally safe.	605
...the adults deal with bullying when it happens.	486

## Student Data - By Ethnicity Black/African American

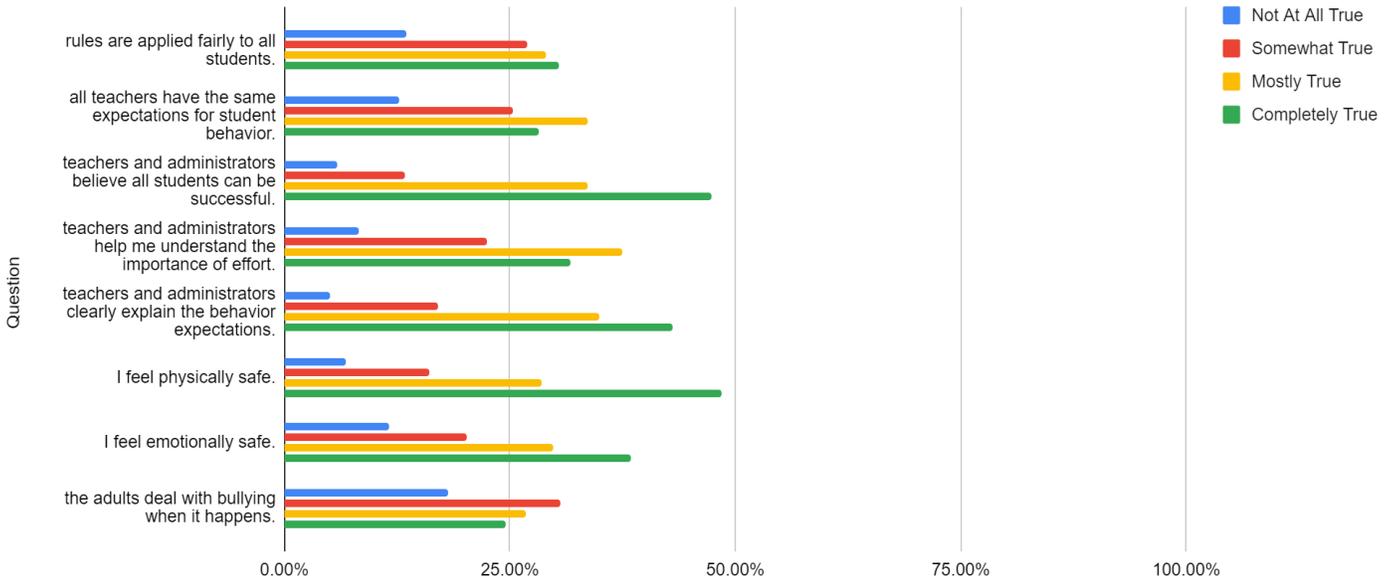
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	947
...all teachers have the same expectations for student behavior.	946
...teachers and administrators believe all students can be successful.	919
...teachers and administrators help me understand the importance of effort.	949
...teachers and administrators clearly explain the behavior expectations.	946
...I feel physically safe.	941
...I feel emotionally safe.	926
...the adults deal with bullying when it happens.	838

## Student Data - By Ethnicity Hispanic/Latino

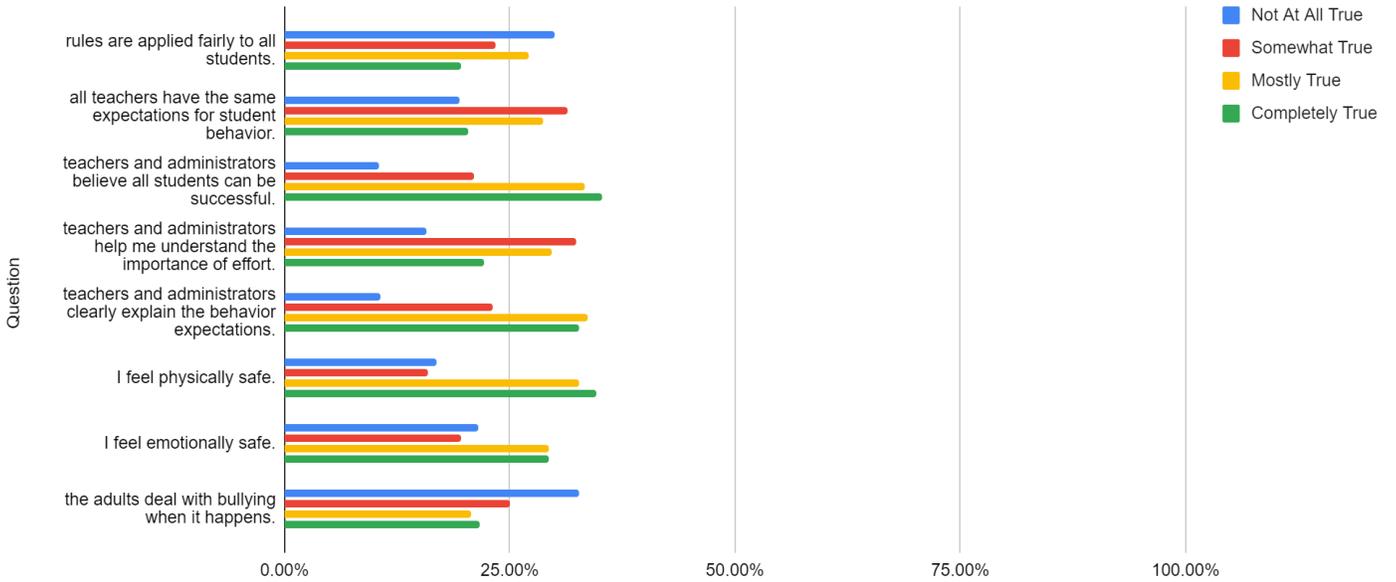
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	1,098
...all teachers have the same expectations for student behavior.	1,081
...teachers and administrators believe all students can be successful.	1,068
...teachers and administrators help me understand the importance of effort.	1,098
...teachers and administrators clearly explain the behavior expectations.	1,100
...I feel physically safe.	1,098
...I feel emotionally safe.	1,080
...the adults deal with bullying when it happens.	944

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

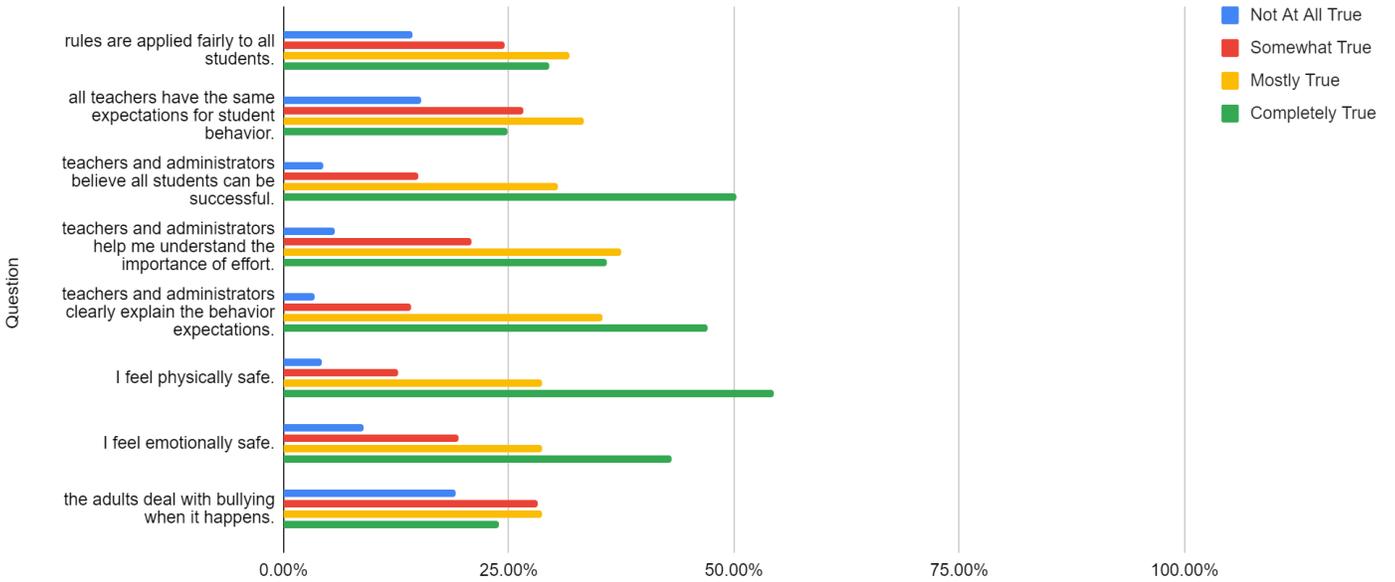
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	107
...all teachers have the same expectations for student behavior.	108
...teachers and administrators believe all students can be successful.	105
...teachers and administrators help me understand the importance of effort.	108
...teachers and administrators clearly explain the behavior expectations.	104
...I feel physically safe.	101
...I feel emotionally safe.	102
...the adults deal with bullying when it happens.	92

## Student Data - By Ethnicity White

# At your school...

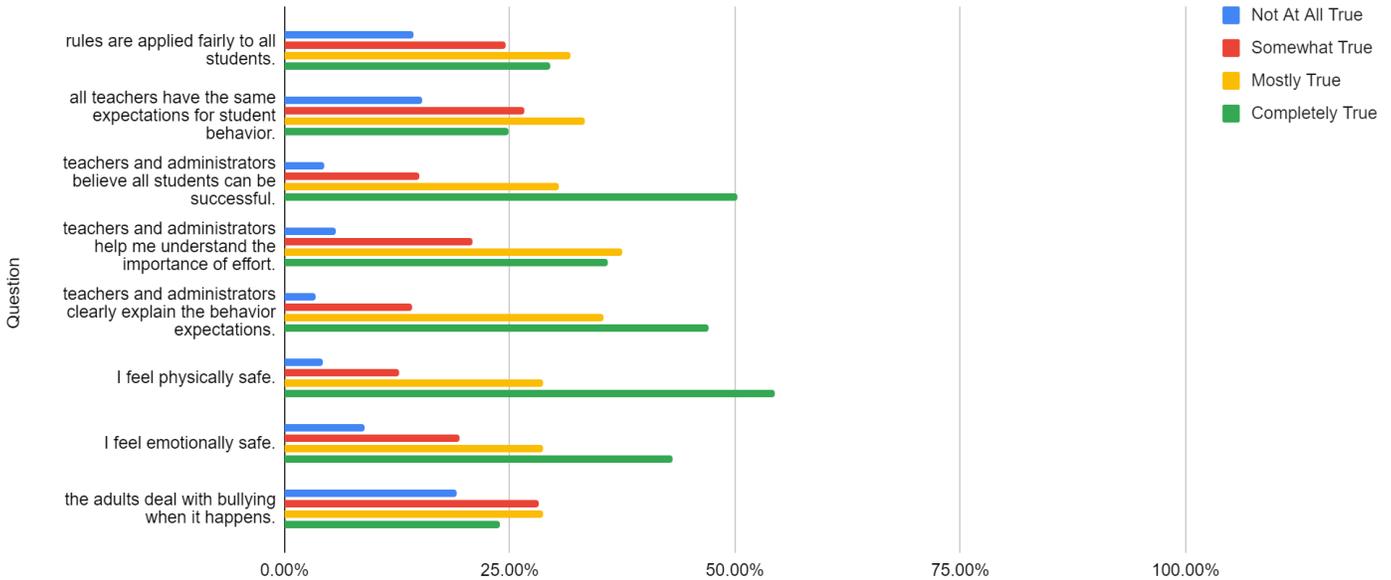


At your school...	Total Responses
...rules are applied fairly to all students.	4,927
...all teachers have the same expectations for student behavior.	4,971
...teachers and administrators believe all students can be successful.	4,806
...teachers and administrators help me understand the importance of effort.	4,994
...teachers and administrators clearly explain the behavior expectations.	5,021
...I feel physically safe.	5,007
...I feel emotionally safe.	4,959
...the adults deal with bullying when it happens.	4,294

## Student Data - By Ethnicity

### Prefer not to respond

# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	4,927
...all teachers have the same expectations for student behavior.	4,971
...teachers and administrators believe all students can be successful.	4,806
...teachers and administrators help me understand the importance of effort.	4,994
...teachers and administrators clearly explain the behavior expectations.	5,021
...I feel physically safe.	5,007
...I feel emotionally safe.	4,959
...the adults deal with bullying when it happens.	4,294

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 being slightly more positive than other racial/ethnic groups.

## **Key Takeaway:**

### **Student Responses on 2021 Spring Perception Survey:**

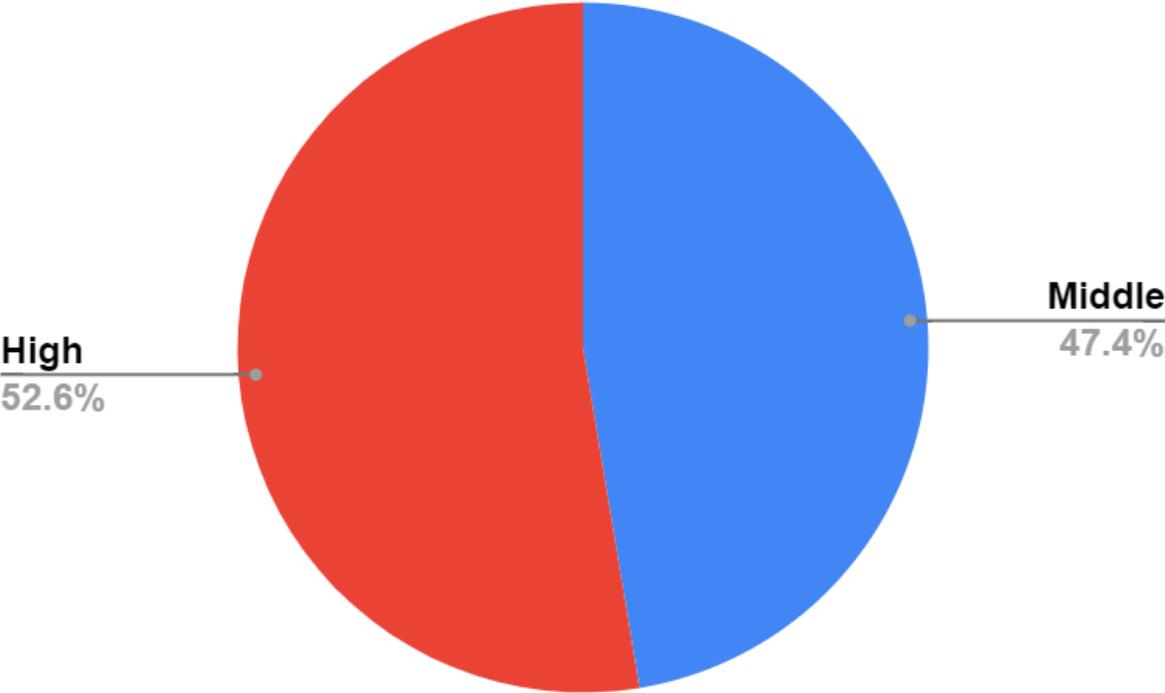
Overall students reported positive perceptions about fairness, safety and School Resource Officers (SROs). White students tended to view fairness, safety, and School Resources Officers (SROs) more positively than students of other racial/ethnic backgrounds.

**LPS Perception Survey Data**  
**Parent Data**  
**(2020-21 school year)**

Secondary parents were sent an email with a link to the LPS Parent Perception Survey. There were a total of 2,096 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	993
High	1,103

Parent Data - Total Responses

## What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	41	4.13%
Dawes	42	4.23%
Goodrich	36	3.63%
Irving	96	9.67%
Lefler	59	5.94%
Lux	121	12.19%
Mickle	82	8.26%
Moore	107	10.78%
Park	46	4.63%
Pound	79	7.96%
Schoo	111	11.18%
Scott	165	16.62%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	6	0.60%
Pathfinder Educ. Prog.	0	0.00%

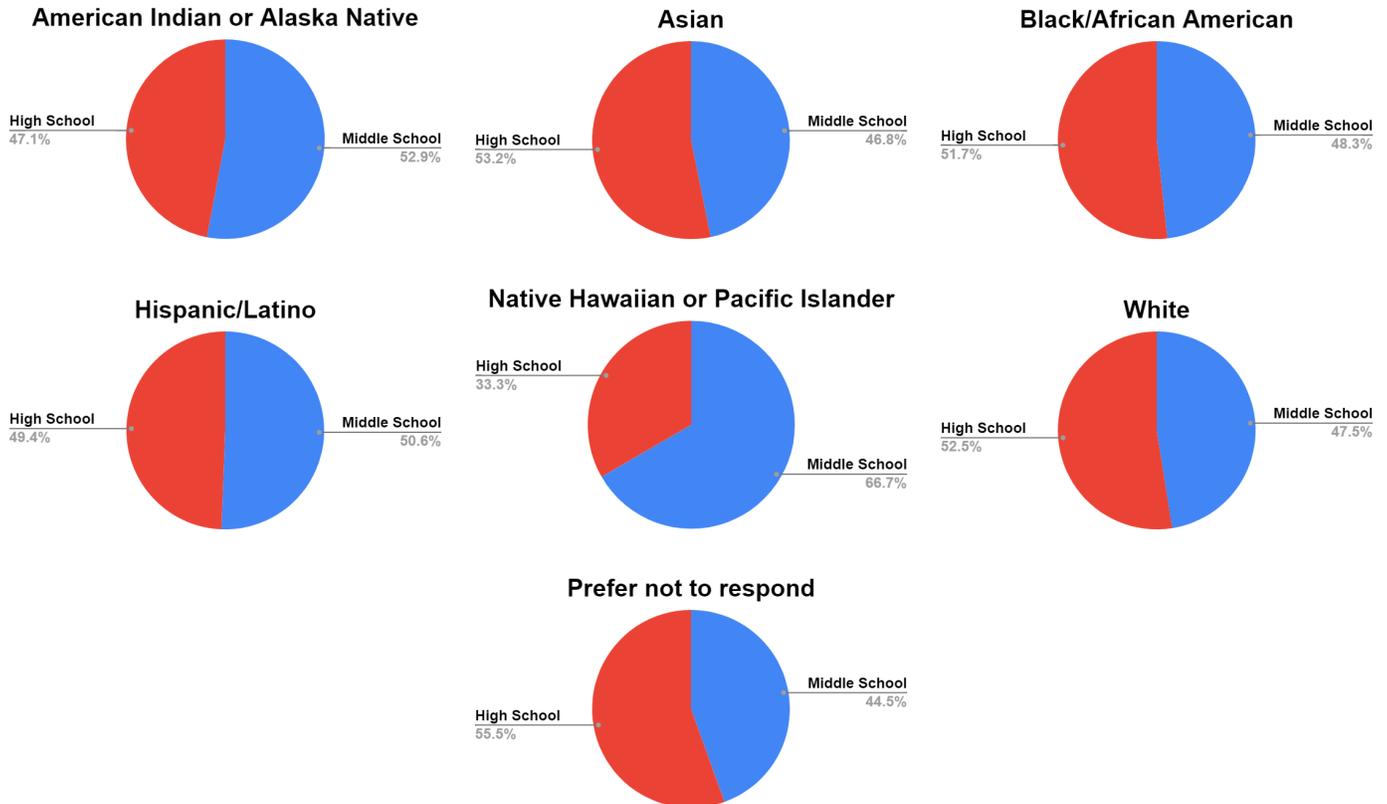
Parent Data - Total Responses

## What is your high school or program?

Response	Number of Responses	Percent of Responses
East	278	25.20%
Lincoln High	145	13.15%
North Star	147	13.33%
Northeast	83	7.52%
Southeast	207	18.77%
Southwest	204	18.50%
Arts & Humanities FP	4	0.36%
Bryan Comm. FP	3	0.27%
The Career Academy	14	1.27%
Pathfinder Educ. Prog.	0	0.00%
Science FP	12	1.09%
Yankee Hill Prog.	3	0.27%

## 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	9	22	28	41	4	776	113
High School	8	25	30	40	2	857	141

When asked about racial/ethnic background, parents could select multiple racial/ethnic groups to which they belonged. White was the racial/ethnic group that the vast majority of the parents indicated they belonged to (78%, 776 middle school parents and 857 high school parents). The racial/ethnic group with the next largest response are those parents preferring not to respond, with 12%. Other racial/ethnic groups had many fewer parents indicating they belonged to that group. American Indian or Alaskan Native was less than 1%, Asian 2%, Black/African American almost 3%, Hispanic/Latino almost 4%, 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	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	1	2.44%	2	4.88%	3	7.32%	7	17.07%	0	0.00%	24	58.54%	4	9.76%
Dawes	2	4.76%	0	0.00%	2	4.76%	2	4.76%	0	0.00%	36	85.71%	0	0.00%
Goodrich	0	0.00%	1	2.78%	3	8.33%	5	13.89%	0	0.00%	24	66.67%	3	8.33%
Irving	0	0.00%	1	1.04%	3	3.13%	0	0.00%	1	1.04%	80	83.33%	11	11.46%
Lefler	1	1.69%	1	1.69%	2	3.39%	4	6.78%	0	0.00%	45	76.27%	6	10.17%
Lux	0	0.00%	1	0.83%	2	1.65%	0	0.00%	0	0.00%	104	85.95%	14	11.57%
Mickle	0	0.00%	1	1.22%	0	0.00%	1	1.22%	0	0.00%	69	84.15%	11	13.41%
Moore	1	0.93%	1	0.93%	0	0.00%	1	0.93%	0	0.00%	93	86.92%	11	10.28%
Park	1	2.17%	1	2.17%	0	0.00%	8	17.39%	1	2.17%	31	67.39%	4	8.70%
Pound	0	0.00%	3	3.80%	1	1.27%	2	2.53%	0	0.00%	59	74.68%	14	17.72%
Schoo	1	0.90%	2	1.80%	4	3.60%	6	5.41%	2	1.80%	78	70.27%	18	16.22%
Scott	2	1.21%	8	4.85%	6	3.64%	4	2.42%	0	0.00%	128	77.58%	17	10.30%
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%
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	1	16.67%	1	16.67%	0	0.00%	4	66.67%	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%

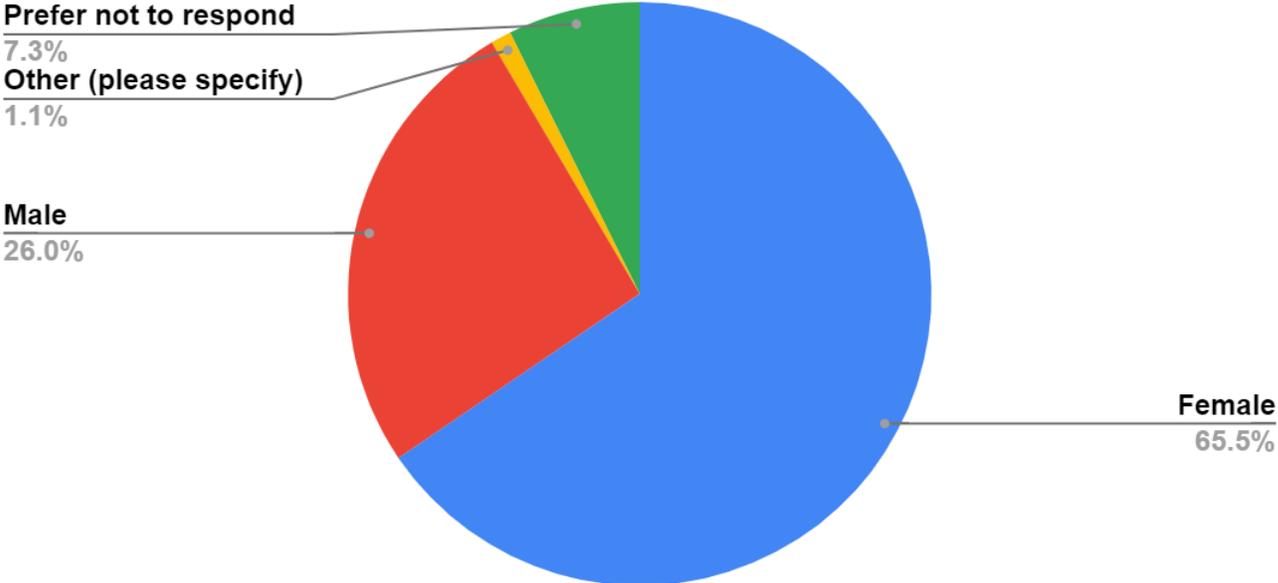
### Parent Data - By Ethnicity

## What is your high school or program?

Response	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	1	0.36%	8	2.88%	2	0.72%	4	1.44%	0	0.00%	224	80.58%	39	14.03%
Lincoln High	1	0.69%	3	2.07%	10	6.90%	12	8.28%	1	0.69%	97	66.90%	21	14.48%
North Star	1	0.68%	5	3.40%	6	4.08%	12	8.16%	1	0.68%	104	70.75%	18	12.24%
Northeast	2	2.41%	1	1.20%	5	6.02%	2	2.41%	0	0.00%	64	77.11%	9	10.84%
Southeast	2	0.97%	2	0.97%	5	2.42%	6	2.90%	0	0.00%	167	80.68%	25	12.08%
Southwest	1	0.49%	6	2.94%	2	0.98%	2	0.98%	0	0.00%	169	82.84%	24	11.76%
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%	0	0.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	1	7.14%	0	0.00%	12	85.71%	1	7.14%
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	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	12	100.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	66.67%	1	33.33%

Parent Data - Total Responses

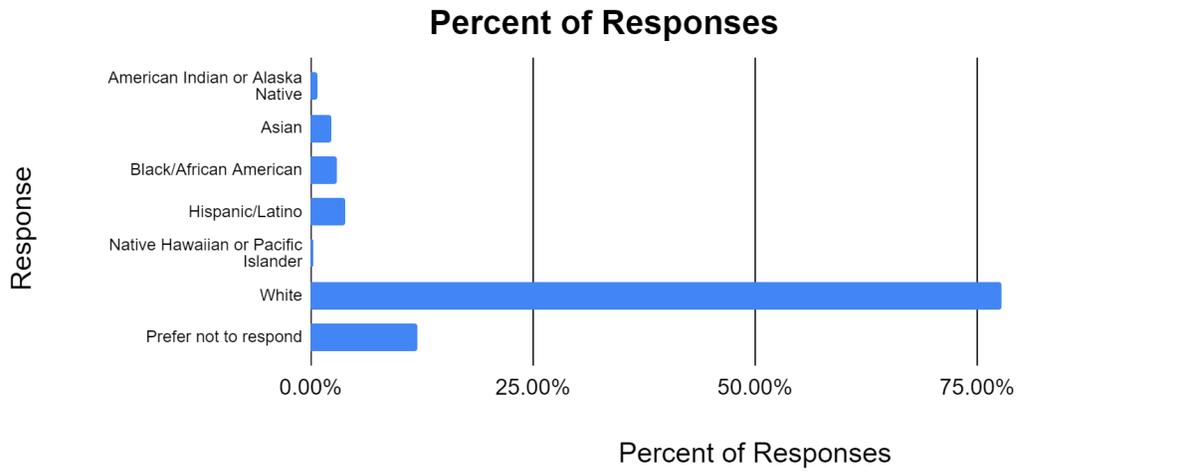
# What is your gender (please choose one)?



Response	Number of Responses
Female	1,376
Male	547
Other (please specify)	24
Prefer not to respond	154

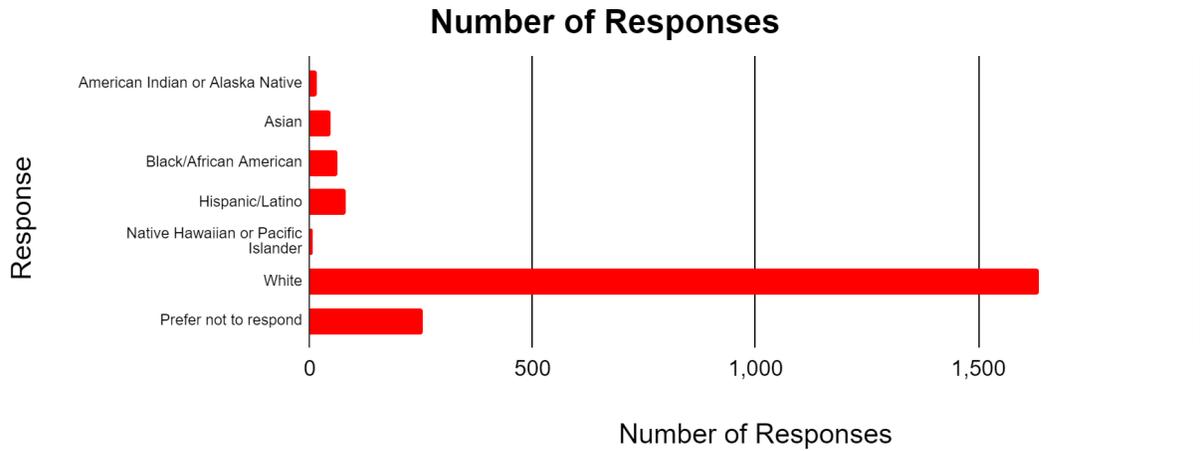
## Parent Data - Total Responses (Percent)

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



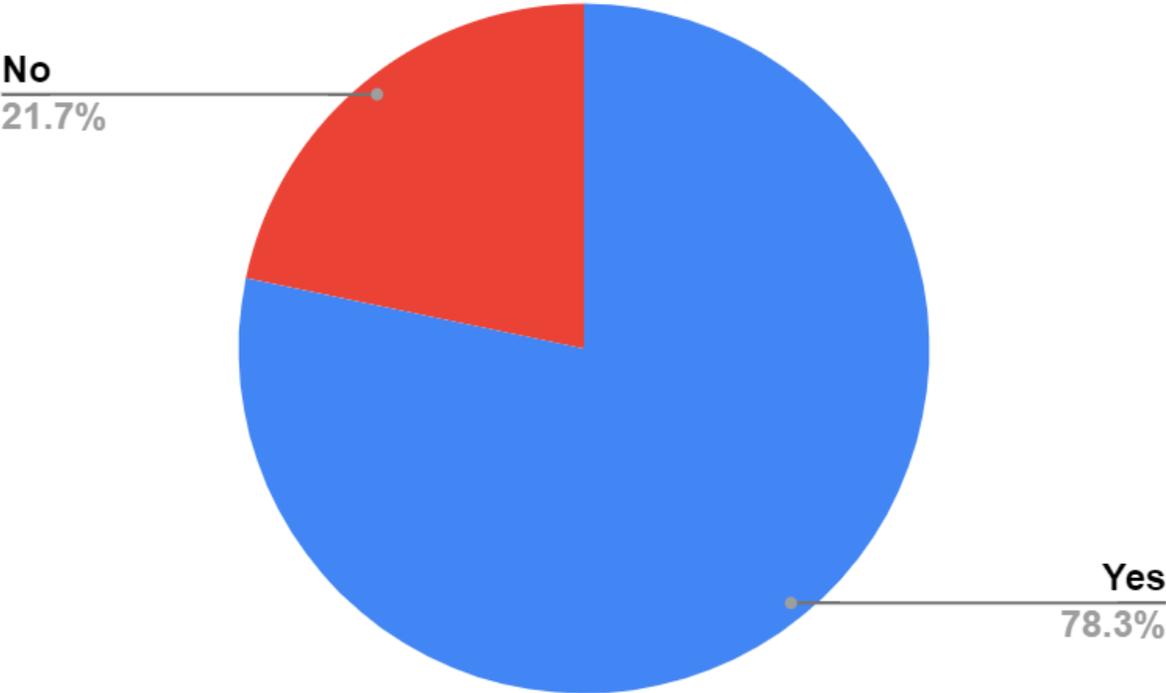
## Parent Data - Total Responses (Number)

# 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?**

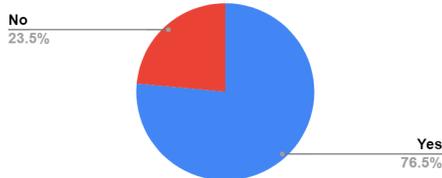


Response	Number of Responses
Yes	1,640
No	455

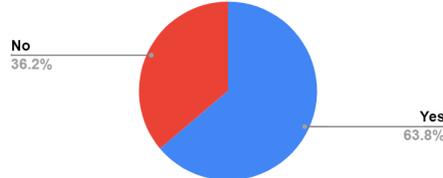
## Parent Data - By Ethnicity

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

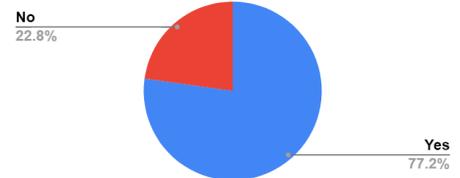
American Indian or Alaska Native



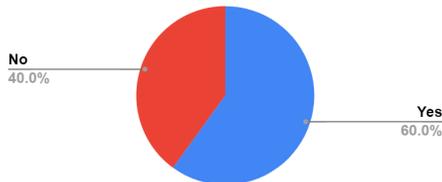
Asian



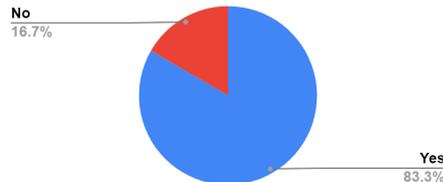
Black/African American



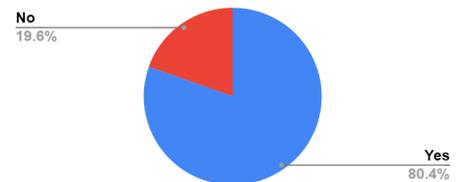
Hispanic/Latino



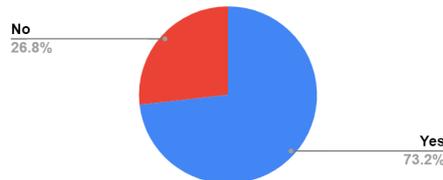
Native Hawaiian or Pacific Islander



White



Prefer not to respond

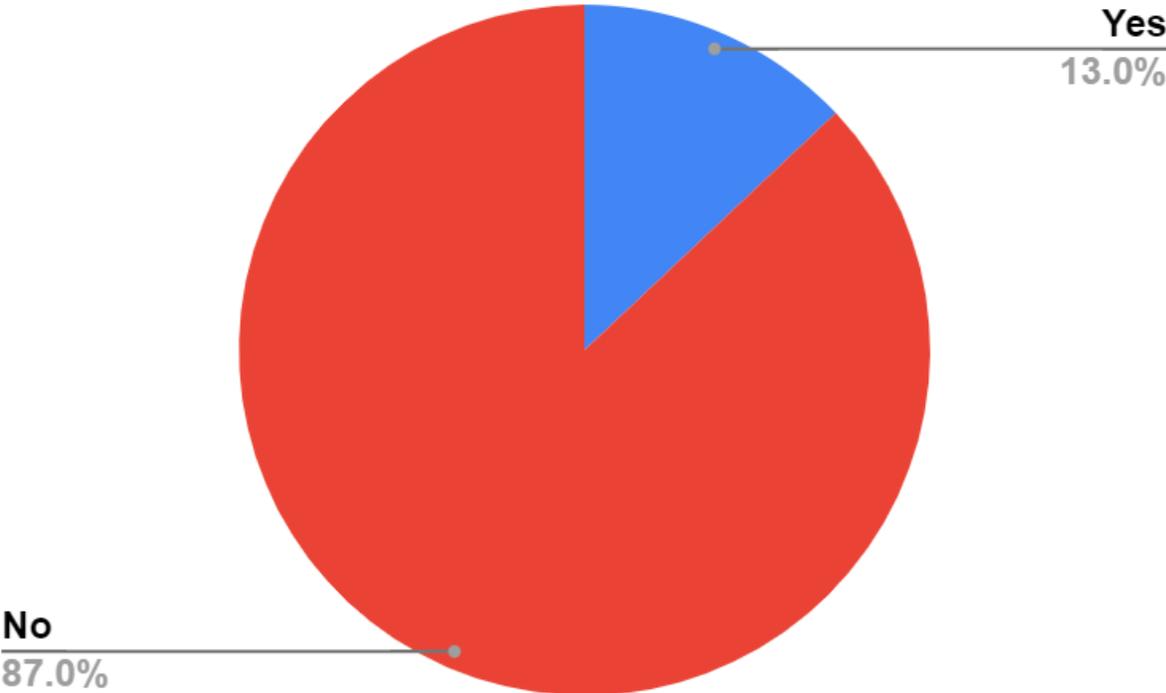


Response	Number of Responses						
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	13	30	44	48	5	1314	186
No	4	17	13	32	1	320	68

When parents were asked if they were aware that a School Resource Officer (SRO) was at their students' school, 78.3% indicated that they were aware.

Parent Data - Total Responses

# Have you met the School Resource Officer (SRO)?

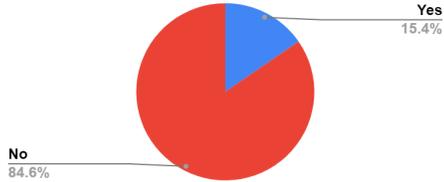


Response	Number of Responses
Yes	212
No	1,424

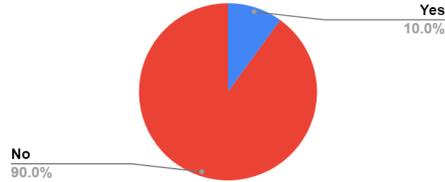
## Parent Data - By Ethnicity

# Have you met the School Resource Officer (SRO)?

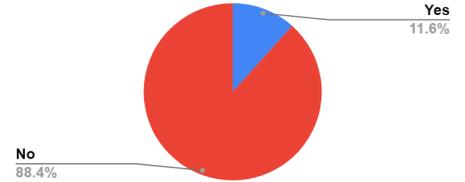
American Indian or Alaska Native



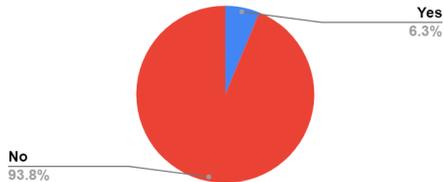
Asian



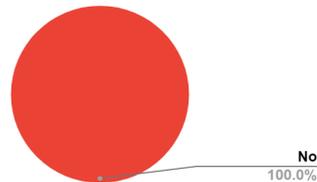
Black/African American



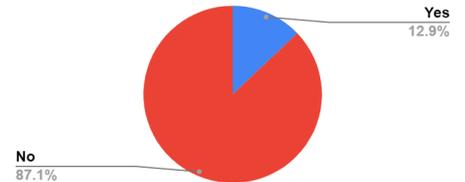
Hispanic/Latino



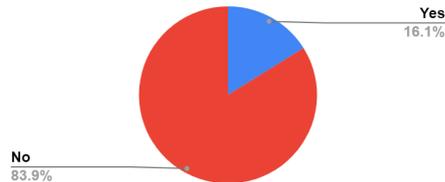
Native Hawaiian or Pacific Islander



White



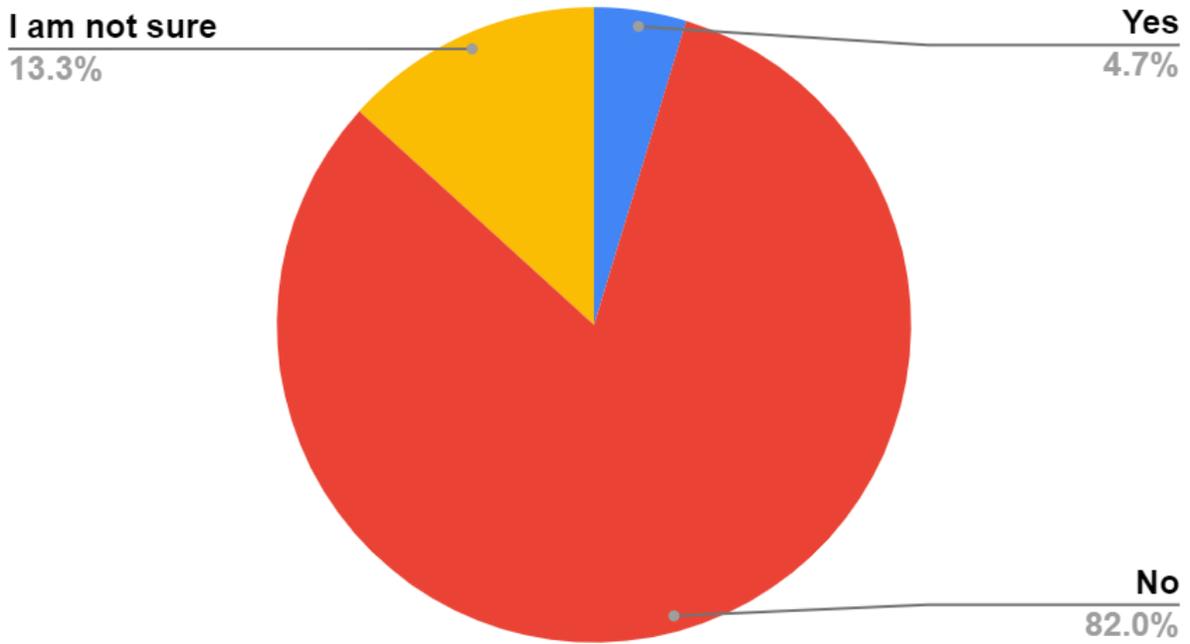
Prefer not to respond



	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	2	3	5	3	0	169	30
No	11	27	38	45	5	1142	156

Parent Data - Total Responses

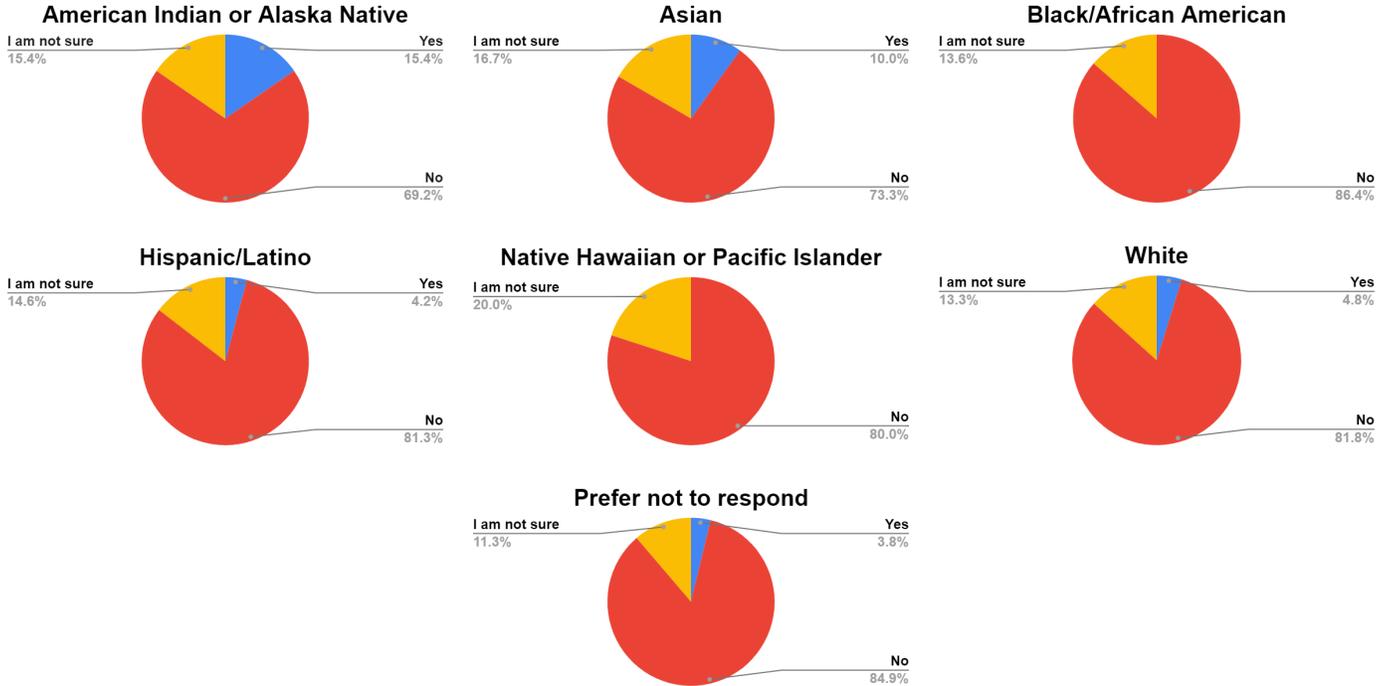
**Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?**



Response	Number of Responses
Yes	77
No	1,343
I am not sure	217

## Parent Data - By Ethnicity

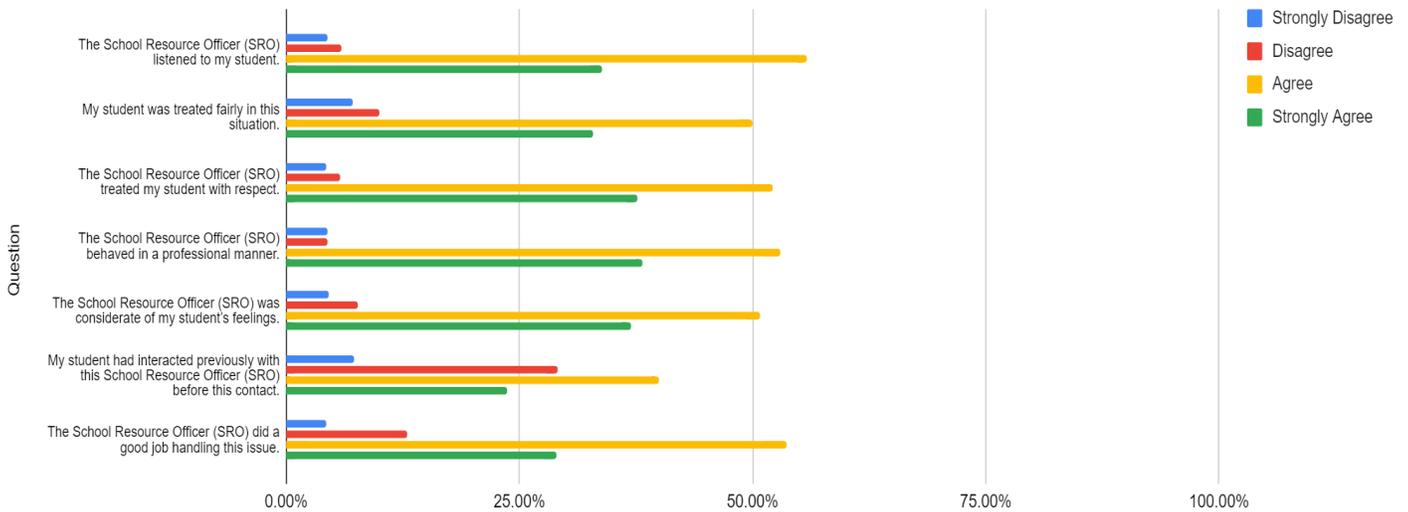
# Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



	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	2	3	0	2	0	63	7
No	9	22	38	39	4	1073	158
I am not sure	2	5	6	7	1	175	21

## 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**



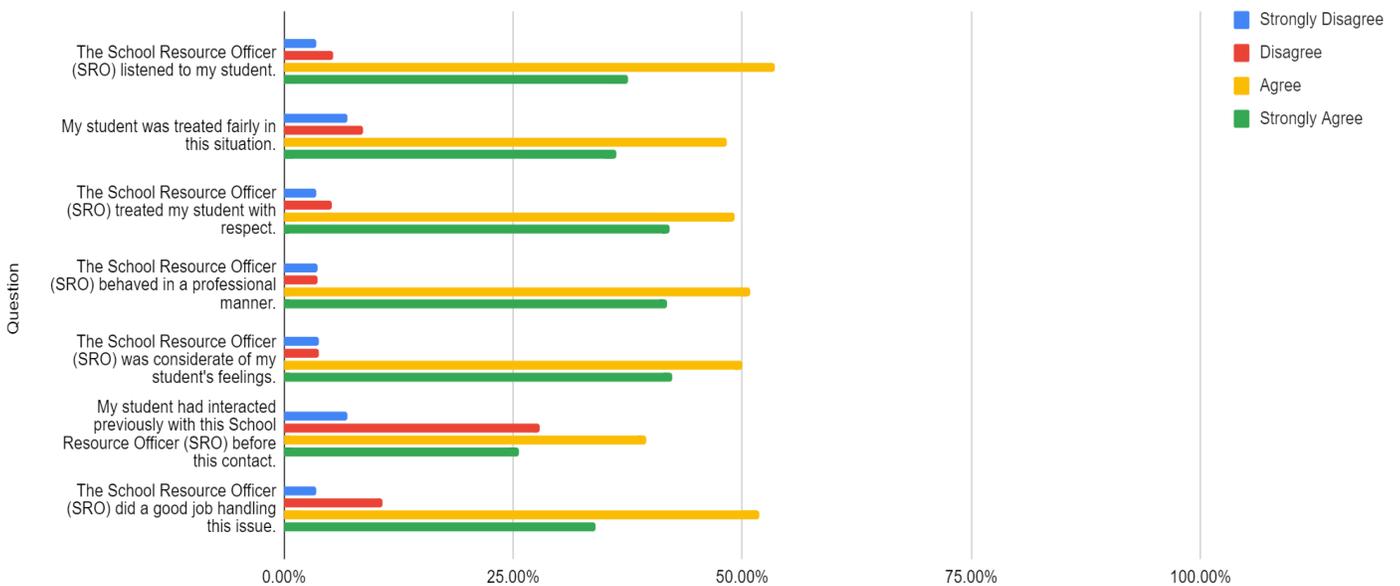
Please indicate your level of agreement with each statement.	Total Responses
<b>The SRO listened to my student.</b>	<b>68</b>
<b>My student was treated fairly in this situation.</b>	<b>70</b>
<b>The SRO treated my student with respect.</b>	<b>69</b>
<b>The SRO behaved in a professional manner.</b>	<b>68</b>
<b>The SRO was considerate of my student's feelings.</b>	<b>65</b>
<b>My student had interacted previously with this SRO before this contact.</b>	<b>55</b>
<b>The SRO did a good job handling this issue.</b>	<b>69</b>

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.**

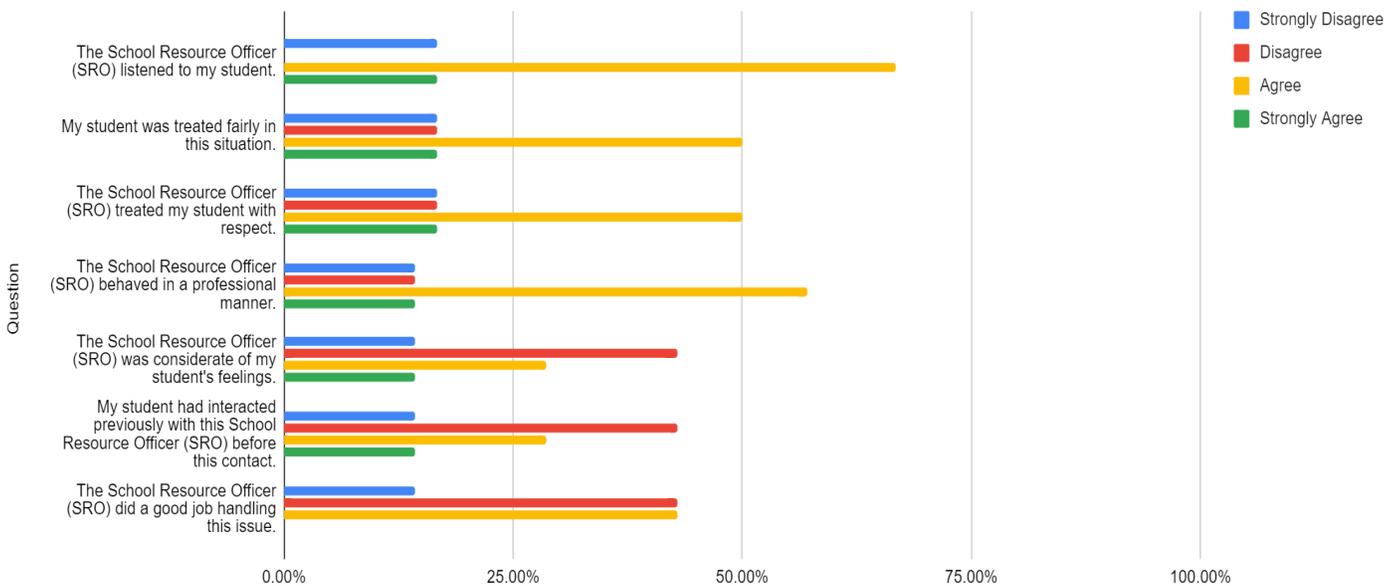
**1 = Strongly Disagree to 4 Strongly Agree**



<b>Please indicate your level of agreement with each statement.</b>	<b>Total Responses</b>
<b>The SRO listened to my student.</b>	<b>56</b>
<b>My student was treated fairly in this situation.</b>	<b>58</b>
<b>The SRO treated my student with respect.</b>	<b>57</b>
<b>The SRO behaved in a professional manner.</b>	<b>55</b>
<b>The SRO was considerate of my student's feelings.</b>	<b>52</b>
<b>My student had interacted previously with this SRO before this contact.</b>	<b>43</b>
<b>The SRO did a good job handling this issue.</b>	<b>56</b>

**Parent Data - By Ethnicity**  
**Prefer not to respond**

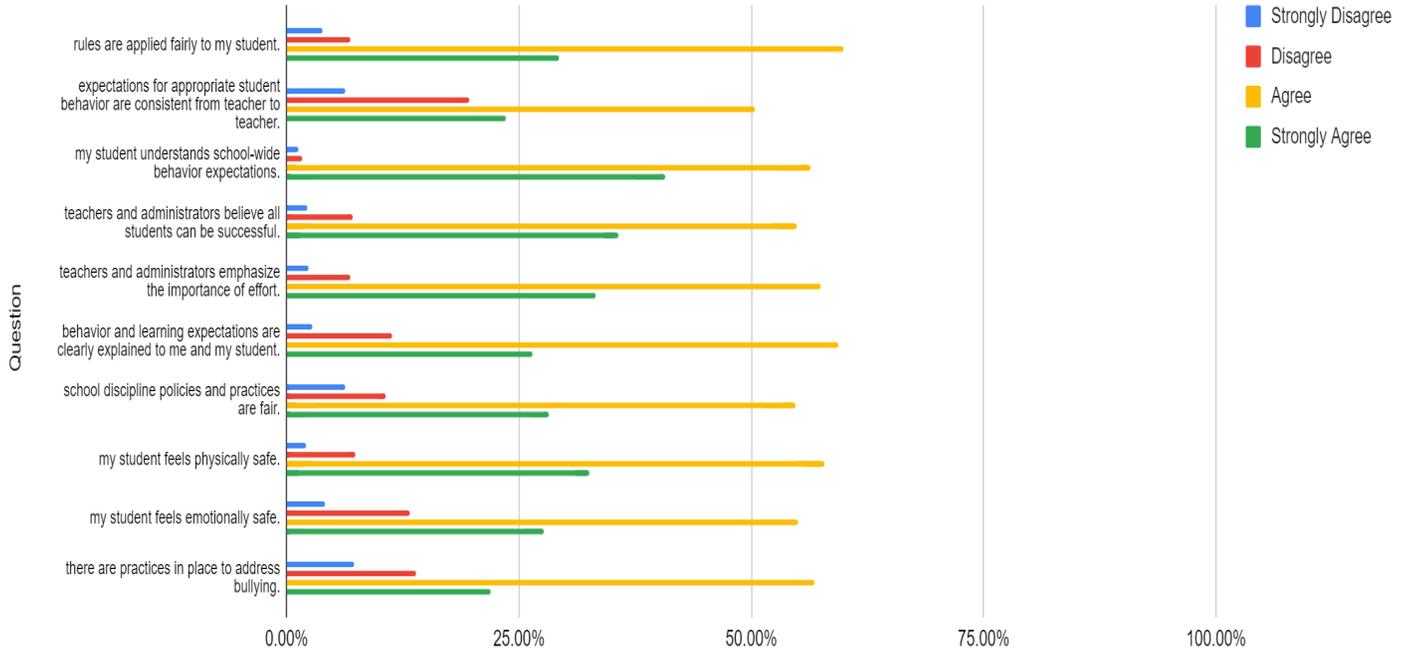
**For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.**  
**1 = Strongly Disagree to 4 Strongly Agree**



<b>Please indicate your level of agreement with each statement.</b>	<b>Total Responses</b>
<b>The SRO listened to my student.</b>	<b>6</b>
<b>My student was treated fairly in this situation.</b>	<b>6</b>
<b>The SRO treated my student with respect.</b>	<b>6</b>
<b>The SRO behaved in a professional manner.</b>	<b>7</b>
<b>The SRO was considerate of my student's feelings.</b>	<b>7</b>
<b>My student had interacted previously with this SRO before this contact.</b>	<b>7</b>
<b>The SRO did a good job handling this issue.</b>	<b>7</b>

## Parent Data - Total Responses

# At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	1,941
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,765
...my student understands school-wide behavior expectations.	2,073
...teachers and administrators believe all students can be successful.	1,784
...teachers and administrators emphasize the importance of effort.	1,811
...behavior and learning expectations are clearly explained to me and my student.	2,022
...school discipline policies and practices are fair.	1,789
...my student feels physically safe.	2,024
...my student feels emotionally safe.	1,999
...there are practices in place to address bullying.	1,510

## **Key Takeaway:**

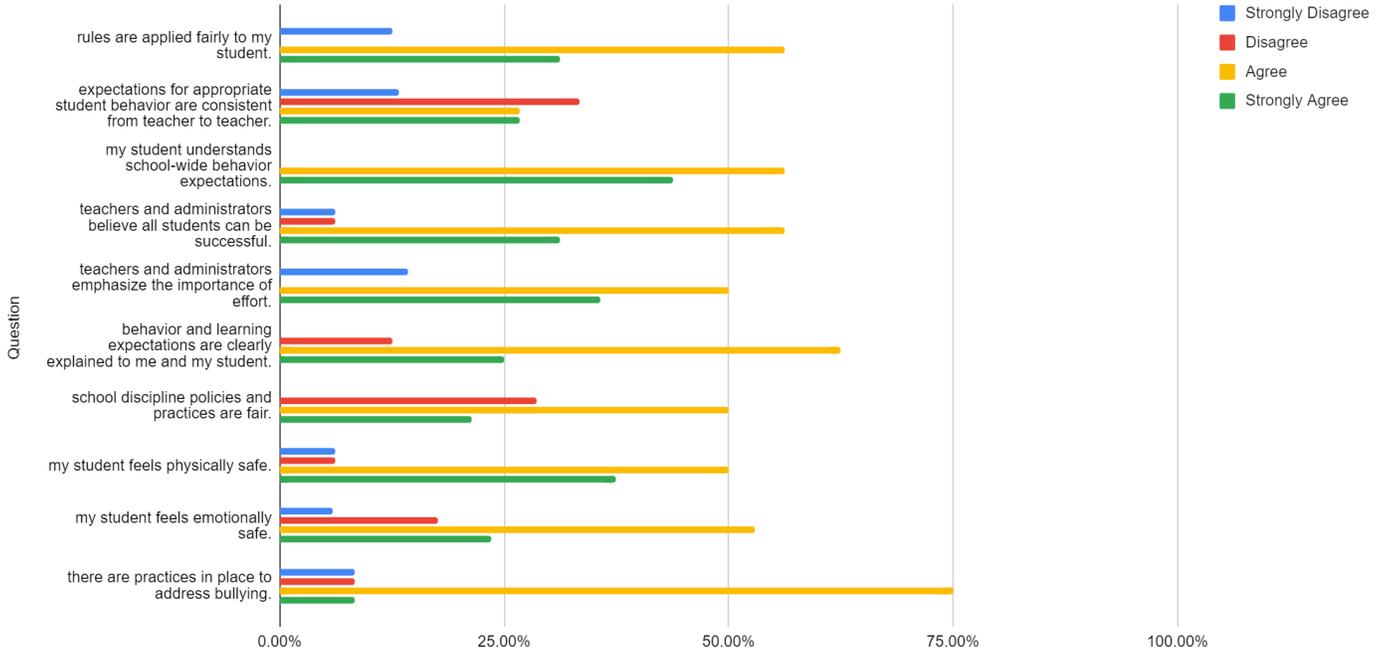
### **Parent/Guardian Responses on 2021 Spring Perception Survey:**

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 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**

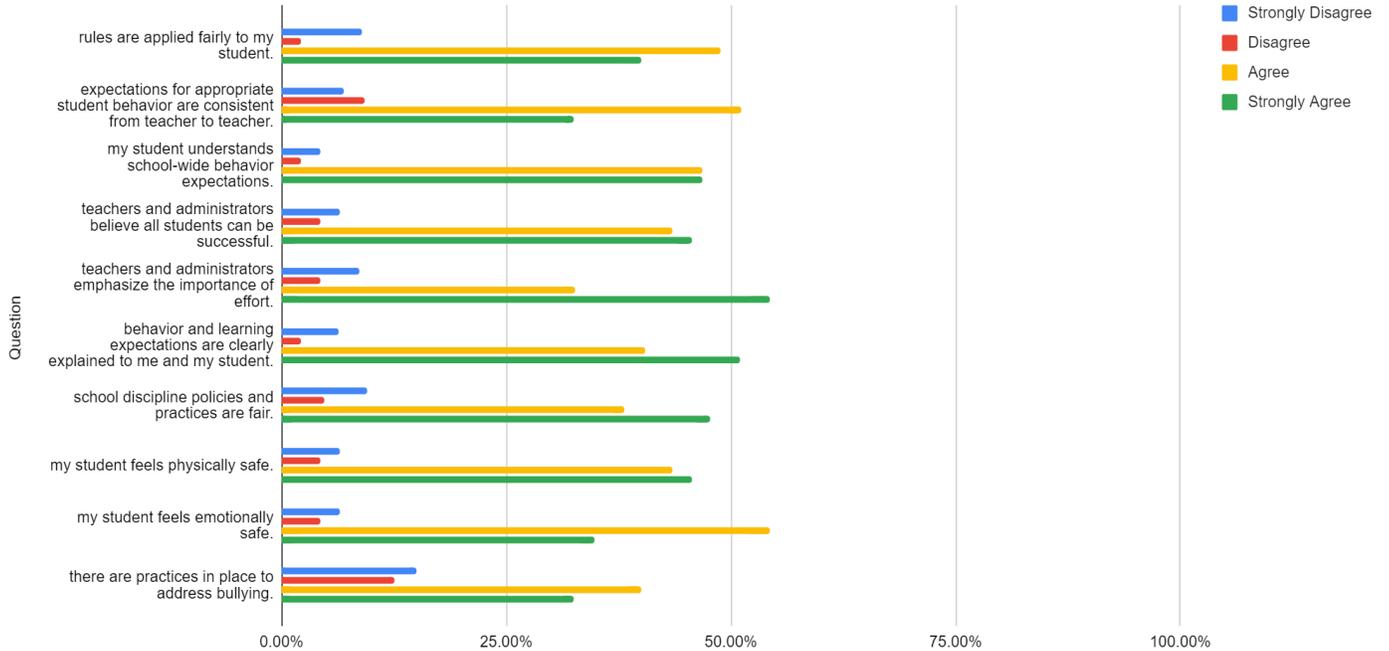
**At your school...**



<b>At your school...</b>	<b>Total Responses</b>
<b>...rules are applied fairly to my student.</b>	<b>16</b>
<b>...expectations for appropriate student behavior are consistent from teacher to teacher.</b>	<b>15</b>
<b>...my student understands school-wide behavior expectations.</b>	<b>16</b>
<b>...teachers and administrators believe all students can be successful.</b>	<b>16</b>
<b>...teachers and administrators emphasize the importance of effort.</b>	<b>14</b>
<b>...behavior and learning expectations are clearly explained to me and my student.</b>	<b>16</b>
<b>...school discipline policies and practices are fair.</b>	<b>14</b>
<b>...my student feels physically safe.</b>	<b>16</b>
<b>...my student feels emotionally safe.</b>	<b>17</b>
<b>...there are practices in place to address bullying.</b>	<b>12</b>

## Parent Data - By Ethnicity Asian

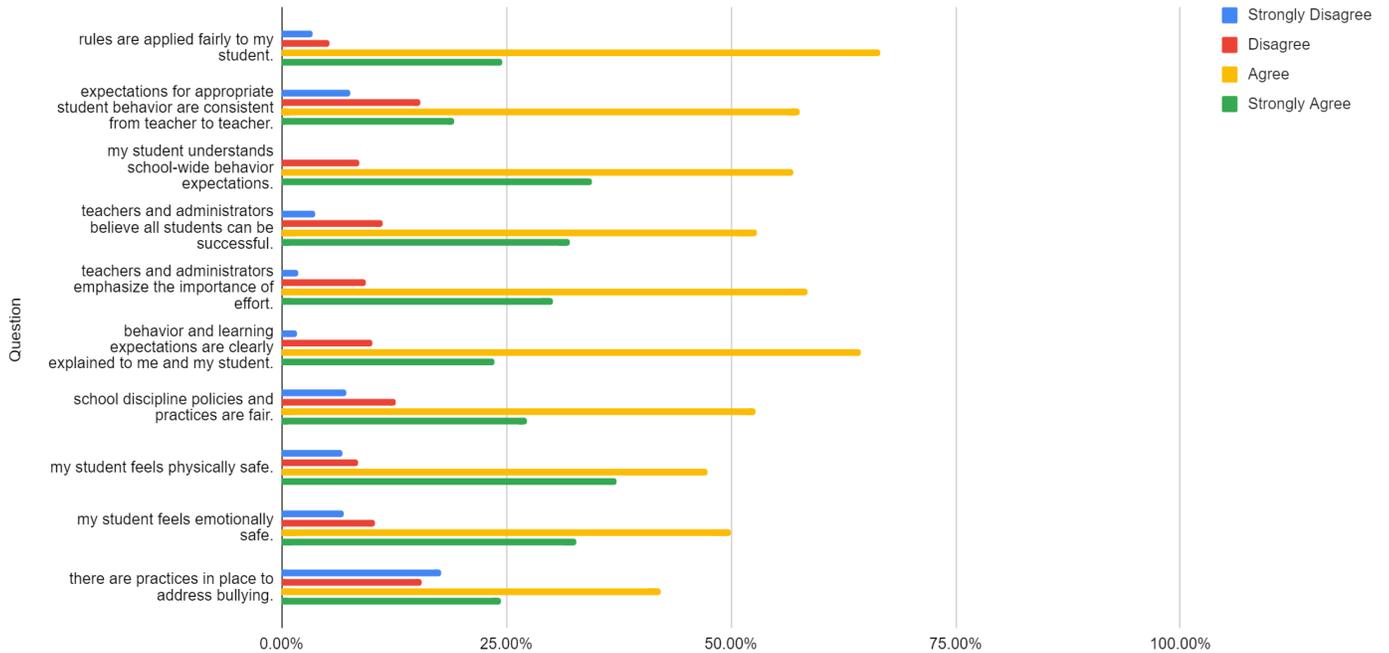
# At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	45
...expectations for appropriate student behavior are consistent from teacher to teacher.	43
...my student understands school-wide behavior expectations.	47
...teachers and administrators believe all students can be successful.	46
...teachers and administrators emphasize the importance of effort.	46
...behavior and learning expectations are clearly explained to me and my student.	47
...school discipline policies and practices are fair.	42
...my student feels physically safe.	46
...my student feels emotionally safe.	46
...there are practices in place to address bullying.	40

## Parent Data - By Ethnicity Black/African American

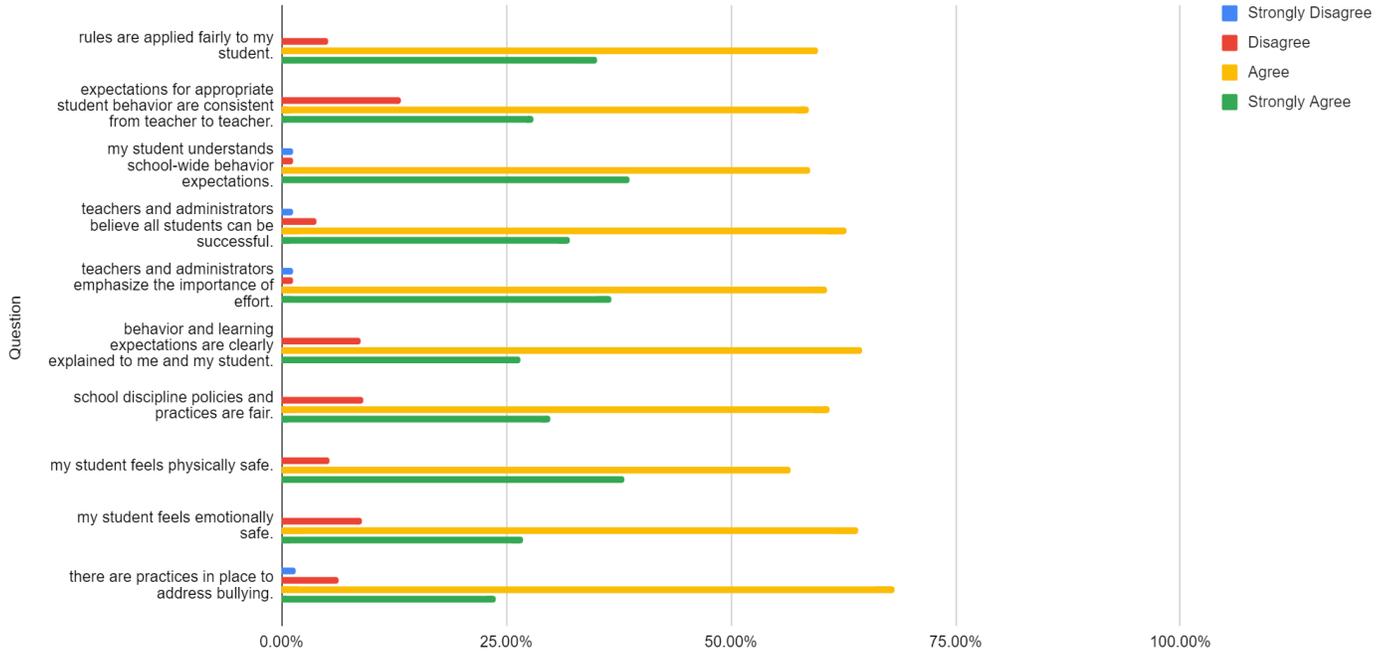
# At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	57
...expectations for appropriate student behavior are consistent from teacher to teacher.	52
...my student understands school-wide behavior expectations.	58
...teachers and administrators believe all students can be successful.	53
...teachers and administrators emphasize the importance of effort.	53
...behavior and learning expectations are clearly explained to me and my student.	59
...school discipline policies and practices are fair.	55
...my student feels physically safe.	59
...my student feels emotionally safe.	58
...there are practices in place to address bullying.	45

## Parent Data - By Ethnicity Hispanic/Latino

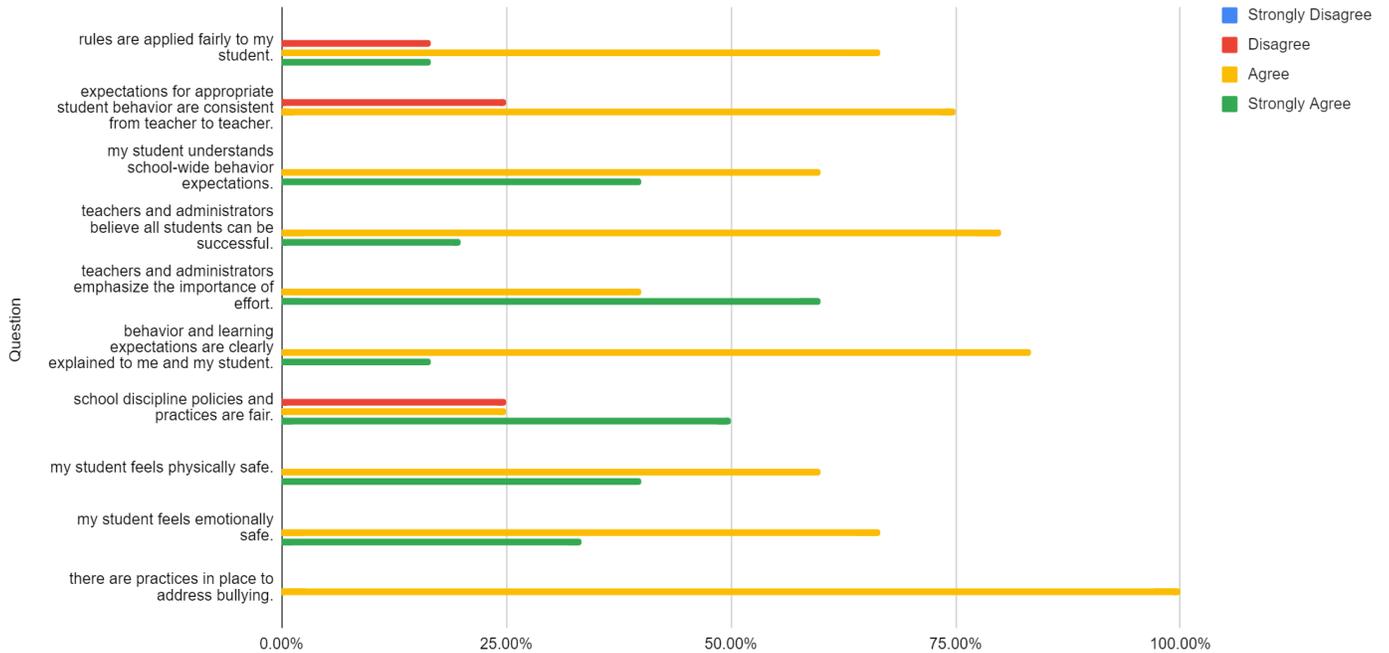
# At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	77
...expectations for appropriate student behavior are consistent from teacher to teacher.	75
...my student understands school-wide behavior expectations.	80
...teachers and administrators believe all students can be successful.	78
...teachers and administrators emphasize the importance of effort.	79
...behavior and learning expectations are clearly explained to me and my student.	79
...school discipline policies and practices are fair.	77
...my student feels physically safe.	76
...my student feels emotionally safe.	78
...there are practices in place to address bullying.	63

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

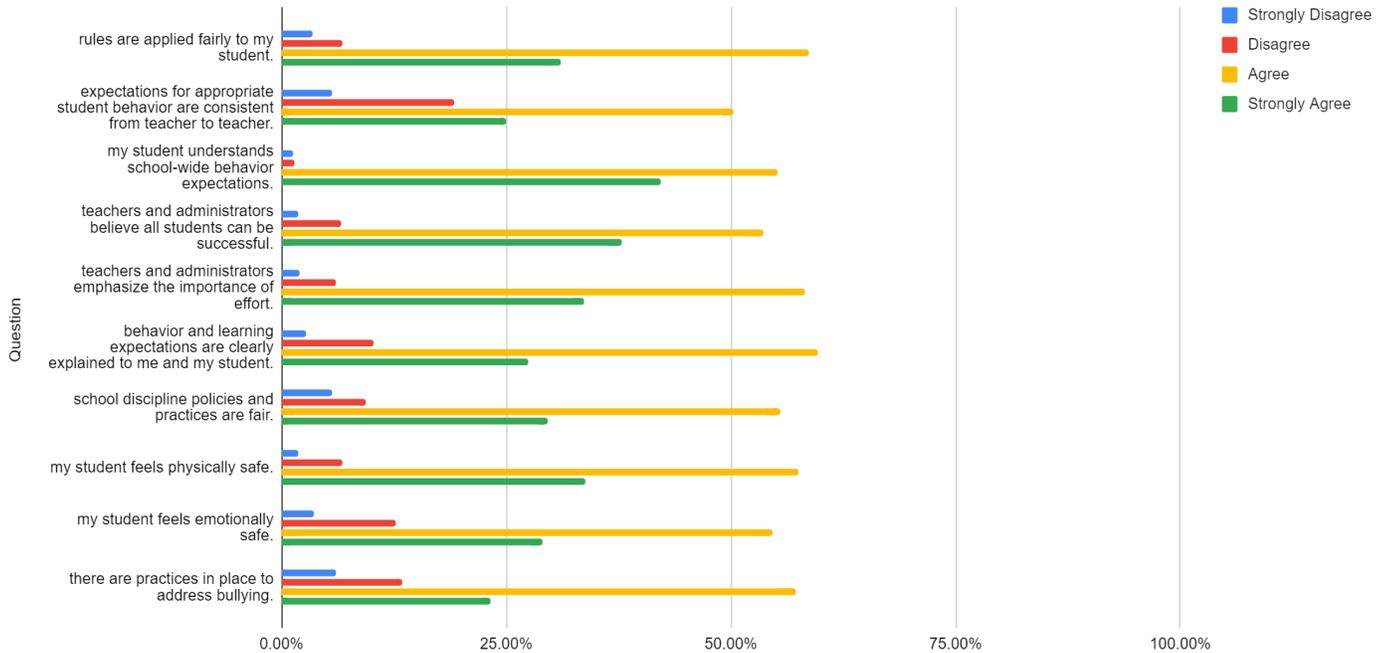
# At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	6
...expectations for appropriate student behavior are consistent from teacher to teacher.	4
...my student understands school-wide behavior expectations.	5
...teachers and administrators believe all students can be successful.	5
...teachers and administrators emphasize the importance of effort.	5
...behavior and learning expectations are clearly explained to me and my student.	6
...school discipline policies and practices are fair.	4
...my student feels physically safe.	5
...my student feels emotionally safe.	6
...there are practices in place to address bullying.	3

## Parent Data - By Ethnicity White

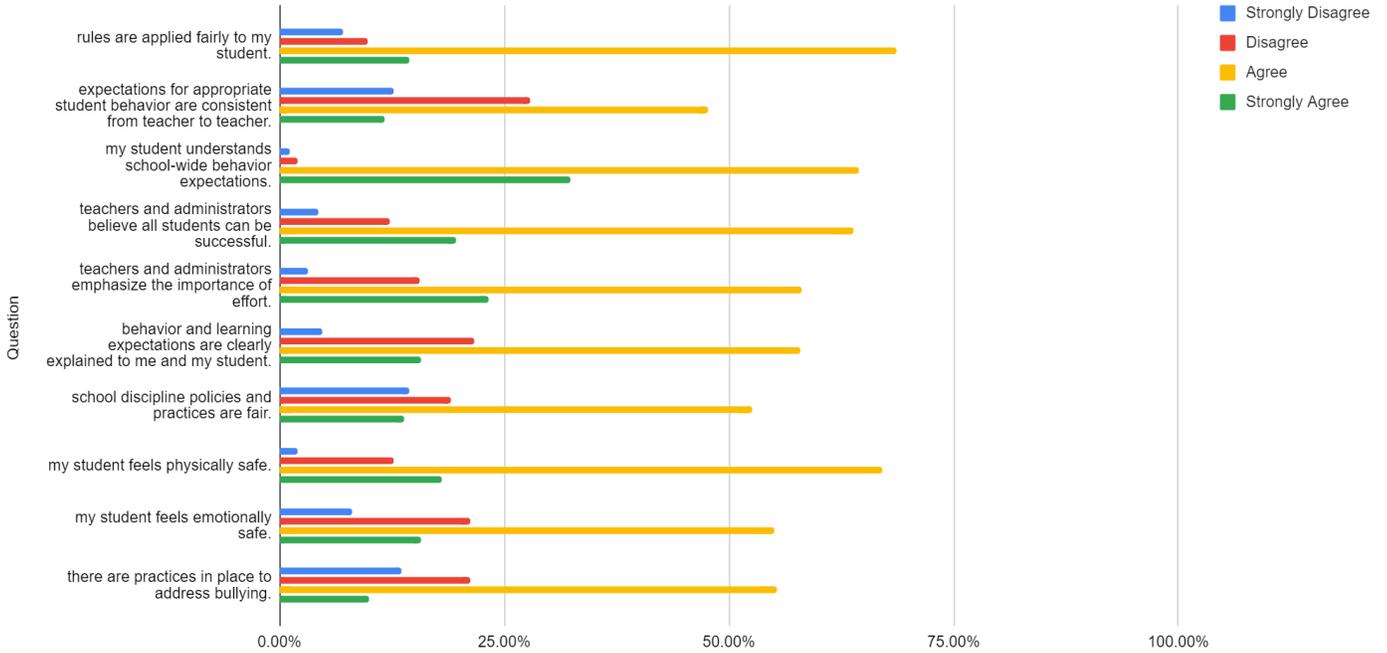
# At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	1,526
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,379
...my student understands school-wide behavior expectations.	1,614
...teachers and administrators believe all students can be successful.	1,398
...teachers and administrators emphasize the importance of effort.	1,421
...behavior and learning expectations are clearly explained to me and my student.	1,580
...school discipline policies and practices are fair.	1,403
...my student feels physically safe.	1,579
...my student feels emotionally safe.	1,558
...there are practices in place to address bullying.	1,177

**Parent Data - By Ethnicity**  
**Prefer not to respond**

**At your school...**



At your school...	Total Responses
...rules are applied fairly to my student.	214
...expectations for appropriate student behavior are consistent from teacher to teacher.	197
...my student understands school-wide behavior expectations.	253
...teachers and administrators believe all students can be successful.	188
...teachers and administrators emphasize the importance of effort.	193
...behavior and learning expectations are clearly explained to me and my student.	235
...school discipline policies and practices are fair.	194
...my student feels physically safe.	243
...my student feels emotionally safe.	236
...there are practices in place to address bullying.	170

## **Key Takeaway:**

### Parent/Guardian Responses on 2021 Spring Perception Survey:

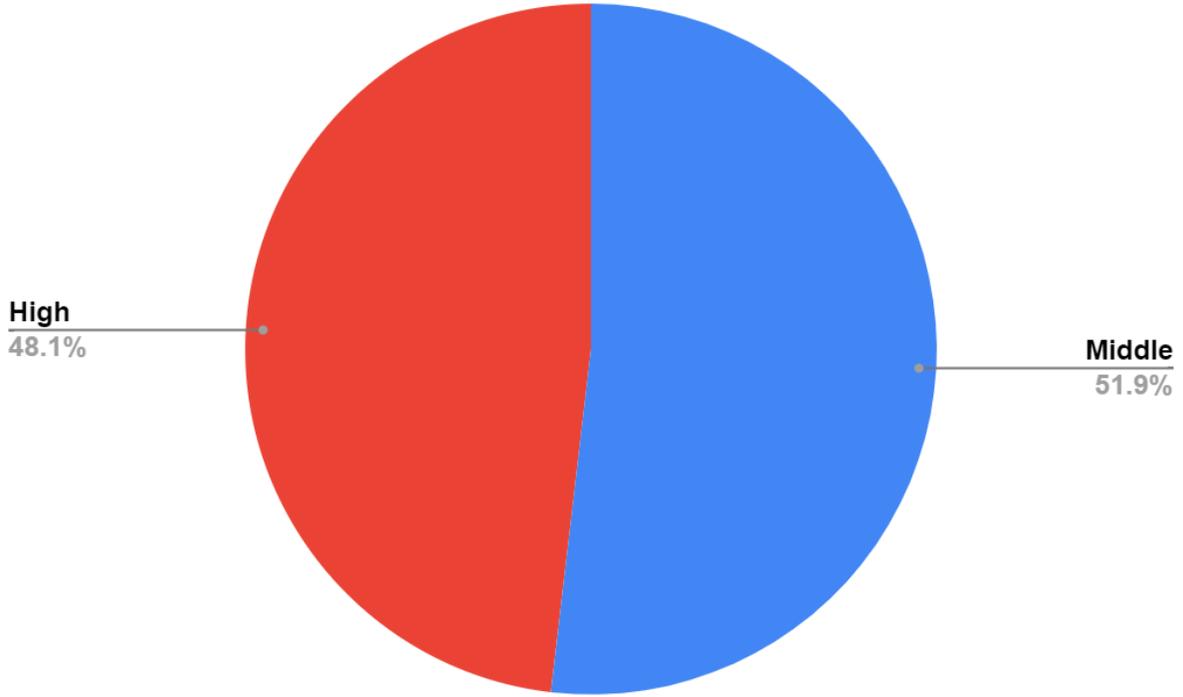
Parent responses to items about School Resources Officers (SROs), expectations, fairness and safety were generally positive. Parent responses were largely from White parents; therefore we did not attempt to make comparisons between ethnical/racial groups.

# **LPS Perception Survey Data** **Certified Staff Data** **(2020-21 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 538 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	350
High	325

**Certified Staff Data - Total Responses**

## What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	28	8.00%
Dawes	13	3.71%
Goodrich	44	12.57%
Irving	16	4.57%
Lefler	40	11.43%
Lux	37	10.57%
Mickle	19	5.43%
Moore	16	4.57%
Park	27	7.71%
Pound	48	13.71%
Schoo	23	6.57%
Scott	32	9.14%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	7	2.00%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	0	0.00%

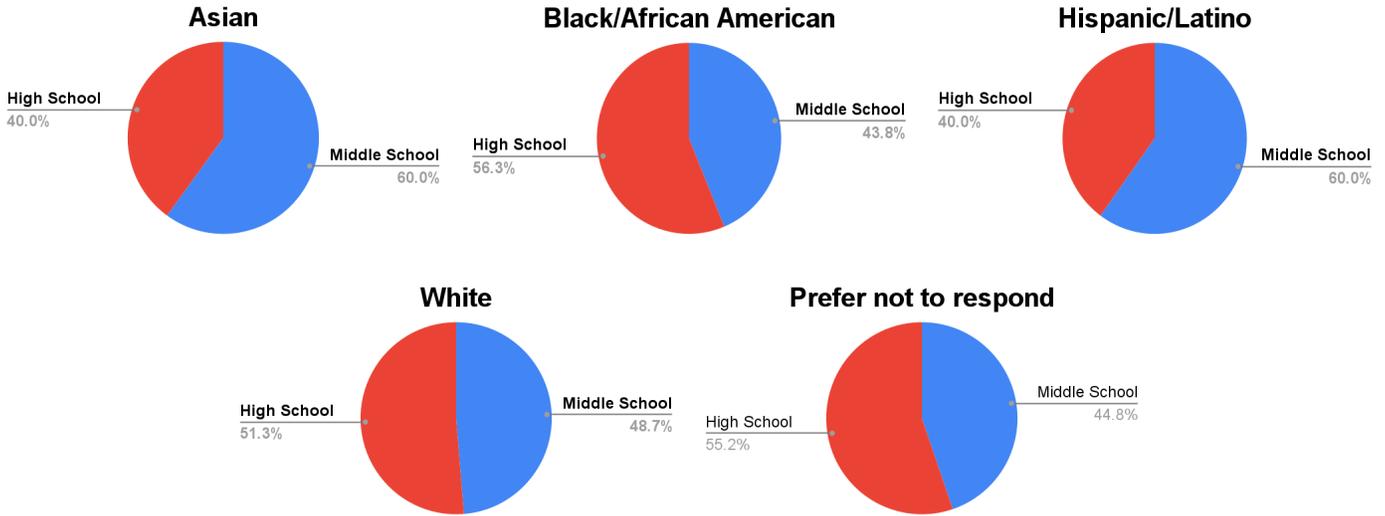
**Certified Staff Data - Total Responses**

## What is your high school or program?

Response	Number of Responses	Percent of Responses
East	48	14.77%
Lincoln High	45	13.85%
North Star	55	16.92%
Northeast	60	18.46%
Southeast	46	14.15%
Southwest	45	13.85%
Arts & Humanities FP	2	0.62%
Bryan Comm. FP	8	2.46%
The Career Academy	7	2.15%
Pathfinder Educ. Prog.	4	1.23%
Science FP	0	0.00%
HS Student Support Prog.	0	0.00%
Yankee Hill Prog.	4	1.23%

## Certified Staff Data - By Ethnicity

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



Response	Number of Responses				
	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Middle School	3	7	6	262	47
High School	2	9	4	276	58

Certified staff were sent an email with a link to respond to the Certified Perception Survey. In total 675 certified staff responded. When asked about their racial/ethnic background staff could respond that they belonged to multiple groups. Of the 675 respondents, 80%, 538, 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 105 respondents or 15%. The other racial/ethnic groups had less than 5% choosing those as racial/ethnic groups to which they belong.

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

## Certified Staff Data - By Ethnicity

# What is your middle school or program?

Response	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
Culler	0	0.00%	2	7.14%	0	0.00%	16	57.14%	10	35.71%
Dawes	1	7.69%	1	7.69%	0	0.00%	10	76.92%	1	7.69%
Goodrich	0	0.00%	2	4.55%	0	0.00%	36	81.82%	6	13.64%
Irving	0	0.00%	0	0.00%	0	0.00%	10	62.50%	6	37.50%
Lefler	0	0.00%	4	10.00%	1	2.50%	27	67.50%	7	17.50%
Lux	1	2.70%	0	0.00%	0	0.00%	31	83.78%	5	13.51%
Mickle	0	0.00%	0	0.00%	0	0.00%	17	89.47%	2	10.53%
Moore	0	0.00%	0	0.00%	0	0.00%	14	87.50%	2	12.50%
Park	0	0.00%	0	0.00%	0	0.00%	23	85.19%	4	14.81%
Pound	0	0.00%	0	0.00%	1	2.08%	39	81.25%	8	16.67%
Schoo	0	0.00%	0	0.00%	2	8.70%	19	82.61%	2	8.70%
Scott	0	0.00%	0	0.00%	0	0.00%	27	84.38%	5	15.63%
Donald D. Sherrill Educ. Ctr.	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%	7	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	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%	0	0.00%

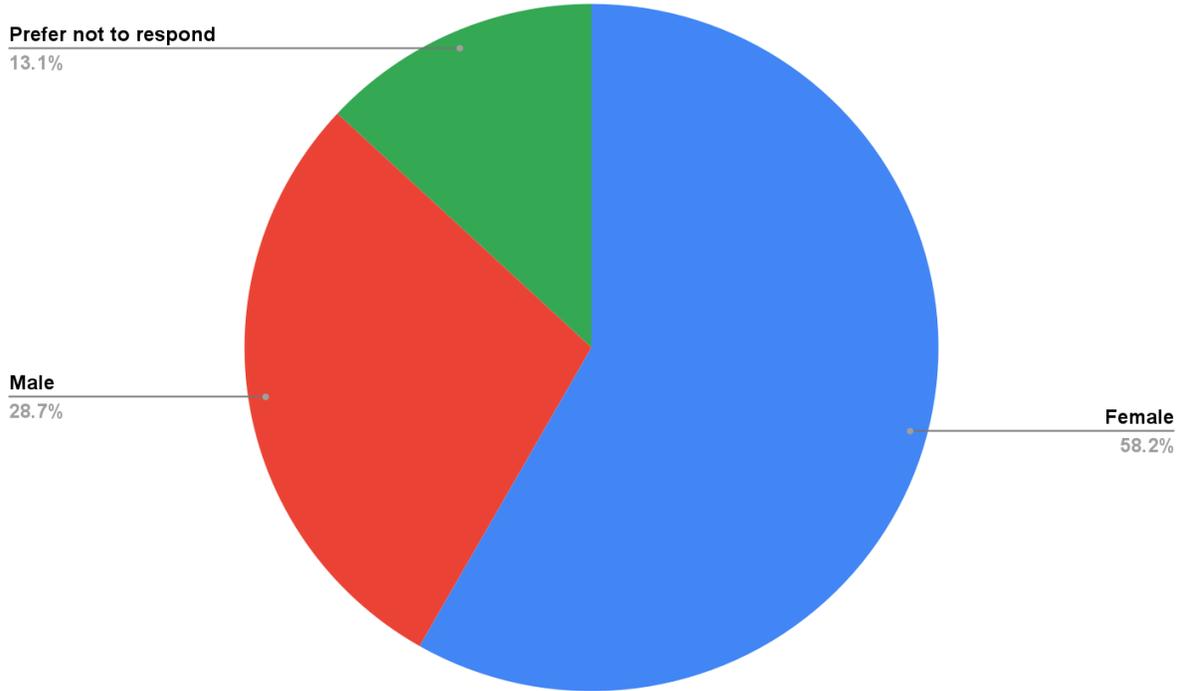
## Certified Staff Data - By Ethnicity

# What is your high school or program?

Response	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
East	0	0.00%	0	0.00%	2	4.17%	38	79.17%	8	16.67%
Lincoln High	0	0.00%	0	0.00%	1	2.22%	35	77.78%	9	20.00%
North Star	0	0.00%	4	7.27%	1	1.82%	43	78.18%	7	12.73%
Northeast	1	1.67%	1	1.67%	1	1.67%	45	75.00%	12	20.00%
Southeast	1	2.17%	1	2.17%	0	0.00%	39	84.78%	5	10.87%
Southwest	1	2.22%	1	2.22%	1	2.22%	39	86.67%	3	6.67%
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	8	100.00%	0	0.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	5	71.43%	2	28.57%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	4	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	3	75.00%	1	25.00%

## Certified Staff Data - Total Responses

# What is your gender (please choose one)?

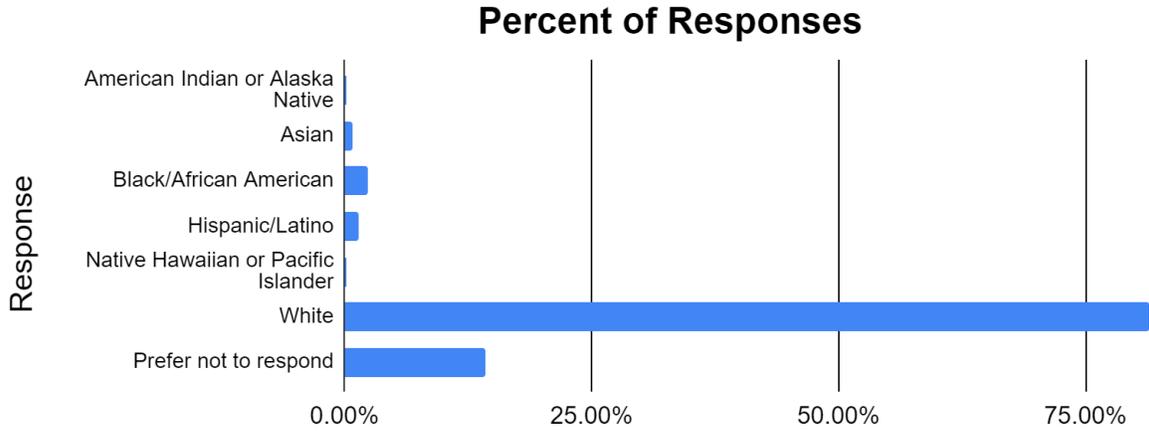


Response	Number of Responses
Female	392
Male	193
Other (please specify)	0
Prefer not to respond	88

Respondents to the Certified Perception Survey were 60% female.

## Certified Staff Data - Total Responses (Percent)

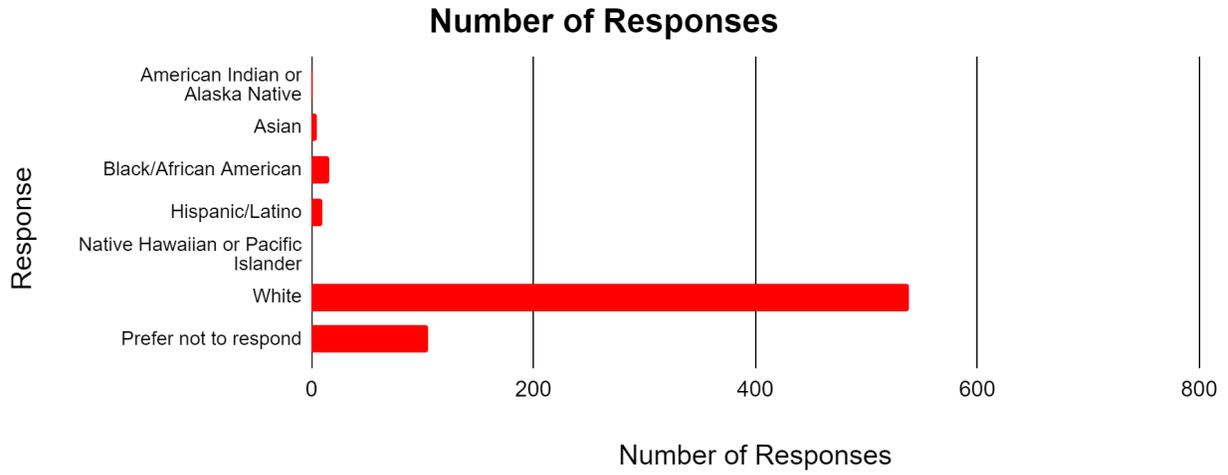
# What is your race/ethnicity (please choose all that apply)?



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

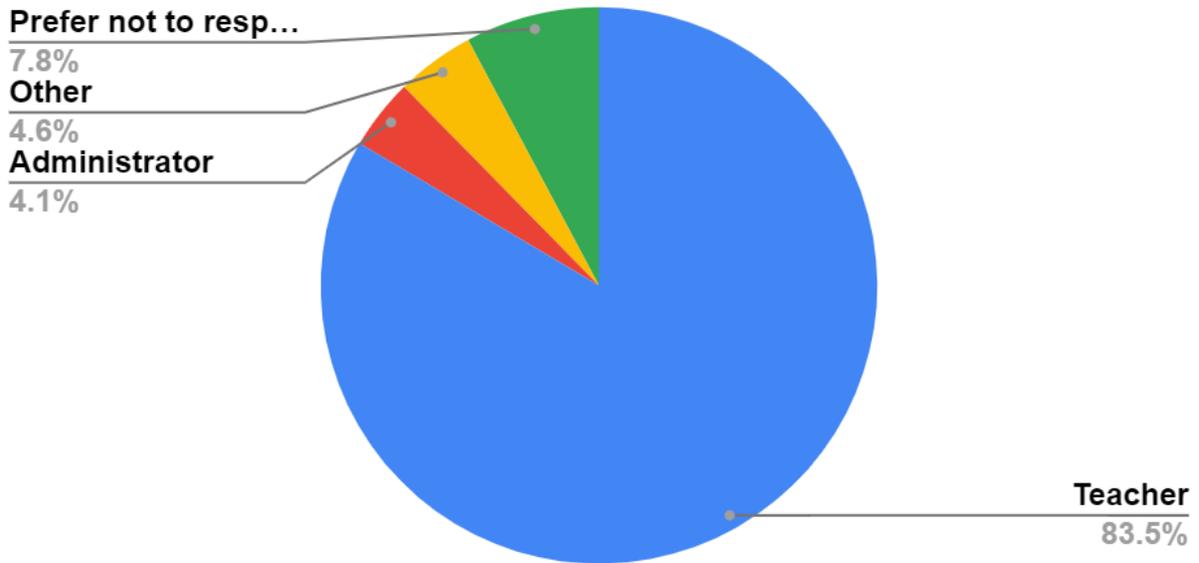
## Certified Staff Data - Total Responses (Number)

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



Certified Staff Data - Total Responses

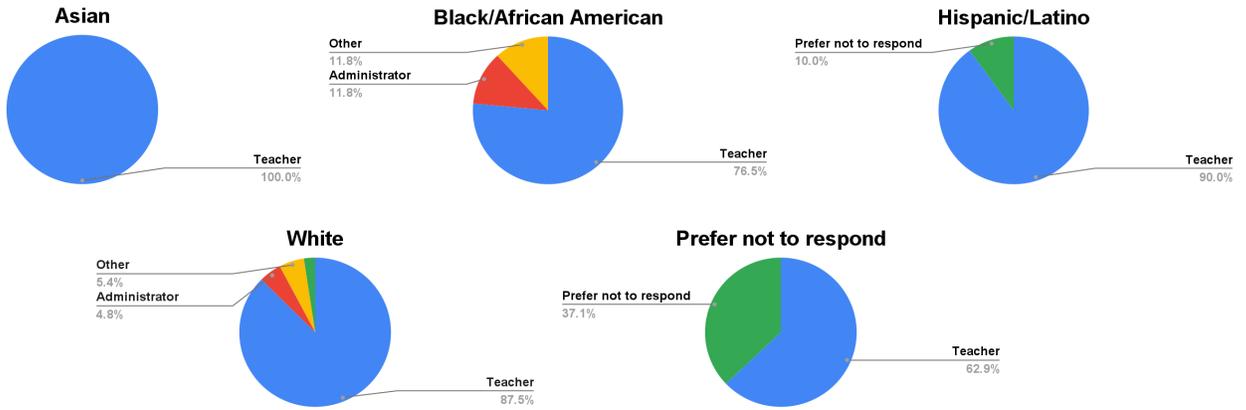
**What is your school role(s) (please choose all that apply)?**



Response	Number of Responses
Teacher	568
Administrator	28
Other	31
Prefer not to respond	53

## Certified Staff Data - By Ethnicity

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

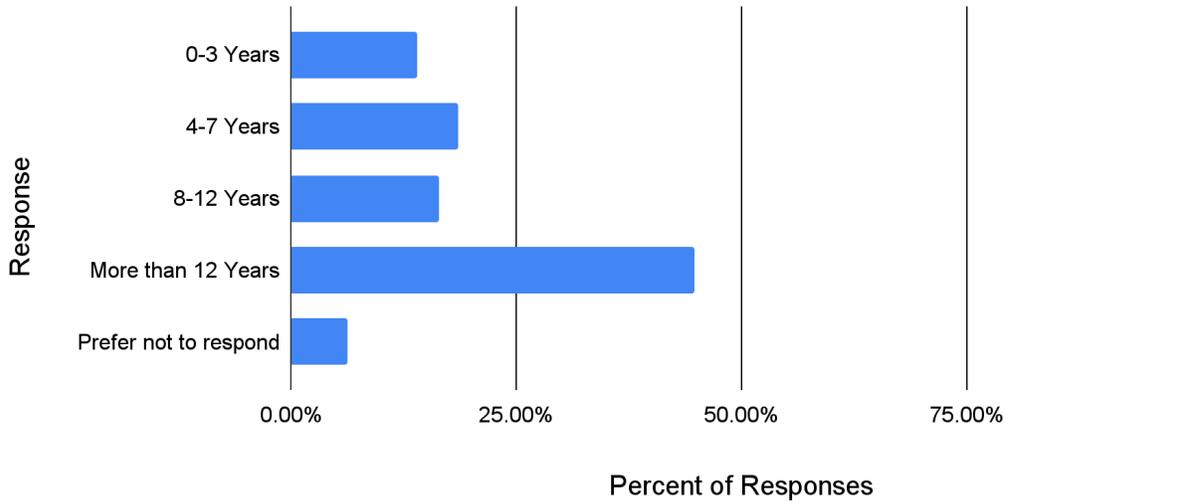


Response	Number of Responses				
	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Teacher	5	13	9	474	66
Administrator	0	2	0	26	0
Other	0	2	0	29	0
Prefer not to respond	0	0	1	13	39

The vast majority of the certified responses were teachers at 84%.

## Certified Staff Data - Total Responses

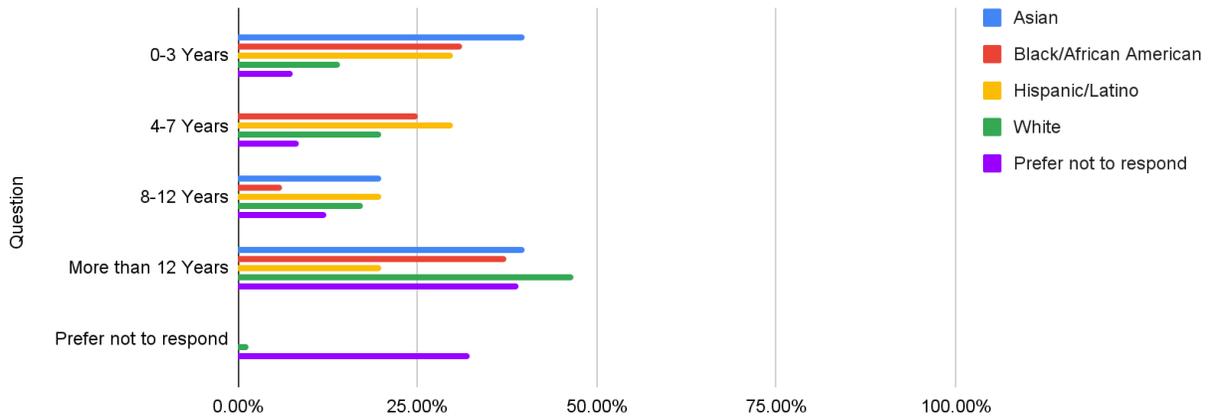
# How many years of experience do you have as an educator?



<b>Response</b>	<b>Number of Responses</b>
<b>0-3 Years</b>	<b>95</b>
<b>4-7 Years</b>	<b>125</b>
<b>8-12 Years</b>	<b>111</b>
<b>More than 12 Years</b>	<b>302</b>
<b>Prefer not to respond</b>	<b>42</b>

## Certified Staff Data - By Ethnicity

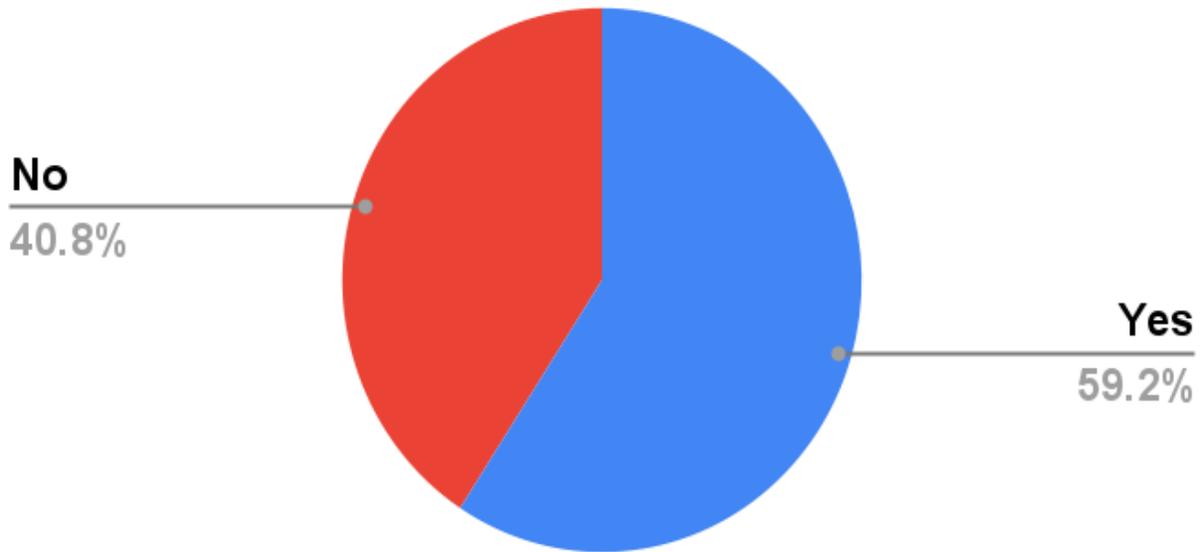
# How many years of experience do you have as an educator?



Question	Number of Responses				
	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
0-3 Years	2	5	3	77	8
4-7 Years	0	4	3	108	9
8-12 Years	1	1	2	94	13
More than 12 Years	2	6	2	251	41
Prefer not to respond	0	0	0	8	34

Certified Staff Data - Total Responses

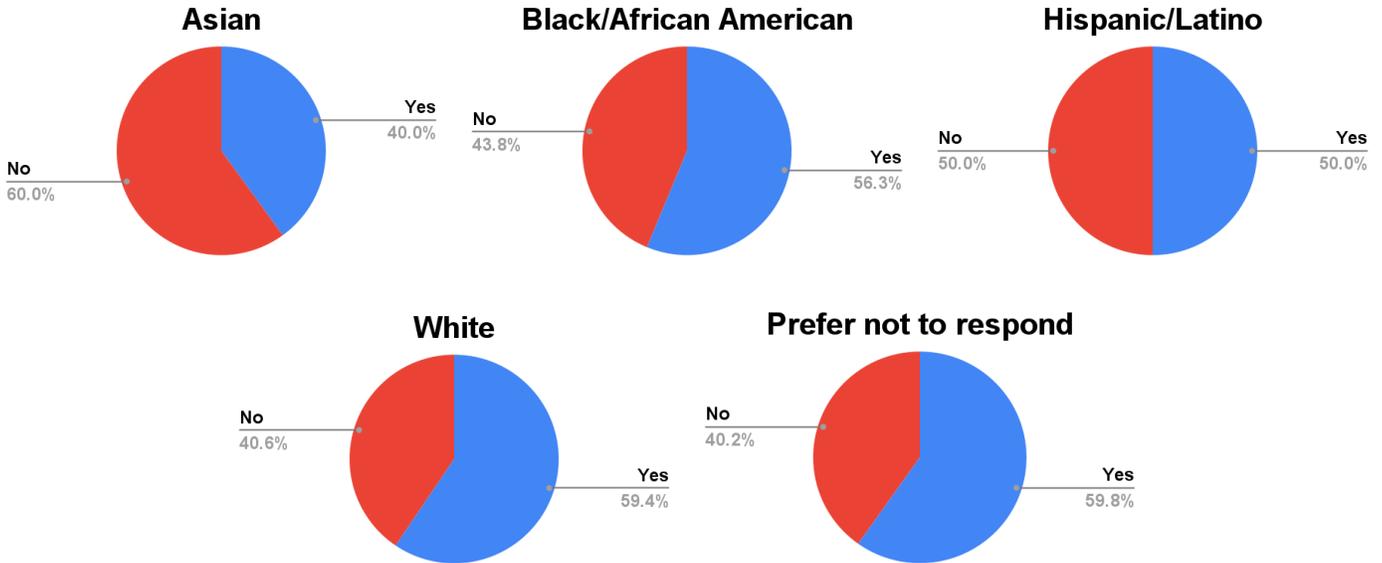
**Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?**



Response	Number of Responses
Yes	380
No	262

Certified Staff Data - By Ethnicity

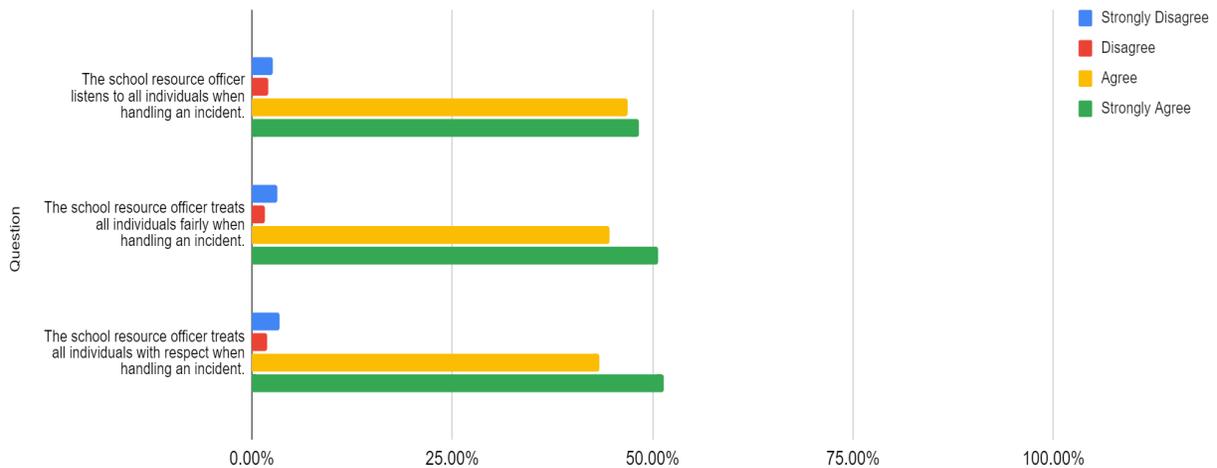
# Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



	Number of Responses				
Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	2	9	5	302	61
No	3	7	5	206	41

**Certified Staff Data - Total Responses**

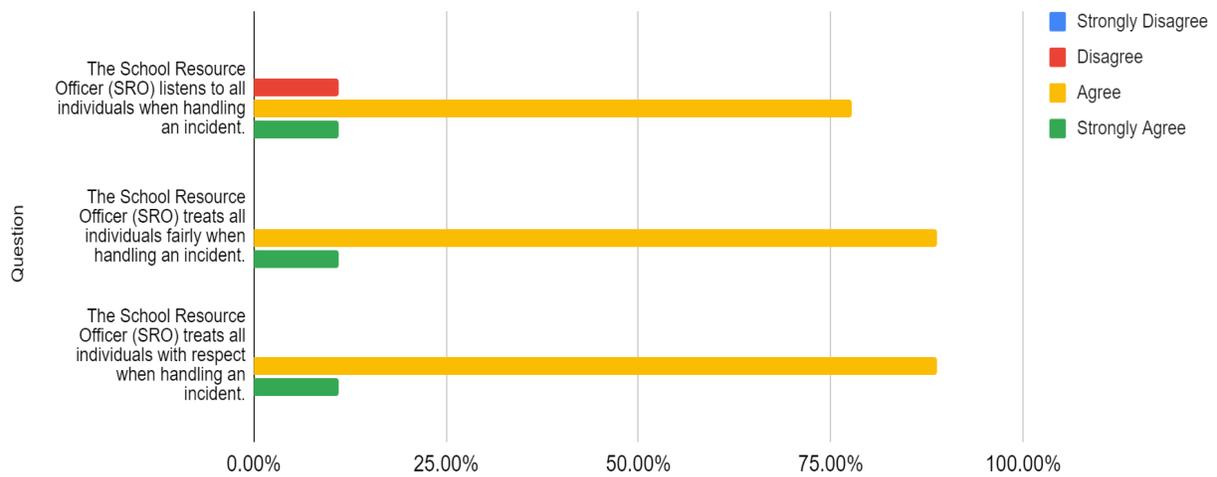
**This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.**



<b>Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>377</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>377</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>376</b>

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

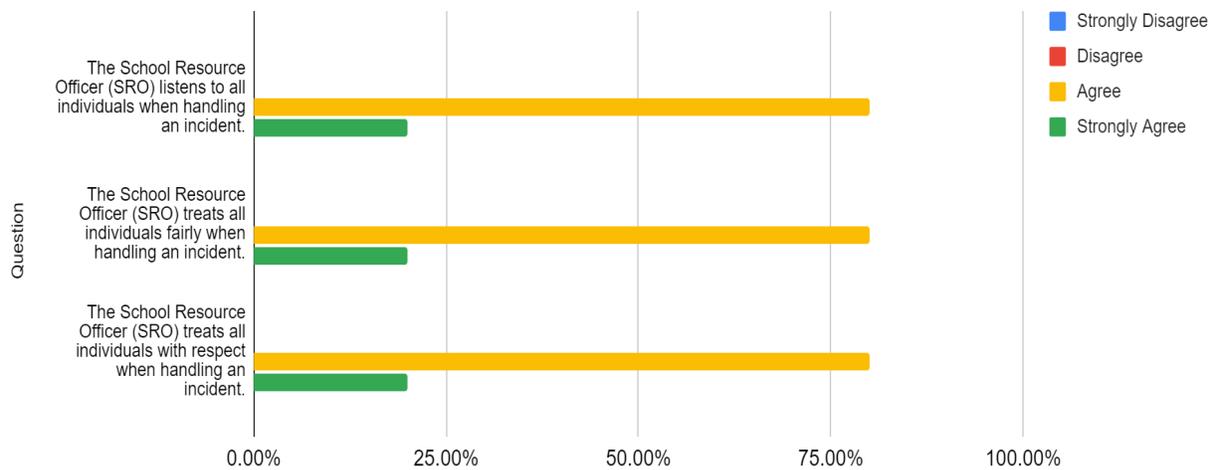
**This set of items is specifically about  
your observations of the School  
Resource Officer (SRO) interacting with  
students and families.**



<b>Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>9</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>9</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>9</b>

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

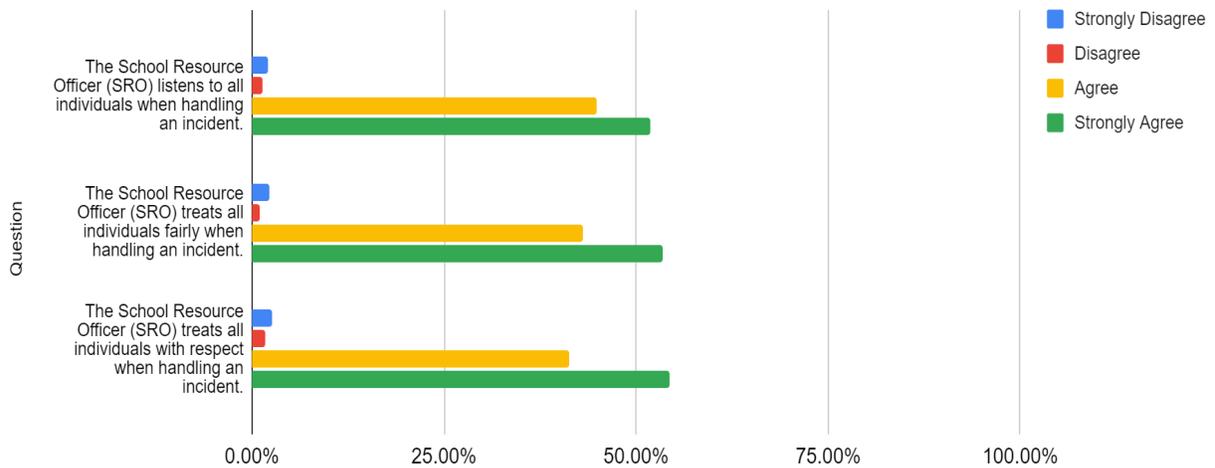
**This set of items is specifically about  
your observations of the School  
Resource Officer (SRO) interacting with  
students and families.**



<b>Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>5</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>5</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>5</b>

**Certified Staff Data - By Ethnicity  
White**

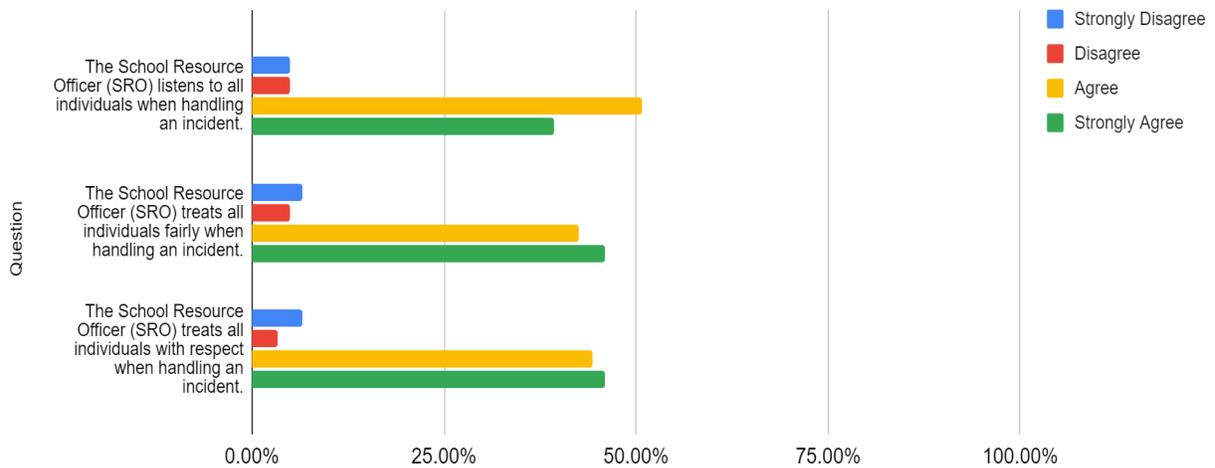
**This set of items is specifically about  
your observations of the School  
Resource Officer (SRO) interacting with  
students and families.**



<b>Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>299</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>299</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>298</b>

**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.**



<b>Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>61</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>61</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>61</b>

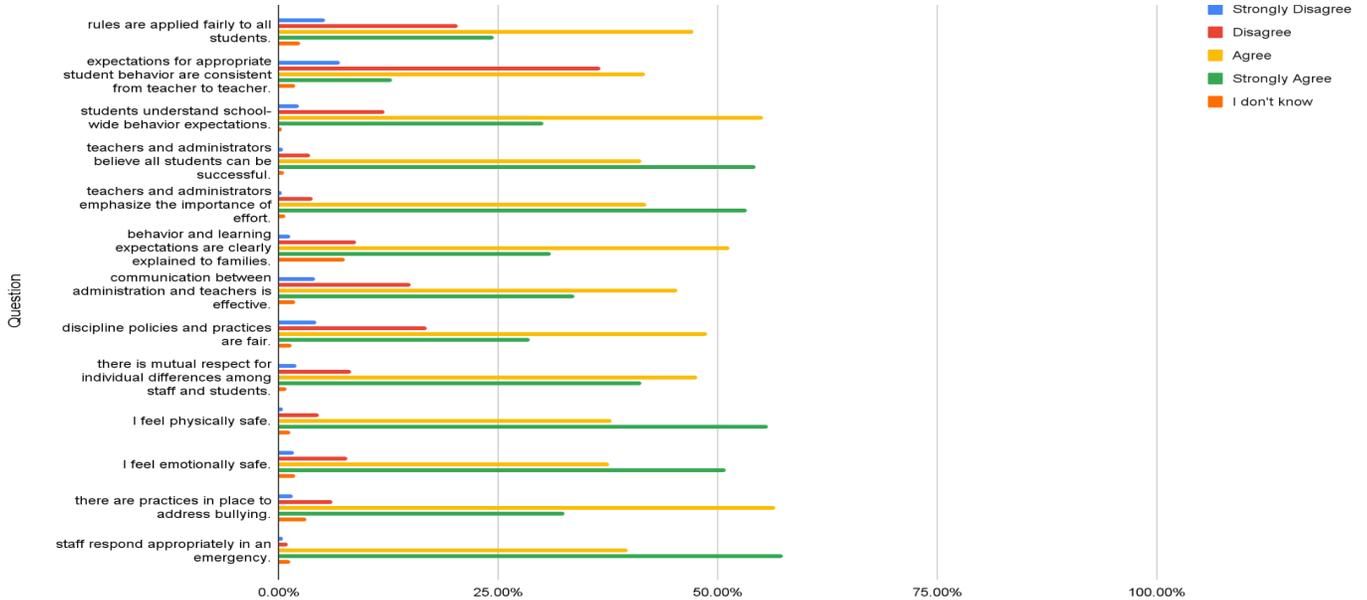
## **Key Takeaway:**

### **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

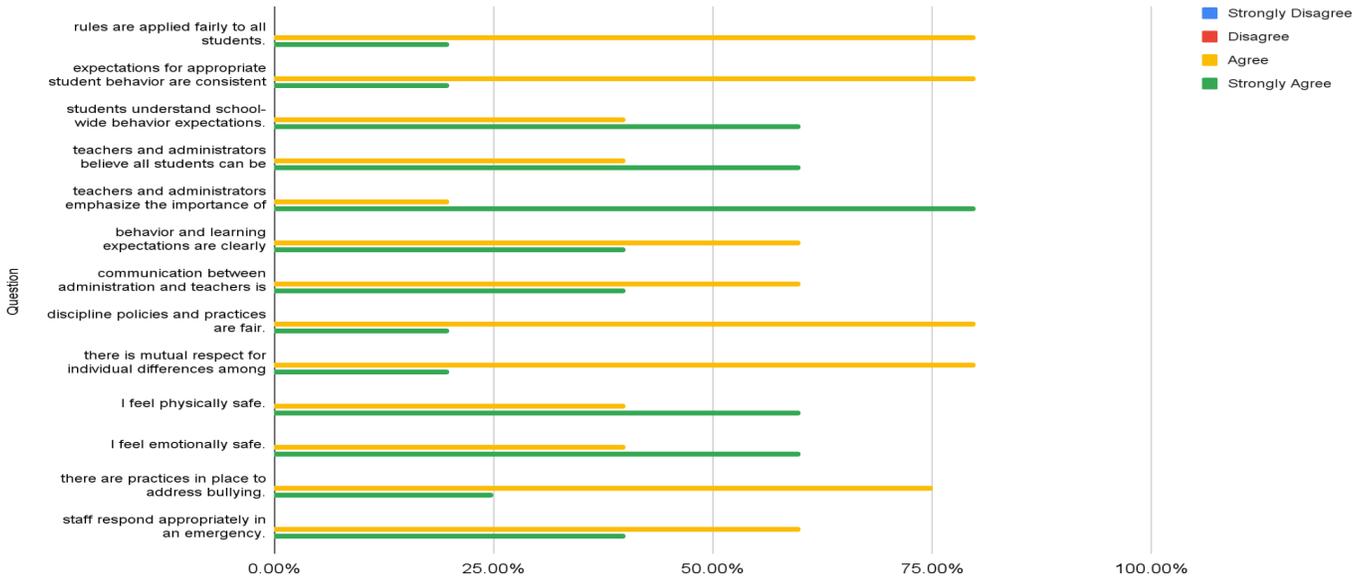
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	653
...expectations for appropriate student behavior are consistent from teacher to teacher.	656
...students understand school-wide behavior expectations.	660
...teachers and administrators believe all students can be successful.	664
...teachers and administrators emphasize the importance of effort.	668
...behavior and learning expectations are clearly explained to families.	604
...communication between administration and teachers is effective.	664
...discipline policies and practices are fair.	651
...there is mutual respect for individual differences among staff and students.	657
...I feel physically safe.	661
...I feel emotionally safe.	657
...there are practices in place to address bullying.	619
...staff respond appropriately in an emergency.	646

## Certified Staff Data - By Ethnicity Asian

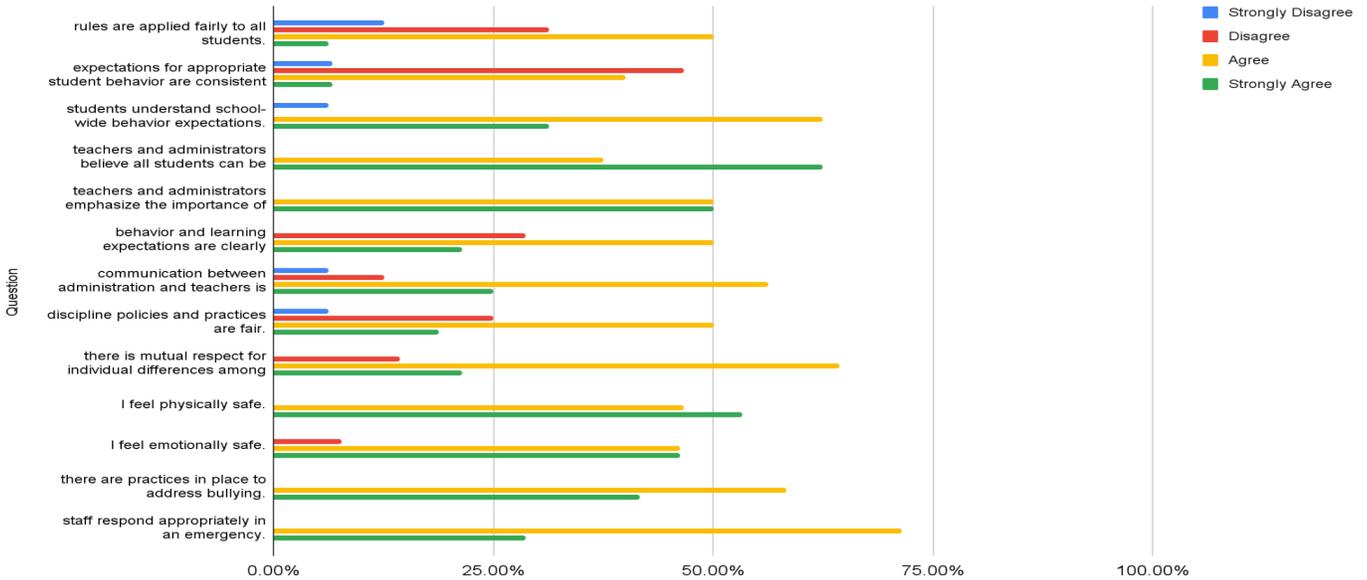
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	5
...expectations for appropriate student behavior are consistent from teacher to teacher.	5
...students understand school-wide behavior expectations.	5
...teachers and administrators believe all students can be successful.	5
...teachers and administrators emphasize the importance of effort.	5
...behavior and learning expectations are clearly explained to families.	5
...communication between administration and teachers is effective.	5
...discipline policies and practices are fair.	5
...there is mutual respect for individual differences	5
...I feel physically safe.	5
...I feel emotionally safe.	5
...there are practices in place to address bullying.	4
...staff respond appropriately in an emergency.	5

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

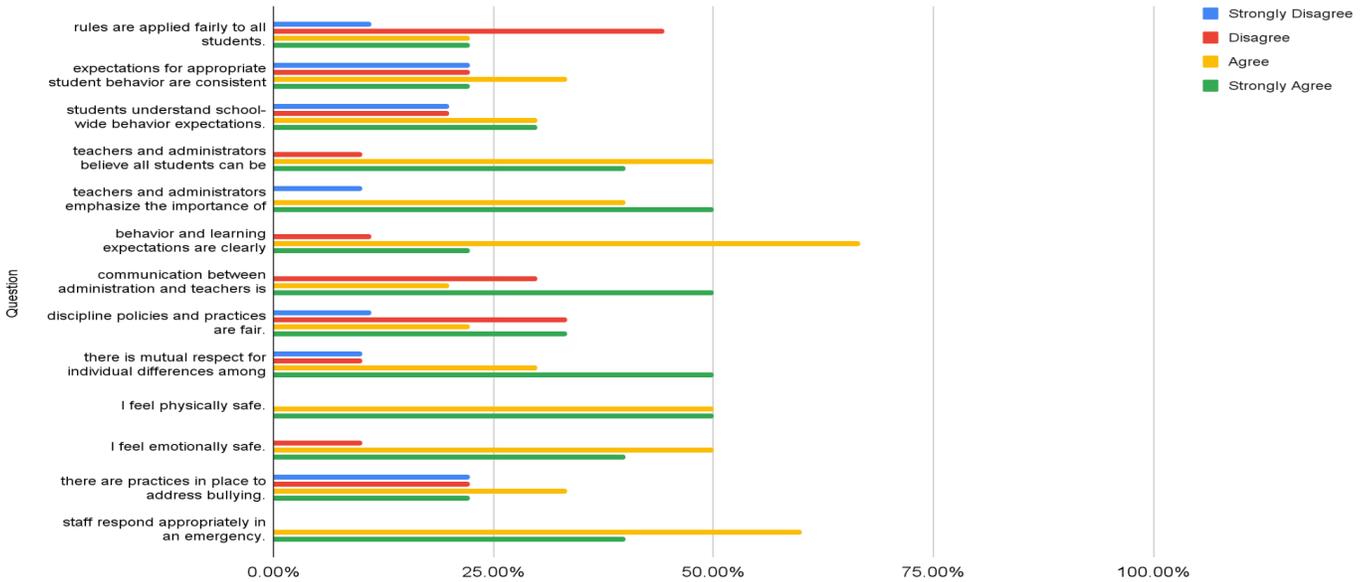
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	16
...expectations for appropriate student behavior are consistent from teacher to teacher.	15
...students understand school-wide behavior expectations.	16
...teachers and administrators believe all students can be successful.	16
...teachers and administrators emphasize the importance of effort.	16
...behavior and learning expectations are clearly explained to families.	14
...communication between administration and teachers is effective.	16
...discipline policies and practices are fair.	16
...there is mutual respect for individual differences ;	14
...I feel physically safe.	15
...I feel emotionally safe.	13
...there are practices in place to address bullying.	12
...staff respond appropriately in an emergency.	14

## Certified Staff Data - By Ethnicity Hispanic/Latino

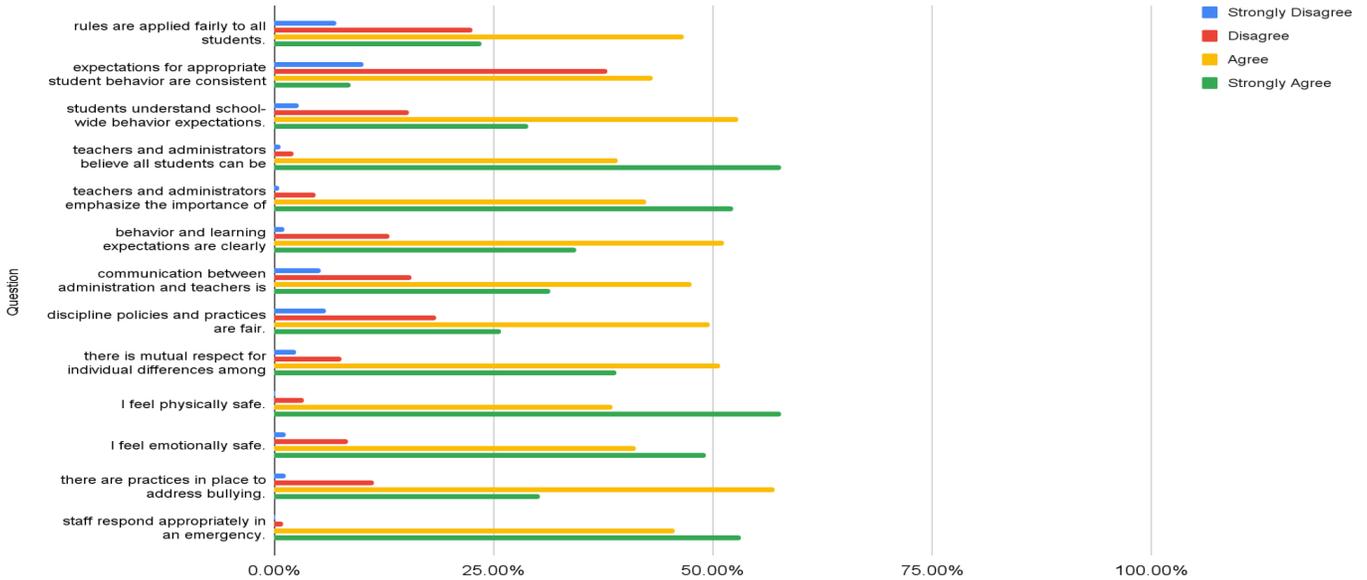
# At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	9
...expectations for appropriate student behavior are consistent from teacher to teacher.	9
...students understand school-wide behavior expectations.	10
...teachers and administrators believe all students can be successful.	10
...teachers and administrators emphasize the importance of effort.	10
...behavior and learning expectations are clearly explained to families.	9
...communication between administration and teachers is effective.	10
...discipline policies and practices are fair.	9
...there is mutual respect for individual differences among students.	10
...I feel physically safe.	10
...I feel emotionally safe.	10
...there are practices in place to address bullying.	9
...staff respond appropriately in an emergency.	10

**Certified Staff Data - By Ethnicity  
White**

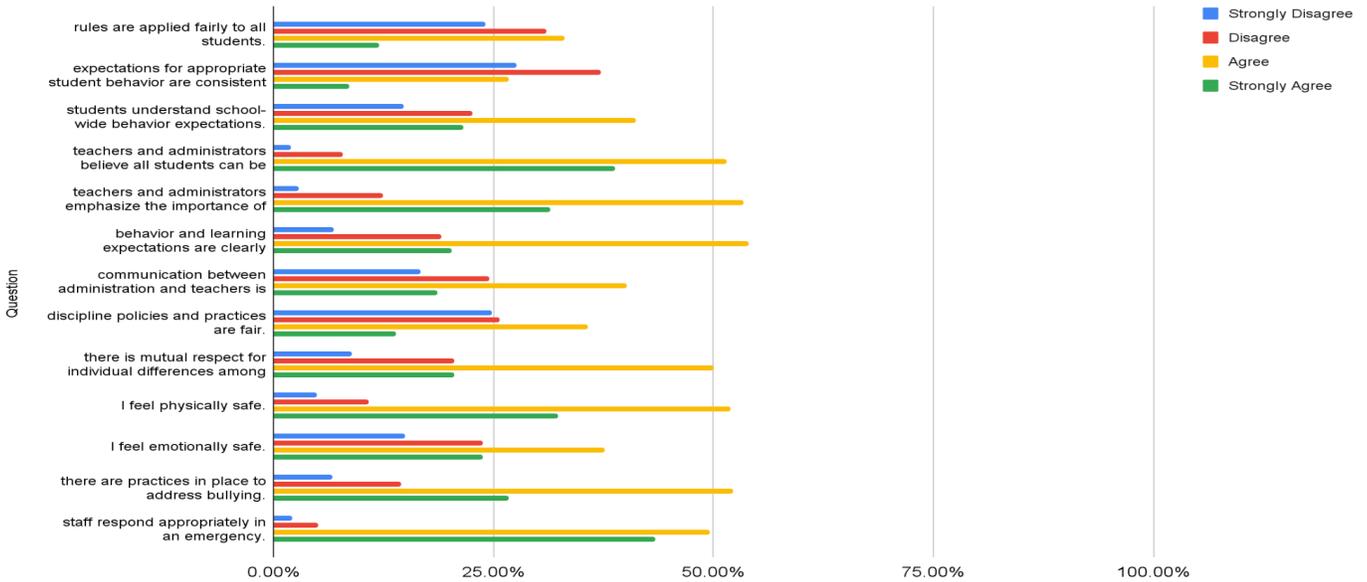
**At your school...**



At your school...	Total Responses
...rules are applied fairly to all students.	522
...expectations for appropriate student behavior are consistent from teacher to teacher.	521
...students understand school-wide behavior expectations.	526
...teachers and administrators believe all students can be successful.	529
...teachers and administrators emphasize the importance of effort.	531
...behavior and learning expectations are clearly explained to families.	486
...communication between administration and teachers is effective.	530
...discipline policies and practices are fair.	519
...there is mutual respect for individual differences among students.	525
...I feel physically safe.	528
...I feel emotionally safe.	527
...there are practices in place to address bullying.	503
...staff respond appropriately in an emergency.	517

**Certified Staff Data - By Ethnicity**  
**Prefer not to respond**

**At your school...**



At your school...	Total Responses
...rules are applied fairly to all students.	100
...expectations for appropriate student behavior are consistent from teacher to teacher.	105
...students understand school-wide behavior expectations.	102
...teachers and administrators believe all students can be successful.	103
...teachers and administrators emphasize the importance of effort.	105
...behavior and learning expectations are clearly explained to families.	89
...communication between administration and teachers is effective.	102
...discipline policies and practices are fair.	101
...there is mutual respect for individual differences ;	102
...I feel physically safe.	102
...I feel emotionally safe.	101
...there are practices in place to address bullying.	90
...staff respond appropriately in an emergency.	99

## **Key Takeaway:**

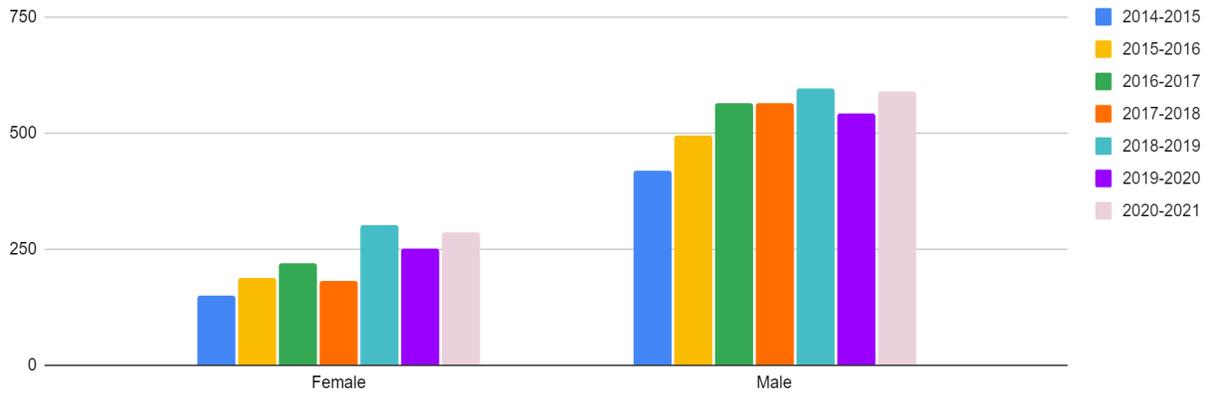
### Certified Staff Responses on 2021 Spring Perception Survey:

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

# **LPS Discipline Data**

Because of disruptions caused by the COVID-19 pandemic, the discipline data reported for the 2020-2021 may not be representative of a “typical” school year.

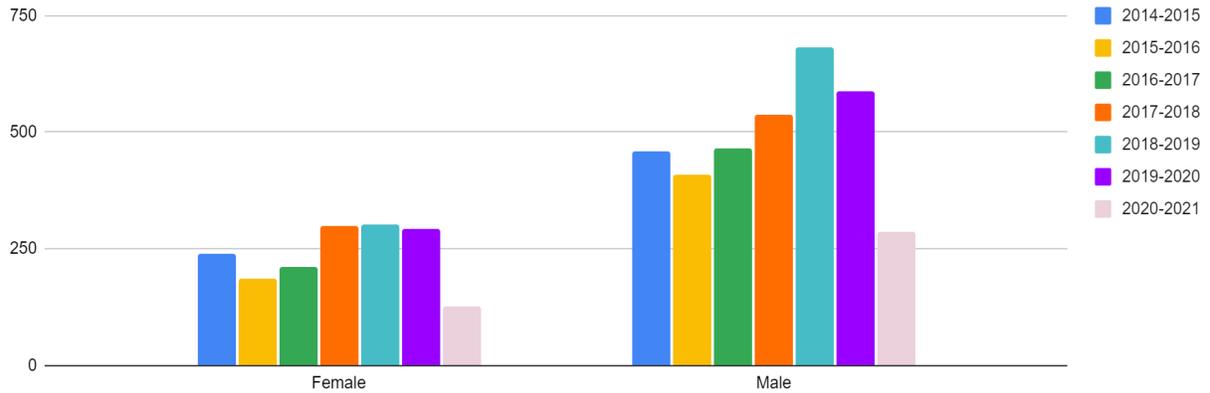
## Middle School In School Suspensions by Gender



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%
<b>Overall % of 20-21 Student Population</b>	<b>49%</b>	<b>51%</b>

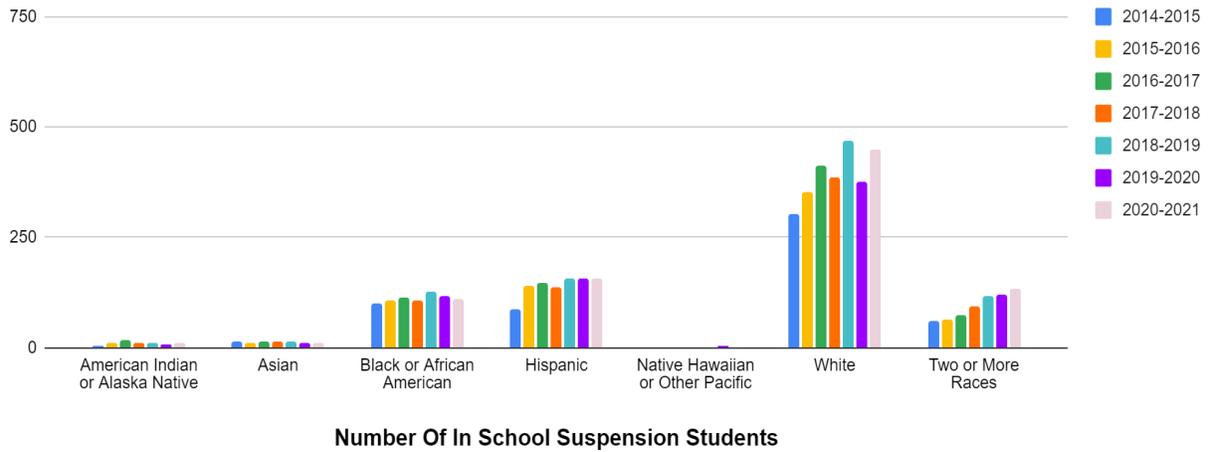
## High School In School Suspensions by Gender



Number Of In School Suspension Students

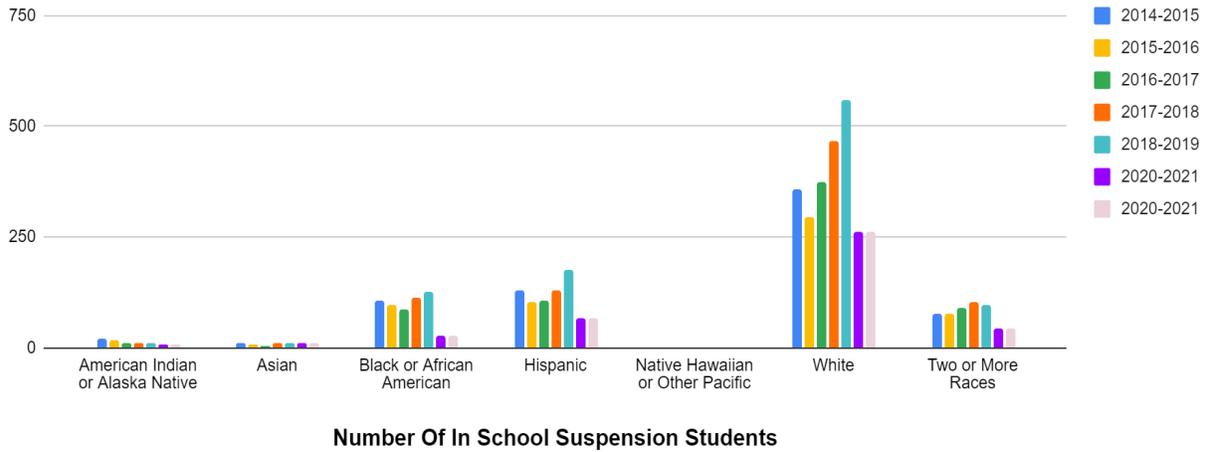
Percent of Yearly In School Suspensions		
Year	Female	Male
2014-2015	34%	66%
2015-2016	31%	69%
2016-2017	31%	69%
2017-2018	36%	64%
2018-2019	31%	69%
2019-2020	33%	67%
2020-2021	31%	69%
<b>Overall % of 20-21 Student Population</b>	<b>48%</b>	<b>52%</b>

## Middle School In School Suspensions by Race/Ethnicity



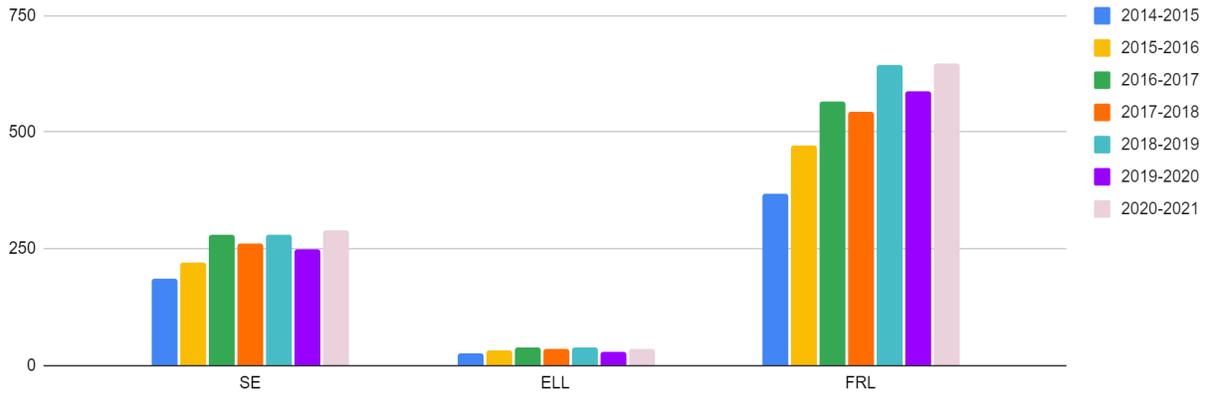
Percent of Yearly In School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	1%	2%	17%	15%	0%	54%	11%
2015-2016	1%	1%	15%	21%	0%	52%	9%
2016-2017	2%	2%	15%	19%	0%	53%	9%
2017-2018	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%
<b>Overall % of 20-21 Student Population</b>	<b>1%</b>	<b>4%</b>	<b>7%</b>	<b>15%</b>	<b>0%</b>	<b>64%</b>	<b>9%</b>

## 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 Other Pacific	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%
<b>Overall % of 20-21 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>6%</b>	<b>15%</b>	<b>0%</b>	<b>65%</b>	<b>8%</b>

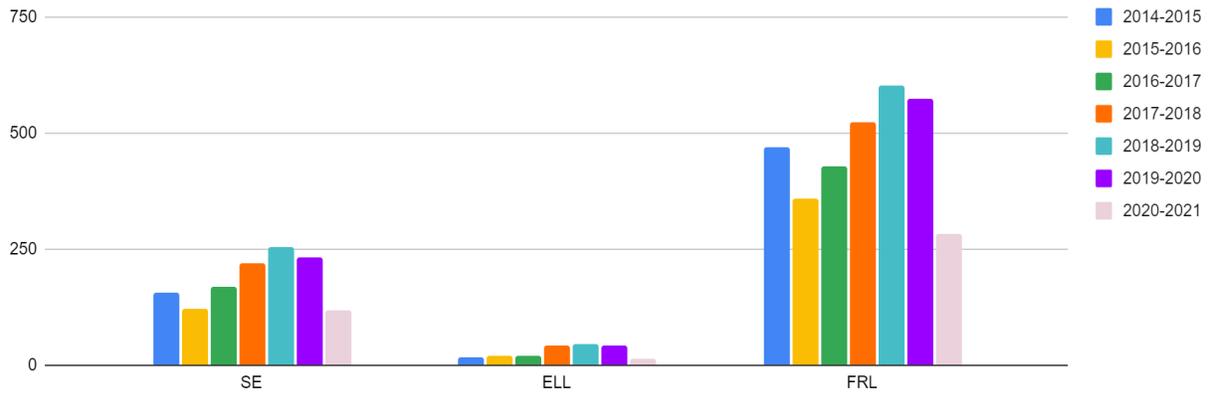
## Middle School In School Suspensions by SE, ELL & FRL



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	35%	5%	73%
2018-2019	31%	4%	72%
2019-2020	31%	4%	74%
2020-2021	33%	4%	74%
<b>Overall % of 20-21 Student Population</b>	<b>17%</b>	<b>3%</b>	<b>48%</b>

## High School In School Suspensions by SE, ELL & FRL



Number Of In School Suspension Students

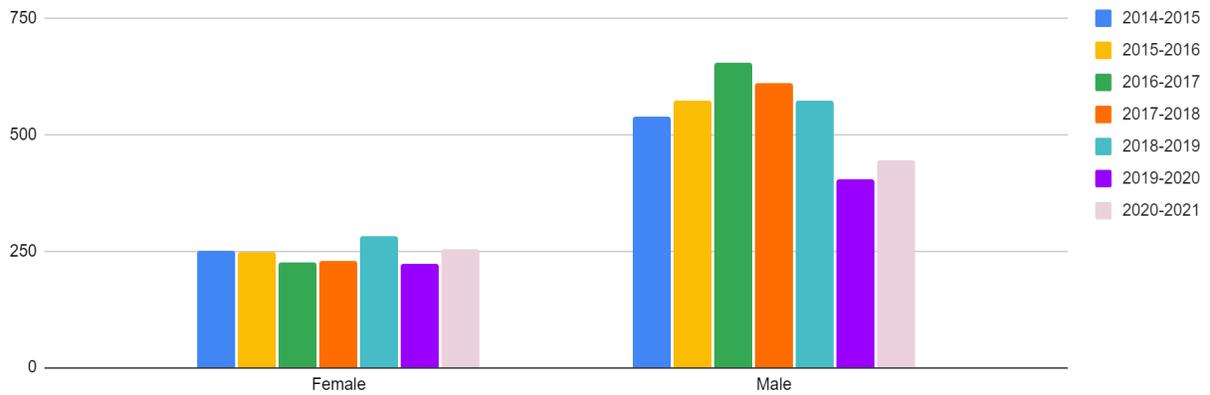
Percent of Yearly In School Suspensions			
Year	SE	ELL	FRL
2014-2015	22%	2%	67%
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
Overall % of 20-21 Student Population	13%	4%	44%

# 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.

Overall trends in the in school suspension data remain relatively consistent and 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 in-school suspensions for black/African American high school students appears to be less disproportionate than previous years. Additional data is needed to determine if this is a trend or an anomaly.

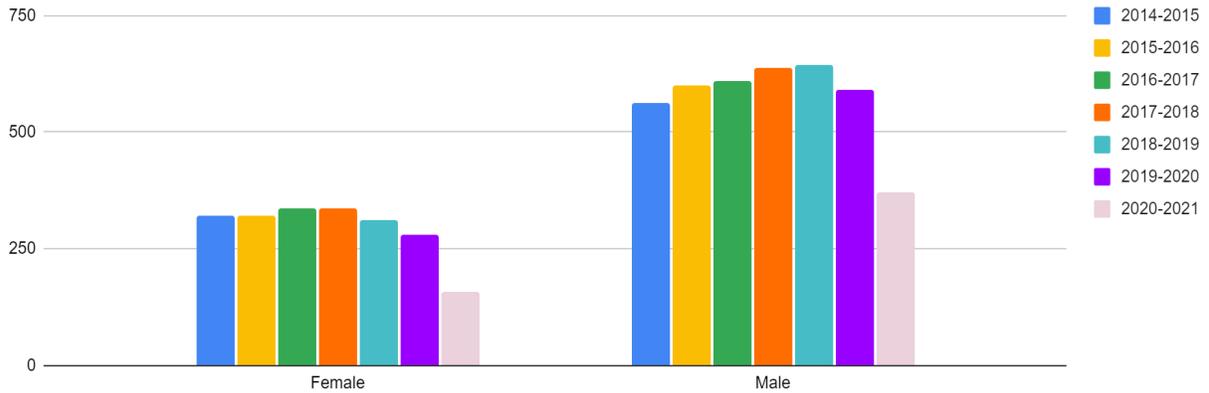
## Middle School Out of School Suspensions by Gender



Number Of Out of School Suspension Students

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%
<b>Overall % of 20-21 Student Population</b>	<b>49%</b>	<b>51%</b>

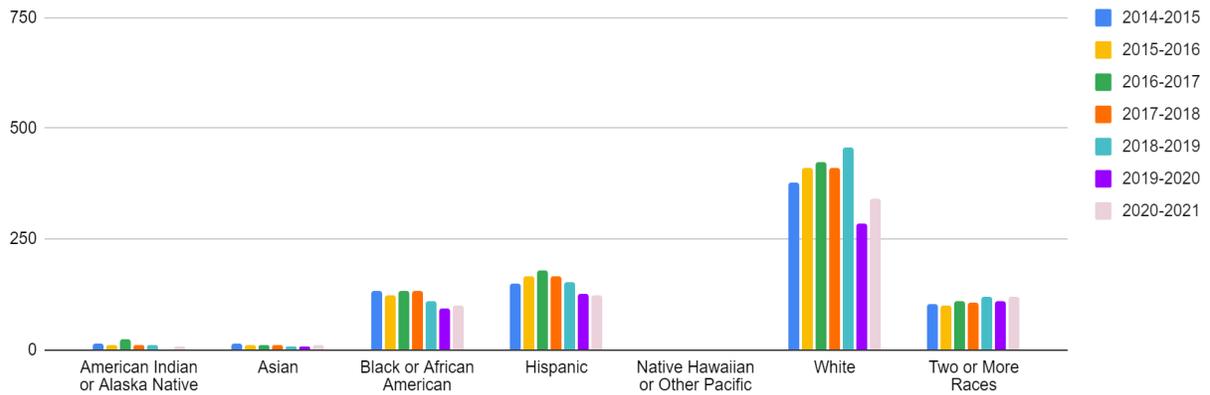
## High School Out of School Suspensions by Gender



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%
<b>Overall % of 20-21 Student Population</b>	<b>48%</b>	<b>52%</b>

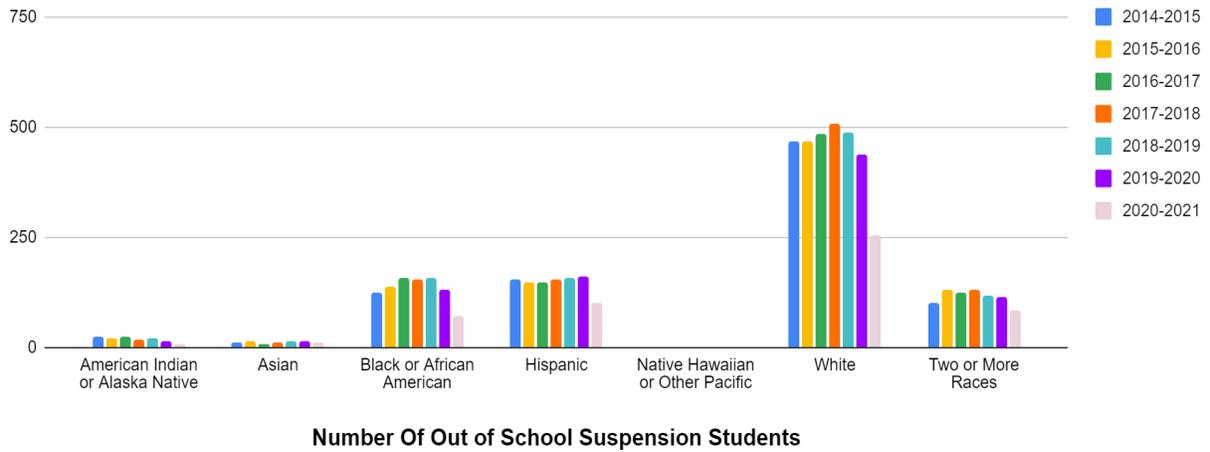
## Middle School Out of School Suspensions by Race/Ethnicity



Number Of Out of School Suspension Students

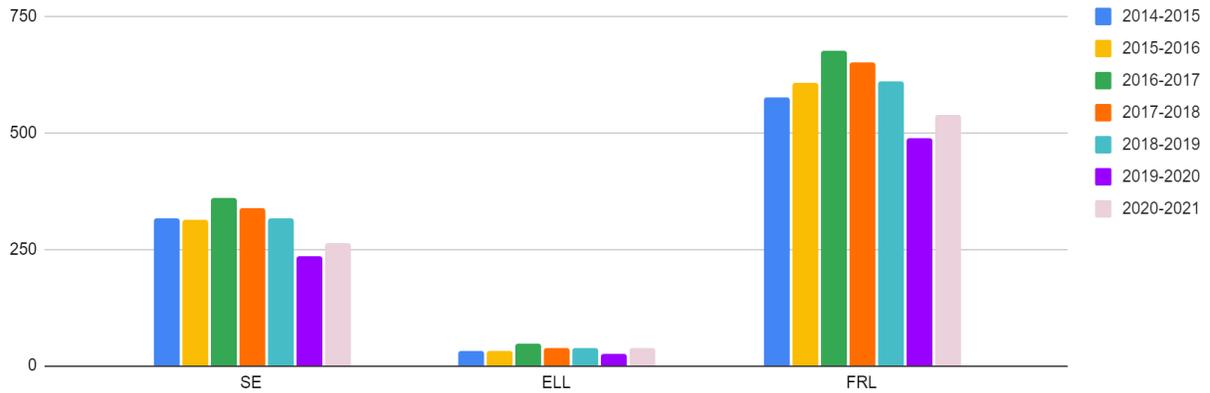
Percent of Yearly Out of School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
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%
<b>Overall % of 20-21 Student Population</b>	<b>1%</b>	<b>4%</b>	<b>7%</b>	<b>15%</b>	<b>0%</b>	<b>64%</b>	<b>9%</b>

## 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 Other Pacific	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%
<b>Overall % of 20-21 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>6%</b>	<b>15%</b>	<b>0%</b>	<b>65%</b>	<b>8%</b>

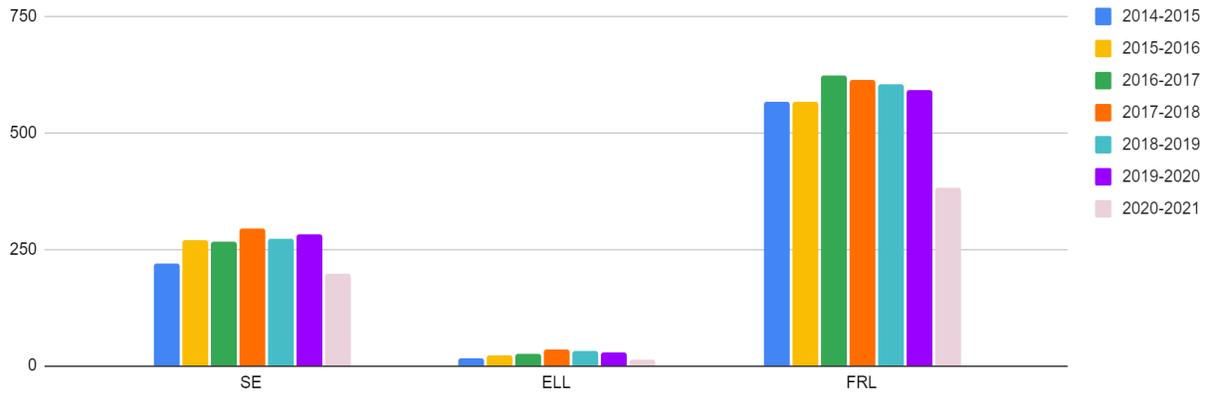
## Middle School Out of School Suspensions by SE, ELL & FRL



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%
<b>Overall % of 20-21 Student Population</b>	<b>17%</b>	<b>3%</b>	<b>48%</b>

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



Number Of Out of School Suspensions Students

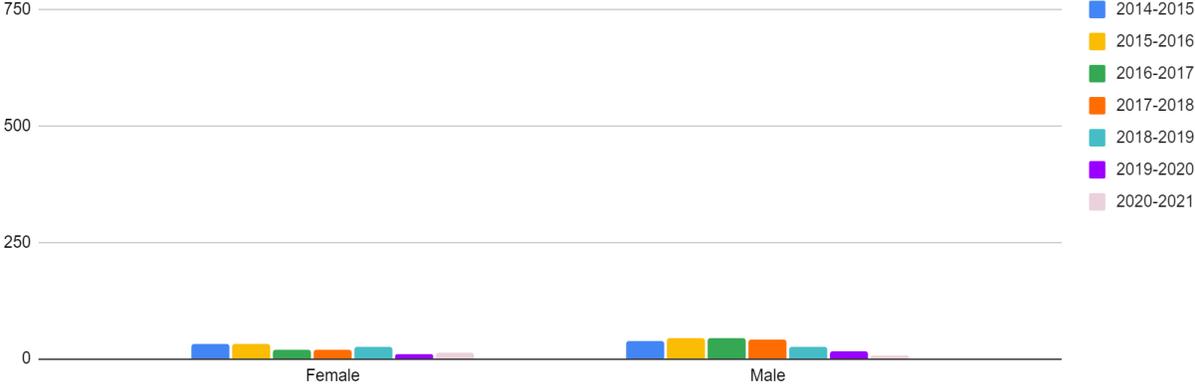
Percent of Yearly Out of School Suspensions			
Year	SE	ELL	FRL
2014-2015	25%	2%	64%
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
Overall % of 20-21 Student Population	12%	4%	41%

# 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.

Overall trends in the out of school suspension data remain relatively consistent and 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 is needed to determine if this is a trend or an anomaly.

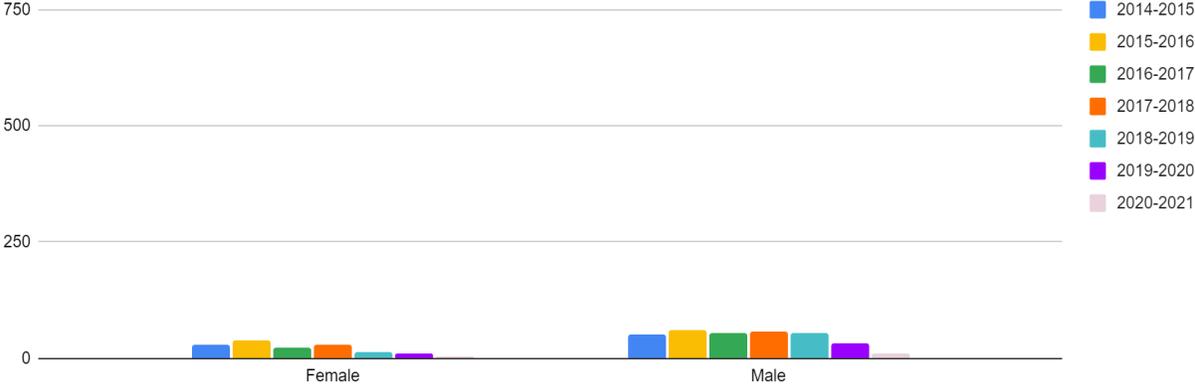
# Middle School Expulsions by Gender



Number Of Expelled Students

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%
<b>Overall % of 20-21 Student Population</b>	<b>49%</b>	<b>51%</b>

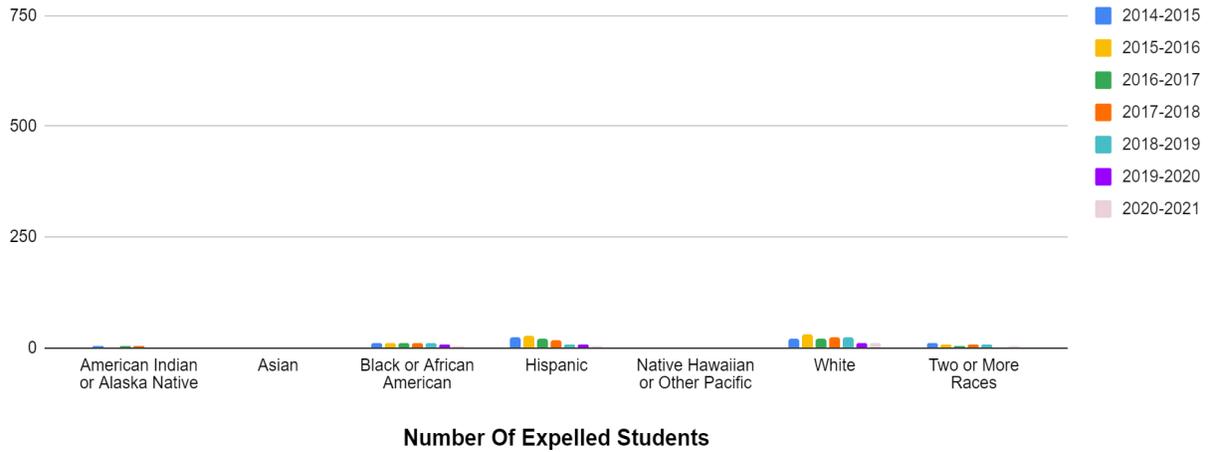
# High School Expulsions by Gender



Number Of Expelled Students

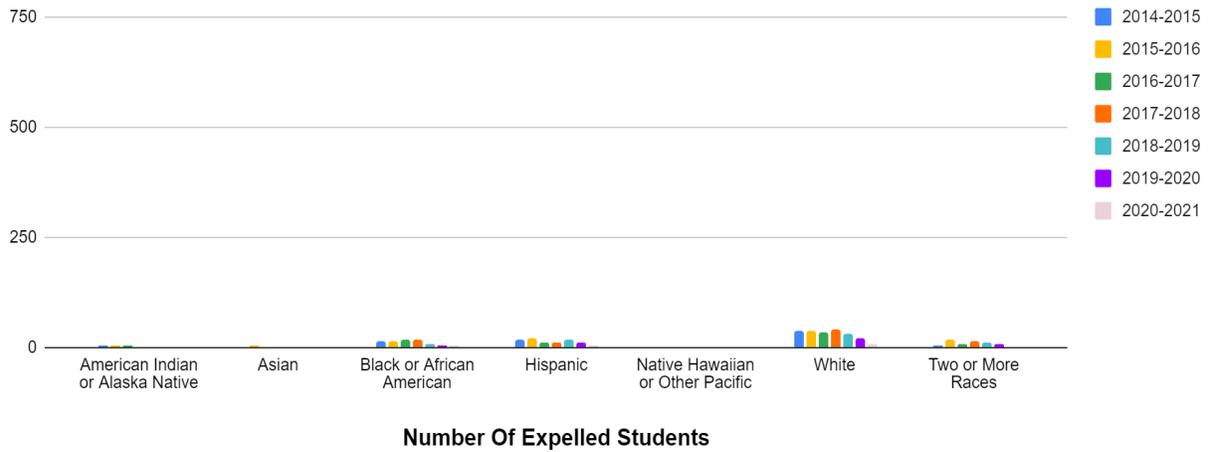
Percent of Yearly Expulsions		
Year	Female	Male
2014-2015	35%	65%
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
<b>Overall % of 20-21 Student Population</b>	<b>48%</b>	<b>52%</b>

## Middle School Expulsions by Race/Ethnicity



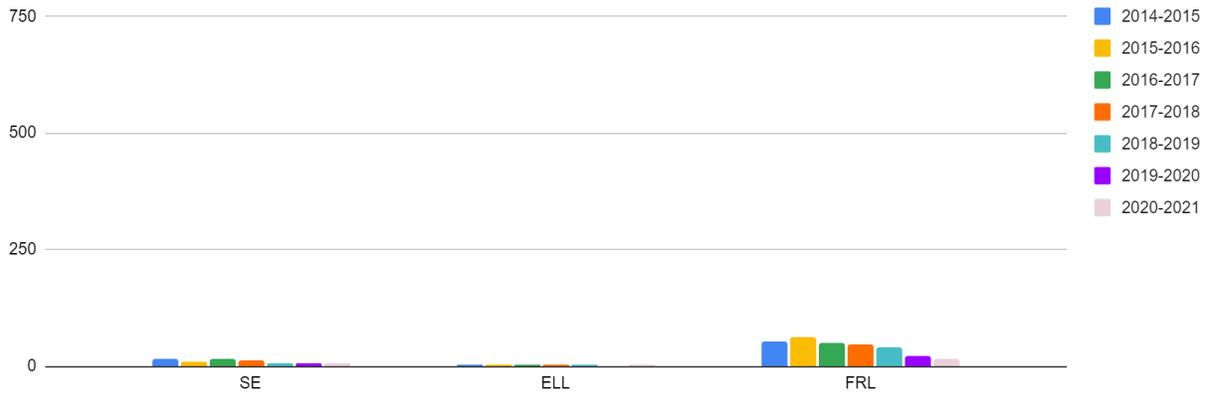
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	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%
<b>Overall % of 20-21 Student Population</b>	<b>1%</b>	<b>4%</b>	<b>7%</b>	<b>15%</b>	<b>0%</b>	<b>64%</b>	<b>9%</b>

## 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 Other Pacific	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%
<b>Overall % of 20-21 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>6%</b>	<b>15%</b>	<b>0%</b>	<b>65%</b>	<b>8%</b>

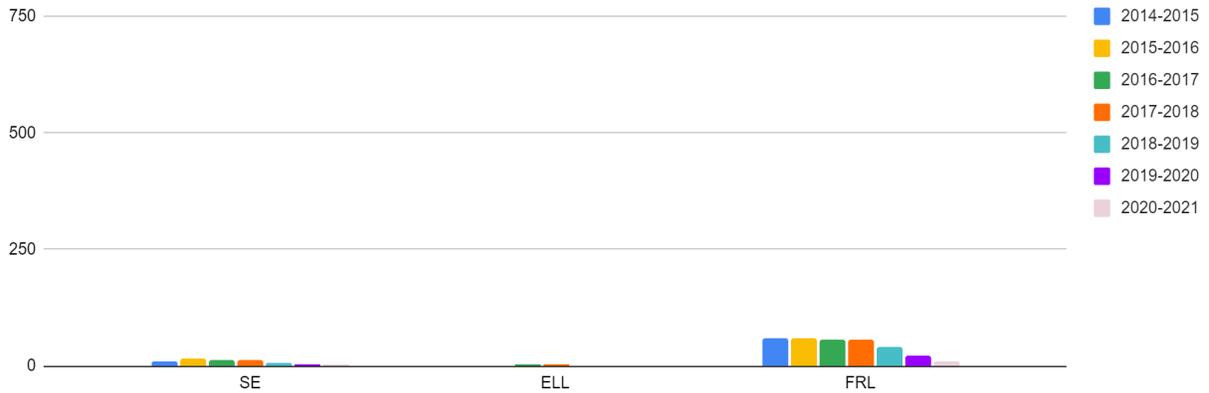
## Middle School Expulsions by SE, ELL & FRL



Number Of Expelled Students

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%
<b>Overall % of 20-21 Student Population</b>	<b>17%</b>	<b>3%</b>	<b>48%</b>

## High School Expulsions by SE, ELL & FRL



**Number Of Expelled Students**

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%
Overall % of 20-21 Student Population	12%	4%	41%

# 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. This trend is also evident for female students. On the other hand, the rate for male students is no longer disproportionate.

The pattern is different at the high school level. The rate of expulsions for high school students identifying as two or more races was zero thus indicating no negative disproportionality. On the other hand, 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 is needed to determine if this is a trend or an anomaly.

# Recommendations

This is the second year of data gathering based on the goals and expectations established by the LPS/LPD 2018 Memorandum of Understanding. These two years of data have been added to the trend data that was able to be constituted after the 2018 agreement was reached, but from historical records. The historical data did not reflect the current training or delineation of responsibilities that has been developed based on the guidelines in the 2018 memorandum and the development of the draft 2020 memorandum based on the requirements determined by the passage of LB390, conceptualized in the model SRO memorandum created by the Nebraska Department of Education, and the passage of the updated LPS/LPD Memorandum of Understanding in December, 2020.

Even though considerable data has been collected and analyzed, the ability to base recommendations for action on this data is limited for two reasons. First, the historical data was based on practices prior to the implementation of the original memorandum of understanding in 2018, the impact of which we are attempting to measure. Second, the two years of data that have been collected since the creation of the agreement have been interrupted by pandemic imposed limited schedules, changes in practices and procedures, and even a full quarter of school when students did not attend at a physical school site.

Even with the limits described above, two areas of recommendation are supported by feedback from stakeholders, from the data that is available in the report, and from best practices. They are included below:

- Continue to provide robust and collaborative training programs for SROs and school administrators, including involving students/SRO interaction as part of the training. It is noted in the data that the percentages of referrals to SROs coming from school administrators continues to increase dramatically. This has been a key focus of professional development and one of the target strategies to better ensure consistent standards for referrals and address issues of over representation to law enforcement.

## Item 2

- Review disparity data analysis and sequential intercept mapping as a dynamic method for developing criminal justice-mental health-restorative practices partnerships used by to assess our existing resources, gaps and opportunities at each of five intercept points in order to create a process that either prevents or redirects students from over representative demographic groups from referral to expulsion or law enforcement and instead directs them to restorative and support programs similar to project RESTORE for student assault or SAMI for alcohol and marijuana use.

While we were unable to find an effective method to separate specific referral data from

broader data, such as *selling/distribution* and *use* from Narcotics, it is still possible to be aware of the variety of needs of those referred for Narcotics and focusing on addressing them.

During the annual cycle of this report, LPS/LPD will continue to work with community groups in order to receive feedback and answer questions as methods for continuously improving service to our students, families and the community.

**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.

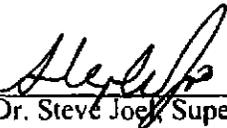
2. This MOU supersedes and terminates the MOU adopted by the City (via Resolution Number A-91046) and LPS in May 2018, effective January 1, 2021.

**CITY OF LINCOLN**

  
\_\_\_\_\_  
Leirion Gaylor Baird, Mayor

12/17/2020  
Date

**LANCASTER COUNTY SCHOOL DISTRICT NO. 001**

  
\_\_\_\_\_  
Dr. Steve Joek, Superintendent MB

12/1/20  
Date