

# **School Resource Officer Program, School Perception, and Discipline Data Reports**

in partial fulfillment of the Annual Report requirement of the

## **Safe and Successful Kids Interlocal Board**

October, 2024

Information prepared by:

**Assessment & Evaluation Team,  
Lincoln Public Schools**

and

**Lincoln Police Department Crime Analysis Unit  
Crime Analysis Unit Manager Jeff Peterson and Crime Analyst Trisha Todd**

# TABLE OF CONTENTS

Click on the section name below to go directly to that section.

<a href="#">Introduction</a>	3
<a href="#">Lincoln Police Department Data</a>	5
<a href="#">Number of Calls for Service (CFS) and Referrals at LPS Middle and High Schools</a>	7
<a href="#">Juveniles Referred and Placed at the Youth Services Center (YSC)</a>	10
<a href="#">Who Initiated CFS at LPS Middle and High Schools</a>	11
<a href="#">CFS Types of Incidents Occurring in LPS Middle and High Schools (Including Referrals)</a>	17
<a href="#">Notification of Administrators by Staff Members</a>	27
<a href="#">Disparity Indices for CFS</a>	32
<a href="#">SRO Information</a>	40
<a href="#">Lincoln Public Schools (LPS) Data</a> <small>(Note about LPS Data from 2022-2023 School Year)</small>	41
<a href="#">LPS Perception Survey Data</a> <a href="#">Student Data (2023-24 school year)</a>	42
<a href="#">LPS Perception Survey Data</a> <a href="#">Family Data (2023-24 school year)</a>	54
<a href="#">LPS Perception Survey Data</a> <a href="#">Certified Staff Data (2023-24 school year)</a>	66
<a href="#">LPS Discipline Data</a>	76
<a href="#">Recommendations</a>	98
<a href="#">Appendix A: SRO Memorandum of Understanding</a>	103
<a href="#">Appendix B: LPS All Means All Action Plans</a>	107
<a href="#">Appendix C: LPS Perception Survey Data</a> <a href="#">Student Data (2023-24 school year)</a>	110

<a href="#">Appendix D: LPS Perception Survey Data</a> <a href="#">Family Data</a> (2023-24 school year)	<b>144</b>
<a href="#">Appendix E: LPS Perception Survey Data</a> <a href="#">Certified Staff Data</a> (2023-24 school year)	<b>170</b>

# Introduction

Lincoln Public Schools (LPS) and the city of Lincoln (City) share the goal of promoting school safety and a positive school climate. The two entities have enjoyed a successful partnership spanning decades. Through the School Resource Officer (SRO) program, Lincoln Police Department (LPD) officers are assigned to LPS schools, enhancing the safety of LPS students and staff. 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. Such consequences should address the root causes of the 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. Ideally, an SRO would be called in by properly trained LPS administrators to respond to student actions only when the actions clearly meet the definition agreed upon between LPS and the County Attorney for behaviors appropriate for referral to law enforcement. However, due to the dynamic nature of some calls for service, it is important that all students, parents, staff and citizens feel comfortable calling for assistance for safety purposes. As these interests are balanced, 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, and LPS conduct an annual review of the SRO program, LPS perception data, and LPS discipline data to make modifications as necessary to accomplish the stated SRO program goals. The data and recommendations from that work are included in this report, which will be presented to the Safe and Successful Kids Interlocal Board and made available to the Lincoln Board of Education, the Lincoln City Council, the Mayor, and the public (to the extent permitted by law).

To lay the groundwork for this annual review, in 2018-19, the interlocal board established an evaluation process that included community stakeholders. The initial community meeting took place on November 8, 2018 at Schoo Middle School. Feedback from this meeting led to an evaluation process that includes the regular review of program goals and relevant data, including specific measures, data points, and metrics. 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 online to respond to some questions from the community. These historical program materials remain on the interlocal board website: <https://app.lincoln.ne.gov/city/sskib/>.

In addition to completing this annual evaluation process, 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 data used in the 2022-23 and 2023-24 report:** in previous years (2018-2021) the race/ethnicity information used for disparity index calculations were derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. In an effort to more consistently represent this information, race/ethnicity data in this report (and last year's report) is aligned with the US Census demographic categories as represented in the LPS student information system. These race/ethnicity categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds. It is important to note, however, that these US Census race/ethnicity categorizations are commonly used in most educational reports.

# Lincoln Police Department Data

## GLOSSARY

TERM	DEFINITION
<b>CFS: Call for Service</b>	An incident that requires the presence of an officer for assistance. A Call for Service (CFS) can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen.
<b>Juvenile Referral</b>	The juvenile legal equivalent to an adult citation. There can be multiple referrals during a single CFS.
<b>Lodge</b>	A juvenile is arrested and placed at the Youth Services Center (YSC).
<b>PR: Person Responsible</b>	A juvenile is considered a Person Responsible (PR) if probable cause exists to refer them for a crime <i>and</i> a referral was issued. There can be multiple PRs during a single CFS.
<b>YSC: Youth Services Center</b>	Provides temporary levels of detention for juveniles being processed through the justice system, or who have been adjudicated and ordered by the court to serve a specified period of time.

## Creation of the Dataset & Coding Notes

LPD created a dataset by analyzing all calls for service (CFS) at LPS middle and high schools during the 2023-2024 school year. Incidents that occurred at a middle or high school in the summer were excluded. However, incidents that occurred at a middle or high school outside of normal school hours (for example, an assault at a school-sponsored event in the evening or vandalism to a school at night) are included in the dataset. All incidents, regardless of whether an SRO or a non-SRO police officer responded to the call were included, and it was possible to differentiate between what type of officer handled the call. Furthermore, “all incidents” include those incidents in which an officer responded to a call for service, regardless of who initiated the call for service or whether the call for service resulted in a police report and/or a referral. Essentially, if a police call for service occurred at an LPS middle or high school during the school year (regardless of the outcome), it was included in our database.

The LPD Crime Analysis Unit numerically coded the data from 2021-22, 2022-23, and 2023-24. A trained team of coders numerically coded the data from 2015-2021. Due to the impact of COVID, school years 2019-20 and 2020-21 are excluded from this report. The data from 2015-19 compose the “prior four-year average” frequently cited in this report. This endeavor would not have been possible without effective collaboration and communication between the two organizations.

A few coding notes are worth mentioning. First, the report includes only individuals in the dataset who were listed as a victim, suspect, and/or a person responsible (PR) in the LPD reports. Individuals listed as a “witness” or “other,” for example, were omitted. When an individual is listed as a suspect, it means that the officer had credible information to believe that they *might* be the individual responsible for the crime. For example, a witness might identify them or the digital/forensic evidence might suggest that an individual 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 individual a party responsible.

**Note about person responsible data used in the 2022-23 and 2023-24 reports:** In the 2022-23 and 2023-24 data, when a juvenile or individual is listed as a person responsible (PR), this means there was probable cause to refer the juvenile or cite the adult for the crime and a referral/citation was issued. This is a coding change from previous years where an individual could be listed as a person responsible even if there was no referral/citation issued. There could be multiple PRs during a single CFS.

Throughout this document, the term “juvenile referral” is used. A juvenile referral is the legal equivalent of other terms that might be used in the community such as arrested or cited. There could be multiple juvenile referrals during a single CFS. Incidents of juvenile referral, arrest, or citation do *not* indicate that a student was placed in handcuffs and/or transported to the Youth Services Center (YSC). In fact, this rarely happens. The term “lodge” refers to placing an arrested juvenile at the YSC (see section “Juveniles Referred and Placed at the Youth Services Center (YSC)”).

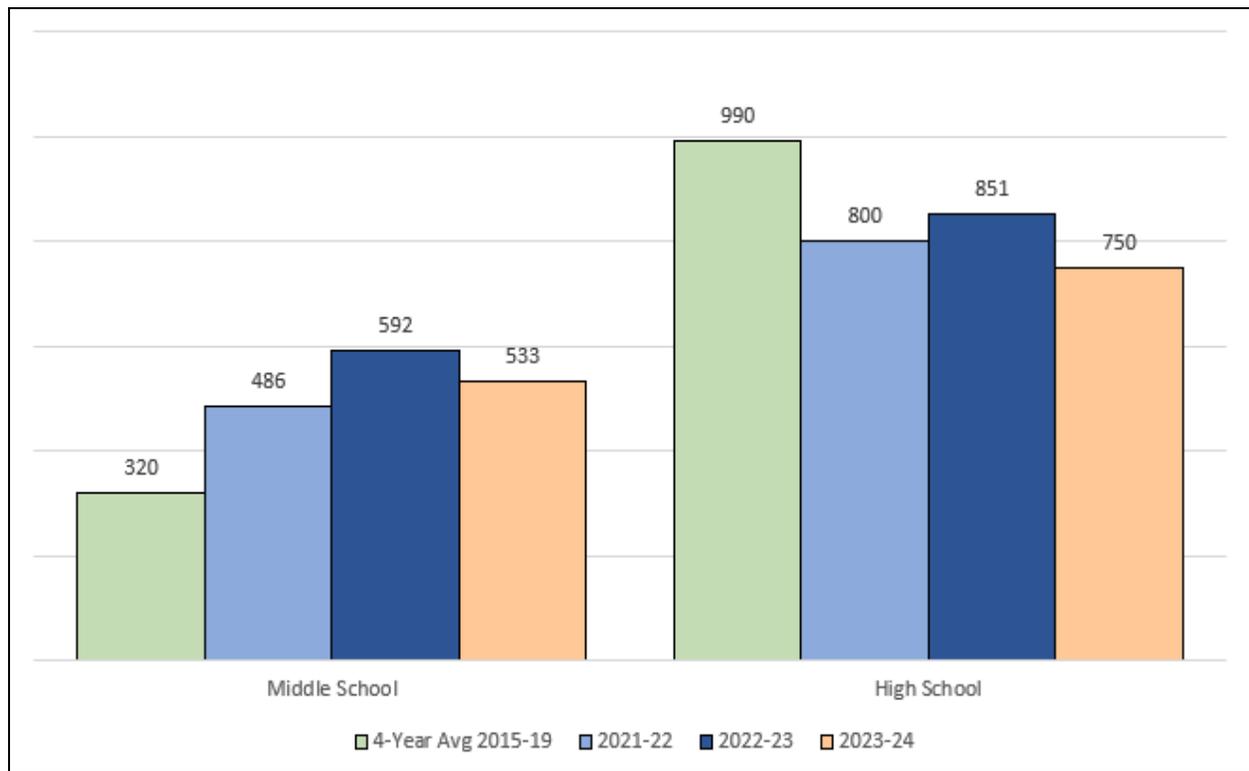
The four-year average refers to school years 2015-16 to 2018-19. 2019-20 and 2020-21 are outliers due to the impact of the pandemic. During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March) and during 2020-21, LPS students could attend school remotely due to COVID-19. **\*Data from these two school years are not included in this section of the report due to these reasons.**

The goal for future reports is to maintain historical data in the form of a four-year average prior to the addition of SROs in LPS middle schools and build toward a four-year average after the addition of SROs in LPS middle schools.

# LPS Middle and High Schools: Number of Calls for Service (CFS)

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.

\*A CFS is an incident that requires the presence of an officer for assistance. A CFS can be self-initiated by an officer or directed by dispatch at the request of any staff, student, or citizen.

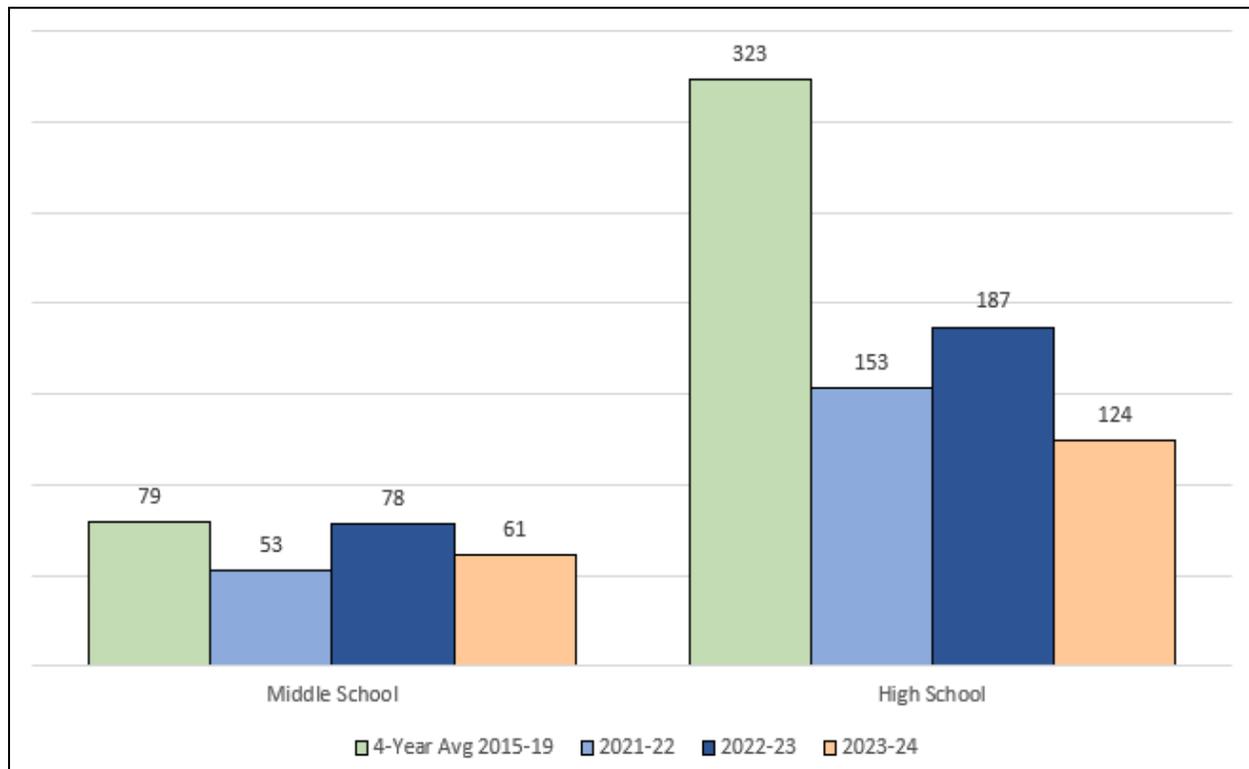


Calls for Service (CFS)	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Middle School	320	486	592	533	67%
High School	990	800	851	750	-24%
Total	1310	1286	1443	1283	-2%

- Calls for Service (CFS) at Middle Schools have increased 67% over the 4-year average. In the fall of 2018, SROs were added to the 12 middle schools. This would naturally cause an increase in the CFS when compared to the 4-year average. CFS at all LPS schools decreased 11% from 2022-23.

# LPS Middle and High Schools: Number of CFS that Resulted in a Juvenile Referral

Next, we examined whether the number of CFS that resulted in a juvenile referral at LPS middle and high schools increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

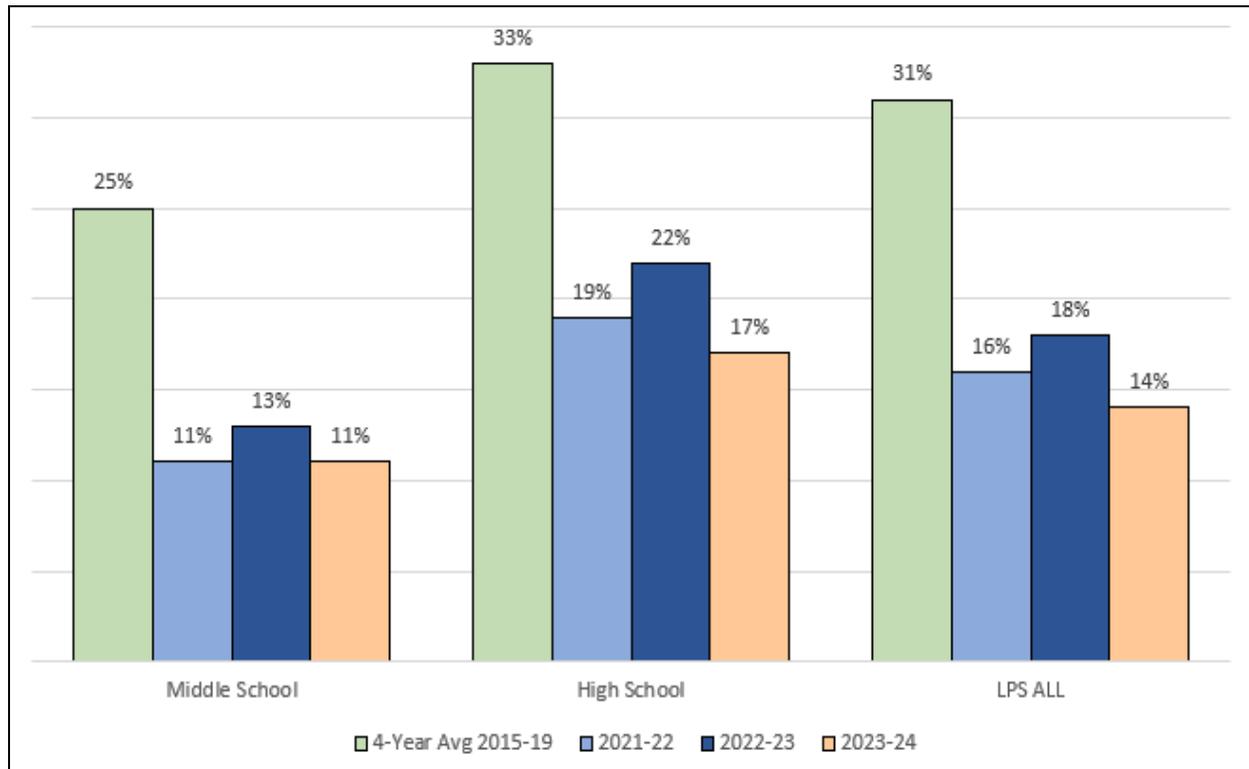


Middle and High School CFS w/ Referral	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Middle School	79	53	78	61	-23%
High School	323	153	187	124	-62%
Total	402	206	265	185	-54%

- Despite the 67% increase in CFS at middle schools, the number of CFS that resulted in a referral decreased 23% from the 4-year average.
- CFS that resulted in a referral decreased at high schools 62% from the 4-year average and decreased 30% from 2022-23.

# LPS Middle and High Schools: Juvenile Referral/CFS Rate

To better understand the totality of the referrals, we need to examine the number of CFS that resulted in a referral compared to the total number of CFS in a percentage.

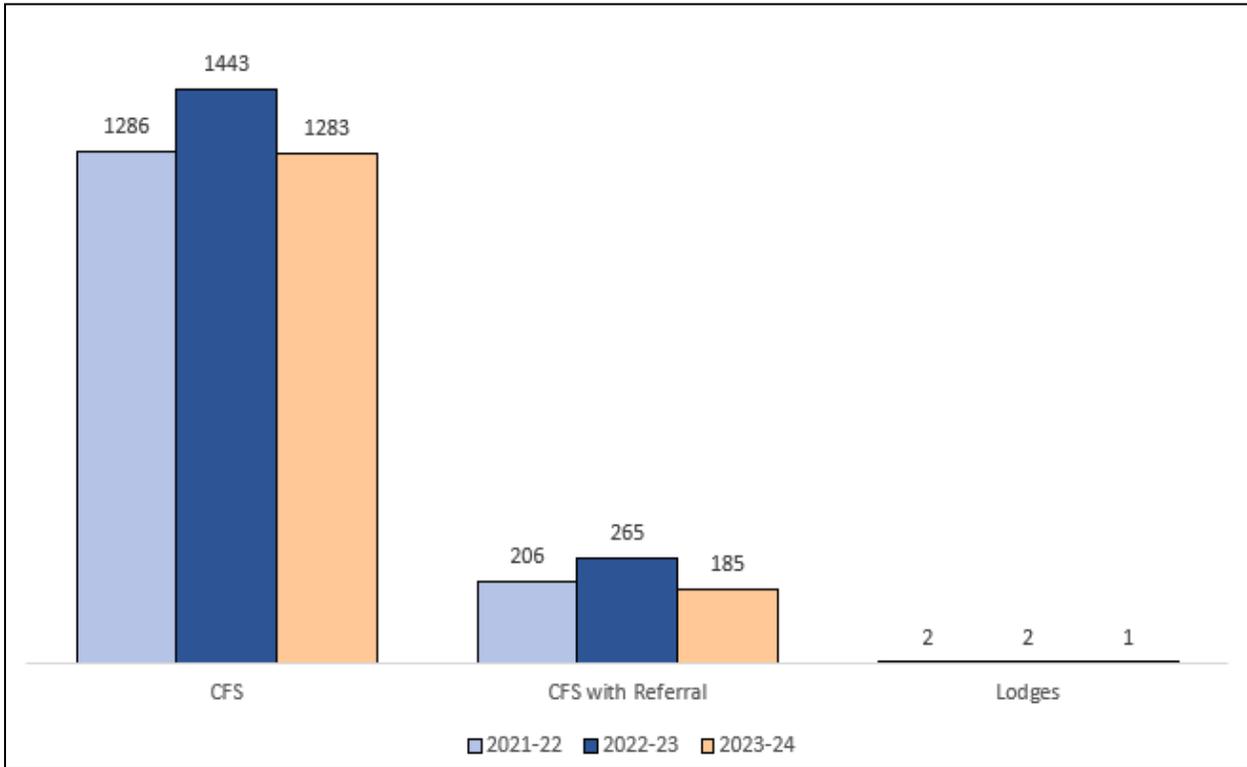


Referral/CFS %	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Middle School	25%	11%	13%	11%
High School	33%	19%	22%	17%
LPS ALL	31%	16%	18%	14%

- The referral rate for all LPS schools in 2023-24 has decreased by more than half from the prior 4-year average.

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

LPS has approximately 22,000 middle and high school students. In 2023-24, LPD issued a juvenile referral for 185 CFS that occurred at an LPS middle or high school. Of these juvenile referrals, only one student was lodged at the Youth Services Center. This is a lodge rate of less than 0.5% of CFS resulting in referral, and 0.08% of all CFS.

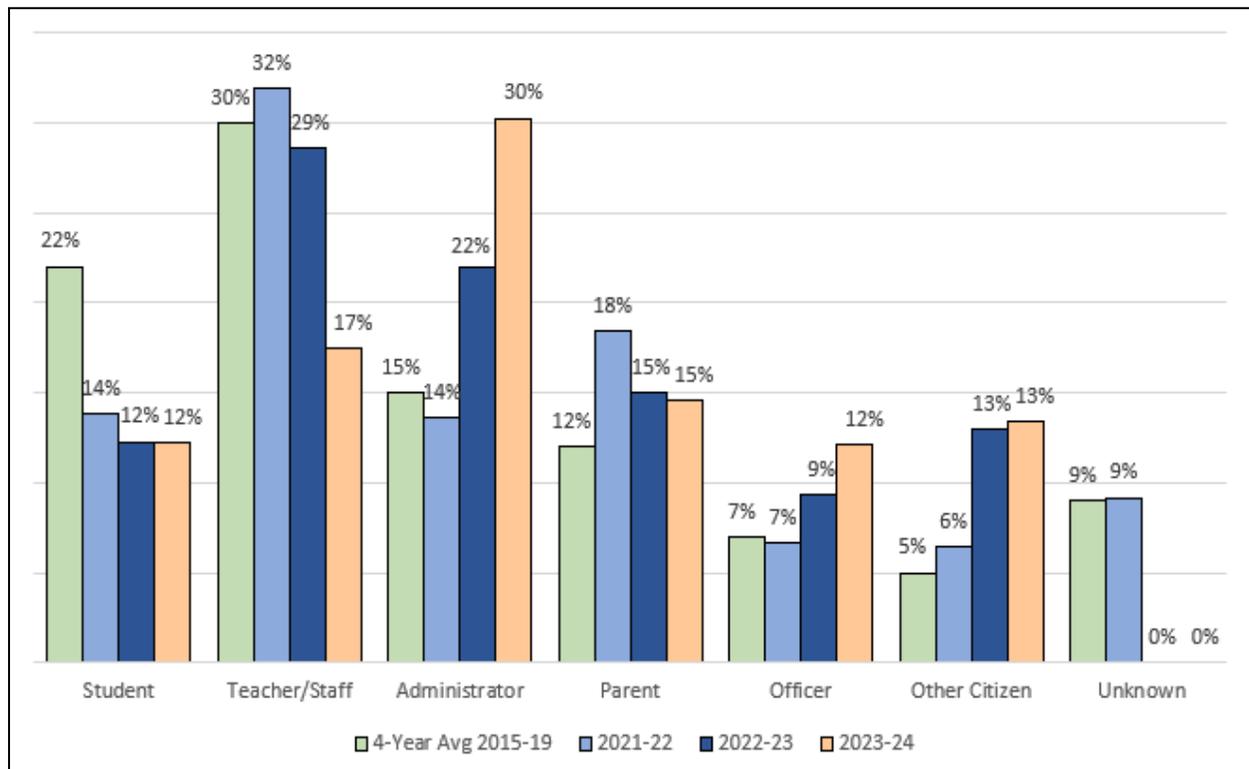


	2021-22	2022-23	2023-24
CFS	1286	1443	1283
CFS w/ Referral	206	265	185
Juvenile Lodges	2	2	1

# LPS Middle and High Schools: Who Initiated Calls For Service?

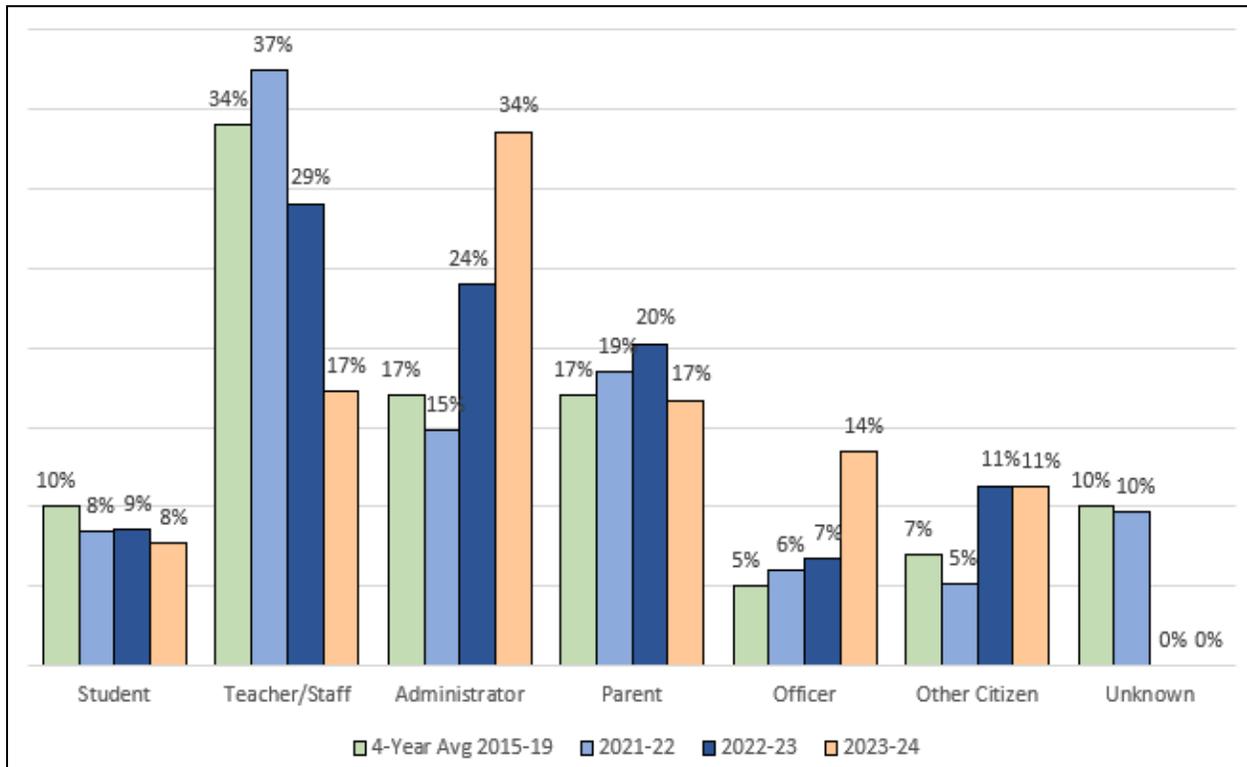
We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2023-24 compared to previous years. We also examined who initiated CFS at LPS middle and high schools that resulted in a referral, and whether these trends changed in 2023-24.

- Note: In 2022-23, the “Unknown” and “Other” categories were combined into “Other Citizen”.



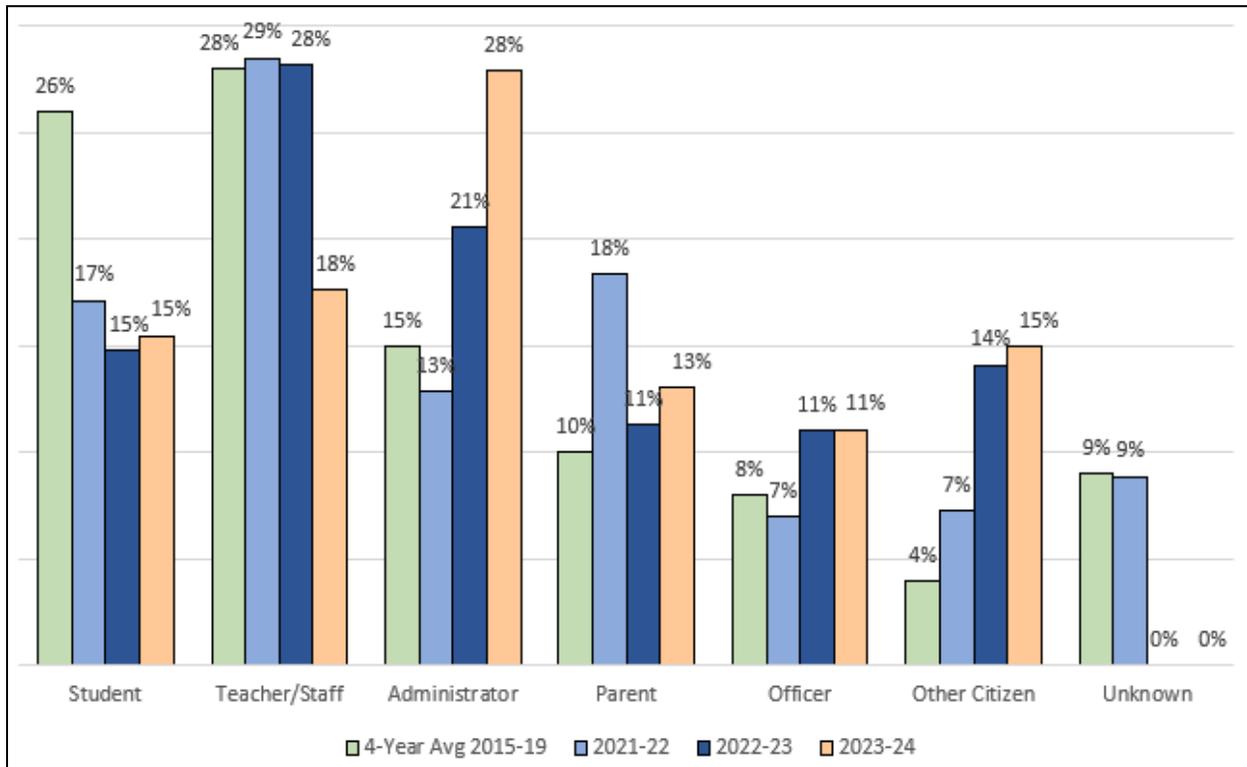
Middle and High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	287 (22%)	178 (14%)	177 (12%)	157 (12%)
Teacher/Staff	387 (30%)	410 (32%)	412 (29%)	224 (17%)
Administrator	203 (15%)	175 (14%)	317 (22%)	<b>388 (30%)</b>
Parent	157 (12%)	237 (18%)	216 (15%)	187 (15%)
Officer	90 (7%)	85 (7%)	134 (9%)	155 (12%)
Other Citizen	64 (5%)	83 (6%)	187 (13%)	172 (13%)
Unknown	123 (9%)	118 (9%)	0	0

# LPS Middle Schools: Who Initiated Calls For Service?



Middle School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	32 (10%)	41 (8%)	51 (9%)	41 (8%)
Teacher/Staff	110 (34%)	182 (37%)	172 (29%)	92 (17%)
Administrator	56 (17%)	72 (15%)	142 (24%)	<b>179 (34%)</b>
Parent	55 (17%)	90 (19%)	120 (20%)	89 (17%)
Officer	15 (5%)	29 (6%)	40 (7%)	72 (14%)
Other Citizen	21 (7%)	25 (5%)	67 (11%)	60 (11%)
Unknown	32 (10%)	47 (10%)	0	0

# LPS High Schools: Who Initiated Calls For Service?



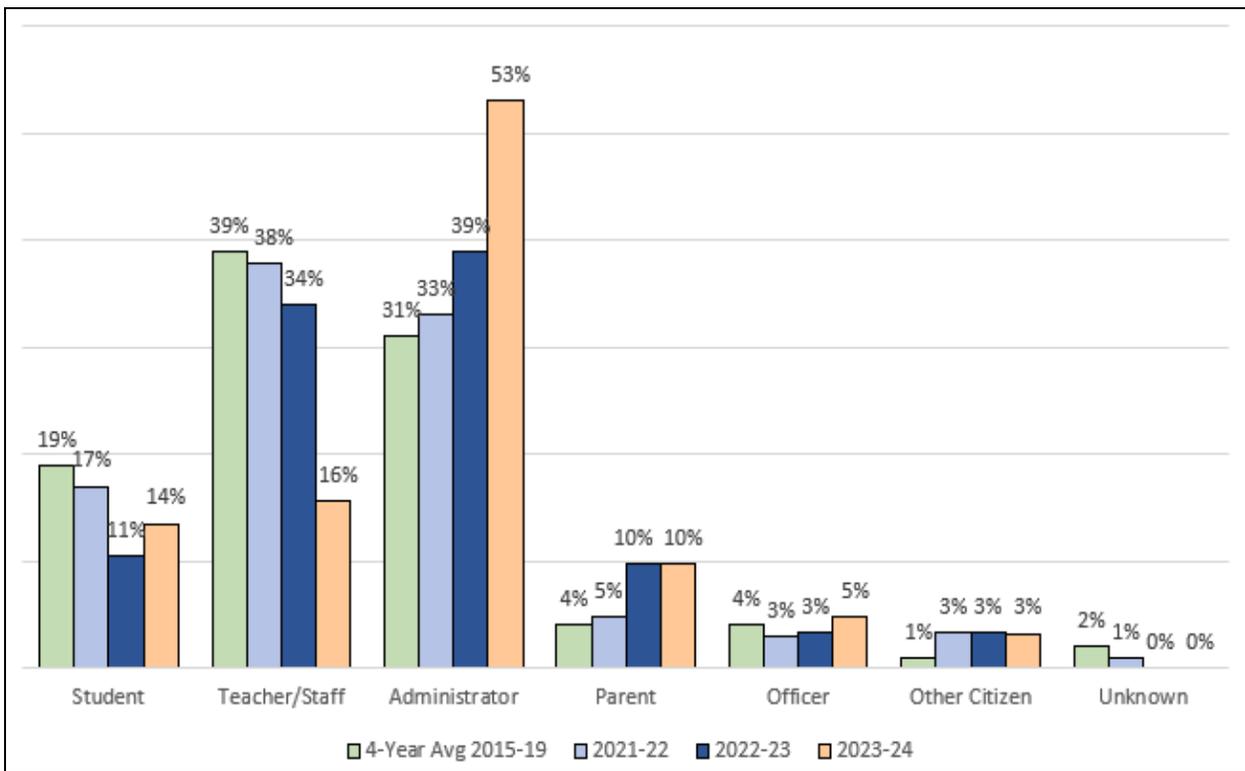
High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	255 (26%)	137 (17%)	126 (15%)	116 (15%)
Teacher/Staff	277 (28%)	228 (29%)	240 (28%)	132 (18%)
Administrator	147 (15%)	103 (13%)	175 (21%)	<b>209 (28%)</b>
Parent	102 (10%)	147 (18%)	96 (11%)	98 (13%)
Officer	75 (8%)	56 (7%)	94 (11%)	83 (11%)
Other Citizen	43 (4%)	58 (7%)	120 (14%)	112 (15%)
Unknown	91 (9%)	71 (9%)	0	0

- Of the 155 CFS initiated by officers at middle *and* high schools, 121 (78%) did not have a party listed. Examples of this type of CFS would be a found item or a vandalism with no suspect.

# LPS Middle and High Schools:

## Who Initiated Calls For Service (CFS) that Resulted in a Referral?

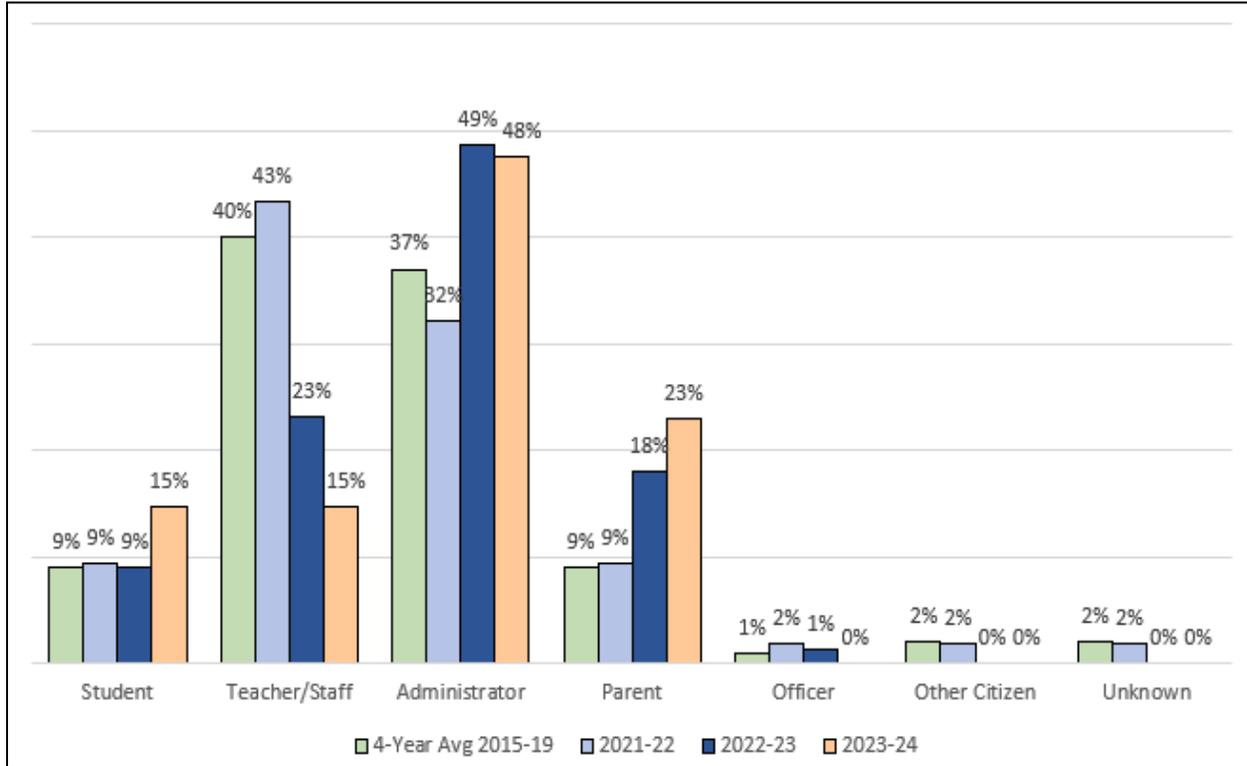
We examined who initiated a CFS at a middle or high school that resulted in a juvenile referral during the four-year average (2015-19), 2021-22, 2022-23 and 2023-24. Notably, in 2023-24, SROs or other officers initiated approximately 12% of all CFS occurring at LPS middle and high schools and 5% of CFS resulting in a juvenile referral. Of CFS that resulted in a referral, 95% were initiated by a party other than law enforcement. In 2023-24, Administrators initiated the greatest percentage of CFS (53%) that resulted in a referral, more than all the other parties combined. Teachers/Staff and Students initiated 30% of CFS that resulted in a referral.



Middle and High Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	19%	17%	11%	14%
Teacher/Staff	39%	38%	34%	16%
Administrator	31%	33%	39%	<b>53%</b>
Parent	4%	5%	10%	10%
Officer	4%	3%	3%	5%
Other Citizen	1%	3%	3%	3%
Unknown	2%	1%	0%	0%

# LPS Middle Schools:

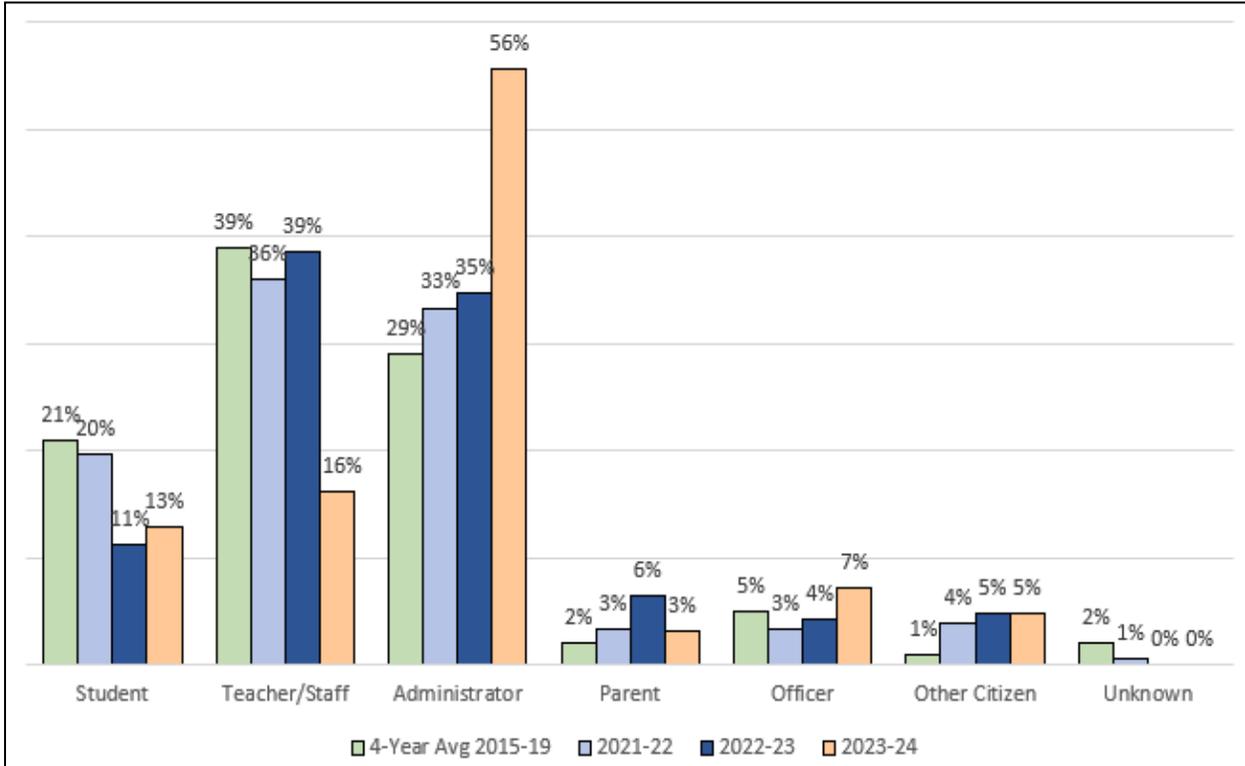
## Who Initiated Calls For Service (CFS) that Resulted in a Referral?



Middle Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	9%	9%	9%	15%
Teacher/Staff	40%	43%	23%	15%
Administrator	37%	32%	49%	<b>48%</b>
Parent	9%	9%	18%	23%
Officer	1%	2%	1%	0%
Other Citizen	2%	2%	0%	0%
Unknown	2%	2%	0%	0%

# LPS High Schools:

## Who Initiated Calls For Service (CFS) that Resulted in a Referral?



High Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	21%	20%	11%	13%
Teacher/Staff	39%	36%	39%	16%
Administrator	29%	33%	35%	<b>56%</b>
Parent	2%	3%	6%	3%
Officer	5%	3%	4%	7%
Other Citizen	1%	4%	5%	5%
Unknown	2%	1%	0%	0%

# **CFS Types 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 2023-24 compared to the four-year average from 2015-16 to 2018-19 as 2019-20 and 2020-21 were not calculated due to COVID limitations.

Consistent with the prior four-year average, the following CFS types in 2023-24 were among the most prevalent in LPS middle and high schools: disturbances, assaults, missing person incidents, vandalisms, narcotic offenses, and larcenies.

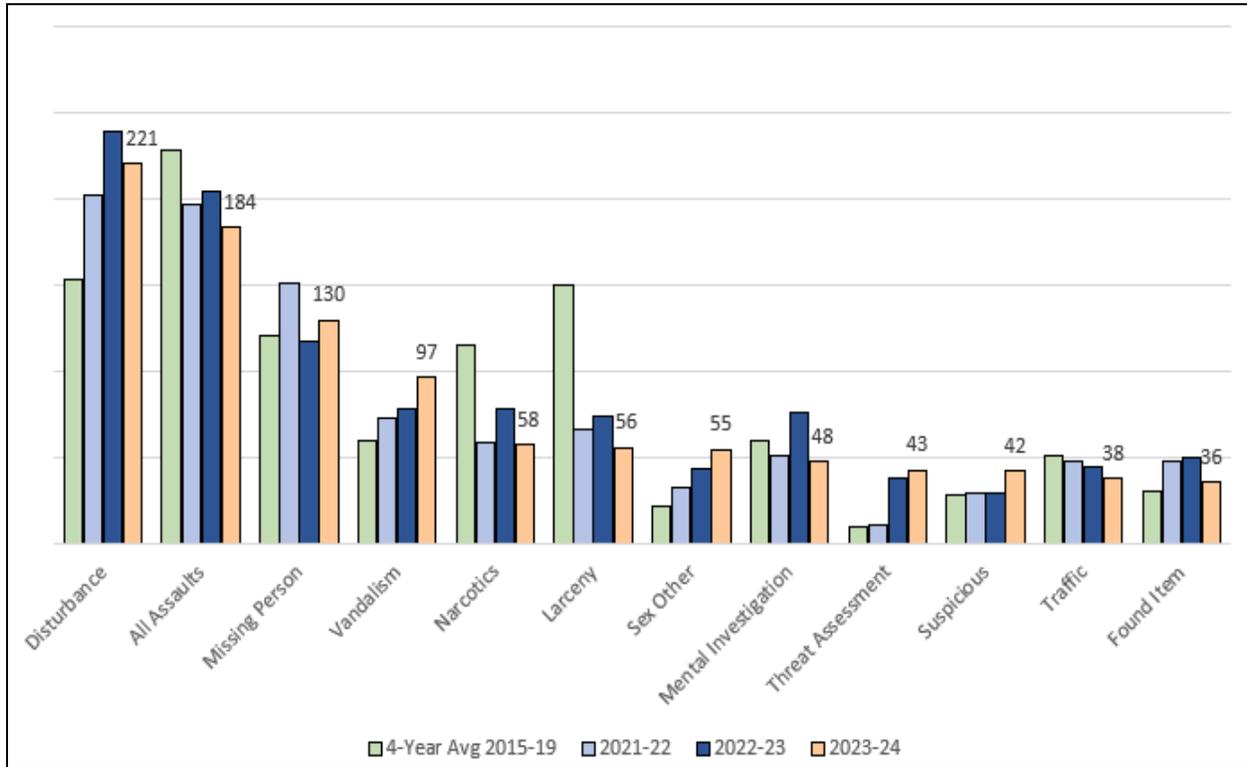
Historically, there are types of CFS that compose the majority of incidents that result in a juvenile referral: assaults, narcotic offenses, trespassing, disturbances, vandalisms, and alcohol offenses. An assault is not merely a student “shouldering” another student that he/she passes in the hallway, but rather a prolonged, violent encounter that disrupts school and places the involved students, onlookers, and/or staff members in danger of being injured. Disturbance referrals involve serious disruptions that impede learning, such as a prolonged mutual assault/fight between students that disrupts hallways/classrooms, students who are not simply being disruptive in class, but are damaging school property, and endangering other students, or a student who makes specific, credible school threat.

Threat assessments include an investigation of threats of violence toward staff, students, or the school. Threat assessments can be initiated by other types of calls for service such as a disturbance. SROs and LPS staff have participated in extensive training related to threat assessments including identifying behaviors of concern and responding to needs with a proactive intervention. Student’s knowledge of the threat program, having trusting relationships with staff and feeling that the district’s discipline system is fair, are all factors that increase threat reporting. Referrals have not increased as a result of increased threat reporting indicating LPS and SROs are managing concerns by introducing accountability and support to students and their families and are not trying to create safety through punitive measures.

We examined who initiated two types of CFS that resulted in a referral, assaults and narcotics, as the others had a much lower referral rate. 92% of Narcotics referrals were initiated by an Administrator or Teacher/Staff and 67% of Assault referrals were initiated by an Administrator or Teacher/Staff.

In summary, serious incidents compose the majority of CFS at LPS schools. Assaults, narcotic offenses, trespassing, disturbances, vandalisms and alcohol offenses, made up 83% of the incidents that resulted in a juvenile referral. School Administrators and Teachers/Staff initiated the largest percentage of these six types of incidents (73%).

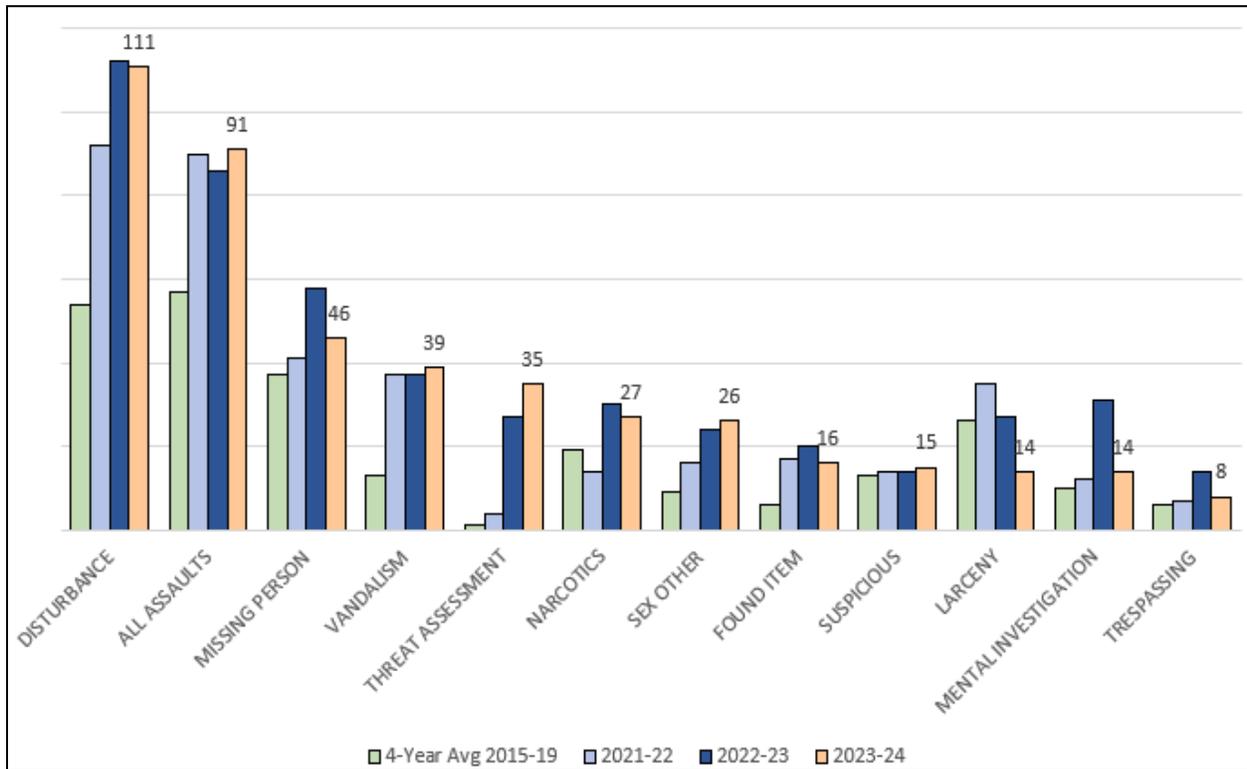
# LPS Middle and High Schools: Top 12 CFS Types



Middle and High Schools: Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	153	202	239	221	44%
All Assaults	228	197	205	184	-19%
Missing Person	121	151	118	130	7%
Vandalism	60	73	78	97	62%
Narcotics	115	59	78	58	-50%
Larceny	150	66	74	56	-63%
Sex Other*	22	33	44	55	150%
Mental Investigation	60	51	76	48	-20%
Threat Assessment	10	11	38	43	330%
Suspicious	28	30	29	42	50%
Traffic	51	48	45	38	-25%
Found Item	31	48	50	36	16%

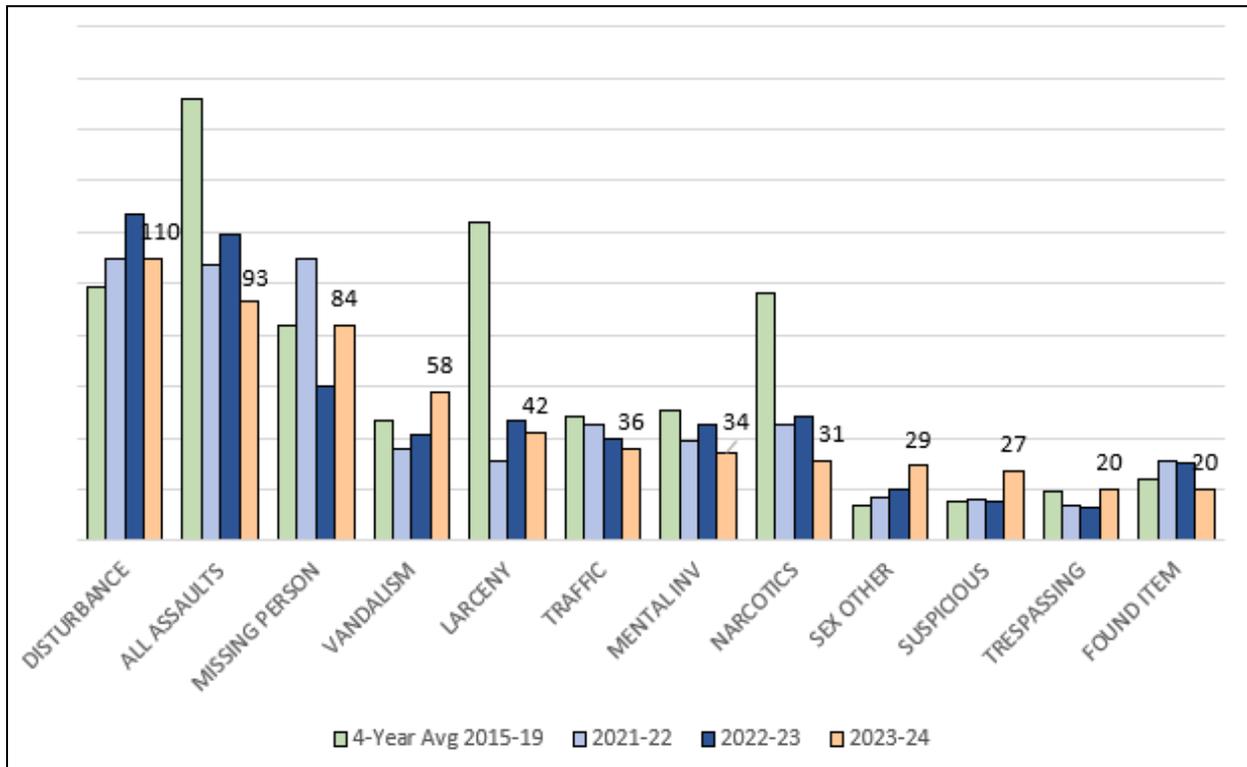
\*Sex Other includes the offenses of Molest/Fondling, Incest, Sex Offense-Other, and Pornography

# LPS Middle Schools: Top 12 CFS Types



Middle Schools: Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	54	92	112	111	106%
All Assaults	57	90	86	91	60%
Missing Person	37	41	58	46	24%
Vandalism	13	37	37	39	200%
Threat Assessment	1	4	27	35	3400%
Narcotics	19	14	30	27	42%
Sex Other	9	16	24	26	189%
Found Item	6	17	20	16	167%
Suspicious	13	14	14	15	15%
Larceny	26	35	27	14	-46%
Mental Investigation	10	12	31	14	40%
Trespassing	6	7	14	8	33%

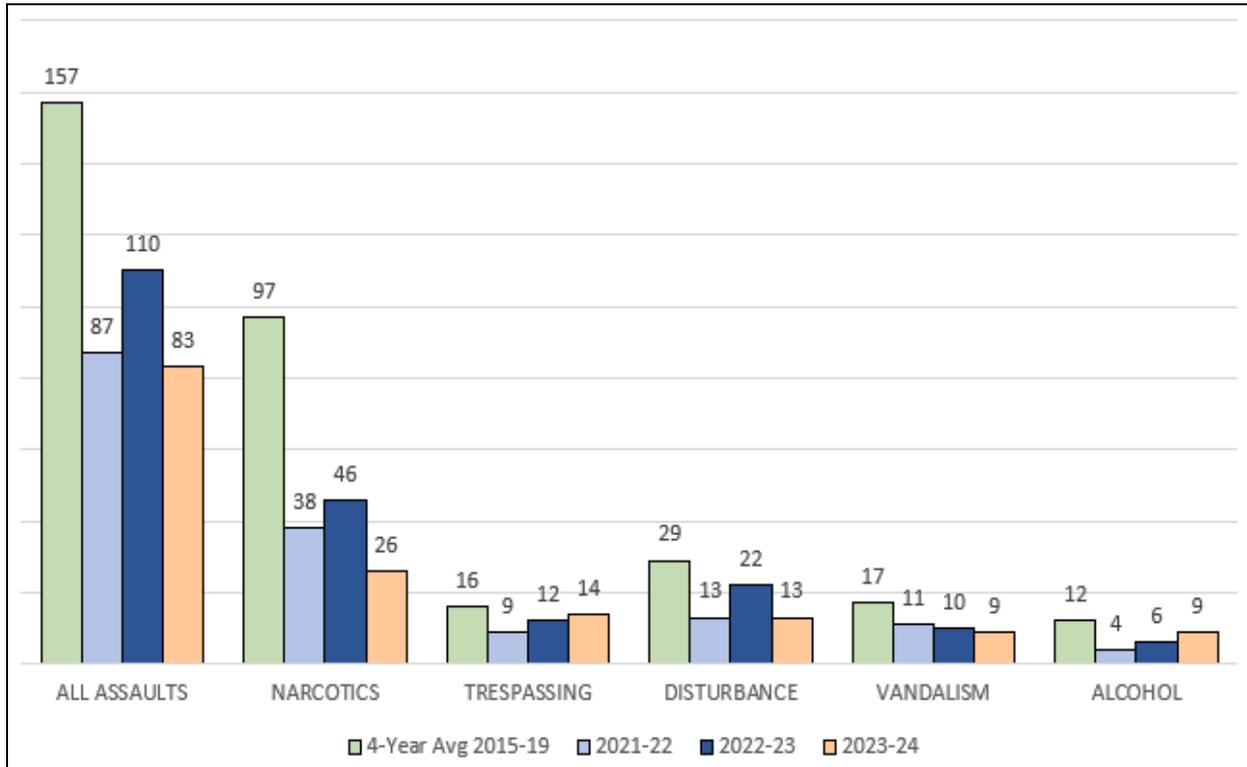
# LPS High Schools: Top 12 CFS Types



High Schools: Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	99	110	127	110	11%
All Assaults	172	107	119	93	-46%
Missing Person	84	110	60	84	0%
Vandalism	47	36	41	58	23%
Larceny	124	31	47	42	-66%
Traffic	48	45	40	36	-25%
Mental Investigation	51	39	45	34	-33%
Narcotics	96	45	48	31	-68%
Sex Other	14	17	20	29	107%
Suspicious	15	16	15	27	80%
Trespassing	19	14	13	20	5%
Found Item	24	31	30	20	-17%

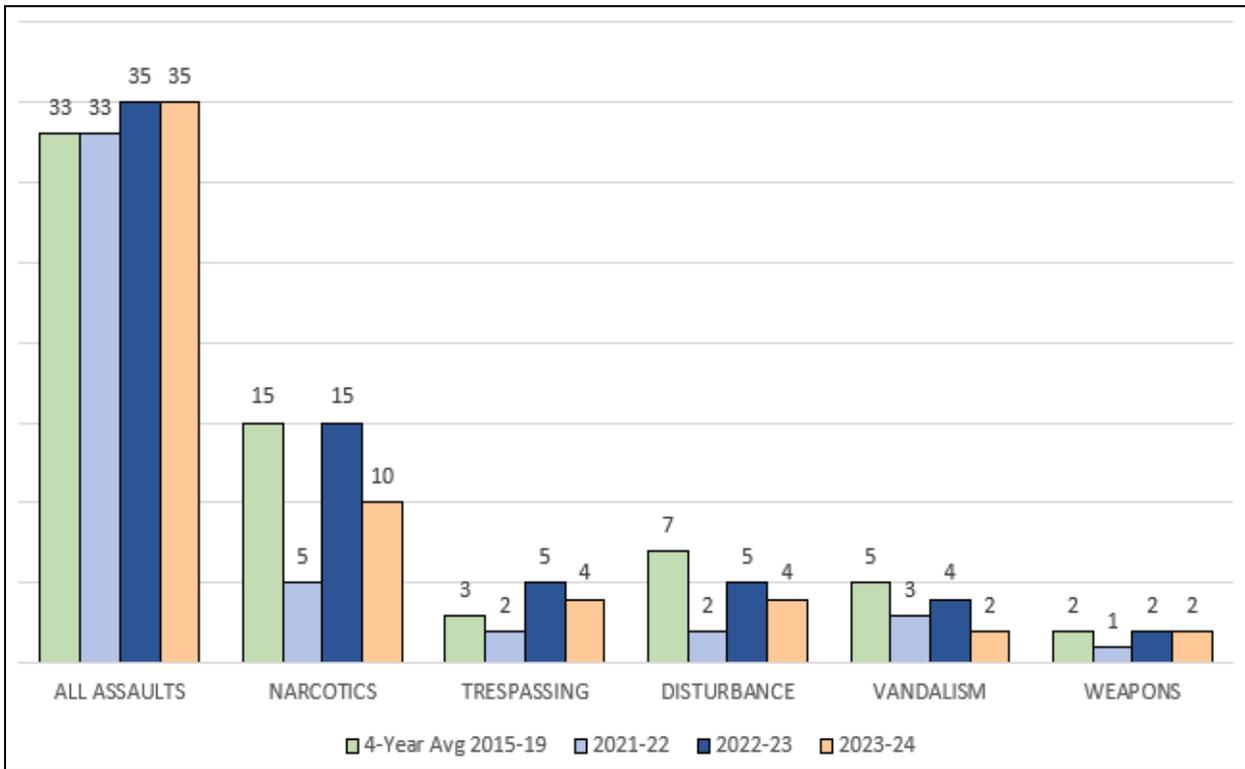
# LPS Middle and High Schools: CFS Involving Juvenile Referrals (Top 6)

These top 6 CFS represent 83% (154) of all CFS that resulted in a referral. 73% (113) were initiated by Teacher/Staff or Administrators and 3% (5) were initiated by officers.



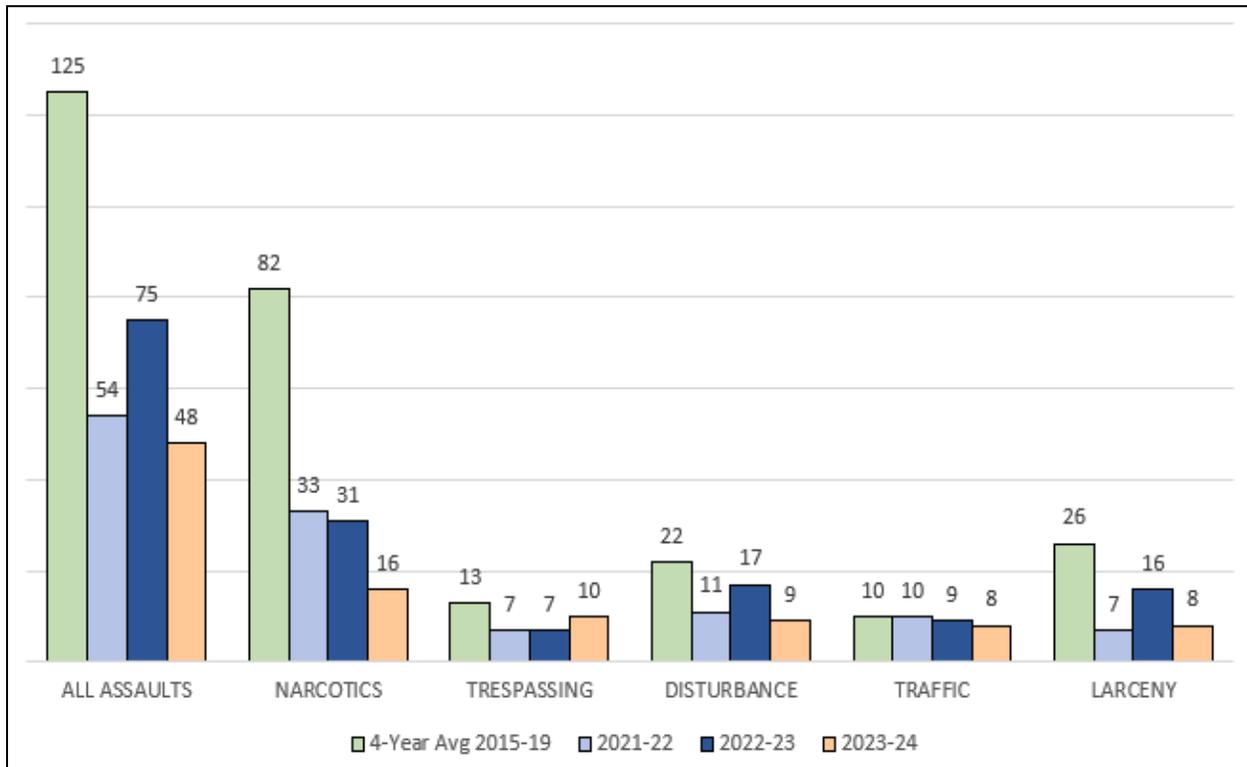
Middle and High Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
All Assaults	157	87	110	83	-47%
Narcotics	97	38	46	26	-73%
Trespassing	16	9	12	14	-13%
Disturbance	29	13	22	13	-55%
Vandalism	17	11	10	9	-47%
Alcohol	12	4	6	9	-25%

# LPS Middle Schools: CFS Involving Juvenile Referrals (Top 6)



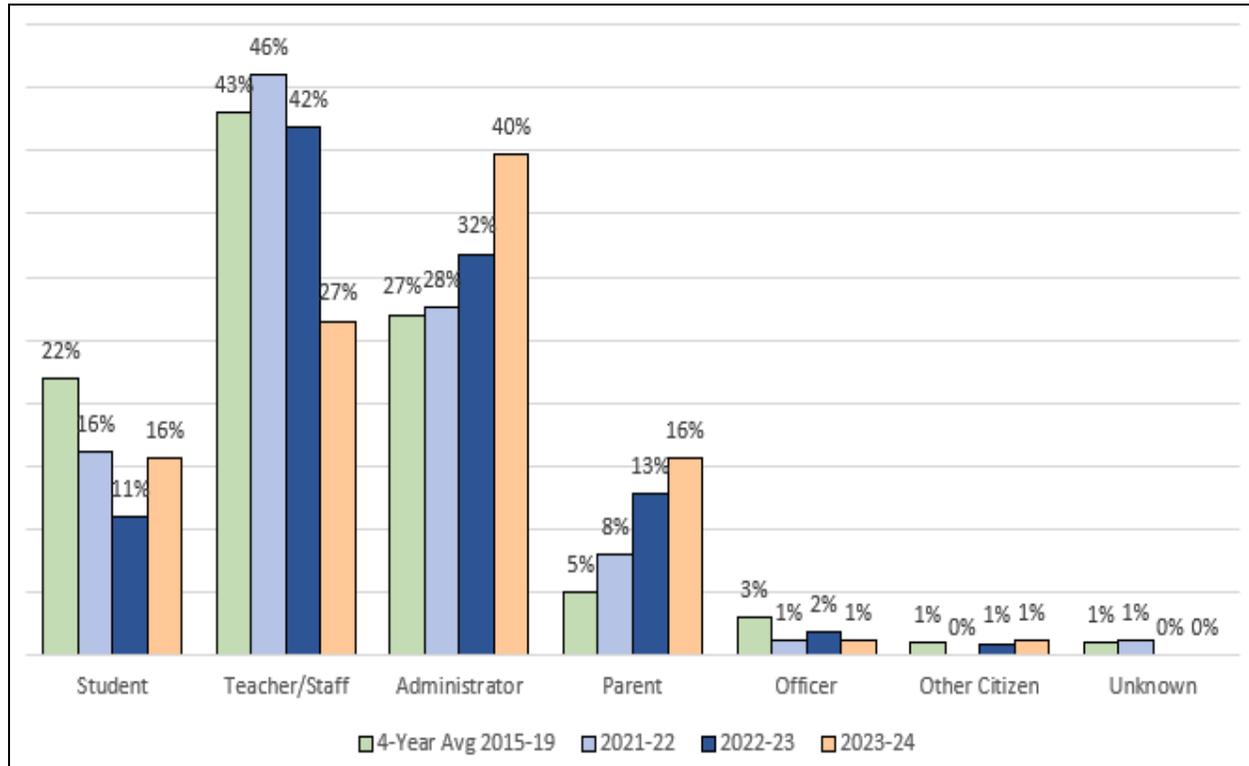
Middle Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
All Assaults	33	33	35	35	6%
Narcotics	15	5	15	10	-33%
Trespassing	3	2	5	4	33%
Disturbance	7	2	5	4	-42%
Vandalism	5	3	4	2	-60%
Weapons	2	1	2	2	0%

## LPS High Schools: CFS Involving Juvenile Referrals (Top 6)



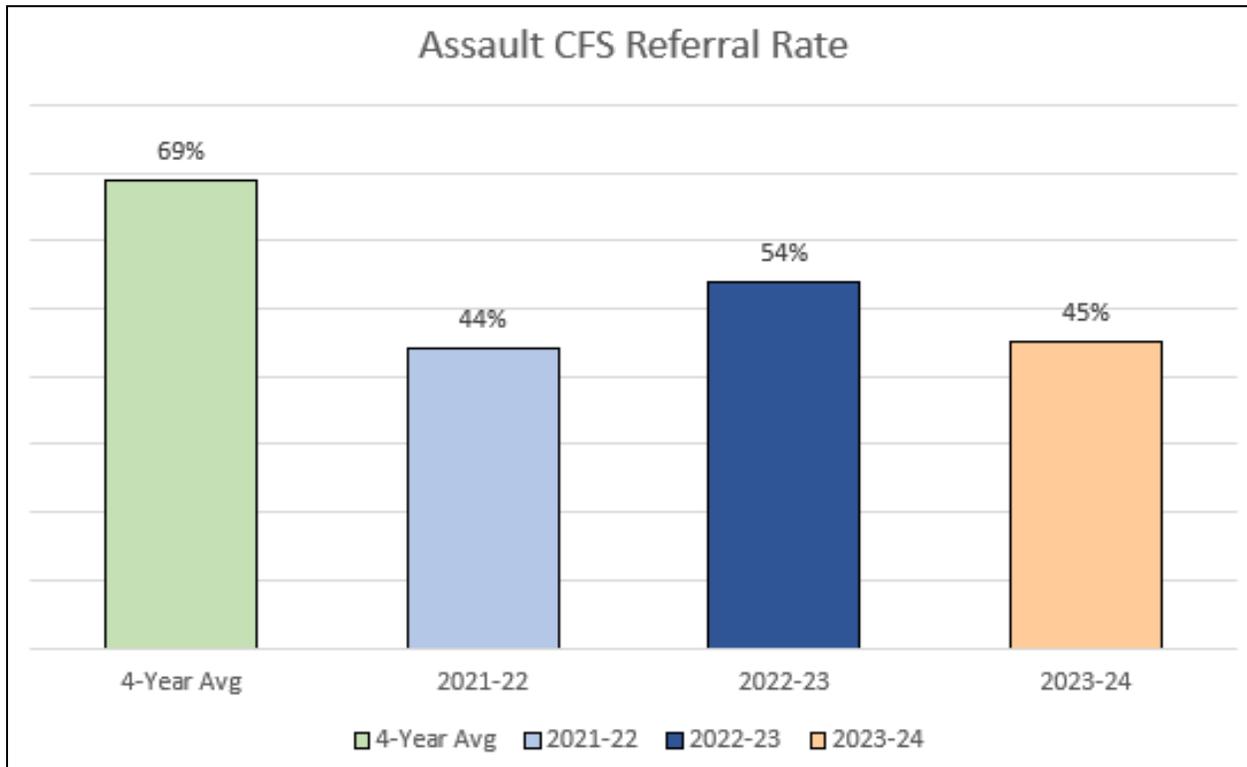
High Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
All Assaults	125	54	75	48	-62%
Narcotics	82	33	31	16	-80%
Trespassing	13	7	7	10	-23%
Disturbance	22	11	17	9	-59%
Traffic	10	10	9	8	-20%
Larceny	26	7	16	8	-69%

# LPS Middle and High Schools: Who Initiated Assault CFS that Resulted in a Juvenile Referral?



Who Initiated Assault Referrals?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	22% (35)	16% (14)	11% (12)	16% (13)
Teacher/Staff	43% (68)	46% (40)	42% (46)	27% (22)
Administrator	27% (42)	28% (24)	32% (35)	<b>40% (33)</b>
Parent	5% (7)	8% (7)	13% (14)	16% (13)
Officer	3% (5)	1% (1)	2% (2)	1% (1)
Other Citizen	1% (1)	0%	1% (1)	1% (1)
Unknown	1% (1)	1% (1)	0%	0%

# LPS Middle and High Schools: Assault CFS that Resulted in a Referral Review



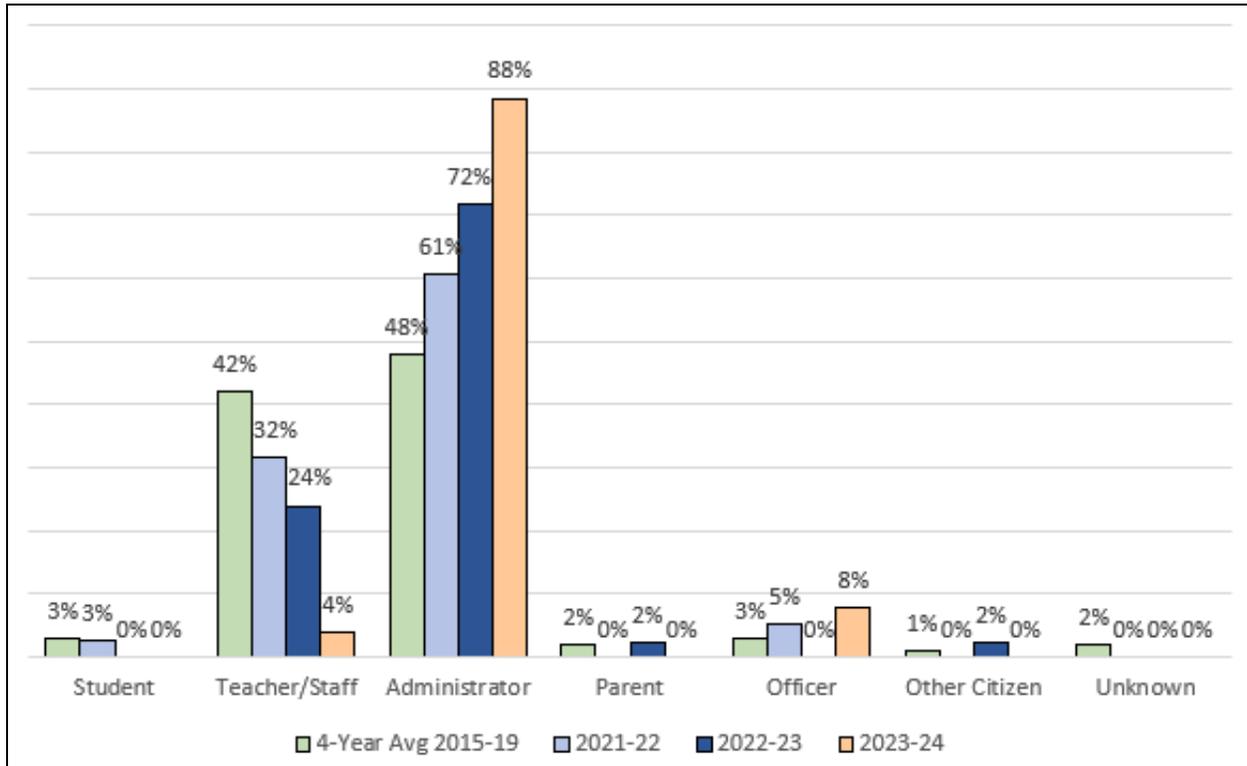
	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Assault CFS	228	197	205	184
Assault CFS W/ Referral	157	87	110	83
Referral Rate	<b>69%</b>	<b>44%</b>	<b>54%</b>	<b>45%</b>

A further review of the Assault CFS that resulted in a referral revealed that the referral rate for assaults has decreased from the 4-year average of 69% to 45% in 2023-24.

- 2023-24 Assault CFS include the crime types: Simple Assault (77), Aggravated Assault (4), Assault of Police Officer (1) and Assault- Threaten/Intimidation (1).
- These CFS occurred at 20 different schools and an SRO was involved 78% of the time (65 CFS).
- An Administrator was notified 82% of the time (68 CFS).
- 75% (62 CFS) involved 2 parties.
- There were 99 unique Juvenile PRs and 6 Juvenile PRs who appeared 2+ Times.

\*More information regarding persons analysis is included on pages 28-31.

# LPS Middle and High Schools: Who Initiated Narcotics CFS that Resulted in a Juvenile Referral?



Who Initiated Narcotics Referrals?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	3% (3)	3% (1)	0%	0%
Teacher/Staff	42% (40)	32% (12)	24% (11)	4% (1)
Administrator	48% (47)	61% (23)	72% (33)	<b>88% (23)</b>
Parent	2% (2)	0%	2% (1)	0%
Officer	3% (3)	5% (2)	0%	8% (2)
Other Citizen	1% (1)	0%	2% (1)	0%
Unknown	2% (2)	0%	0%	0%

# Notification of Administrators

In 2023-24, SROS or other officers initiated approximately 12% of calls for service occurring at LPS middle and high schools and approximately 5% of calls for service that resulted in a juvenile referral. There were 2 CFS that an SRO initiated, which resulted in a referral, where it is unknown if an administrator was notified in 2023-24.

Teachers/staff members initiated 11 CFS that resulted in a referral where it is unknown if an administrator was notified in 2023-24. 7 of these CFS were handled by officers other than an SRO.

Administrators were notified during 85% (157) of the 185 CFS that resulted in a referral. There are 28 (15%) CFS in which the CFS does not indicate if an administrator was notified. These 28 CFS do not raise concerns with analysts due to their decentralized nature as they occurred at 15 different schools. Of those 28 CFS, 18 were issued by an officer other than an SRO, 8 were issued to adults and 9 occurred after school hours.

Who Initiated CFS?	Administrator Notified	Notification Unknown
Student	23	2
Teacher/Staff	18	11
Administrator	98	0
Parent	10	8
Officer	6	3
Other Citizen	2	4
<b>Total</b>	<b>157 (85%)</b>	<b>28 (15%)</b>

Crime Type	Total
Alcohol	2
All Assaults	15
Disturbance	1
Larceny	1
Missing Person	1
Narcotics	2
Parking	1
Traffic	1
Trespassing	1
Vandalism	1
Weapons	2
<b>Total</b>	<b>28</b>

# Persons Analysis

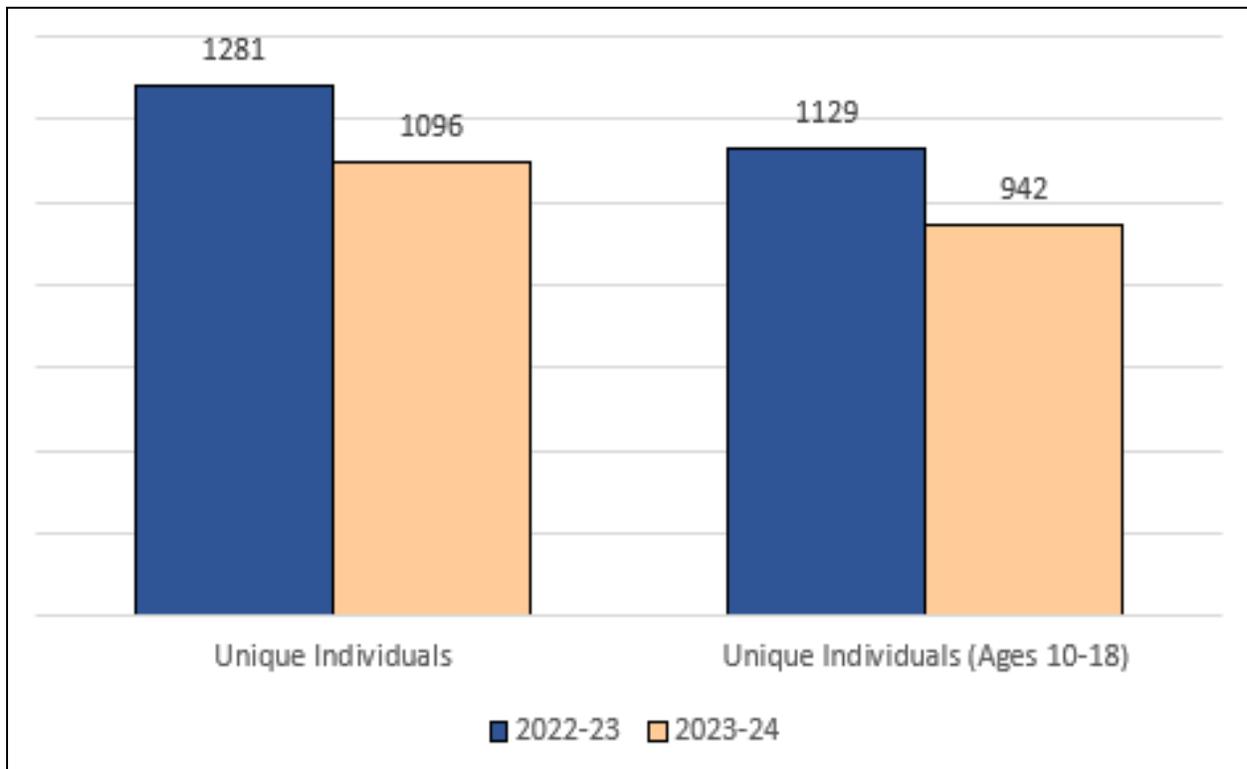
In 2022-23 a coding change was made to more accurately capture the number of students receiving referrals. This was continued through 2023-24. This section of the report was added due to historical questions about students who had repeated contacts.

The first part of this analysis is to look at how many CFS had an individual listed.

- In 2022-23, 69% (990) of all CFS had an individual listed.
- In 2023-24, 65% (831) of all CFS had an individual listed.
  - Examples of CFS when there would be no party listed include a found item or vandalism with no suspect information.

The second part is to examine how many of the individuals listed are unique.

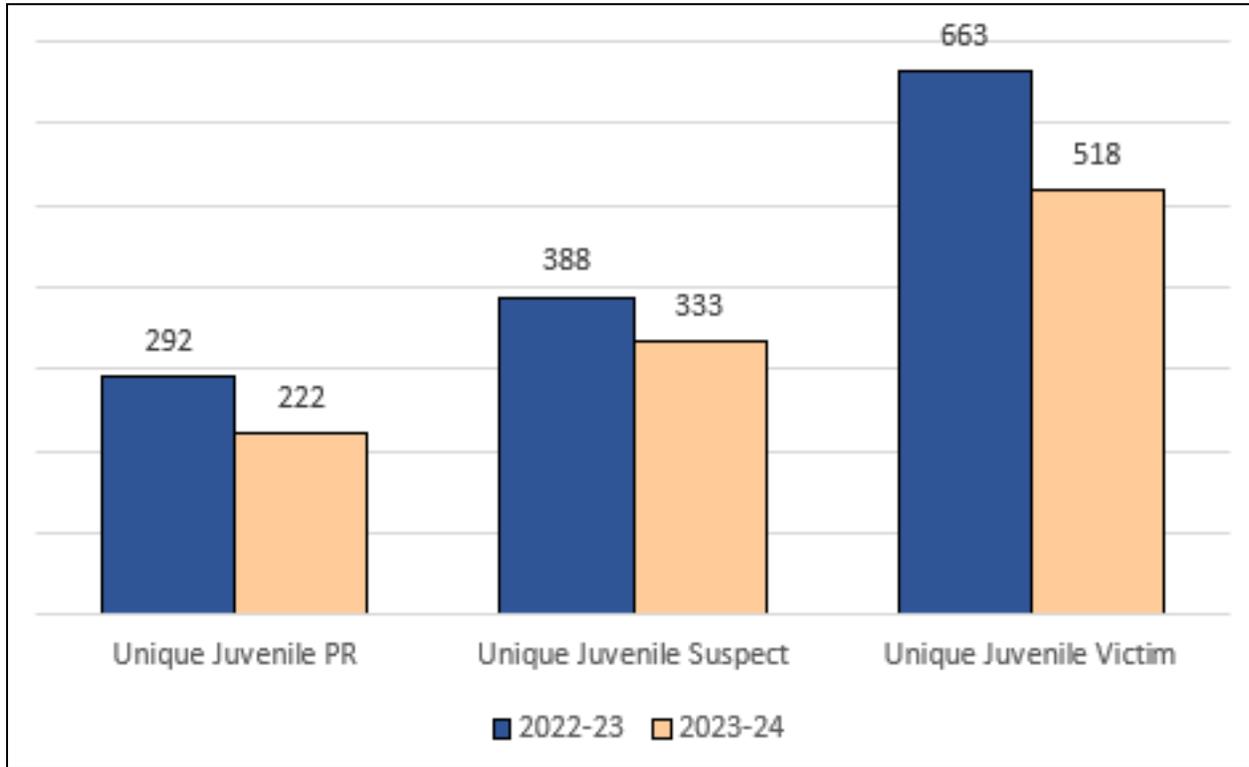
- In 2023-24, 942 unique juveniles, age 10-18, were listed as a party (Victim, Suspect or Person Responsible) on a CFS.
- This is 4% of the total school population.



Persons	2022-23	2023-24
Unique Individuals	1281	1096
Unique Individuals (Ages 10-18)	1129	942

# Person Analysis

The next step is to see how many unique individuals are listed as specific party types.



Ages 10-18	2022-23	2023-24
Unique Juvenile PR	292	222
Unique Juvenile Suspect	388	333
Unique Juvenile Victim	663	518
Total	1343	1073

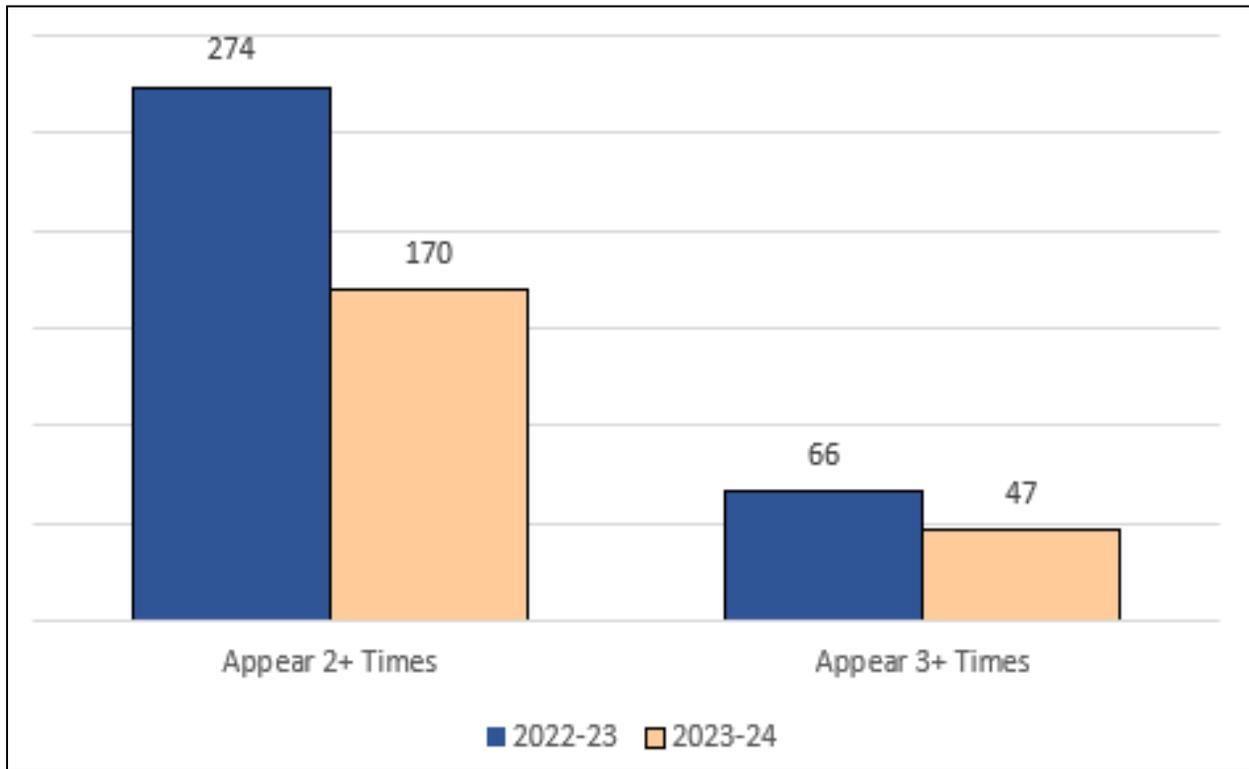
These totals are larger than the “Unique Individuals (Ages 10-18)” seen on the previous page because a unique individual can appear in the data multiple times across party types.

# Person Analysis

A unique individual appearing in the data multiple times across party types, begins to answer the question of repeated contacts.

Of the 942 unique juvenile individuals seen in 2023-24:

- 170 appear 2+ times, as any party type
- 47 appear 3+ times, as any party type

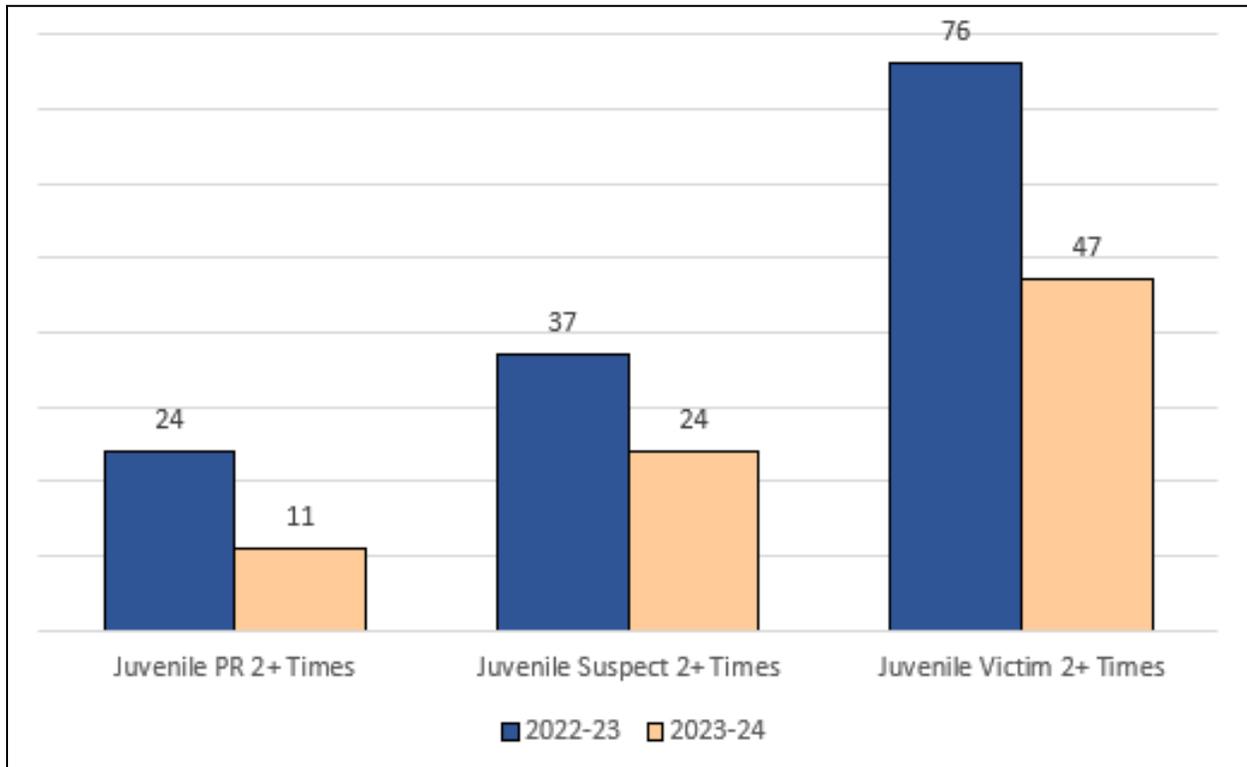


Ages 10-18	2022-23	2023-24
Unique Juvenile Appears 2+ Times	274	170
Unique Juvenile Appears 3+ Times	66	47

# Person Analysis

To look even further at repeated contacts, we can examine how many unique individuals were seen as the same party type multiple times.

- Out of the 47 individuals who were listed as Victims 2+ times, 18 were the result of multiple Missing Persons CFS.

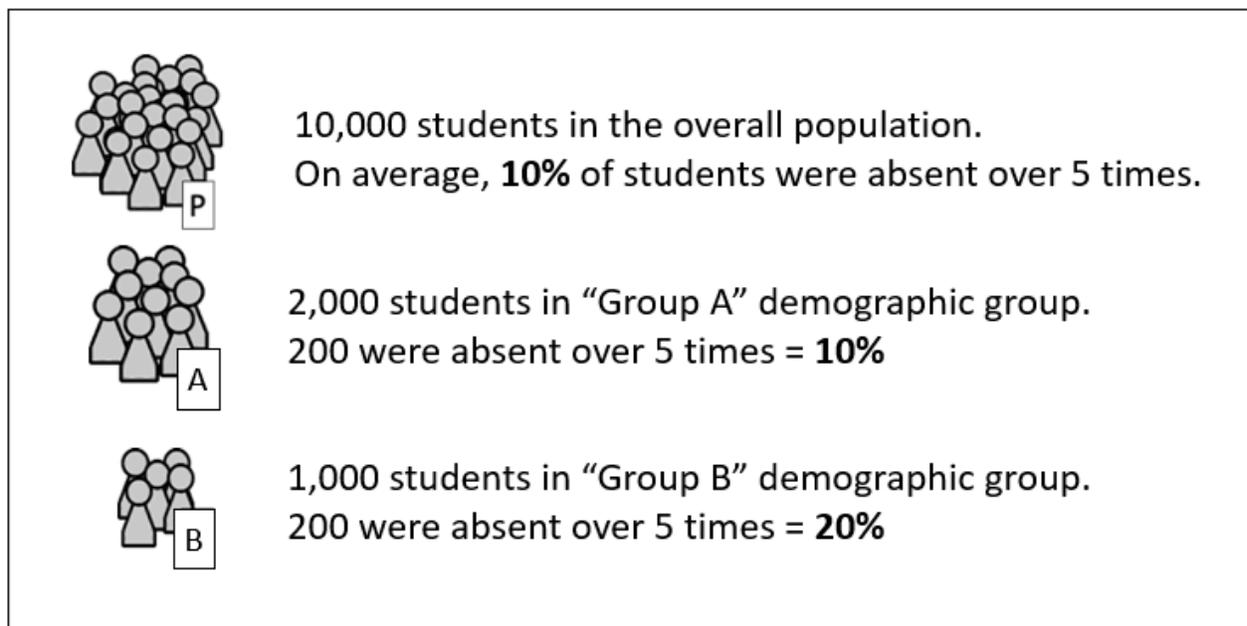


Ages 10-18	2022-23	2023-24
Unique Juvenile PR 2+ Times	24	11
Unique Juvenile Suspect 2+ Times	37	24
Unique Juvenile Victim 2+ Times	76	47

# Disparity Indices for CFS

The disparity index is a measure of the over or underrepresentation in a particular category, such as being a victim or suspect.

- A disparity index over 1.0 = Overrepresentation
- A disparity index under 1.0 = Underrepresentation
- A disparity index of 1.0 = Equitable Representation



- Students in Group “A” had an equitable representation (index = 1.0)
- Students in Group “B” were overrepresented (index = 2.0)

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

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

# LPS Student Population

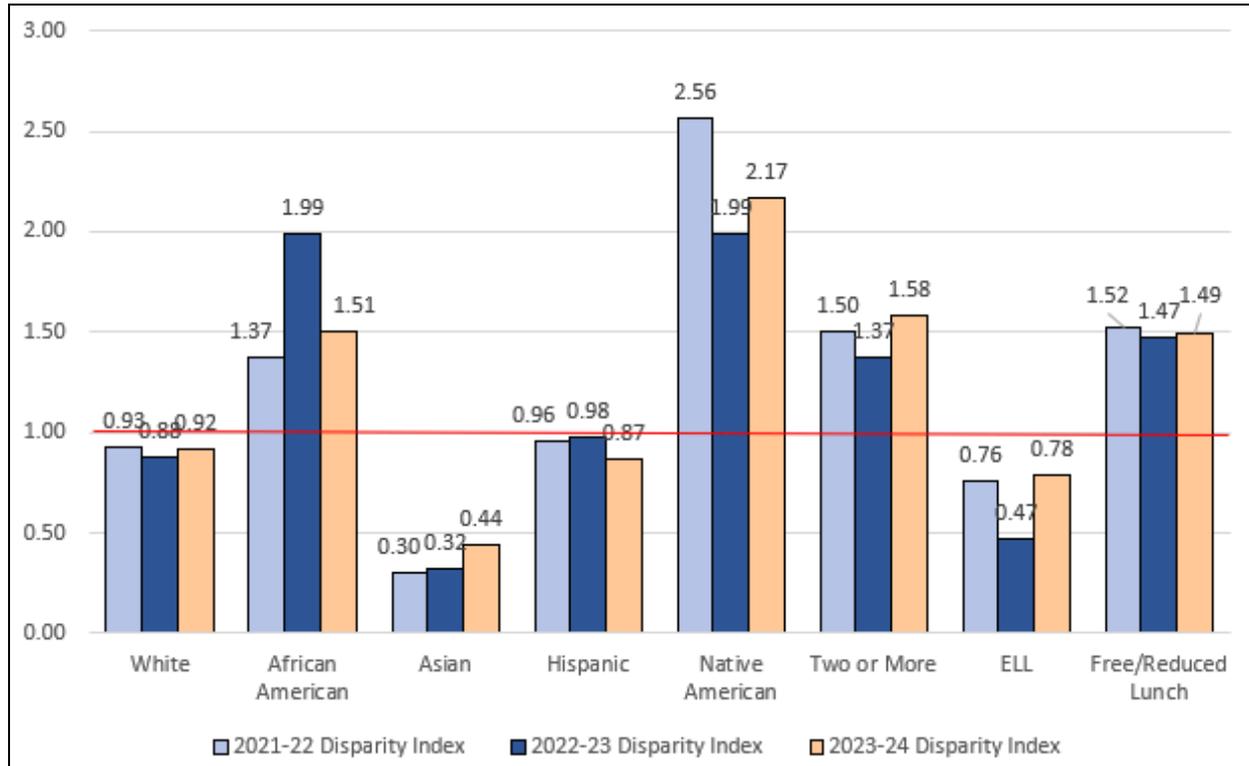
Note about race/ethnicity data used in the 2023-24 report: In previous years (2018-2021), the race/ethnicity information used for disparity index calculations was derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. In an effort to more consistently represent this information, race/ethnicity data in this report is aligned with the US Census demographic categories as represented in the LPS student information system. These race/ethnicity categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds. It is important to note, however, that these US Census race/ethnicity categorizations are commonly used in most educational reports.

Historical data before 2021-22 is not currently available with the transition to the LPS student information system race/ethnicity US Census demographic categories. However, in general, the racial disparity index for all victims and suspects/persons responsible in 2021-22 closely corresponded with the prior 4-year average.

LPS Student Population	2021-22 LPS Middle and High School	2021-22 Middle School	2021-22 High School	2022-23 LPS Middle and High School	2022-23 Middle School	2022-23 High School	2023-24 LPS Middle and High School	2023-24 Middle School	2023-24 High School
White	<b>14060</b>	5826	8234	<b>13943</b>	5804	8139	<b>13767</b>	5693	8074
African American	<b>1514</b>	652	862	<b>1591</b>	690	901	<b>1614</b>	681	933
Asian	<b>996</b>	392	604	<b>1028</b>	413	615	<b>1011</b>	425	586
Hispanic	<b>3405</b>	1457	1948	<b>3496</b>	1447	2049	<b>3617</b>	1429	2188
Native American	<b>154</b>	50	104	<b>150</b>	64	86	<b>138</b>	55	83
Two or More	<b>1993</b>	918	1075	<b>1998</b>	895	1103	<b>2014</b>	873	1141
ELL	<b>782</b>	261	521	<b>880</b>	279	601	<b>1002</b>	321	681
Free/Reduced Lunch	<b>9230</b>	4023	5207	<b>10064</b>	4535	5529	<b>10602</b>	4559	6043
All Students	<b>22142</b>	9302	12840	<b>22224</b>	9319	12905	<b>22178</b>	9162	13016

# LPS Middle and High Schools: Victim Disparity Index

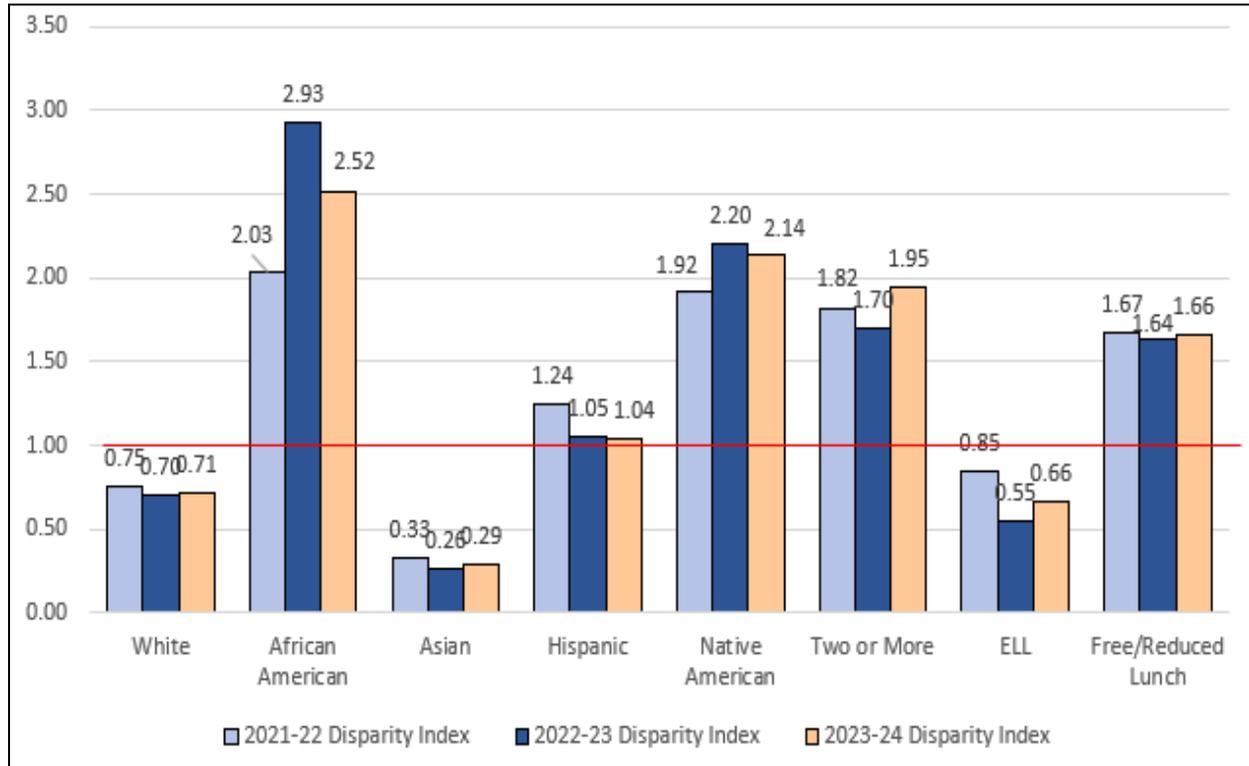
\*Small total population numbers can cause the disparity index to vary greatly.  
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle and High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	398	0.93	409	0.88	338	0.92
African American	63	1.37	106	1.99	65	1.51
Asian	9	0.3	11	0.32	12	0.44
Hispanic	99	0.96	115	0.98	84	0.87
Native American	12	2.56	10	1.99	8	2.17
Two or More	91	1.5	92	1.37	85	1.58
ELL	18	0.76	14	0.47	21	0.78
Free/Reduced Lunch	426	1.52	496	1.47	422	1.49

# LPS Middle and High Schools: Suspect/Person Responsible Disparity Index

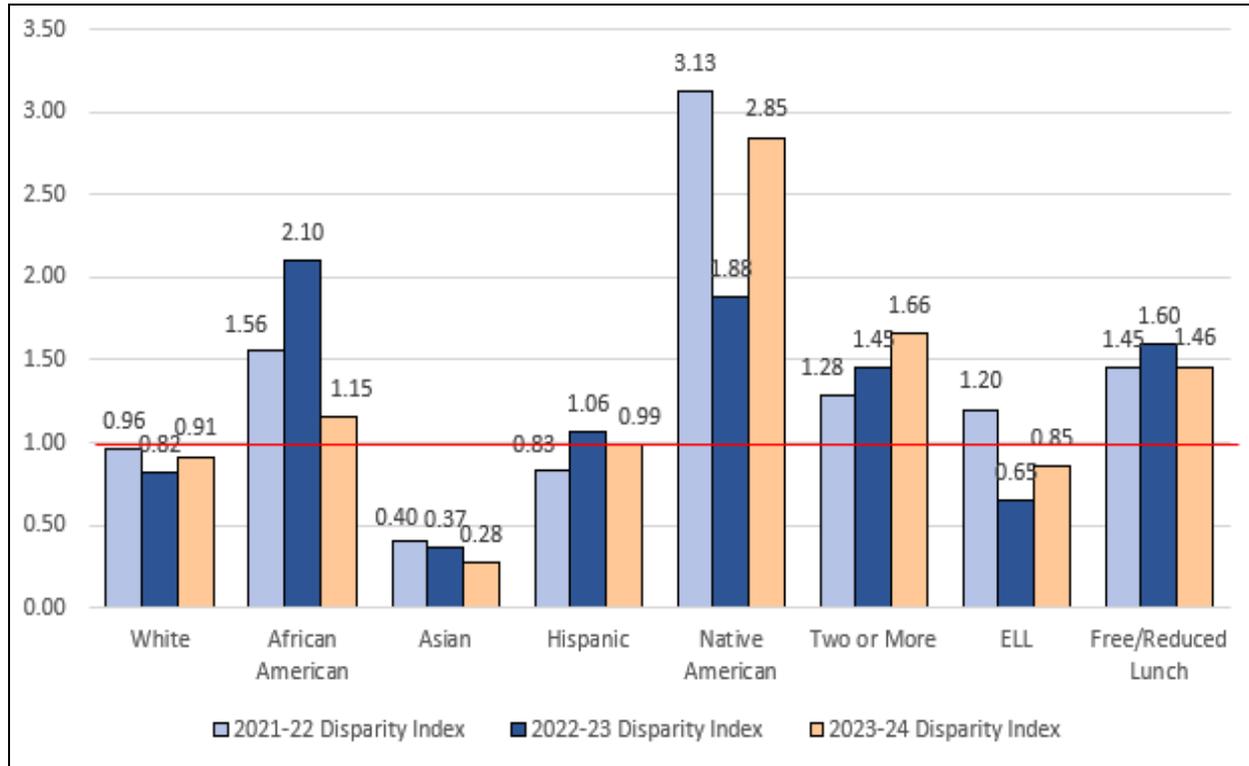
\*Small total population numbers can cause the disparity index to vary greatly.  
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle and High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	286	0.75	327	0.7	265	0.71
African American	83	2.03	155	2.93	110	2.52
Asian	9	0.33	9	0.26	8	0.29
Hispanic	114	1.24	122	1.05	102	1.04
Native American	8	1.92	11	2.2	8	2.14
Two or More	98	1.82	113	1.7	106	1.95
ELL	18	0.85	16	0.55	18	0.66
Free/Reduced Lunch	417	1.67	549	1.64	477	1.66

# LPS Middle Schools: Victim Disparity Index

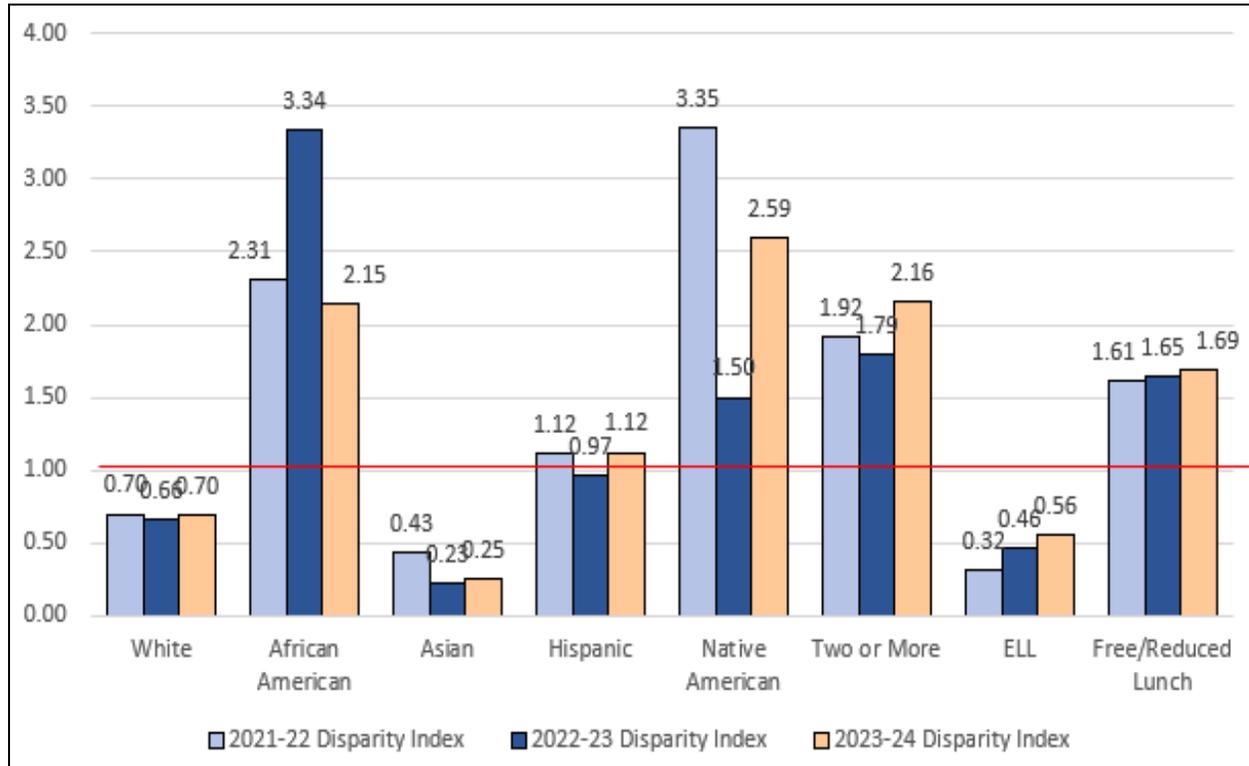
\*Small total population numbers can cause the disparity index to vary greatly.  
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	143	0.96	158	0.82	133	0.91
African American	26	1.56	48	2.1	20	1.15
Asian	4	0.4	5	0.37	3	0.28
Hispanic	31	0.83	51	1.06	36	0.99
Native American	4	3.13	4	1.88	4	2.85
Two or More	30	1.28	43	1.45	37	1.66
ELL	8	1.2	6	0.65	7	0.85
Free/Reduced Lunch	149	1.45	240	1.6	170	1.46

# LPS Middle Schools: Suspect/Person Responsible Disparity Index

\*Small total population numbers can cause the disparity index to vary greatly.  
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	97	0.7	119	0.66	111	0.7
African American	36	2.31	72	3.34	41	2.15
Asian	4	0.43	3	0.23	3	0.25
Hispanic	39	1.12	44	0.97	45	1.12
Native American	4	3.35	3	1.5	4	2.59
Two or More	42	1.92	50	1.79	53	2.16
ELL	2	0.32	4	0.46	5	0.56
Free/Reduced Lunch	155	1.61	234	1.65	216	1.69

# LPS High Schools: Victim Disparity Index

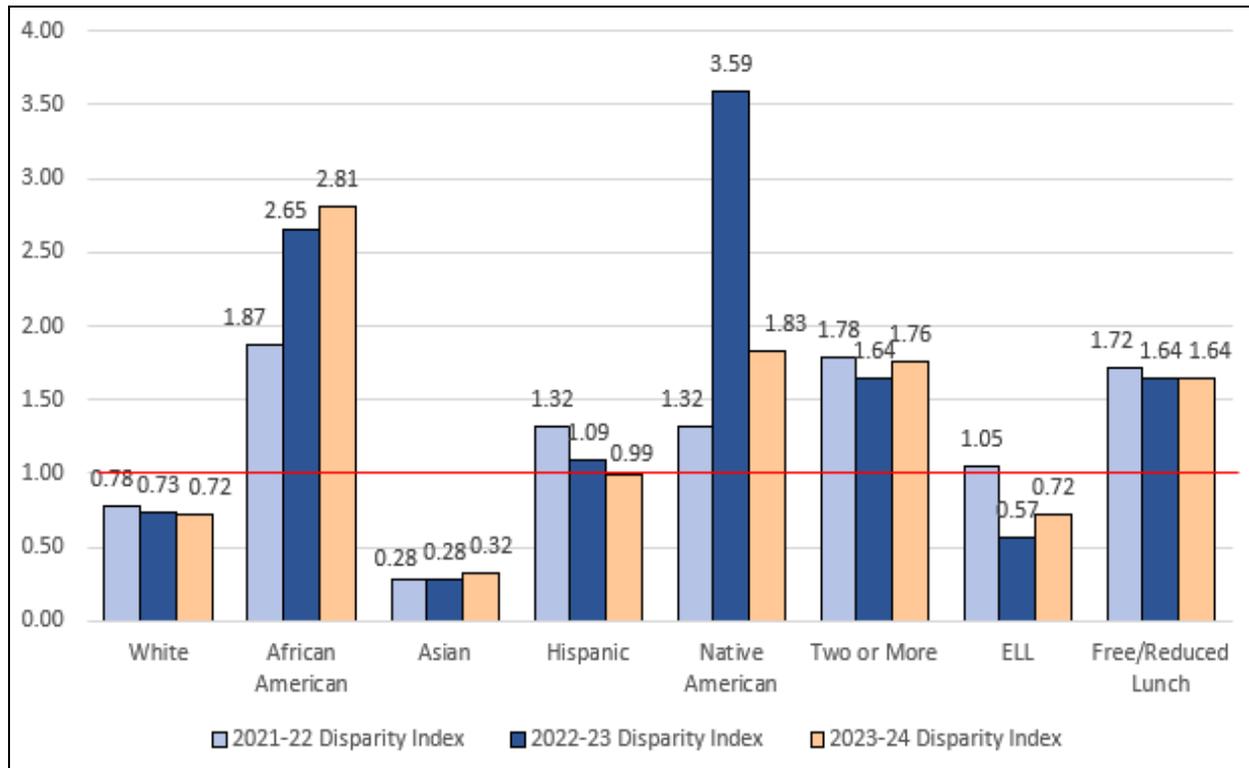
\*Small total population numbers can cause the disparity index to vary greatly.  
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity



High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	254	0.91	251	0.91	205	0.92
African American	37	1.27	58	1.91	45	1.75
Asian	5	0.24	6	0.29	9	0.56
Hispanic	68	1.03	64	0.92	48	0.8
Native American	8	2.28	6	2.07	4	1.75
Two or More	61	1.68	49	1.31	48	1.53
ELL	10	0.57	8	0.39	14	0.75
Free/Reduced Lunch	277	1.57	256	1.37	252	1.51

# LPS High Schools: Suspect/Person Responsible Disparity Index

\*Small total population numbers can cause the disparity index to vary greatly.  
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	188	0.78	208	0.73	154	0.72
African American	47	1.87	83	2.65	69	2.81
Asian	5	0.28	6	0.28	5	0.32
Hispanic	75	1.32	78	1.09	57	0.99
Native American	4	1.32	8	3.59	4	1.83
Two or More	56	1.78	63	1.64	53	1.76
ELL	16	1.05	12	0.57	13	0.72
Free/Reduced Lunch	261	1.72	315	1.64	261	1.64

# SRO Information

## **SRO Complaints and Commendations:**

In 2023-24, LPD investigated one complaint against an SRO, which was exonerated.

In 2023-24, LPD SROs received nine commendations for a variety of events.

- One of the commendations was a result of an SRO's quick action performing the Heimlich maneuver on a choking student.

## **SRO Presentations:**

In 2023-24, SROs conducted presentations on a variety of topics, including Alcohol/DUI, General Law Enforcement and Internet Safety. In previous years, the total number of presentation hours was included in this report. This was removed as there is not a way to accurately capture presentation data.

## **SRO Training:**

SROs received a total of 727.5 training hours in 2023-24. Some examples of training topics included: Fair and Impartial Policing, De-Escalation, Active Shooter and Critical Incidents, Threat Assessment, Crisis Intervention, School Violence, Legal Updates, Use of Force and Criminal Investigations. Legislative Bill 390, approved in 2019, outlined the requirement that SROs attend a minimum of 20 hours of training focused on school-based law enforcement. The average training hours for an SRO in 2023-24 was nearly 52 hours.

# **Lincoln Public Schools Data**

## **Note about historical LPS data**

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

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year, and should not be compared to other school years.
- Impact from the pandemic lessened during the 2022-23 school year, and data from 2022-23 is more comparable to pre-pandemic school years.

# **Lincoln Public Schools**

## **District Perception Survey**

### **2023-24**

The results of Lincoln Public Schools Perception Survey are used by schools to improve teaching, learning, and school climate. During the 2023-2024 school year Lincoln Public Schools adopted a new strategic plan that will encompass the next 5 years. To better measure progress towards the goals of the *LPS Strategic Plan 2024-29*, the District Perception Survey was extensively revised. In response to feedback about the need to compare responses across surveys, LPS decided that the items and the scale should be the same on all three versions of the perception survey: student, family, and certified staff. The scale of the Student Perception was changed from 1=Not at All True, 2=Somewhat True, 3= Mostly True, 4= Completely True to 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Items specific to school resource officers remained largely unchanged. One item was added and two items were removed from the survey:

- Based on feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” was added.
- The item “The School Resource Officer (SRO) was considerate of my feelings.” was removed because other items seemed to better reflect this idea.
- The item “Has the School Resource Officer (SRO) presented in any of your classes?” was removed because it was determined that presentations were not central to the school resource officer’s (SRO’s) job.

The 2024 District Perception Survey was scheduled to be administered April 1-15, 2024. Due to low participation rates and multiple requests from schools to extend the closing date, surveys remained open until April 26, 2024. 2024 survey participations:

- 13,816 middle and high school students responded, approximately 150 more students than in 2023 (n= 13,670).
- 2,098 middle and high school families responded, which is slightly fewer than the 2,187 who responded in 2023.
- 1,218 middle and high school staff responded, representing a 55% increase over 2023 (n=788).

Pertinent information pertaining to the School Resource Officer (SRO) program evaluation report will be summarized here. These data can be found in their entirety in Appendices C-E.

# Student Perception Survey 2023-24

Principals were given advance notice of the upcoming Student Perception Survey administration so they were able to make plans for survey administration in schools. In addition, leadership personnel for grants also communicated the importance of the data for grant applications and evaluations. In total 13,816 middle and high school students responded to the survey.

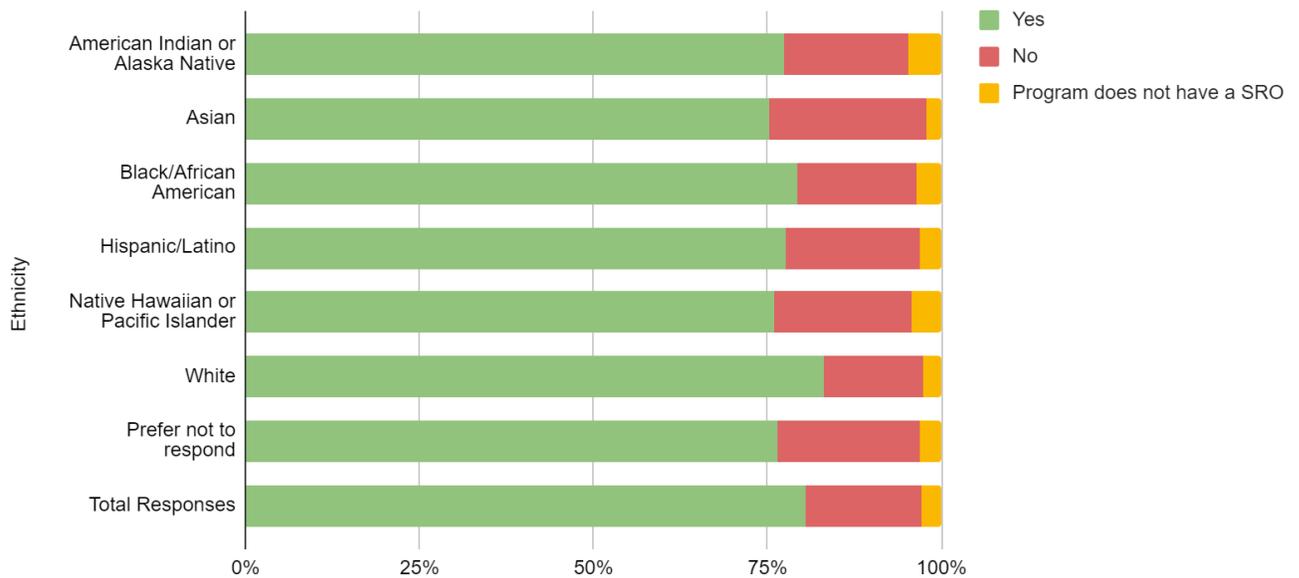
The majority of students responding to the survey identified white 7,713 (55%) as one of the ethnic groups to which they belong. The next largest group of respondents were those students who identified Hispanic/Latino 1,714 (12%) and Black/African American 1,529 (11%) as one of their ethnic groups. Each of the other ethnic groups were selected less than 10% of the time by the respondents.

## School Level

	<b>Middle School</b>	<b>High School</b>	<b>Total Responses</b>
<b>American Indian or Alaska Native</b>	320	213	533
<b>Asian</b>	584	408	992
<b>Black/African American</b>	907	622	1,529
<b>Hispanic/Latino</b>	992	682	1,674
<b>Native Hawaiian or Pacific Islander</b>	127	81	208
<b>White</b>	4,101	3,612	7,713
<b>Prefer not to respond</b>	859	308	1,167
<b>Total Responses</b>	7,890	5,926	13,816

Of the 13,798 students responding to the survey question about awareness of the School Resource Officer (SRO) on campus, 11,119 or 81% indicated “yes” they knew there was a School Resource Officer (SRO) at their school. This reflects an increase in awareness over 2022 and 2023 where 72% and 76% respectively responded affirmatively to this item.

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

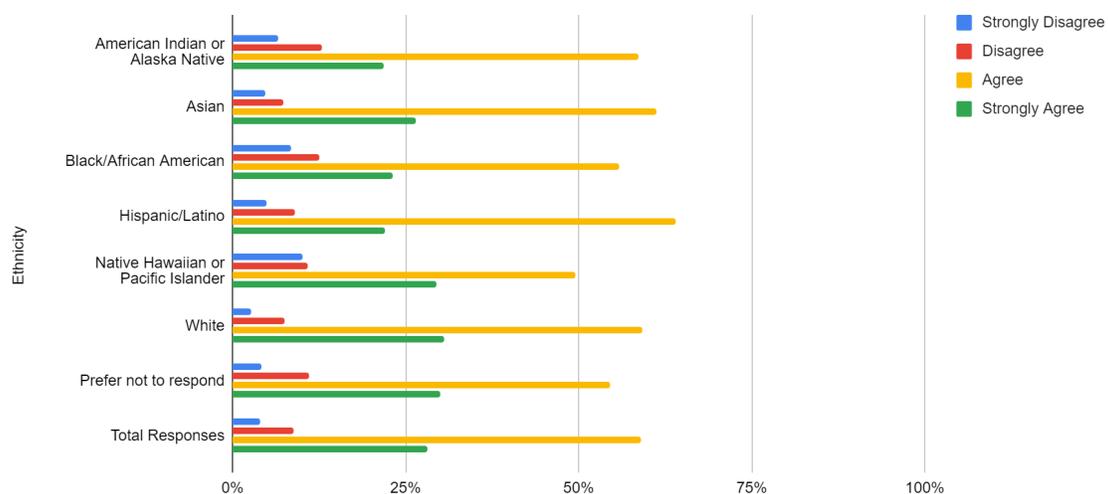


	Yes	No	Our program does not have an SRO	Total Responses
<b>American Indian or Alaska Native</b>	413	95	25	533
<b>Asian</b>	746	225	21	992
<b>Black/African American</b>	1,210	261	53	1,524
<b>Hispanic/Latino</b>	1,297	324	52	1,673
<b>Native Hawaiian or Pacific Islander</b>	158	41	9	208
<b>White</b>	6,407	1,101	199	7,707
<b>Prefer not to respond</b>	888	238	35	1,161
<b>Total Responses</b>	11,119	2,285	394	13,798

Of the 8,984 students who responded to the item “I feel safer at school because the SRO is in our building,” 82% indicated they either “Agree” or “Strongly Agree” with the statement. When reviewing the responses by ethnic group, it was noted that 83% and 84% of students with Asian and White as part of their background responded positively. These proportions are higher than that of the overall group. The proportions of students responding positively in the other groups were 75% of American Indian or Alaska Native and Black/African American, 81% of Hispanic/Latino students, and 74% of Native Hawaiian or Pacific Islander students.

**For those whose response was Yes, they were aware that there is a School Resource Officer (SRO) at their school:**

## I feel safer at school because the SRO is in our building.

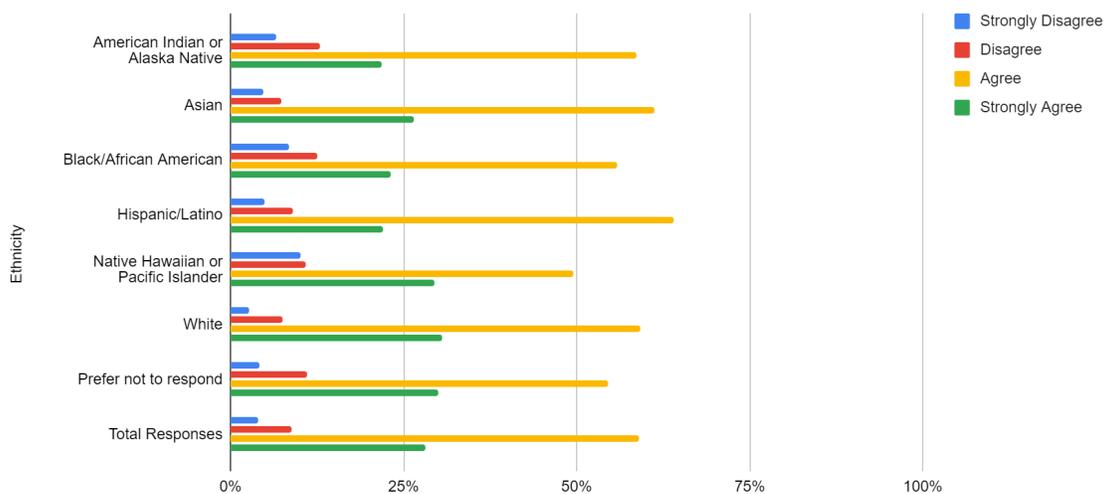


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	28	57	178	76	339
Asian	34	68	355	153	610
Black/African American	92	143	512	203	950
Hispanic/Latino	53	137	578	245	1,013
Native Hawaiian or Pacific Islander	15	18	51	44	128
White	198	603	2,858	1,616	5,275
Prefer not to respond	42	98	321	208	669
<b>Total Responses</b>	<b>462</b>	<b>1,124</b>	<b>4,853</b>	<b>2,545</b>	<b>8,984</b>

In response to feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building” was added to the survey. Of the 8,532 students who responded to this item, 87% indicated that they Agreed or Strongly Agreed with this statement. Students indicating White as one of their ethnic groups tended to agree with this statement in a higher proportion than all other ethnic groups with about 90% either agreeing or strongly agreeing with this statement. Students choosing Asian and Hispanic as one of their ethnic groups had the next highest rates of agreement, 88% and 86%, respectively. The proportion of students indicating American Indian or Alaska Native as part of their background was 80%, and Black/African American and Native Hawaiian or Pacific Islander had the lowest levels of agreement with the statement with each group at 79%.

**For those whose response was Yes, they were aware that there is a School Resource Officer (SRO) at their school:**

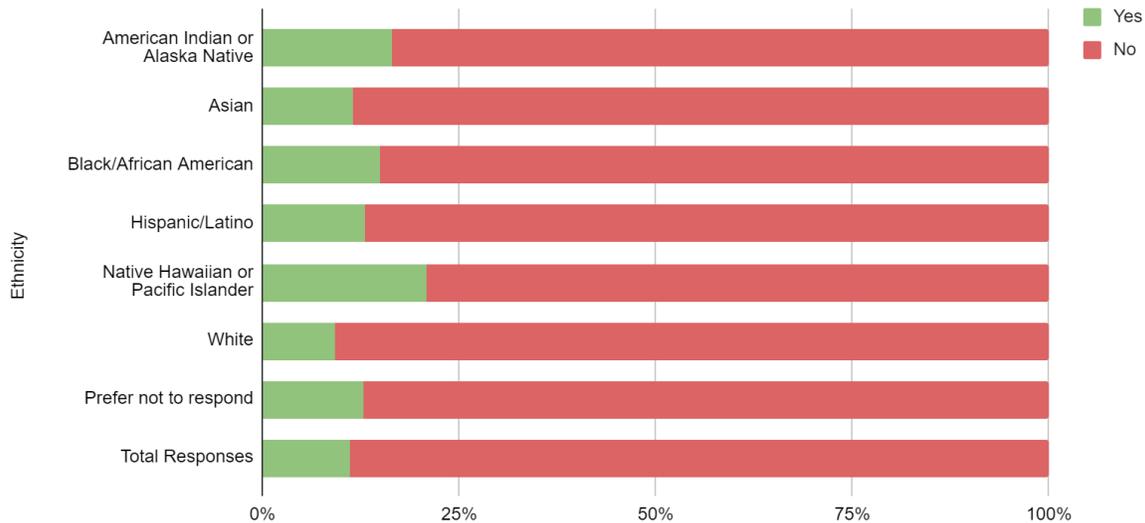
## Overall, my school is safer because the SRO is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	21	41	185	69	316
Asian	28	43	356	154	581
Black/African American	76	111	497	205	889
Hispanic/Latino	48	87	614	211	960
Native Hawaiian or Pacific Islander	12	13	59	35	119
White	136	380	2,970	1,533	5,019
Prefer not to respond	27	72	354	195	648
<b>Total Responses</b>	<b>348</b>	<b>747</b>	<b>5,035</b>	<b>2,402</b>	<b>8,532</b>

Students were asked if the School Resource Officer (SRO) contacted them about an issue at school during the year. Eleven percent of the students who indicated they were aware there was a School Resource Officer (SRO) on campus said they had been contacted by the officer (1,237 out of 11,101 students). When reviewing the data by ethnic group, the proportions of students indicating they were contacted by a School Resource Officer (SRO) ranged from 9% (586 out of 6399) for white students to 21% (33 out of 158) for those students of Native Hawaiian or Pacific Islander heritage. Proportions for other ethnic backgrounds indicating they were contacted by a SRO: American Indian 17% (68 out of 413), Black/African American 15% (181 out of 1,205), Hispanic/Latino 13% (170 out of 1295).

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

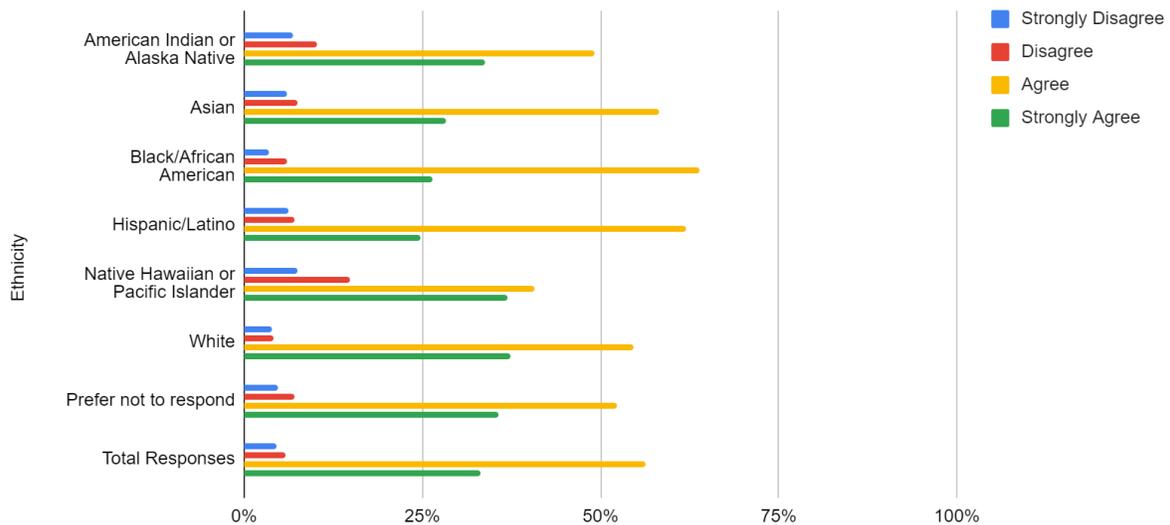


	Yes	No	Total Responses
American Indian or Alaska Native	68	345	413
Asian	85	659	744
Black/African American	181	1,024	1,205
Hispanic/Latino	170	1,125	1,295
Native Hawaiian or Pacific Islander	33	125	158
White	586	5,813	6,399
Prefer not to respond	114	773	887
Total Responses	1,237	9,864	11,101

Students who were contacted by the School Resource Officer (SRO) were asked a series of questions about those interactions. Data from those items are summarized here.

When presented with the statement “The School Resource Officer (SRO) listened to my side of the story,” the overall student responses were positive for this item with 89% (893 out of 998) indicating either “Agree” or “Strongly Agree.” This proportion held relatively steady across Asian, Black/African American, Hispanic/Latino and White groups, where there proportions were 83%, 87% 90%, 87%, and 92%, respectively. The proportion of students in agreement with this item who indicated that part of their background included Native Hawaiian or Pacific Islander was much lower at 78% (21 out of 27).

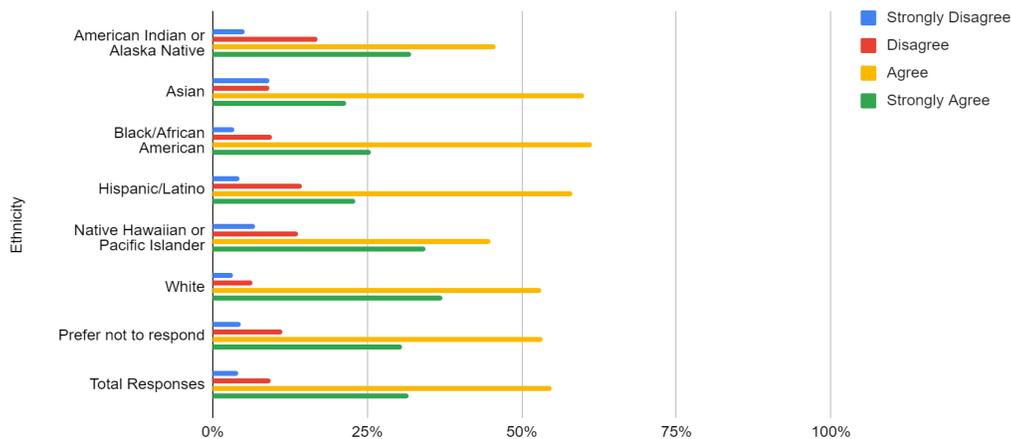
## The SRO listened to my side of the story.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	4	6	29	20	59
Asian	4	5	39	19	67
Black/African American	5	9	94	39	147
Hispanic/Latino	8	9	80	32	129
Native Hawaiian or Pacific Islander	2	4	11	10	27
White	19	20	265	181	485
Prefer not to respond	4	6	44	30	84
Total Responses	46	59	562	331	998

When presented with the statement “I was treated fairly in this situation,” the overall student response was positive with 86% (875 out of 1,012) indicating they “Agree” or “Strongly Agree” with this statement. This is higher than the 83% of students who indicated that they thought this statement was “Mostly True” or “Completely True” in the 2023 administration. When looking at the item by ethnicity, the proportion of White students agreeing that they were treated fairly is higher than that of the total group at 90% (440 out of 487). The proportion of Black/African American students was slightly higher than that of the total group at 87% or 126/145. In 2023 the proportion of Black/African American students who indicated that the statement “I was treated fairly in this situation” was “Mostly True” or “Completely True” was lower at 75%. The proportion of all other groups agreeing that they were treated fairly by the School Resource Officer (SRO) is lower than that of the total group: American Indian/Alaskan Native 78% (49/59), Asian 82% (53/65), Hispanic/Latino 81% (113/139), and Native Hawaiian or Pacific Islander 79% (23/29). For these groups the proportions of “Agree” and “Strongly Agree” are consistent with the proportions of “Mostly True” and “Completely True” from the 2023 survey administration.

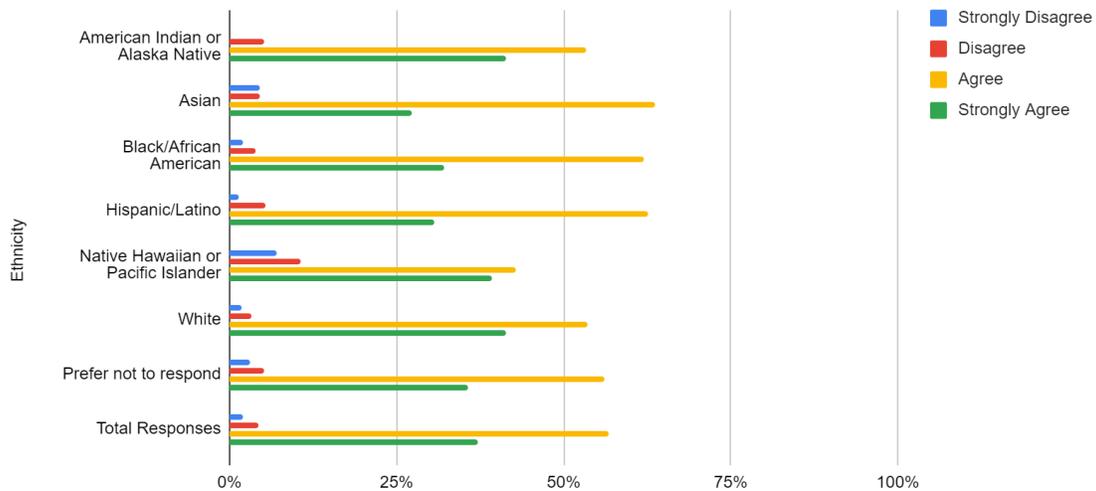
## I was treated fairly in this situation.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	3	10	27	19	59
Asian	6	6	39	14	65
Black/African American	5	14	89	37	145
Hispanic/Latino	6	20	81	32	139
Native Hawaiian or Pacific Islander	2	4	13	10	29
White	16	31	259	181	487
Prefer not to respond	4	10	47	27	88
Total Responses	42	95	555	320	1,012

Students responded positively when presented with the statement “The School Resource Officer (SRO) treated me with respect,” with 94% of those who had an interaction with the School Resource Officer indicating that they either “Agreed” or “Strongly Agreed” with the statement. This proportion is higher than the 86% of students who indicated that this statement was “Mostly True” or “Completely True” on the 2023 survey. When examining this item by ethnic groups, the proportion for all groups except Native Hawaiian or Pacific Islander had were over 90%. Native Hawaiian or Pacific Islander had the lowest proportion of agreement with 82% (23 out of 29). Please note, however, that the interpretation of the proportion for this group should be done with caution because the group is so small.

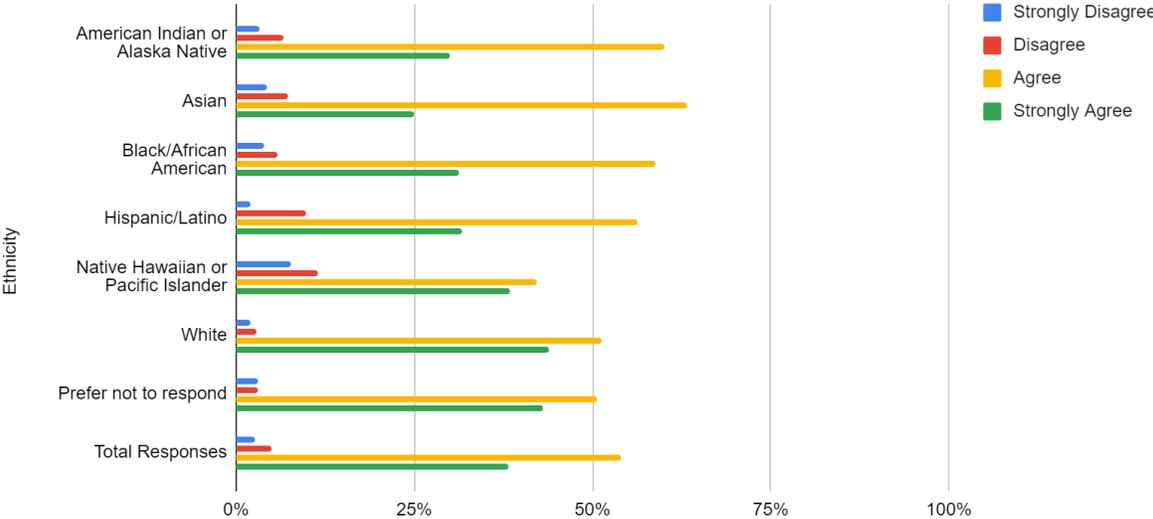
## The SRO treated me with respect.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	0	3	31	24	58
Asian	3	3	42	18	66
Black/African American	3	6	95	49	153
Hispanic/Latino	2	8	92	45	147
Native Hawaiian or Pacific Islander	2	3	12	11	28
White	9	17	275	212	513
Prefer not to respond	3	5	55	35	98
Total Responses	22	45	602	394	1,063

Students responded positively when presented with the statement “The School Resource Officer (SRO) behaved in a professional manner,” with 92% indicating they either “Agree” or “Strongly Agree” with this statement. This proportion is higher than the 88% indicating that this statement was either “Mostly True” or “Completely True” for them in 2023. When examining this item by ethnic group, Native Hawaiian or Pacific Islander had the lowest proportion of agreement with 81% (21 out of 26). All other ethnic groups had levels of agreement that ranged from 88% for Asian and Hispanic/Latino to 95% of those indicating that White was part of their background. Again, the interpretation of the proportion for the Native Hawaiian or Pacific Islander group should be done with caution because the groups are so small.

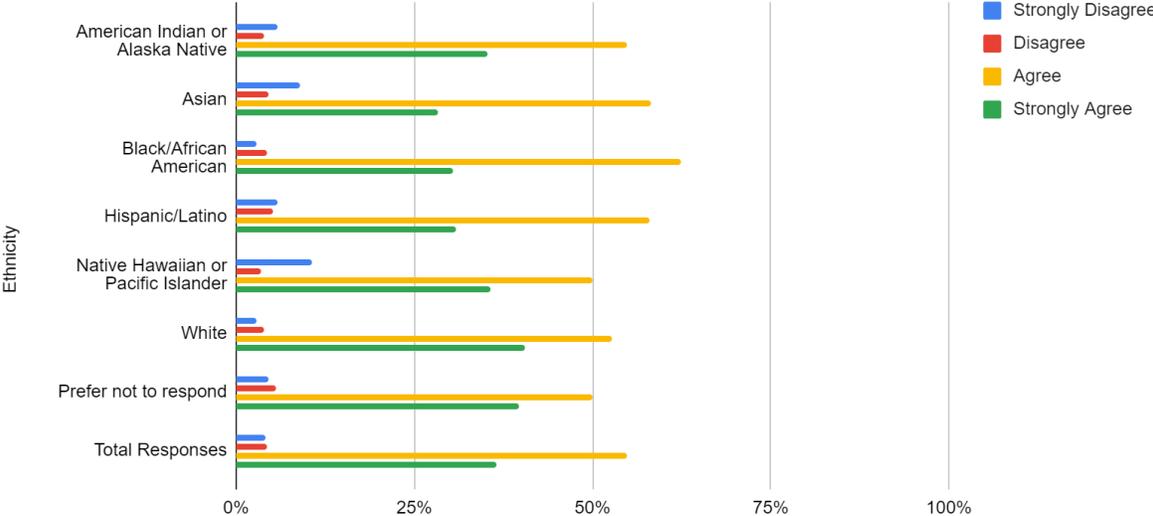
## The SRO behaved in a professional manner.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	2	4	36	18	60
Asian	3	5	43	17	68
Black/African American	6	9	90	48	153
Hispanic/Latino	3	14	80	45	142
Native Hawaiian or Pacific Islander	2	3	11	10	26
White	10	15	263	226	514
Prefer not to respond	3	3	48	41	95
Total Responses	29	53	571	405	1,058

Students responded positively when presented with the statement “The School Resource Officer (SRO) did a good job handling this issue,” with 92% indicating either “Agree” or “Strongly Agree” with this statement. This positivity was relatively consistent across ethnic groups where the proportions ranged from 86% for Native Hawaiian or Pacific Islander to 93% for Black/African American and White students.

# The SRO did a good job handling this issue.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	3	2	28	18	51
Asian	6	3	39	19	67
Black/African American	4	6	88	43	141
Hispanic/Latino	8	7	79	42	136
Native Hawaiian or Pacific Islander	3	1	14	10	28
White	14	20	265	204	503
Prefer not to respond	4	5	44	35	88
Total Responses	42	44	557	371	1,014

# Key Takeaways:

## Student Responses on 2024 Spring Perception Survey:

- There were 13,819 middle and high school students who responded to the survey. This was about 150 more than in 2023. As in the previous years, respondents were mostly White.
- 82% of student responses indicated they felt safer with the officer on campus. Asian and White students tended to agree with “I feel safer at school with the School Resource Officer (SRO) in our building” at higher rates than all other groups.
- 87% of students who were aware of the School Resource Officer (SRO) at their school agreed with the statement “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” The proportions were consistent across ethnic groups. This was a new item that was added based on feedback from 2023.
- 11% of students who were aware of the School Resource Officer (SRO) were contacted by the officer for an issue at school. This proportion was consistent across ethnic groups.
- When contacted, students overall felt the School Resource Officer (SRO)
  - listened to them (89%),
  - treated them fairly (86%),
  - treated them with respect (94%),
  - behaved professionally (92%), and
  - did a good job (91%).

As in previous years, students reported overall positive perceptions about School Resource Officers (SROs) on campus. Overall students felt safer and felt the school was a safer place with the SRO in the building. Students who had interactions with the SRO felt that they were listened to, treated fairly, respected, and that the SRO behaved in a professional manner. Although all ethnic groups reported positive perceptions about SROs, in most cases White students were slightly more positive than other groups, and Black/African American students were more positive than they have been in past surveys.

# **Family Perception Survey**

## **2023-24**

Prior to secondary families being sent an email link to the LPS Family Perception Survey, the LPS Communication department helped the Assessment and Evaluation Team with a communication plan. Information about the Perception Survey was added to communications sent to families explaining that the survey was coming and the importance of the survey results. Additionally, information about the survey was placed on the district's website. Parents were asked to respond to the survey for each school they wished to provide feedback. A total of 1,992 secondary family responses to the survey were recorded. This was slightly less than the 2,187 response recorded in 2023.

In efforts to maintain the confidentiality of respondents, the decision was made to mask groups where the number of responses made reidentification possible. When possible, the total number of respondents for each ethnic group was provided.

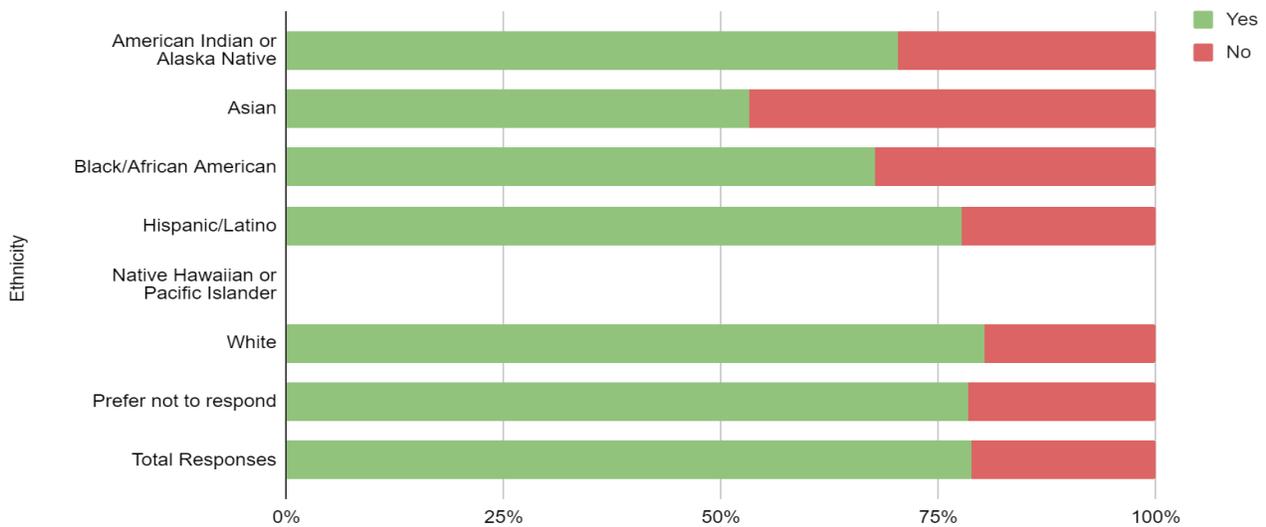
The vast majority of responses, 76%, indicated White as part of their background. Each of the other groups comprised less than 10% of the total number of responses except for those indicating “Prefer not to respond,” which made up 12% of the responses.

## School Level

	<b>Middle School</b>	<b>High School</b>	<b>Total Responses</b>
<b>American Indian or Alaska Native</b>	16	11	27
<b>Asian</b>	28	17	45
<b>Black/African American</b>	35	24	59
<b>Hispanic/Latino</b>	52	50	102
<b>Native Hawaiian or Pacific Islander</b>	1	6	7
<b>White</b>	714	794	1,508
<b>Prefer not to respond</b>	119	125	244
<b>Total Responses</b>	965	1,027	1,992

Families were asked about their awareness of the School Resource Officer (SRO) at their student’s school. Of the 1,996 responses to this question, 79% (1,572) indicated that they were aware of the officer on campus. The ethnic groups indicating the highest proportion of awareness were White (80%), and Hispanic/Latino (78%). The proportions for other ethnic groups responding affirmatively ranged from 53% for Asian families to 71% for Native Hawaiian or Pacific Islander families.

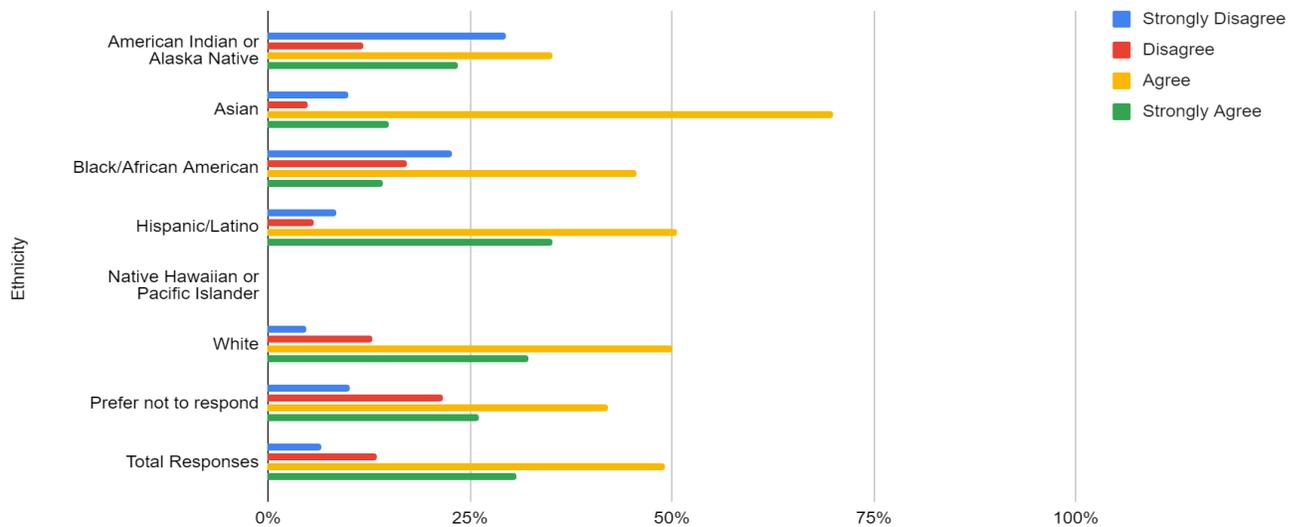
## Are you aware that there is a School Resource Officer (SRO) at your student's school?



	Yes	No	Total Responses
American Indian or Alaska Native	19	8	27
Asian	24	21	45
Black/African American	40	19	59
Hispanic/Latino	80	23	103
Native Hawaiian or Pacific Islander	***	***	7
White	1,212	298	1,510
Prefer not to respond	192	53	245
Total Responses	1,567	422	1,996

Overall, 80% of those families responding that they were aware of the School Resource Officer (SRO) at their student’s school responded that they felt safer when they visited the school because of the SRO. When reviewing this item by ethnicity, Asian (85%), Hispanic (86%), and White (82%) families tended to feel safer when visiting the school than American Indian or Alaska Native (59%) and Black/African American (60%) families.

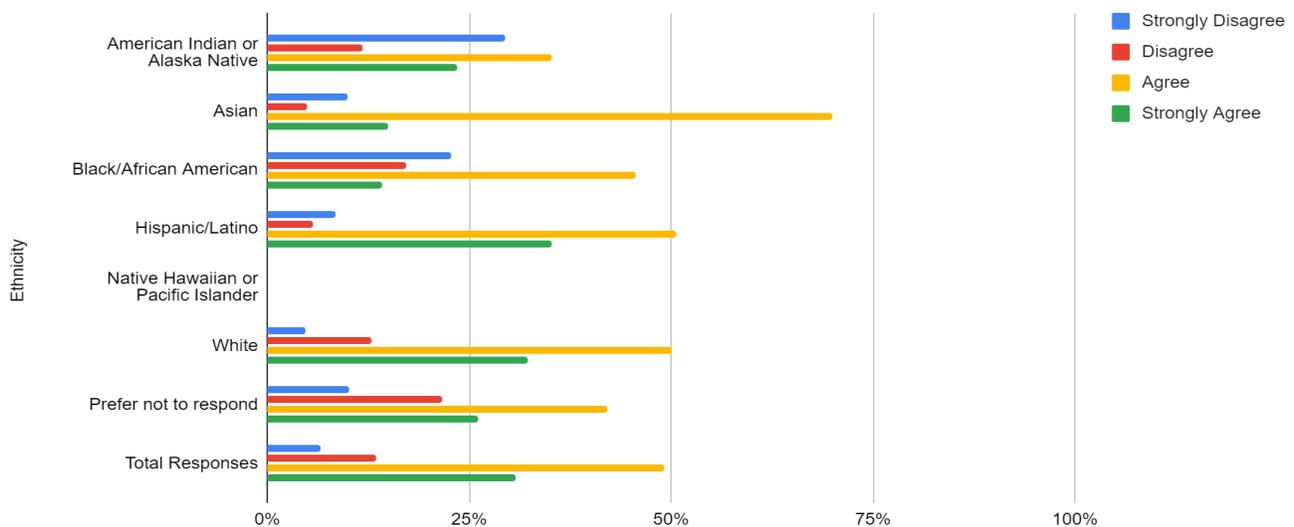
## I feel safer when I visit my student’s school because the School Resource Officer (SRO) is in the building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	5	2	6	4	17
Asian	2	1	14	3	20
Black/African American	8	6	16	5	35
Hispanic/Latino	6	4	36	25	71
Native Hawaiian or Pacific Islander	***	***	***	***	4
White	47	127	496	319	989
Prefer not to respond	16	34	66	41	157
Total Responses	86	175	635	397	1,293

When presented with the item “Overall, my student's school is safer because the School Resource Officer (SRO) is in our building”, 86% indicated their agreement by marking “Agree” or “Strongly Agree.” Asian (91%), Hispanic/Latino (86%), and White (89%) families tended to respond to this item more positively than American Indian or Alaska Native (61%) and Black/African American (63%) families.

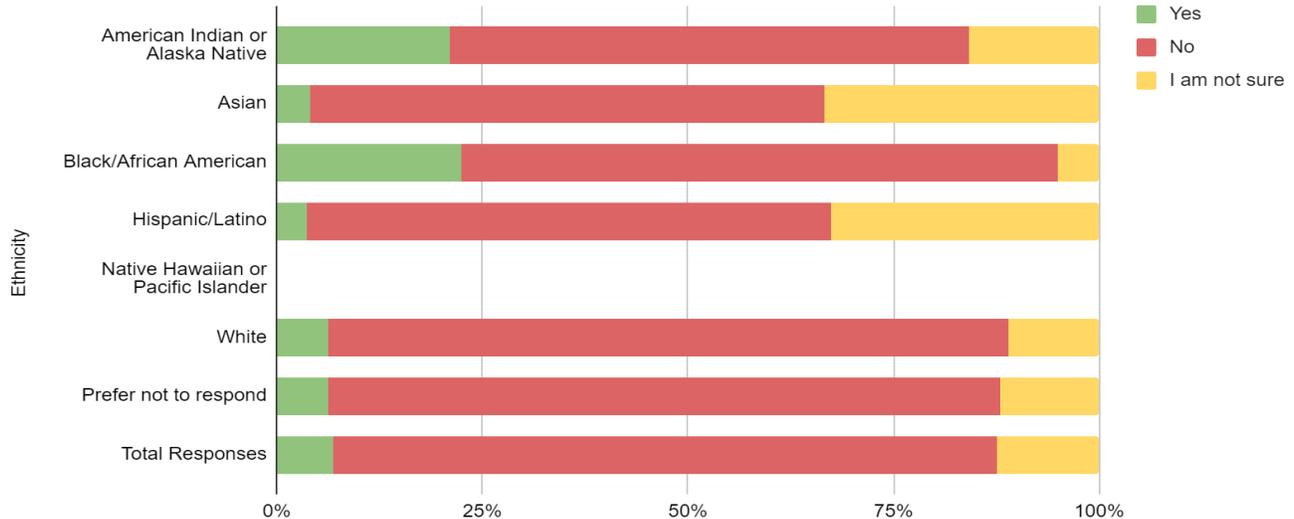
## Overall, my student’s school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
<b>American Indian or Alaska Native</b>	4	3	7	4	18
<b>Asian</b>	2	0	16	3	21
<b>Black/African American</b>	6	5	11	8	30
<b>Hispanic/Latino</b>	6	4	32	28	70
<b>Native Hawaiian or Pacific Islander</b>	***	***	***	***	3
<b>White</b>	44	66	477	378	965
<b>Prefer not to respond</b>	14	18	63	54	149
<b>Total Responses</b>	78	96	607	475	1,256

When asked if the School Resource Officer (SRO) had been in contact with their student during the school year, 7% (106) of the parents said their student had been contacted by the officer for an issue at school. The proportion of families indicating that their background included Black/African American (23%) and American Indian or Alaska Native (21%) were much higher than other ethnicities. The proportion for other ethnicities ranged from 4% for Asian and Hispanic/Latino families to 6% for White families.

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



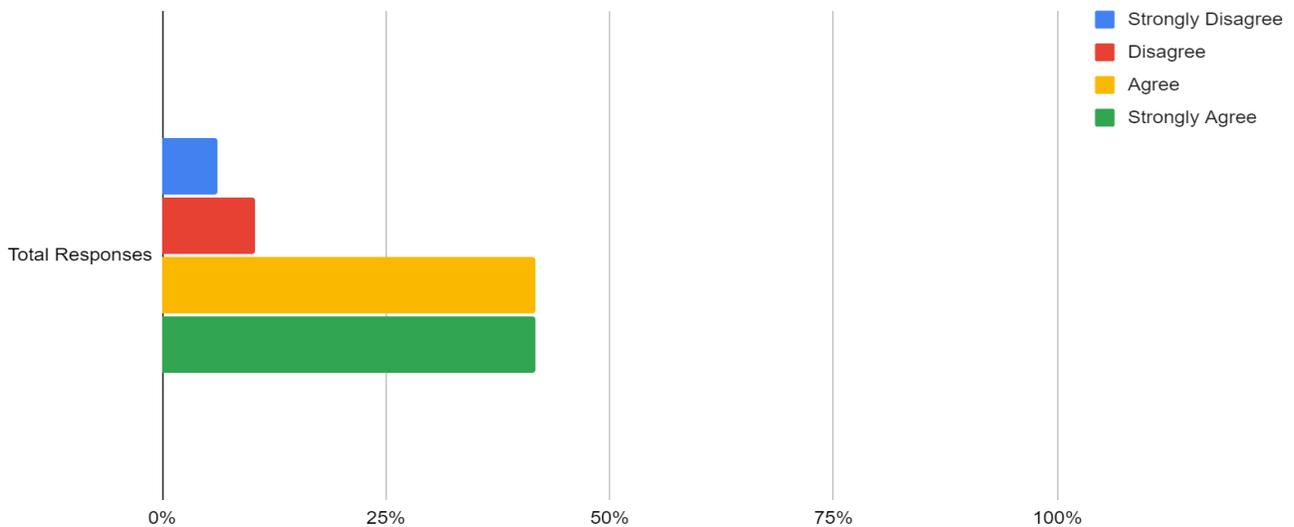
	Yes	No	I am not sure	Total Responses
<b>American Indian or Alaska Native</b>	4	12	3	19
<b>Asian</b>	1	15	8	24
<b>Black/African American</b>	9	29	2	40
<b>Hispanic/Latino</b>	3	51	26	80
<b>Native Hawaiian or Pacific Islander</b>	***	***	***	5
<b>White</b>	77	1,000	134	1,211
<b>Prefer not to respond</b>	12	157	23	192
<b>Total Responses</b>	106	1,264	196	1,571

Those parents responding that the School Resource Officer had been in contact with their student were asked a series of questions about the interaction. Those data are summarized in the tables below. For these items, numbers for all ethnicities except White fell below our 10 person threshold. Because of this small response pool, these items will be presented for the whole group only.

When presented with the item “The School Resource Officer (SRO) listened to my student,” 84% of parents responded positively.

**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.**

**The SRO listened to my student.**

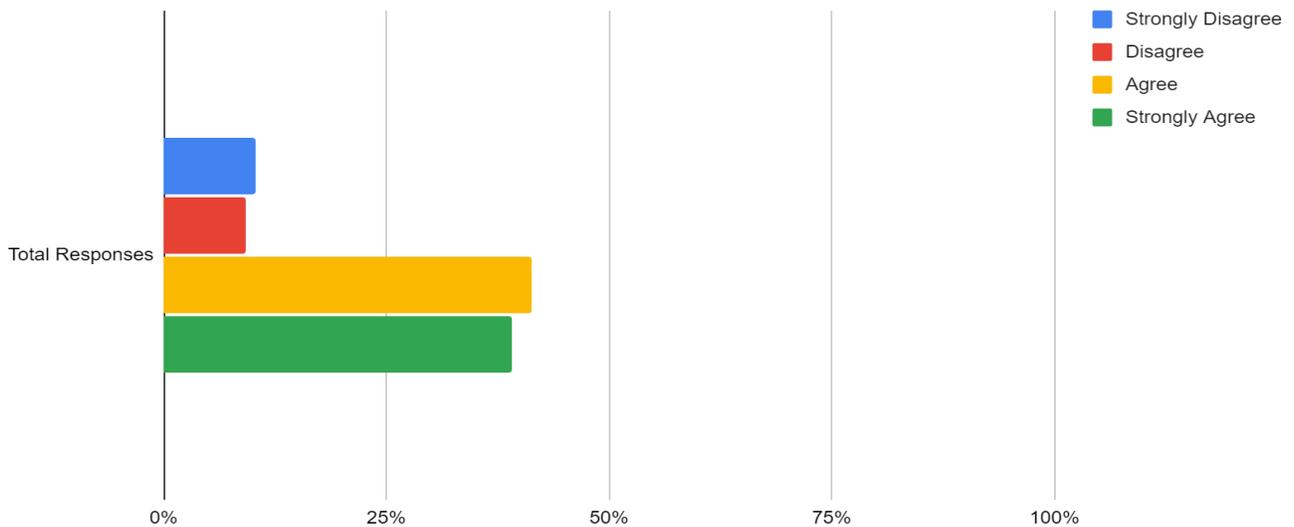


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	6	10	40	40	96

When presented with the item “My student was treated fairly in this situation,” 80% felt that their student was treated fairly.

**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.**

**My student was treated fairly in this situation.**

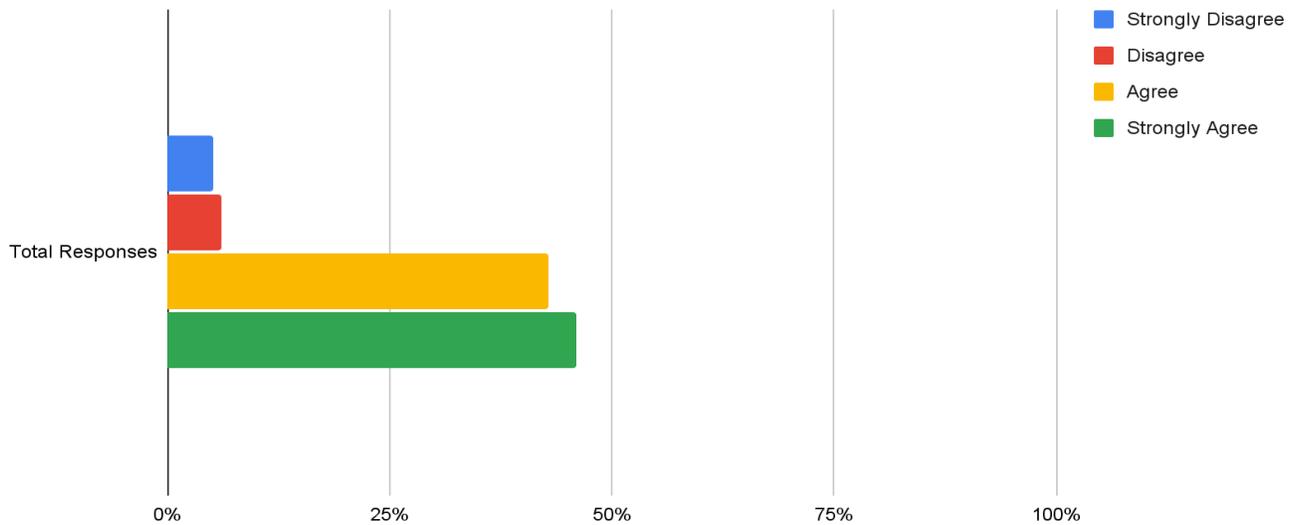


	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>10</b>	<b>9</b>	<b>40</b>	<b>38</b>	<b>97</b>

Eighty-nine percent of the parents responding felt their student was treated with respect and that the School Resource Officer (SRO) behaved professionally.

**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.**

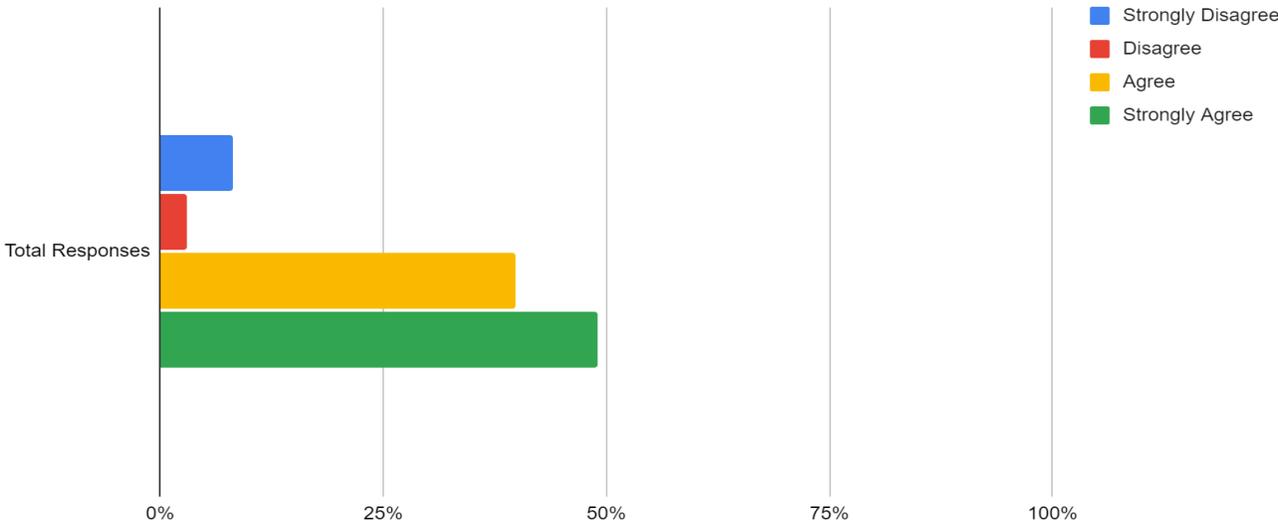
**The SRO treated my student with respect.**



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	5	6	42	45	98

**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.**

**The SRO behaved in a professional manner.**

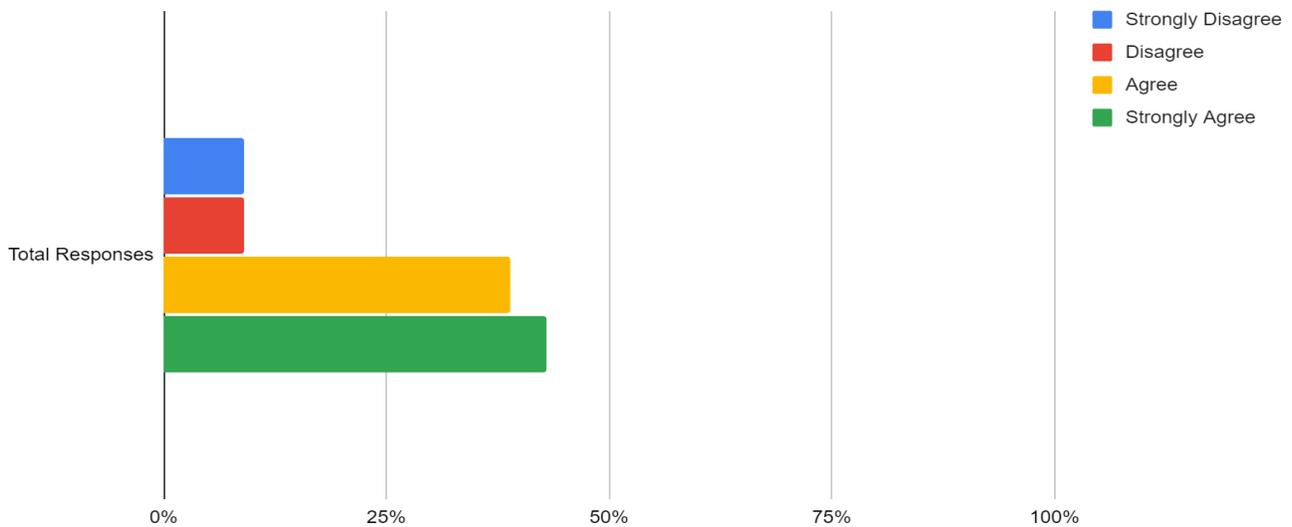


	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>8</b>	<b>3</b>	<b>39</b>	<b>48</b>	<b>98</b>

Eighty-two percent of the parents responding felt the School Resource Officer (SRO) did a good job handling this issue.

**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.**

**The SRO did a good job handling this issue.**



	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>9</b>	<b>9</b>	<b>39</b>	<b>43</b>	<b>100</b>

# Key Takeaway:

## Family Responses on 2024 Spring Perception Survey:

Families reported:

- positive perceptions of the School Resource Officer (SRO) in the building
- they felt safer and the school was safer with the SRO in the building

For those whose students had been in contact with an SRO, families felt their student was

- listened to,
- treated fairly, and
- respected.

These families also felt that the SRO behaved in a professional manner.

### **Note:**

Because of low numbers of responses from parents in some of the race/ethnic categories, data reported here are not disaggregated by demographic groups.

# Certified Perception Survey 2023-24

Certified staff were sent an email with a link to respond to the Certified Perception Survey. 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 School Resource Officers (SROs) assigned to elementary schools. The 2024 Certified Perception Survey included 1,197 certified staff responses from middle and high school staff members. This represents a 52% increase over the 788 responses recorded in 2023. This number includes 586 middle school staff and 611 high school staff. Drawing meaningful conclusions by ethnicity is difficult because the certified staff responding to the survey were overwhelmingly White, therefore data are presented in aggregate.

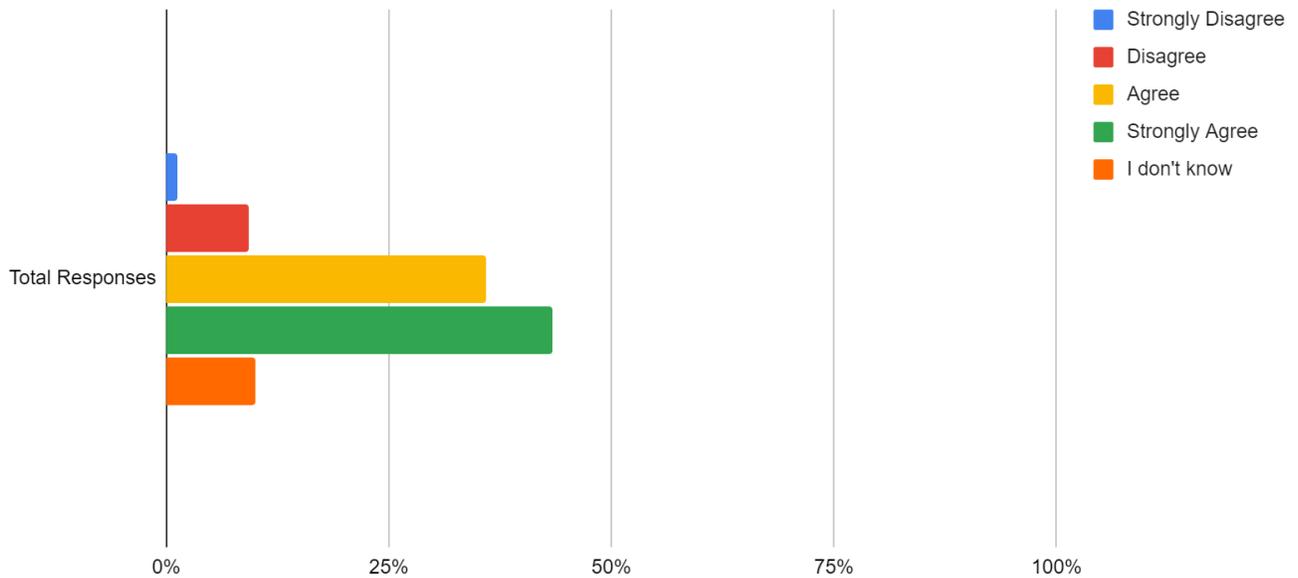
## School Level

	Middle School	High School	Total Responses
American Indian or Alaska Native	3	4	7
Asian	3	8	11
Black/African American	15	10	25
Hispanic/Latino	16	14	30
Native Hawaiian or Pacific Islander	0	0	0
White	466	513	979
Prefer not to respond	83	62	145
<b>Total Responses</b>	<b>586</b>	<b>611</b>	<b>1,197</b>

Two items asked staff about their perception of safety. Responses to both items were positive. When presented with the item "I feel safer at school because the School Resource Officer (SRO) is in the building," 79% of the staff responding were in agreement.

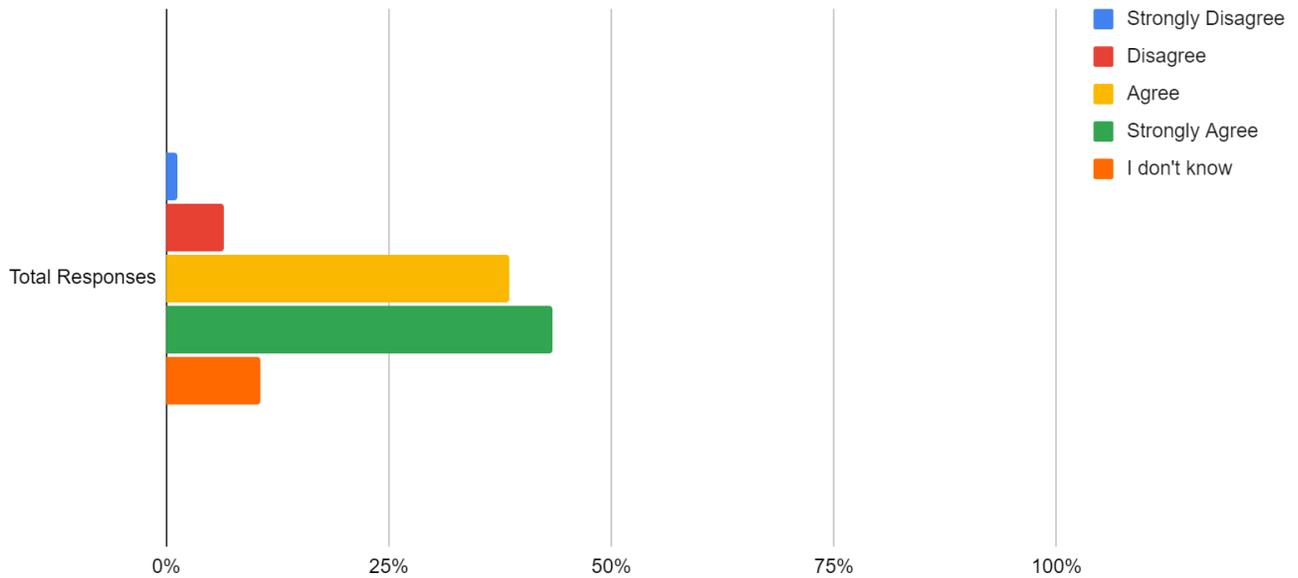
When presented with the statement "Overall, our school is safer because the School Resource Officer (SRO) is in our building," 82% of staff either agreed or strongly agreed with this statement.

## I feel safer at school because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
<b>Total Responses</b>	<b>14</b>	<b>106</b>	<b>412</b>	<b>497</b>	<b>115</b>	<b>1,144</b>

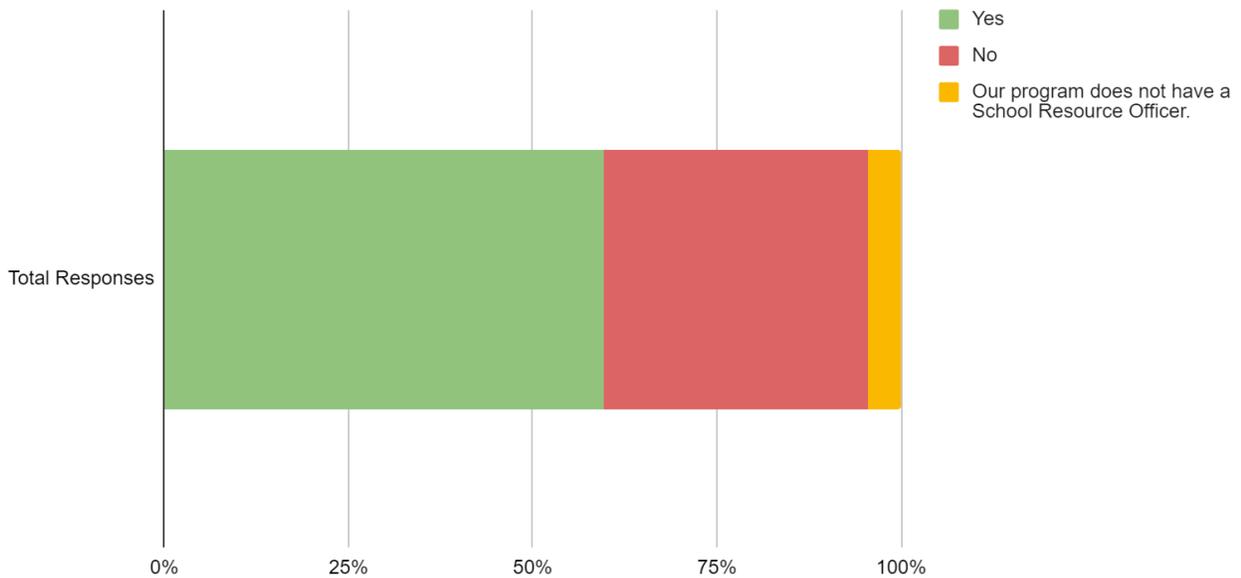
# Overall, our school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	74	440	496	120	1,144

Sixty percent of staff indicated that they observed a School Resource Officer (SRO) interact with students because of an issue at school.

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



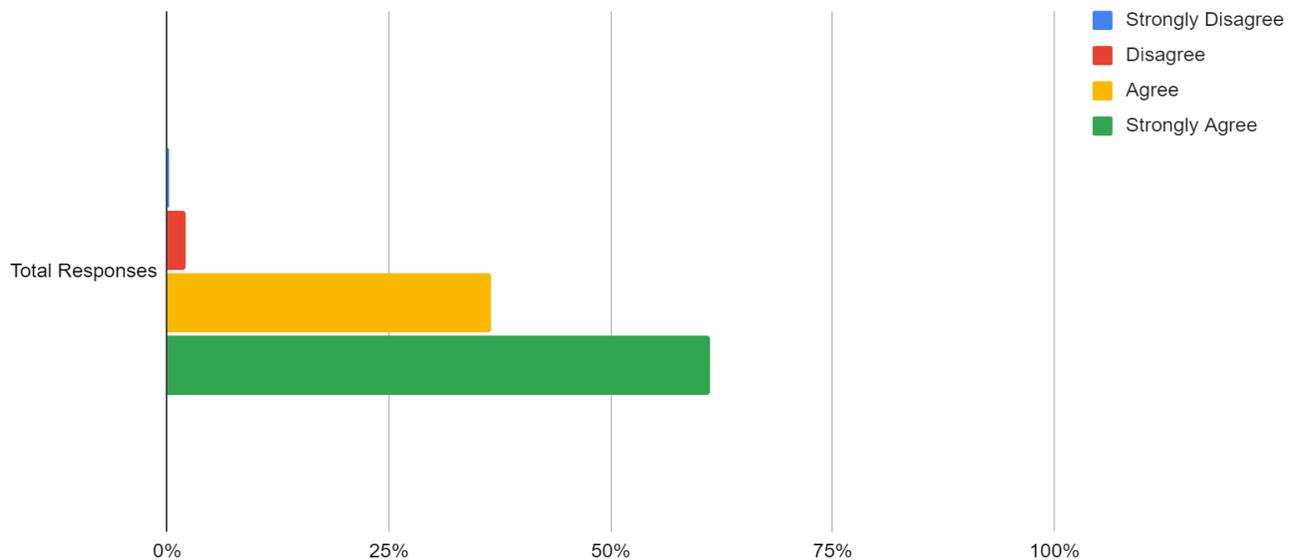
	Yes	No	Our program does not have a School Resource Officer	Total Responses
Total Responses	714	428	53	1,195

Staff who indicated that they observed a School Resource Officer (SRO) interacting with students because of an issue were asked 5 questions about that interaction. Between 97% and 98% of the staff responded that they either agreed or strongly agreed with each of the following 5 statements:

- The School Resource Officer (SRO) listens to all individuals when handling an incident.
- The SRO treats all individuals fairly when handling an incident.
- The SRO treats all individuals with respect when handling an incident.
- The SRO behaves in a professional manner.
- The SRO behaves in a professional manner.

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

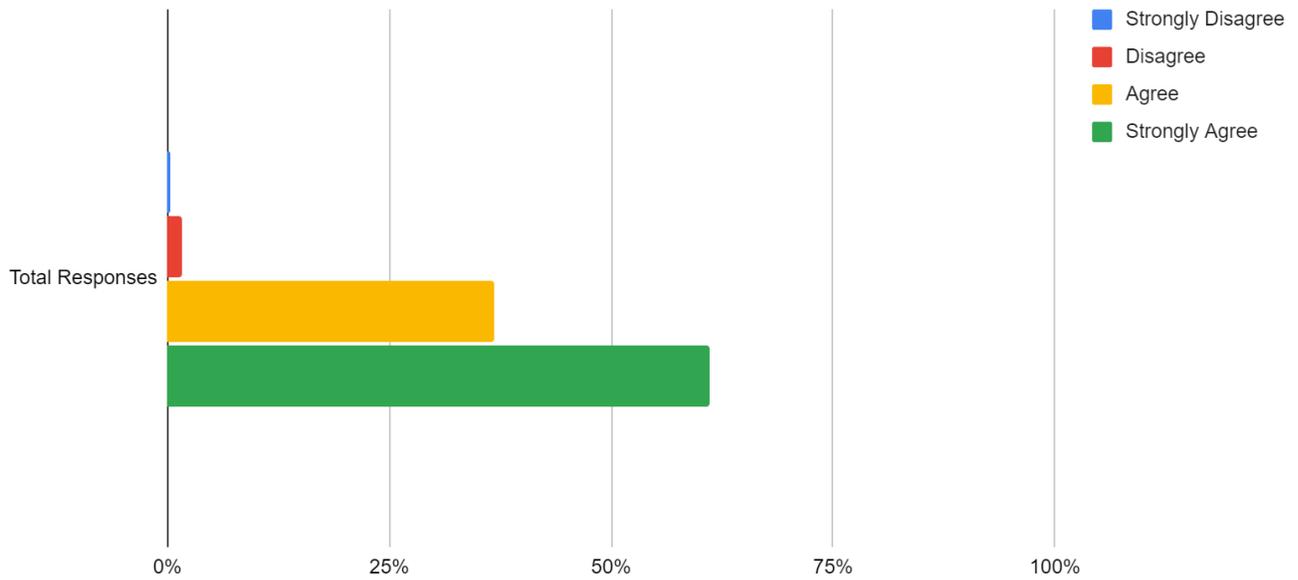
## **The SRO listens to all individuals when handling an incident.**



	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>1</b>	<b>11</b>	<b>197</b>	<b>330</b>	<b>539</b>

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

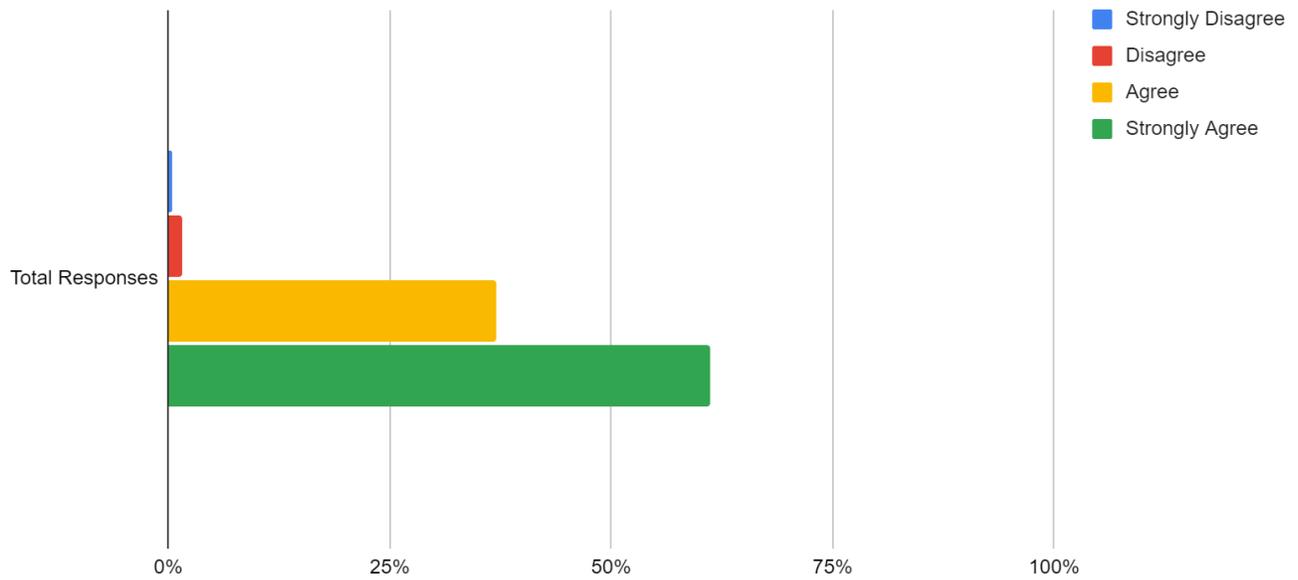
**The SRO treats all individuals fairly when handling an incident.**



	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>2</b>	<b>9</b>	<b>207</b>	<b>343</b>	<b>561</b>

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

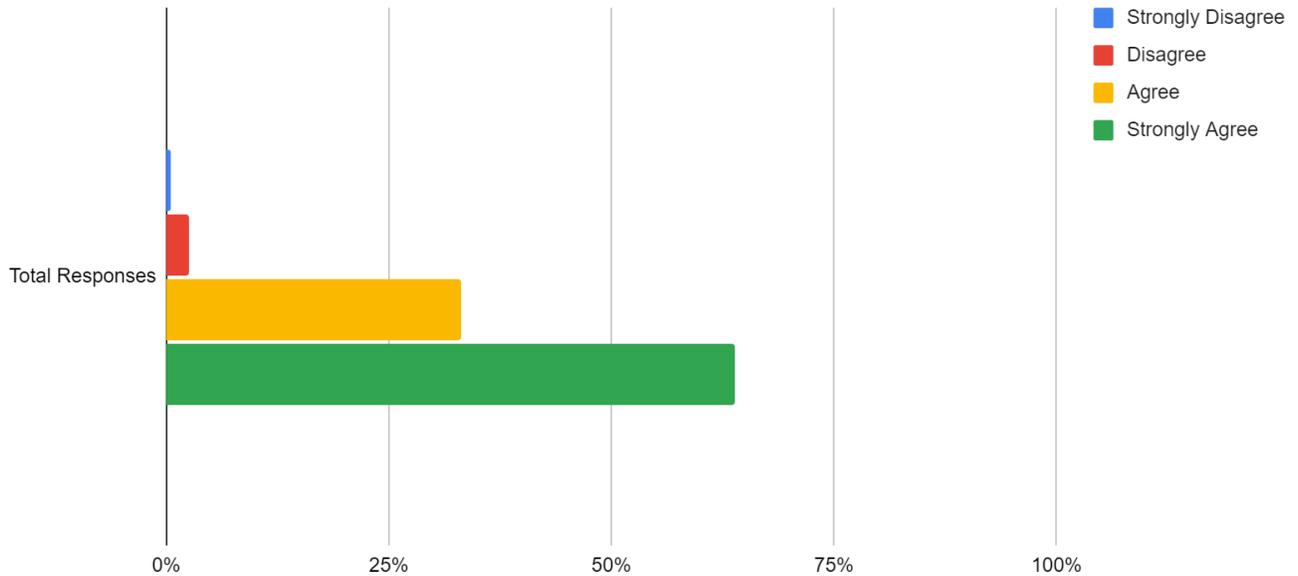
**The SRO treats all individuals with respect when handling an incident.**



	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>2</b>	<b>9</b>	<b>212</b>	<b>351</b>	<b>574</b>

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

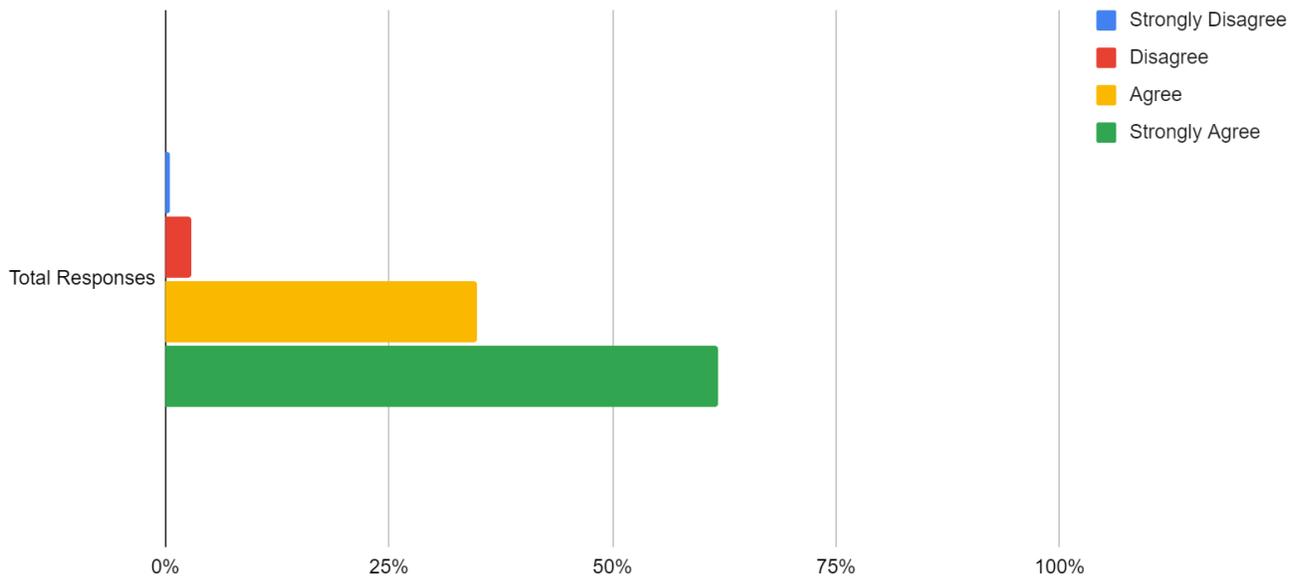
**The SRO behaves in a professional manner.**



	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>4</b>	<b>17</b>	<b>221</b>	<b>427</b>	<b>669</b>

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

**The SRO does a good job of handling these issues.**



	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total Responses</b>
<b>Total Responses</b>	<b>3</b>	<b>17</b>	<b>208</b>	<b>369</b>	<b>597</b>

# Key Takeaway:

## Certified Staff Responses on 2024 Spring Perception Survey:

Certified Staff reported:

- positive perceptions of the School Resource Officer (SRO) in the building, and
- they felt safer, and that the presence of the SRO in the building made the school safer.

Those who observed the SRO interacting with students because of an issue felt students were listened to and treated fairly, and that the School Resource Officer (SRO):

- behaved in a professional manner, and
- did a good job of handling the issue.

Notes:

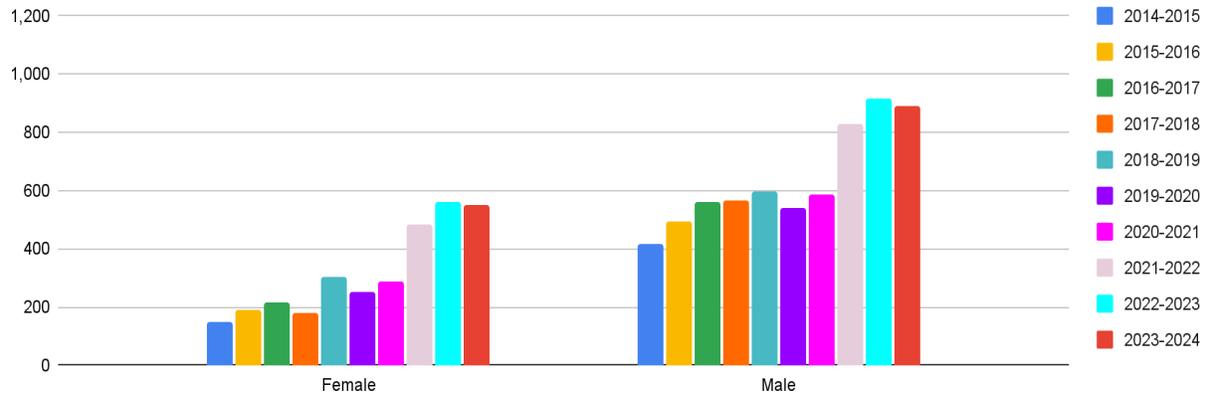
The 1,197 certified staff responses represent a nearly 52% increase over the 788 certified staff responses from the 2023 administration.

Because of the low number of diverse staff, data were reported in aggregate.

# Lincoln Public Schools Discipline Data

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. For this reason, LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year and should not be compared to other school years.
- **Note:** in the data tables that follow, percentages that indicate “overrepresentation” are highlighted in pink. For example: during the 2023-24 school year, 62% of the middle school students who were suspended identified as male. Since only 52% of all middle school students identify as male, males are overrepresented and highlighted in pink.

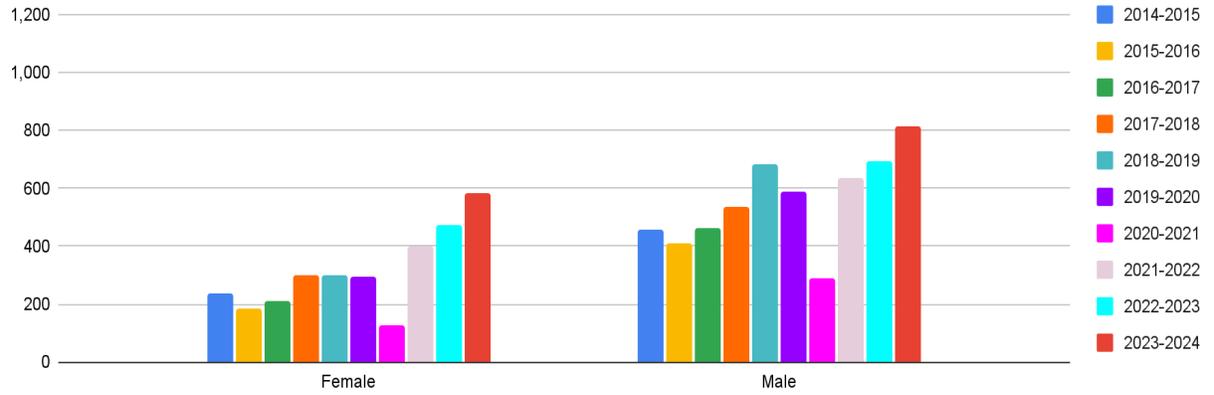
## Middle School In-School Suspensions by Gender



Number of In-School Suspension Students

Percentage of Yearly In-School Suspensions		
Year	Female	Male
2014-2015	26%	74%
2015-2016	28%	72%
2016-2017	28%	72%
2017-2018	24%	76%
2018-2019	34%	66%
2019-2020	32%	68%
2020-2021	33%	67%
2021-2022	37%	63%
2022-2023	38%	62%
2023-2024	38%	62%
<b>Overall % of 23-24 Student Population</b>	<b>48%</b>	<b>52%</b>

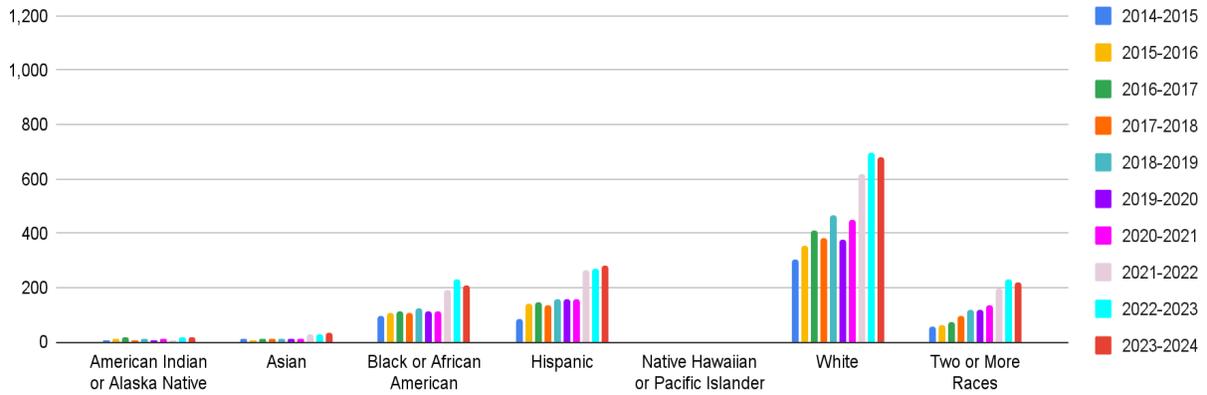
## High School In-School Suspensions by Gender



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%
2021-2022	39%	61%
2022-2023	41%	59%
2023-2024	42%	58%
<b>Overall % of 23-24 Student Population</b>	<b>48%</b>	<b>52%</b>

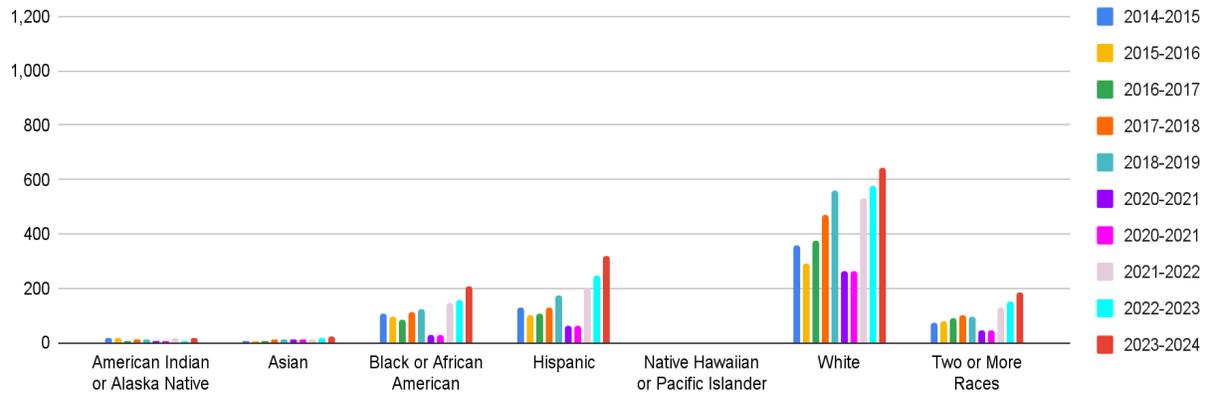
## Middle School In-School Suspensions by Race/Ethnicity



Number of In-School Suspension Students

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%
2021-2022	1%	2%	15%	20%	0%	47%	15%
2022-2023	1%	2%	16%	18%	0%	47%	15%
2023-2024	1%	2%	14%	20%	0%	47%	15%
<b>Overall % of 23-24 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>8%</b>	<b>16%</b>	<b>0%</b>	<b>62%</b>	<b>10%</b>

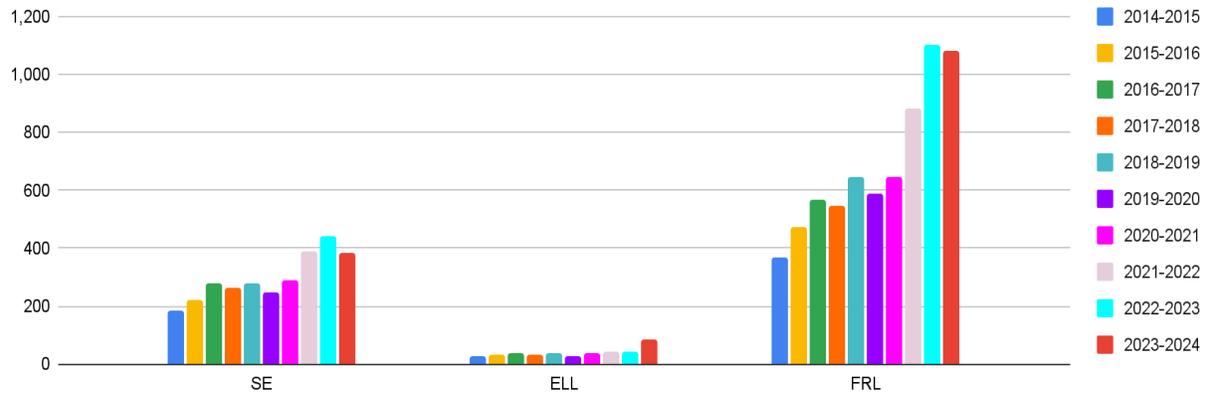
## High School In-School Suspensions by Race/Ethnicity



Number of In-School Suspension Students

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	3%	1%	15%	18%	0%	51%	11%
2015-2016	3%	1%	16%	17%	0%	49%	13%
2016-2017	1%	1%	13%	16%	0%	56%	14%
2017-2018	1%	1%	14%	16%	0%	56%	12%
2018-2019	1%	1%	13%	18%	0%	57%	10%
2019-2020	2%	2%	11%	19%	0%	56%	10%
2020-2021	2%	2%	6%	16%	0%	64%	10%
2021-2022	2%	1%	14%	20%	0%	51%	12%
2022-2023	1%	2%	14%	21%	0%	49%	13%
2023-2024	1%	2%	15%	23%	0%	46%	13%
<b>Overall % of 23-24 Student Population</b>	1%	4%	7%	17%	0%	62%	9%

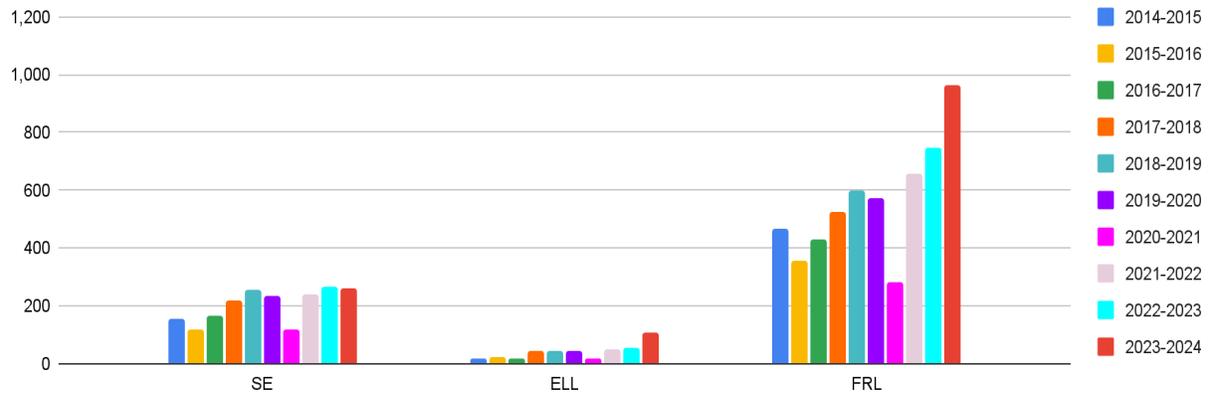
## Middle School In-School Suspensions by SE, ELL & FRL



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%
2021-2022	29%	3%	67%
2022-2023	30%	3%	75%
2023-2024	27%	6%	75%
<b>Overall % of 23-24 Student Population</b>	<b>16%</b>	<b>5%</b>	<b>49%</b>

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



Number of In-School Suspension Students

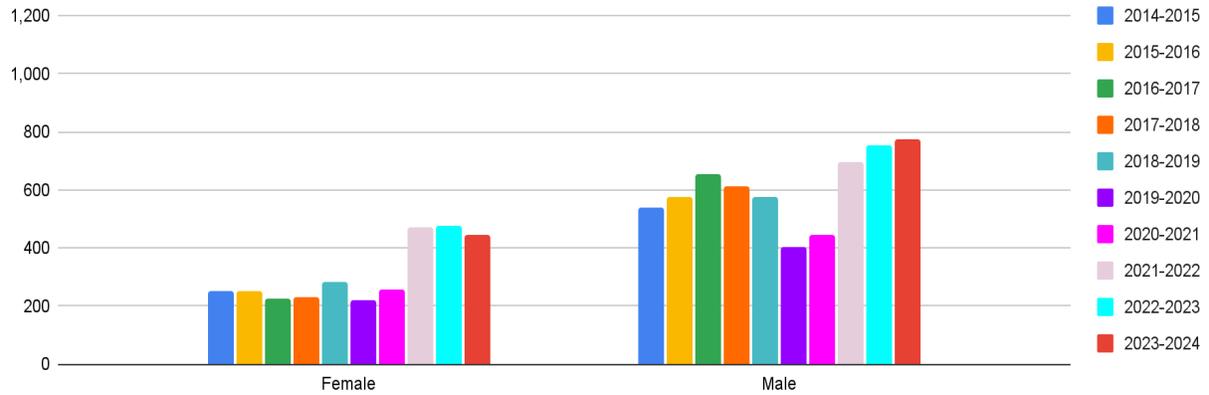
Percent of Yearly In-School Suspensions			
Year	SE	ELL	FRL
2014-2015	22%	2%	67%
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
2021-2022	23%	5%	63%
2022-2023	23%	5%	64%
2023-2024	19%	8%	69%
<b>Overall % of 23-24 Student Population</b>	<b>11%</b>	<b>6%</b>	<b>44%</b>

# 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, in-school suspension data in 2023-24 are similar to the rates from the 2022-23 school year. Compared to previous years, more high school students experienced an in-school suspension (but this increase did not occur in middle school). Similar proportions of students experienced in-school suspensions (but not expulsions). In-school suspension data continue to show evidence of disproportionality for students who identify as Male, Black, Hispanic, or Two or more races, and those participating in Special Education services, English Language Learner, and the free/reduced lunch program. Data from 2023-24 shows a slight **decrease** in disparity for students who participate in the Special Education services program and a slight **increase** in disproportionality for students who participate in the English Language Learner program.

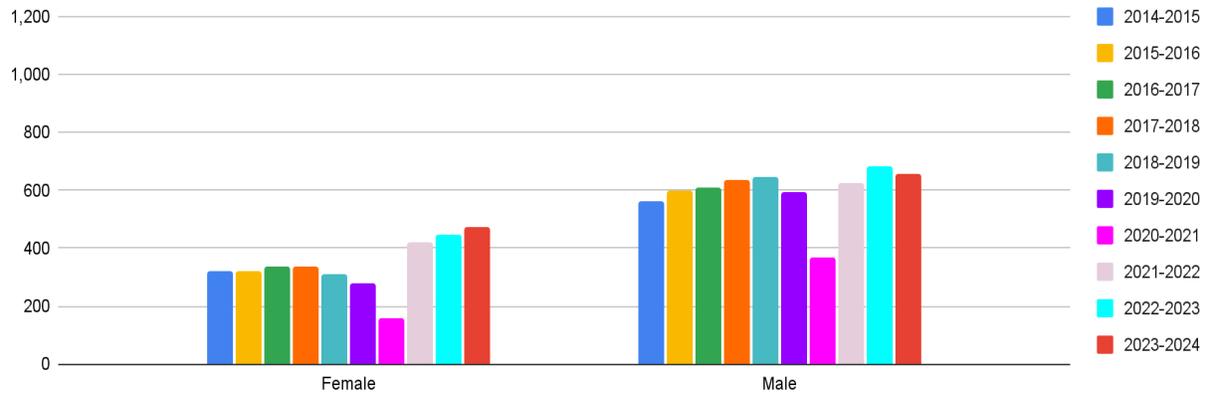
## Middle School Out-of-School Suspensions by Gender



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%
2021-2022	40%	60%
2022-2023	39%	61%
2023-2024	36%	64%
<b>Overall % of 23-24 Student Population</b>	<b>48%</b>	<b>52%</b>

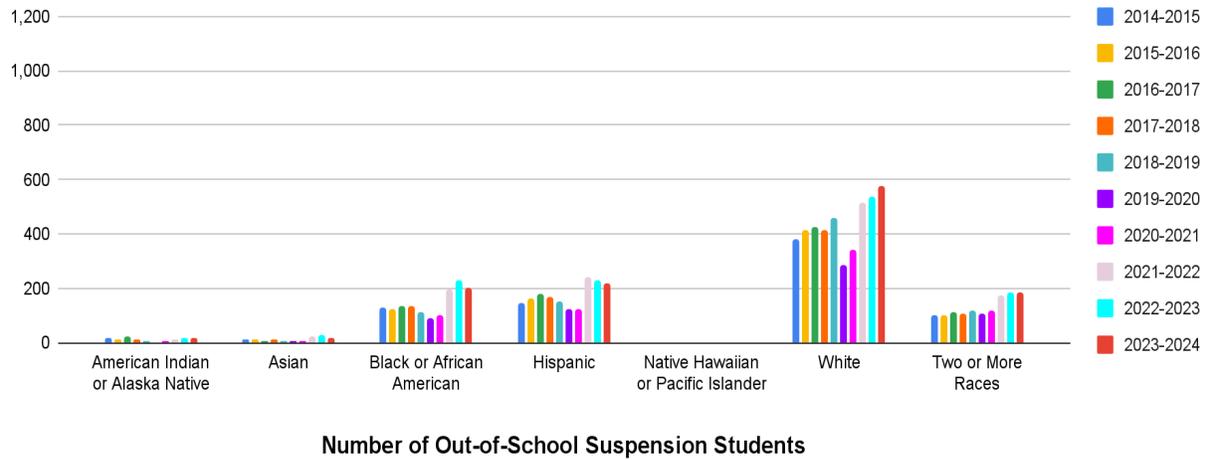
## High School Out-of-School Suspensions by Gender



Number of Out-of-School Suspension Students

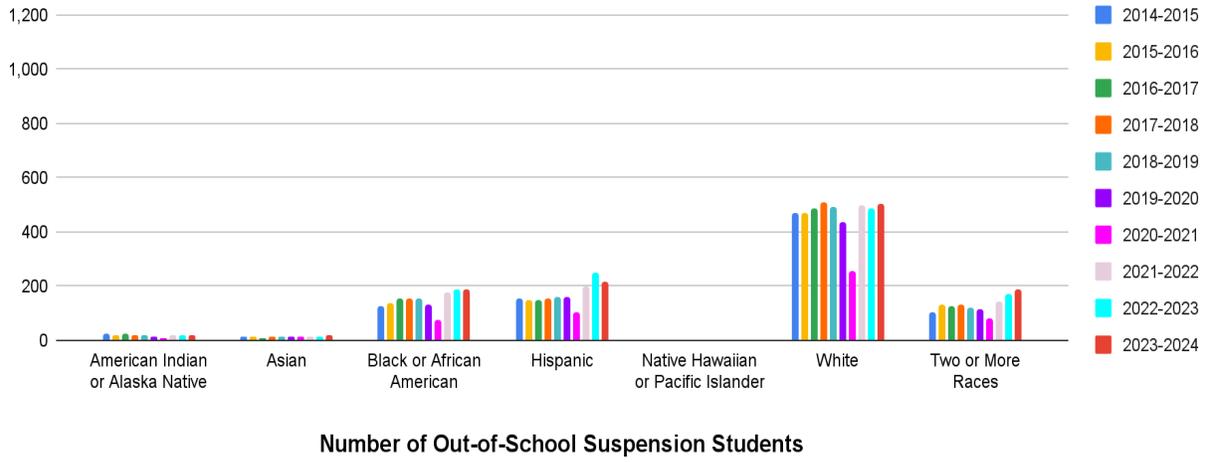
Percent of Yearly Out-of-School Suspensions		
Year	Female	Male
2014-2015	36%	64%
2015-2016	35%	65%
2016-2017	36%	64%
2017-2018	34%	66%
2018-2019	32%	68%
2019-2020	32%	68%
2020-2021	30%	70%
2021-2022	40%	60%
2022-2023	39%	61%
2023-2024	42%	58%
<b>Overall % of 23-24 Student Population</b>	<b>48%</b>	<b>52%</b>

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



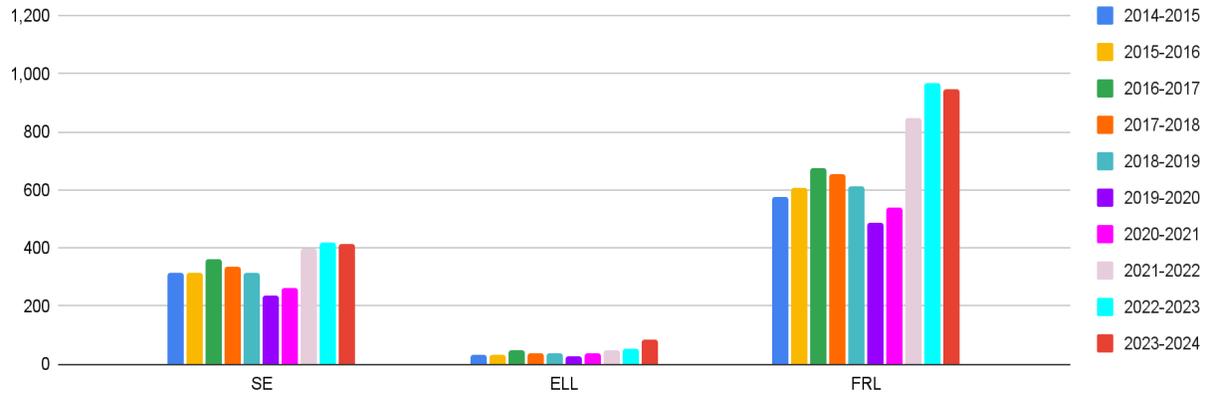
Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
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%
2021-2022	1%	2%	17%	21%	0%	44%	15%
2022-2023	1%	2%	19%	19%	0%	44%	15%
2023-2024	1%	1%	17%	18%	0%	47%	15%
<b>Overall % of 23-24 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>8%</b>	<b>16%</b>	<b>0%</b>	<b>62%</b>	<b>10%</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 Islander	White	Two or More Races
2014-2015	3%	1%	14%	17%	0%	53%	11%
2015-2016	2%	2%	15%	16%	0%	51%	14%
2016-2017	3%	1%	16%	16%	0%	51%	13%
2017-2018	2%	1%	16%	16%	0%	52%	14%
2018-2019	2%	1%	16%	17%	0%	51%	12%
2019-2020	2%	2%	15%	18%	0%	50%	13%
2020-2021	2%	2%	14%	19%	0%	48%	16%
2021-2022	2%	1%	17%	19%	0%	48%	14%
2022-2023	1%	1%	17%	22%	0%	43%	15%
2023-2024	2%	1%	17%	19%	0%	45%	17%
<b>Overall % of 23-24 Student Population</b>	<b>1%</b>	<b>4%</b>	<b>7%</b>	<b>17%</b>	<b>0%</b>	<b>62%</b>	<b>9%</b>

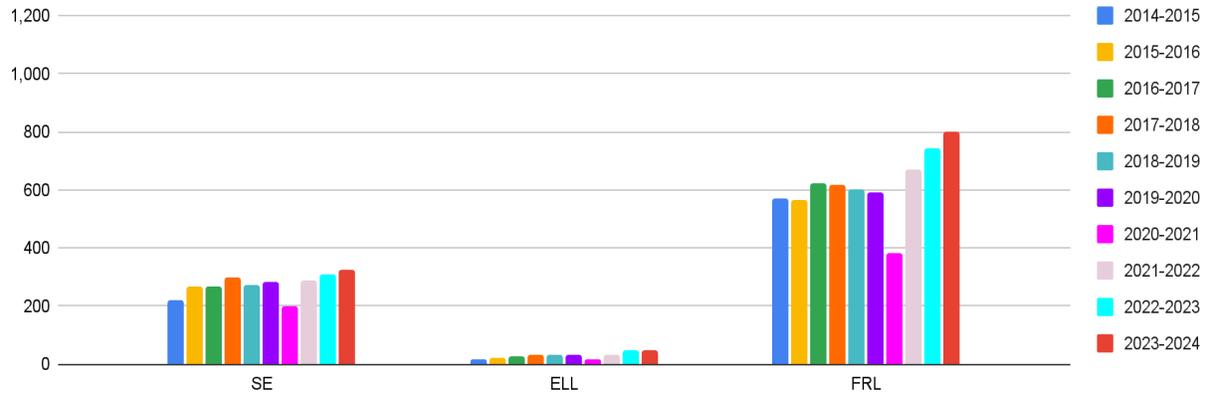
## Middle School Out-of-School Suspensions by SE, ELL & FRL



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%
2021-2022	34%	4%	73%
2022-2023	34%	4%	79%
2023-2024	34%	7%	78%
<b>Overall % of 23-24 Student Population</b>	<b>16%</b>	<b>5%</b>	<b>49%</b>

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



Number of Out-of-School Suspensions Students

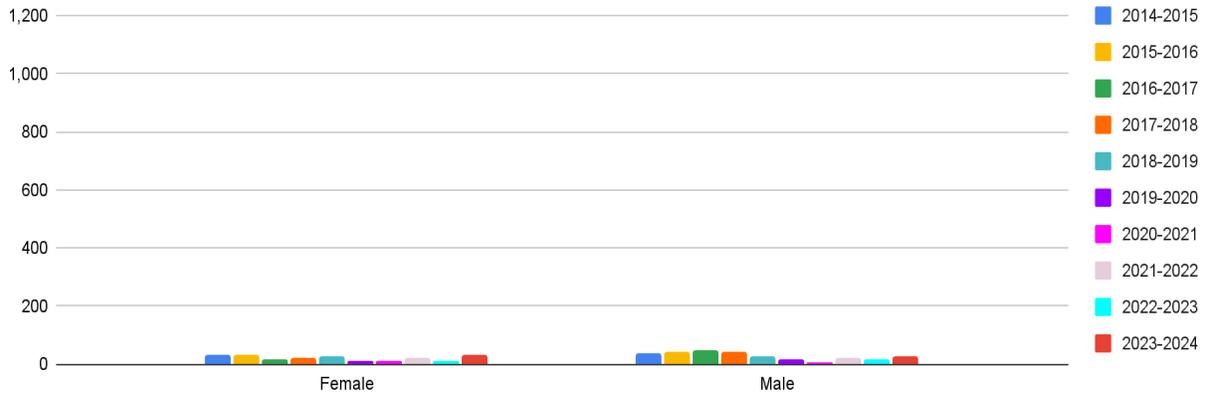
Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
2014-2015	25%	2%	64%
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
2021-2022	27%	3%	64%
2022-2023	27%	4%	66%
2023-2024	29%	4%	71%
<b>Overall % of 23-24 Student Population</b>	<b>11%</b>	<b>6%</b>	<b>44%</b>

# Takeaways: Out-of-School Suspension

School administrators use out-of-school suspensions as a consequence for 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, or 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, out-of-school suspension data in 2023-24 are similar to the rates from the 2022-23 school year. Compared to previous years, similar proportions of students experienced out-of-school suspensions. Out-of-school suspension data continue to show evidence of disproportionality for students who identify as Male, Black, Hispanic, or Two or more races, and those participating in Special Education services and the free/reduced lunch program. Little to no disparity evidence exists for students in the English Language Learner program in high schools, while a slight disproportionality exists for such students in middle schools.

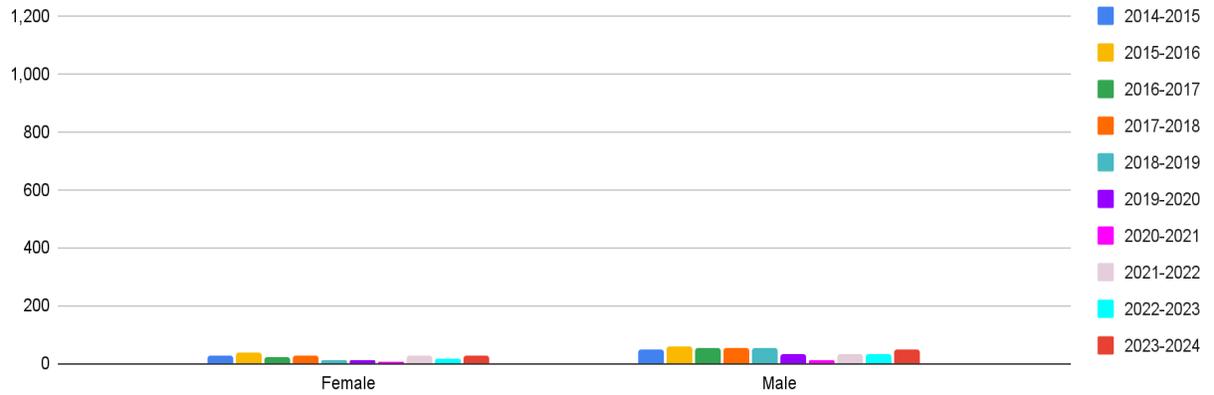
## Middle School Expulsions by Gender



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%
2021-2022	44%	56%
2022-2023	41%	59%
2023-2024	54%	46%
<b>Overall % of 23-24 Student Population</b>	<b>48%</b>	<b>52%</b>

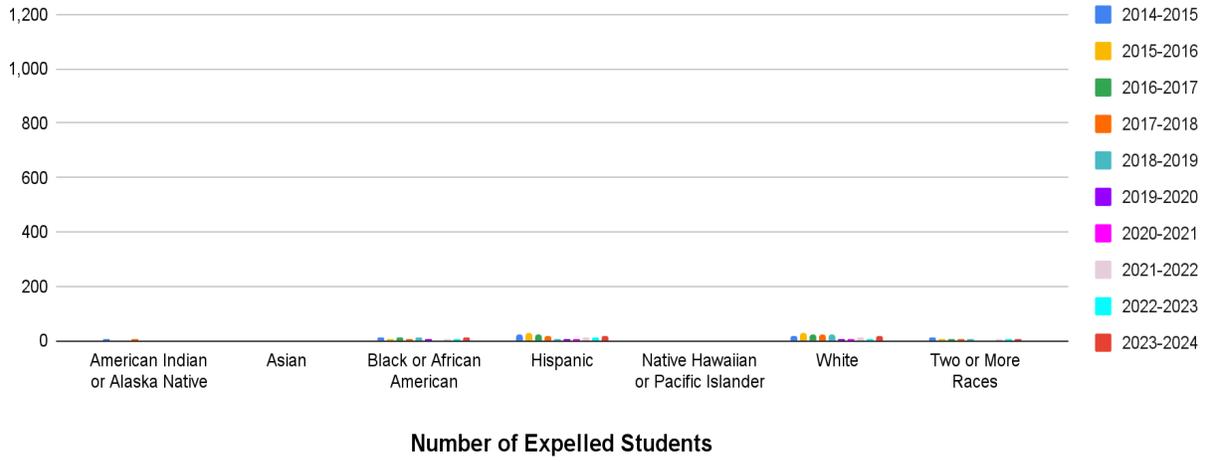
## High School Expulsions by Gender



Number of Expelled Students

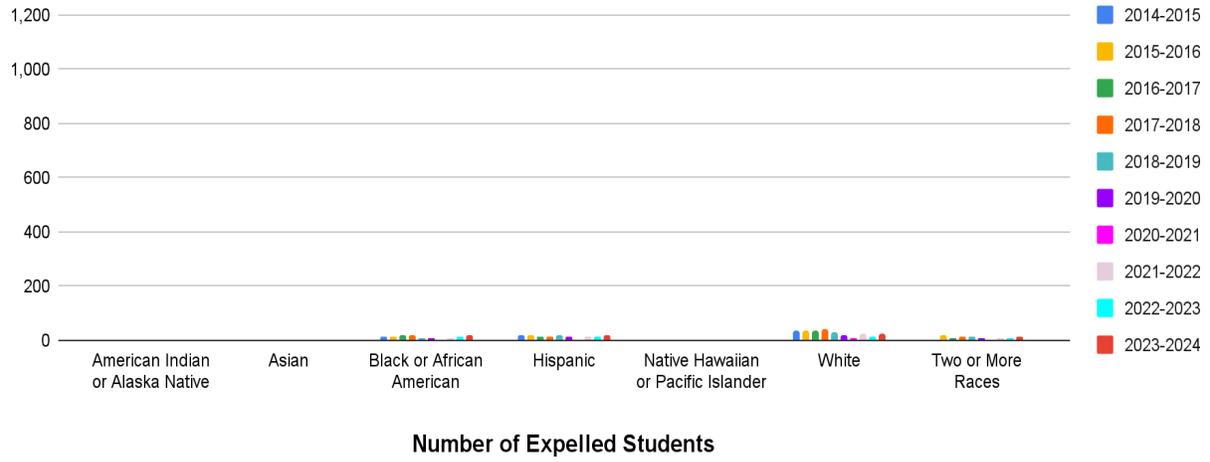
Percent of Yearly Expulsions		
Year	Female	Male
2014-2015	35%	65%
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
2021-2022	44%	56%
2022-2023	33%	67%
2023-2024	37%	63%
<b>Overall % of 23-24 Student Population</b>	<b>48%</b>	<b>52%</b>

## Middle School Expulsions by Race/Ethnicity



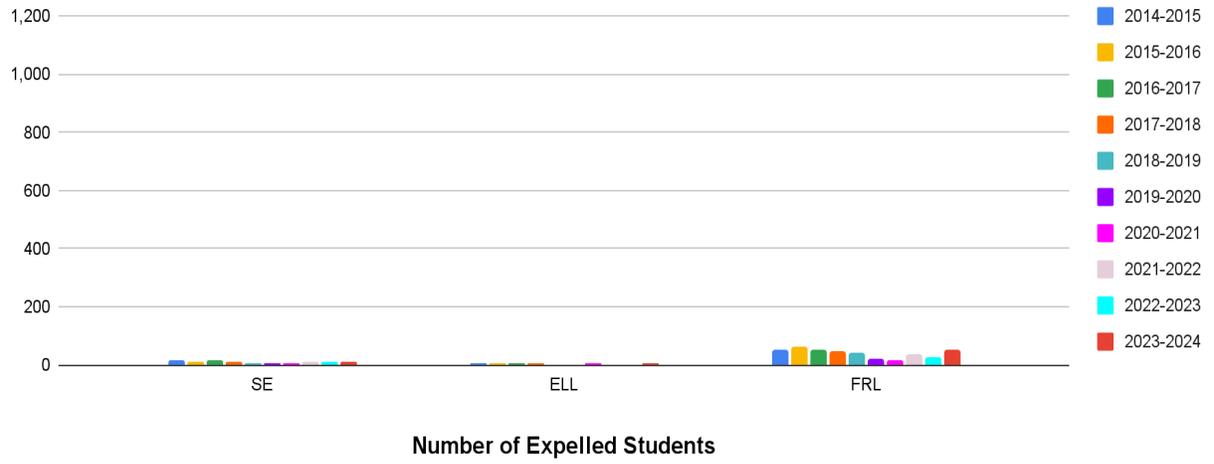
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	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%
2021-2022	5%	0%	16%	26%	0%	33%	21%
2022-2023	0%	0%	14%	34%	0%	31%	21%
2023-2024	2%	2%	20%	29%	0%	36%	13%
<b>Overall % of 23-24 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>8%</b>	<b>16%</b>	<b>0%</b>	<b>62%</b>	<b>10%</b>

## High School Expulsions by Race/Ethnicity



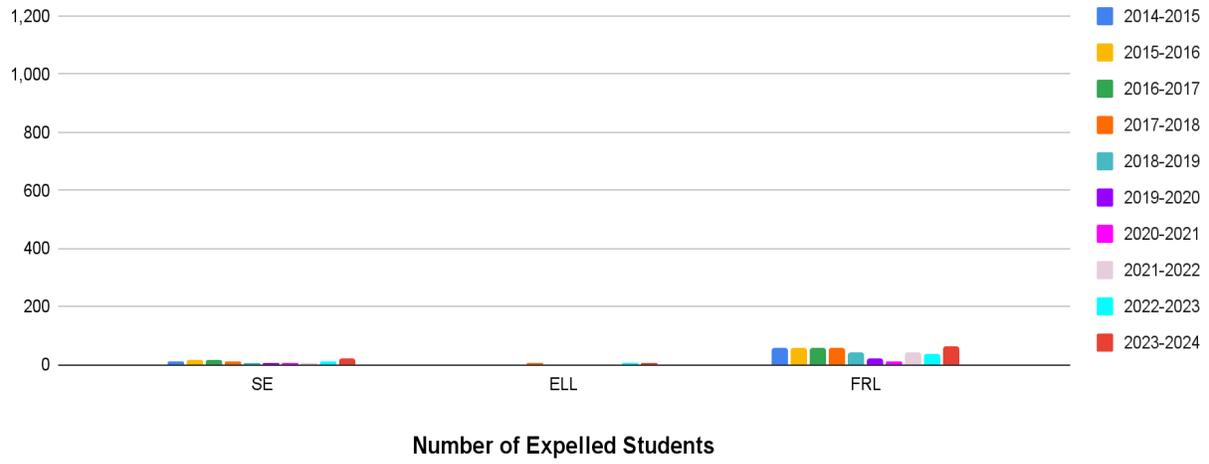
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	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%
2021-2022	0%	2%	12%	26%	0%	46%	14%
2022-2023	2%	0%	23%	31%	0%	29%	15%
2023-2024	4%	1%	22%	22%	0%	32%	18%
<b>Overall % of 23-24 Student Population</b>	<b>1%</b>	<b>4%</b>	<b>7%</b>	<b>17%</b>	<b>0%</b>	<b>62%</b>	<b>9%</b>

## Middle School Expulsions by SE, ELL & FRL



Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	23%	4%	74%
2015-2016	11%	4%	84%
2016-2017	22%	5%	79%
2017-2018	18%	6%	76%
2018-2019	12%	4%	80%
2019-2020	28%	4%	84%
2020-2021	32%	16%	89%
2021-2022	21%	2%	79%
2022-2023	31%	3%	86%
2023-2024	20%	7%	93%
<b>Overall % of 23-24 Student Population</b>	<b>16%</b>	<b>5%</b>	<b>49%</b>

## High School Expulsions by SE, ELL & FRL



Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	13%	0%	75%
2015-2016	17%	1%	61%
2016-2017	18%	3%	74%
2017-2018	15%	4%	68%
2018-2019	10%	1%	60%
2019-2020	7%	2%	54%
2020-2021	25%	0%	69%
2021-2022	11%	2%	77%
2022-2023	21%	6%	77%
2023-2024	26%	5%	82%
<b>Overall % of 23-24 Student Population</b>	<b>11%</b>	<b>6%</b>	<b>44%</b>

# 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 staff 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, expulsion data from the 2023-24 school year continues to show small numbers of students who experience this most serious discipline consequence. Because of the small numbers of students in each category, there will be more change from year to year in the proportions of students represented in the tables in this section.

Overall trends in the expulsion data remain relatively consistent and continue to show evidence of disproportionality. However, the rate of expulsions for middle school students identifying as Male, Hispanic, Two or more races, and students who receive Special Education services may show decreased disproportionality, but the overall low number of students who experience expulsion may explain these percentage changes from year to year.

At the high school level, the overall trends in the expulsion data remain relatively consistent and continue to show evidence of disproportionality, similar to the middle school data. The rate of expulsions for high school students who identify Hispanic may show decreased disproportionality. Again, the small numbers of students who experience expulsion in these groups may explain these percentage changes.

# Overall Takeaways and Recommendations

## 2023-2024

Each year since 2019-20, part of the SRO Program review has included a review of annual calls for service resulting in referrals to juvenile court—and comparing current data to the years before and after the reintroduction of SROs into middle school as part of the Safe and Successful Kids Interlocal Agreement. This is one measure of providing insight as to whether the addition of SROs increased student involvement in the juvenile justice system. This is an issue of concern that has been mentioned on a perennial basis. Of the top six incident types (assaults, narcotics, trespassing, disturbances, and vandalism) constituting over 80% of the calls for service resulting in a referral, referrals were all down in 2023-24, when compared to the prior year. Referrals resulting in calls for service for all six incident types also show a substantial percentage decline when compared to the four-year average. In addition, total calls for service during 2023-24, as compared to 2022-23, were (1) down 59 at the middle school level, and (2) down nearly 100 at the high school level.

### Overall Takeaway 1:

#### **SSKI Data consistently point to program efficacy, goal alignment**

The original memorandum of understanding formulated in 2018 between the City of Lincoln and Lincoln Public Schools, and reaffirmed numerous times since, identified the following as the first goal of the SRO program: “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 rules and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.”

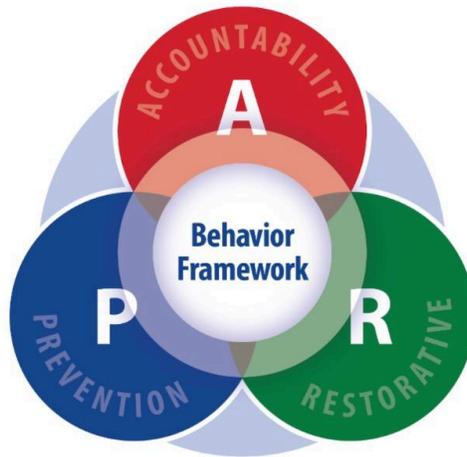
The above stated goal grew out of public input sessions at the inception of the Safe and Successful Kids initiative. Feedback from these sessions included questions and concerns regarding the potential for school resource officers being used in the management of student disciplinary issues. The broader stated concern related to the potential blurring of delineation of duties of law enforcement from those of administration, and the potential for school based disciplinary proceedings to be handled as criminal violations leading to a substantial increase in students who are subsequently in the juvenile justice system as offenders.

The 2023-24 data, as well as the four-year lookback data, provide evidence that the above stated concerns have not manifested themselves in the City of Lincoln - Lincoln Public Schools SRO program. More specifically, the data demonstrate that in 2023-24:

- Only 14% of calls for service resulted in a referral to county attorney, as compared to the four year average of 31%.
- Of these calls for service that resulted in a juvenile referral, only one student was lodged at the Youth Services Center.
- Total juvenile referrals issued were 185, compared to the four-year average of 402.
- Total calls for service declined at both the middle and high school level..

In addition, administrators initiated the highest percentage of calls for service that resulted in a juvenile referral. High levels of Administrator involvement are indicative of ongoing, strong communications practices and procedures that help to ensure a delineation and distinction between incidents best handled as school discipline and those which necessitate a call for service to LPD.

It should also be noted LPS utilizes the PAR framework across the district.



PAR asserts positive expectations for behavior, coupled with resources and support, creating a positive school culture for both students and staff to feel safe, respected and valued. The framework reinforces positive behavior and includes a matrix for accountability that promotes consistency, communication and opportunities for teaching, re-teaching and growth when unwanted behaviors occur. The PAR framework is tied to both student and staff well-being and outcomes.

## **Overall Recommendation 1:**

### **Continue professional development to reinforce separation of law enforcement & student discipline**

In partnership, LPS and LPD should continue a robust program of school administrator/SRO professional development to reinforce the separation of law enforcement and student discipline. LPD should also continue seeking to accurately record when administrators are involved in the referral to SROs. Both LPS and LPD will closely monitor data related to the percentage of time an administrator is notified when a call for service results in a referral—and analyze those situations where an administrator was not notified to understand the reasons why such notification did not occur.

Both entities should also continue with implementation of restorative justice programs and closely monitor LPD calls for service, referrals to the county attorney, and LPS student discipline data throughout the year.

In addition, LPS should continue training on and implementation of the PAR framework to reinforce positive behavior and proactively address behavior issues before such issues rise to the level of school discipline or SRO calls for service.

## **Overall Takeaway 2:**

### **Presence of School Resource Officers enhances perception of Safe Schools**

School Resource Officers are utilized, in part, to enhance safety, as well as the perception of safety within our schools. This interest must be continually balanced with the fifth goal of the SRO program as outlined in the City/LPS Memorandum Of Understanding: “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.”

Perceptual data from students, families, and certified staff through the the 2024 spring perception survey of student responses indicates that School Resource Officers enhance the perception of school safety:

- 82% of student respondents indicated they felt safer with the officer on campus.
- 87% of students who were aware of the SRO at their school agreed with the statement that overall, the school is safer because the SRO is in our building.
- Families reported positive perceptions of the school, resource officer in the building
- Families reported they felt safer and that the school was safer with the SRO in the building

- Certified staff reported positive perceptions of the school, resource officer in the building
- Certified staff reported that when observing the SRO interacting with students because of an issue, they felt students were treated fairly and listen to and that the SRO behaved in a professional manner

When this perceptual data is paired with the statistics on decreased calls for service and decreased numbers of referrals to the County Attorney, there is both perceptual and empirical data indicating SROs are a valuable component to ensuring a safe school environment.

Perceptual data indicates strong alignment across groups surveyed regarding the positive perceptions of the presence and professionalism of school resource officers in the district. While survey results were higher for the 23–24 school year, LPS should continue to strive for higher response rates year over year to ensure that the perceptual data accrued is authentically reflective of the diversity of students, families, and staff, in order to fulfill our commitments to just, fair, and equitable treatment of all.

### **Overall Recommendation 2:**

#### **Continue to strive for increased response rates & review LPD CFS/referrals and LPS discipline data**

To better understand and respond to disparity, LPS and LPD should continue to review CFS/Referrals and school discipline suspensions/expulsions to identify methods and strategies (such as Restorative Justice and Hope Science), as well as new professional development opportunities, that may decrease disparity. This data may open avenues to better understand complicating factors that need to be addressed regarding first time behaviors as well as issues of recidivism

### **Overall Takeaway 3:**

#### **Threat Assessment is an essential component of SSKI**

While threat assessment is the ninth most common amongst the top 12 calls for service, the threat assessment percentage change from the four year average is up 330% (from a four-year average of 10 in 2015–19 to 43 in 2023–24). With the training and deployment of threat assessment teams within our schools, the expertise of threat assessment specialists working collaboratively through our SSKI partnership, and the promotion/use of the “Safe To Say” program, staff attribute at least some of this increase to both enhanced awareness among students and staff and improved reporting/response tools.

### **Overall Recommendation 3:**

#### **Continue to build on and enhance capacity of Threat Assessment Team**

LPS and LPD should continue to build, deploy, and enhance the capacity and expertise of Threat Assessment Teams within LPS. These Threat Assessment Teams put risk assessment into context by managing and predicting risk via examination of static, dynamic and protective risk factors. This case-driven approach allows trained teams to monitor patterns and coordinate communication over time in a manner that promotes dignity and respect for all parties involved.

# APPENDIX A

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

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

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

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

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

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

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

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

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

**NOW, THEREFORE, LPS and City agree as follows:**

### **Section 1. School Discipline and Law Enforcement Program**

#### **Goals.**

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

referrals to the juvenile justice system;

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

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

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

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

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

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

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

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

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

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

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

### **Section 3. Training.**

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

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

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

### **Section 4. SRO Program Review.**

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

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

### **Section 5. Community Partnerships.**

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

### **Section 6. Liability and Indemnification.**

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

**Section 7. Term, Termination, and Related Documents.**

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

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

CITY OF LINCOLN

  
Leirion Gaylor Baird, Mayor

12/17/2020  
Date

LANCASTER COUNTY SCHOOL DISTRICT NO. 001

  
Dr. Steve Joe, Superintendent MB

12/1/20  
Date

# APPENDIX B

## 2024-2029 LPS Strategic Plan Positive Behavior Goals

The 2024-2029 LPS Strategic Plan is available at <https://home.lps.org/strategicplan/>

Positive Behavior Goals in the Strategic Plan

- By June 2029, reduce total suspensions for ALL students by 20%.
- By June 2029, reduce suspension disproportionality ratios to 1.2 or less for all student groups.

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

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

Although LPS continues to make progress in the reduction of students receiving a suspension from school, disparities continue to exist between student groups. Suspension ratios are used to calculate the level of disparity at which certain student groups are suspended, when compared to “All Students.” A ratio of 1 signifies that the demographic group is no more likely than “All Students” to be suspended (or a 1:1 ratio). LPS continues to strive to reduce disproportionate suspensions rates to 1.2 or less for all student groups.

## The LPS PAR Behavior framework for PK-1

(Note: See <https://home.lps.org/student-services/par-behavior-framework/> for more information and the complete PAR document.)

The Prevention, Accountability, and Restorative behavior framework, also referred to as the PAR framework, is derived from multiple evidence-based practices that support positive behavior. The PAR framework includes components from frameworks and approaches referred to as PBIS, MTSS, BIST, and others.

Additionally, both trauma informed and restorative practices are significant components of the framework as both practices are ways to build strong, culturally responsive communities where student needs can be addressed in a proactive manner, which in turn decreases the need for responses to unwanted behaviors. While the frameworks listed above may have different approaches and supports within their systems, all the frameworks are designed to be proactive and support student needs and serve as the basis for accountability so that students have positive academic and behavioral outcomes. An effective behavior framework is comprehensive, holistic, and adaptable to the needs of the school community and aims to create a positive and supportive environment that fosters not only academic success, but also social-emotional well-being for all students.

The professional learning plan for implementing the PAR Framework aims to provide comprehensive learning for staff. It will commence with an overall introduction to the PAR Framework for all staff in the fourth quarter of the 2023-2024 school year. The School Improvement Plan (SIP) workshop in the summer of 2024 will offer teams at each building the opportunity to assess and plan for the systems and practices affected by the framework's implementation. As staff return to work in August, dedicated professional learning sessions on the framework will be conducted. Monthly administrator meetings will incorporate time for planning, acquiring new knowledge, and providing feedback on the framework. Additionally, there will be quarterly modules designed and based on feedback and adjustments made to the framework. It is important to emphasize that the framework will continually evolve as feedback is collected throughout the implementation year and beyond.

Main Components of the PAR Framework:

- Prevention: the intentional planning and implementation of consistent systems and practices that build relationships and community, establish clear expectations and routines, and utilize a mindset of high expectations and high support.
- Accountability: a transparent and consistent process that includes a combination of re-teaching skills, repairing harm, appropriate consequences, and communication.
- Restorative: a collection of reflective and inclusive processes that focus on proactively building relationships and community, while also addressing harm in a manner that allows for meaningful accountability.

The PAR framework is based on models that emphasize proactivity by teaching, reinforcing, and recognizing students who engage in positive behavior as well as support students who exhibit the need for additional support by engaging in unwanted behavior. Using research-based models and approaches, Lincoln Public Schools can provide positive behavior supports for all students so that we can build strong and safe school communities while providing the highest quality education for all students. (Note: see the full PAR report at <https://home.lps.org/student-services/par-behavior-framework/> for a list of research references).

## **Additional Efforts**

- **Additional mental health staff** have been added in recent years, including additional elementary school counselors, school social workers, and school psychologists. Each of these “clinician groups” receives additional training to help support schools with mental health, restorative practices, and student support.
- **Disproportionality training** was provided to all middle school and high school MTSS teams during the summer of 2021 and will be replicated with elementary teams during the summer of 2022 and 2023.
- **Ruthie Payno-Simmons & Kent McIntosh** are nationally recognized educators and consultants who have been working with LPS over the last few years. These experts have helped LPS implement additional professional learning opportunities for staff in the areas of disproportionality and equitable practices.
- **The Lighthouse Alternative to Suspension Program** was created as a joint partnership between LPS and The Lighthouse to provide students who are suspended for two or more days, a place to go while they are out of school. Students attend The Lighthouse during the day while they are suspended from school, get help with school work, and participate in restorative conversations to address the needs of the student, with the aim to reduce future suspensions.

# APPENDIX C

## **Lincoln Public Schools** **Student Perception Survey** **2023-24**

Development of the District Perception Surveys (student, staff and families) 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. At that time the survey measured 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 have had the opportunity to respond to items specifically about School Resource Officers since the spring of 2019 after the School Resource Officers were placed in secondary schools.

District Perception Surveys were not administered in the spring of 2020 due to the COVID-19 pandemic but resumed in the spring of 2021.

In 2023-2024 Lincoln Public Schools adopted a new 5-year strategic plan. To address the vision and goals laid out in the *LPS Strategic Plan 2024-29*, the Lincoln Public Schools District Perception Survey was extensively revised. Feedback across administrations indicated that making comparisons across surveys is important to stakeholders. That feedback led LPS to decide surveys for students, families, and certified staff should be as similar as possible, including the scale used. All surveys are now on a Likert scale of 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Items specific to school resource officers remained largely unchanged. One item was added and two items were removed from the survey:

- Based on feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” was added.
- The item “The School Resource Officer (SRO) was considerate of my feelings.” was removed because other items seemed to better reflect this idea.
- The item “Has the School Resource Officer (SRO) presented in any of your classes?” was removed because it was determined that presentations were not central to the school resource officer’s (SRO’s) job.

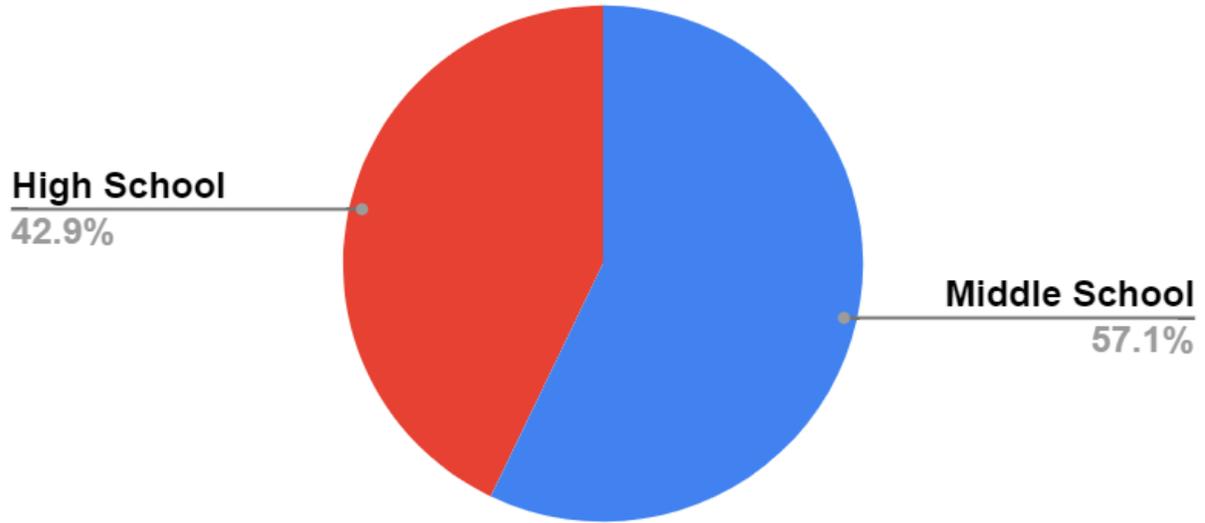
The 2024 District Perception Survey was scheduled to be administered April 1-15, 2024. Due to low participation rates and multiple requests from schools to extend the closing date, surveys remained open until April 26, 2024. 2024 survey participation is summarized as follows:

- 13,816 middle and high school students responded, approximately 150 more students than in 2023 (n= 13,670).
- 2,098 middle and high school families responded, which is slightly fewer than the 2,187 who responded in 2023.
- 1,218 middle and high school staff responded, representing a 55% increase over 2023 (n=788).

The results of the 2024 District Perception Survey were similar to those of previous years. Respondents, students, parents, and certified staff, had positive perceptions of the School Resource Officers (SROs).

## Student - Total Responses

# School Level



Response	Number of Responses
Middle School	7,890
High School	5,926

## Student - Total Responses

# What is your middle school or program?

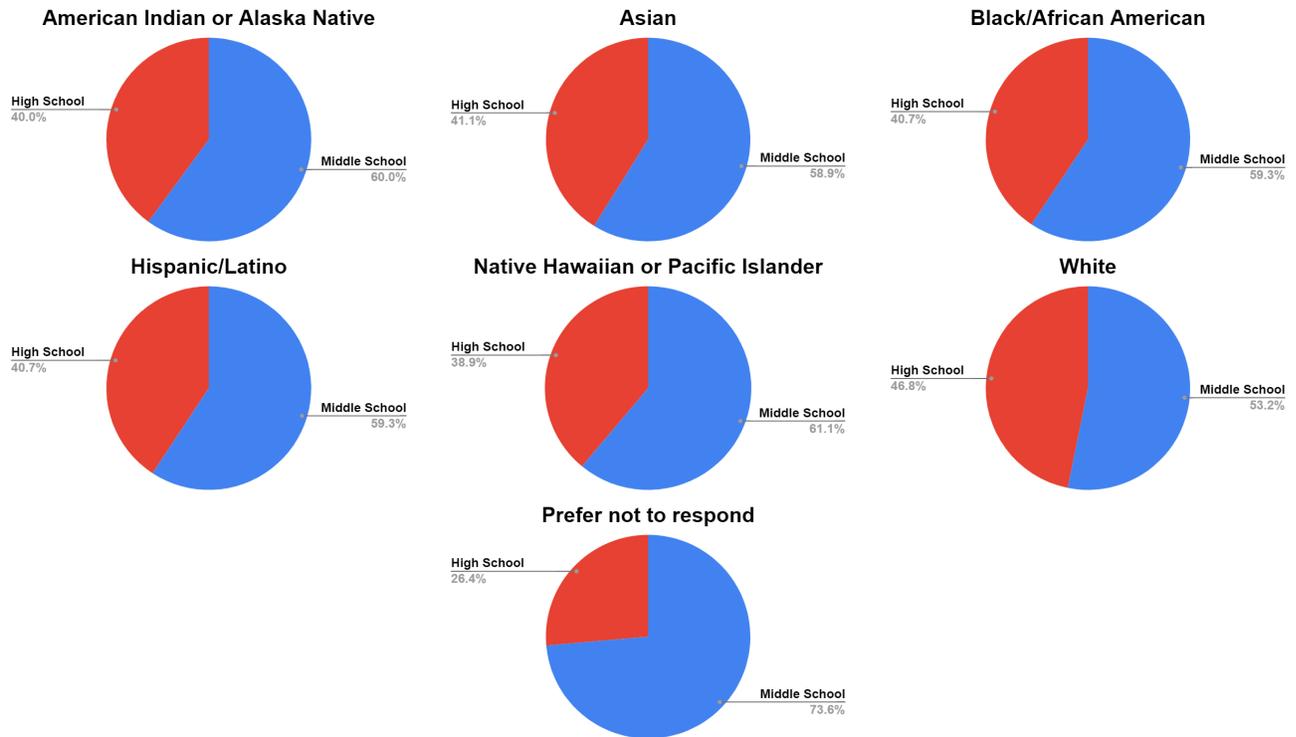
Response	Number of Responses	Percent of Responses
Culler	523	6.63%
Dawes	255	3.23%
Goodrich	585	7.41%
Irving	699	8.86%
Lefler	540	6.84%
Lux	737	9.34%
Mickle	643	8.15%
Moore	569	7.21%
Park	657	8.33%
Pound	783	9.92%
Schoo	719	9.11%
Scott	1,102	13.97%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	65	0.82%
Pathfinder Educ. Prog.	1	0.01%
MS Student Support Prog.	12	0.15%

## Student - Total Responses

# What is your high school or program?

Response	Number of Responses	Percent of Responses
East	1,344	22.68%
Lincoln High	680	11.47%
North Star	348	5.87%
Northeast	498	8.40%
Northwest	515	8.69%
Southeast	573	9.67%
Southwest	1,290	21.77%
Standing Bear	262	4.42%
Arts & Humanities FP	63	1.06%
The Bay High	39	0.66%
Bryan Comm. FP	108	1.82%
The Career Academy	100	1.69%
Pathfinder Educ. Prog.	0	0.00%
Science FP	71	1.20%
HS Student Support Prog.	3	0.05%
Yankee Hill Prog.	14	0.24%
Graduation Pathway	18	0.30%

## Student - Responses by Ethnicity School Level



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
Middle School	320	584	907	992	127	4,101	859
High School	213	408	622	682	81	3,612	308
<b>Total Responses</b>	<b>533</b>	<b>992</b>	<b>1,529</b>	<b>1,674</b>	<b>208</b>	<b>7,713</b>	<b>1,167</b>

A total of 13,816 secondary students (7,135 middle school and 6,535 high school). This is 150 more responses than last year, 13,670.

When asked about their racial/ethnic background, students could select as many groups as they felt described their background. The majority of students, 55%, (4,101 middle school and 3,612 high school) identified white as one of their racial/ethnic groups. The next racial/ethnic group with the most responses was Hispanic/Latino with 12% (1,714) of students indicating that as one of their racial/ethnic groups (992 middle and 682 high school). Black/African American was the third most chosen response as students' racial/ethnic group 11% (907 middle and 622 high school). Asian was the next most often chosen racial/ethnic group with 7% of the responses (584 middle and 408 high school). American Indian or Alaska Native and Native Hawaiian or Pacific Islander had the fewest responses 4% and 1% (320 middle and 213 high school and 127 middle and 81 high school), respectively.

A number of students chose not to respond to this question 8% (859 middle and 308 high school).

## Student - Responses by Ethnicity

# What is your middle school or program?

	Number of Responses													
	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	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	34	6.50%	40	7.65%	95	18.16%	107	20.46%	10	1.91%	172	32.89%	65	12.43%
Dawes	13	5.10%	15	5.88%	41	16.08%	44	17.25%	5	1.96%	95	37.25%	42	16.47%
Goodrich	28	4.79%	68	11.62%	102	17.44%	127	21.71%	10	1.71%	170	29.06%	80	13.68%
Irving	26	3.72%	39	5.58%	69	9.87%	86	12.30%	9	1.29%	389	55.65%	81	11.59%
Lefler	29	5.37%	36	6.67%	87	16.11%	72	13.33%	15	2.78%	261	48.33%	40	7.41%
Lux	22	2.99%	65	8.82%	41	5.56%	48	6.51%	8	1.09%	484	65.67%	69	9.36%
Mickle	37	5.75%	34	5.29%	61	9.49%	81	12.60%	13	2.02%	355	55.21%	62	9.64%
Moore	11	1.93%	29	5.10%	22	3.87%	24	4.22%	3	0.53%	441	77.50%	39	6.85%
Park	31	4.72%	67	10.20%	113	17.20%	145	22.07%	15	2.28%	209	31.81%	77	11.72%
Pound	33	0.00%	44	0.00%	87	0.00%	79	0.00%	13	0.00%	427	0.00%	100	0.00%
Schoo	27	3.76%	58	8.07%	81	11.27%	87	12.10%	9	1.25%	357	49.65%	100	13.91%
Scott	26	2.36%	88	7.99%	95	8.62%	79	7.17%	16	1.45%	704	63.88%	94	8.53%
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.	2	3.08%	0	0.00%	12	18.46%	11	16.92%	0	0.00%	31	47.69%	9	13.85%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	1	8.33%	1	8.33%	0	0.00%	2	16.67%	1	8.33%	6	50.00%	1	8.33%

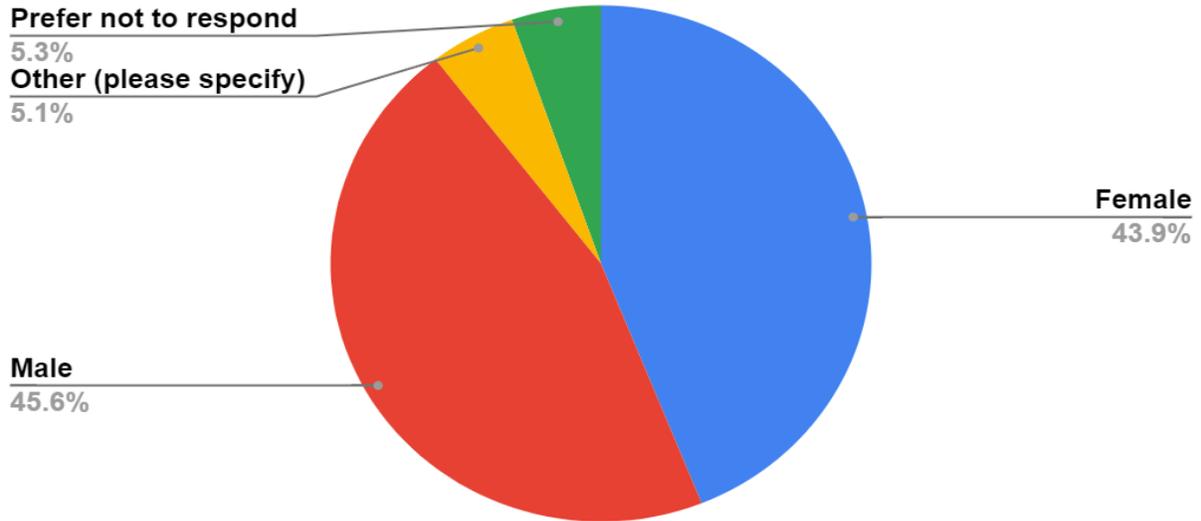
## Student - Responses by Ethnicity

# What is your high school or program?

	Number of Responses													
	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	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	37	2.75%	106	7.89%	74	5.51%	89	6.62%	24	1.79%	942	70.09%	72	5.36%
Lincoln High	32	4.71%	77	11.32%	126	18.53%	135	19.85%	6	0.88%	271	39.85%	33	4.85%
North Star	10	2.87%	35	10.06%	42	12.07%	60	17.24%	3	0.86%	178	51.15%	20	5.75%
Northeast	22	4.42%	24	4.82%	67	13.45%	80	16.06%	7	1.41%	277	55.62%	21	4.22%
Northwest	20	3.88%	20	3.88%	70	13.59%	92	17.86%	10	1.94%	271	52.62%	32	6.21%
Southeast	26	0.00%	30	5.24%	71	0.00%	45	0.00%	7	0.00%	365	0.00%	29	5.06%
Southwest	34	2.64%	90	6.98%	108	8.37%	116	8.99%	13	1.01%	880	68.22%	49	3.80%
Standing Bear	10	3.82%	12	4.58%	16	6.11%	16	6.11%	9	3.44%	176	67.18%	23	8.78%
Arts & Humanities FP	0	0.00%	3	4.76%	6	9.52%	8	12.70%	0	0.00%	41	65.08%	5	7.94%
The Bay High	3	7.69%	2	5.13%	3	7.69%	6	15.38%	0	0.00%	25	64.10%	0	0.00%
Bryan Comm. FP	11	10.19%	1	0.93%	24	22.22%	13	12.04%	1	0.93%	49	45.37%	9	8.33%
The Career Academy	4	4.00%	6	6.00%	5	5.00%	11	11.00%	0	0.00%	67	67.00%	7	7.00%
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	3	4.23%	2	2.82%	2	2.82%	6	8.45%	1	1.41%	53	74.65%	4	5.63%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	3	21.43%	3	21.43%	0	0.00%	6	42.86%	2	14.29%
Graduation Pathway	1	5.56%	0	0.00%	5	27.78%	1	5.56%	0	0.00%	9	50.00%	2	11.11%

## Student - Total Responses

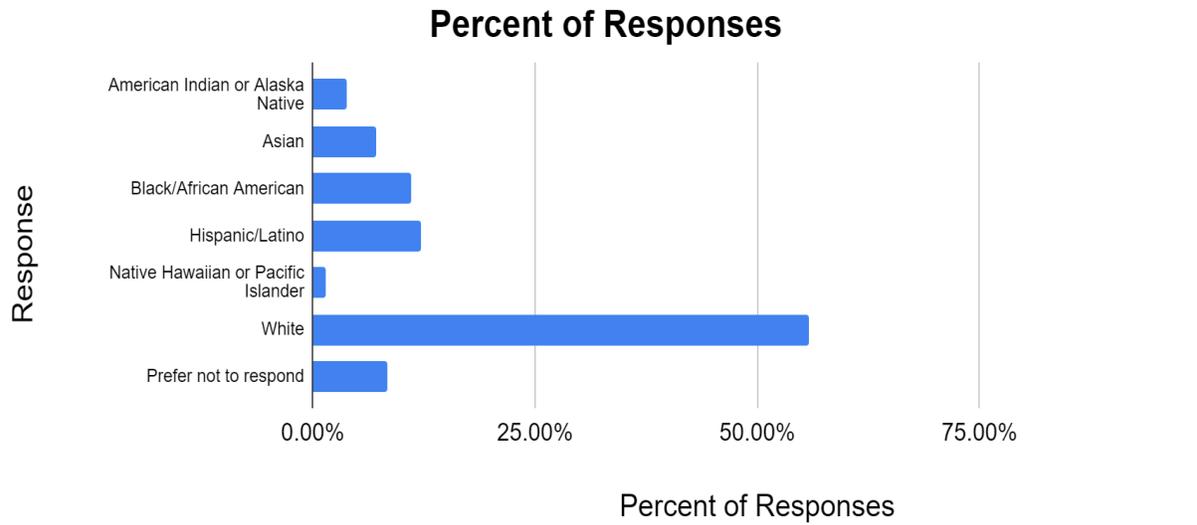
# What is your gender (please choose one)?



Response	Number of Responses
Female	5,290
Male	5,510
Other (please specify)	273
Prefer not to respond	528

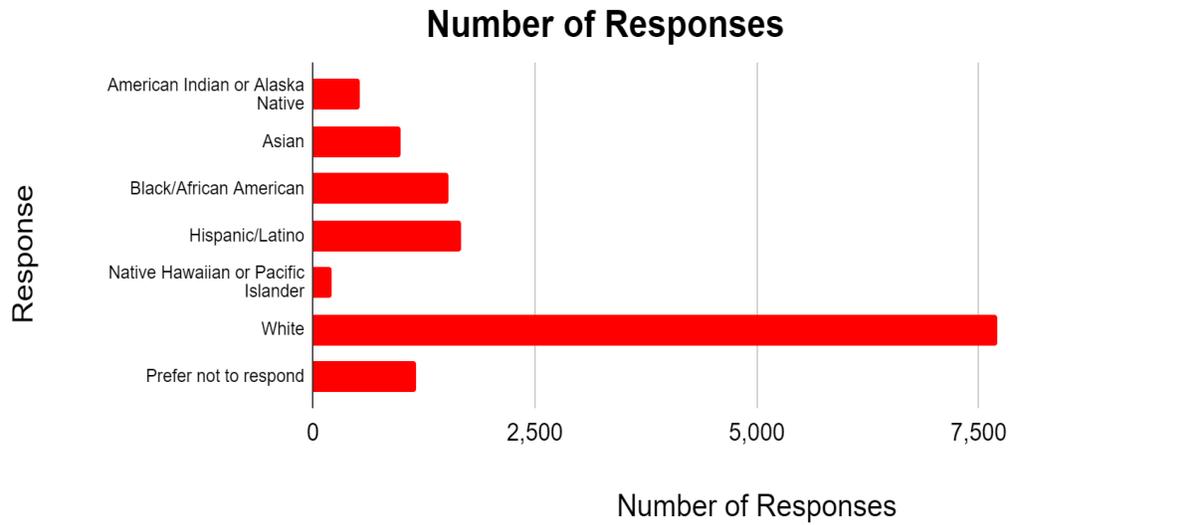
Student - Total Responses (Percent)

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



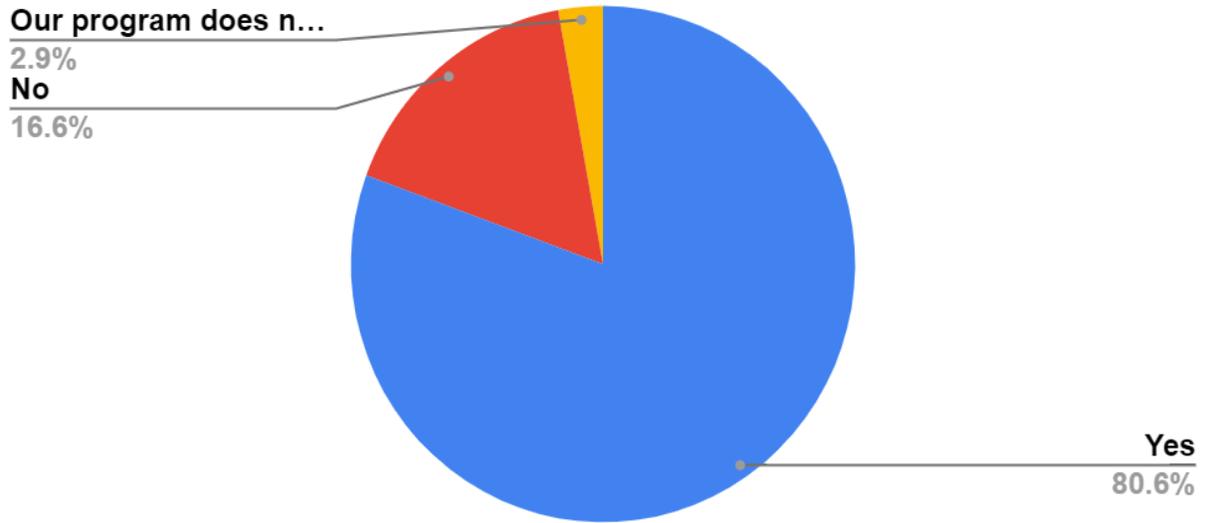
## Student - Total Responses (Number)

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



Student - Total Responses

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

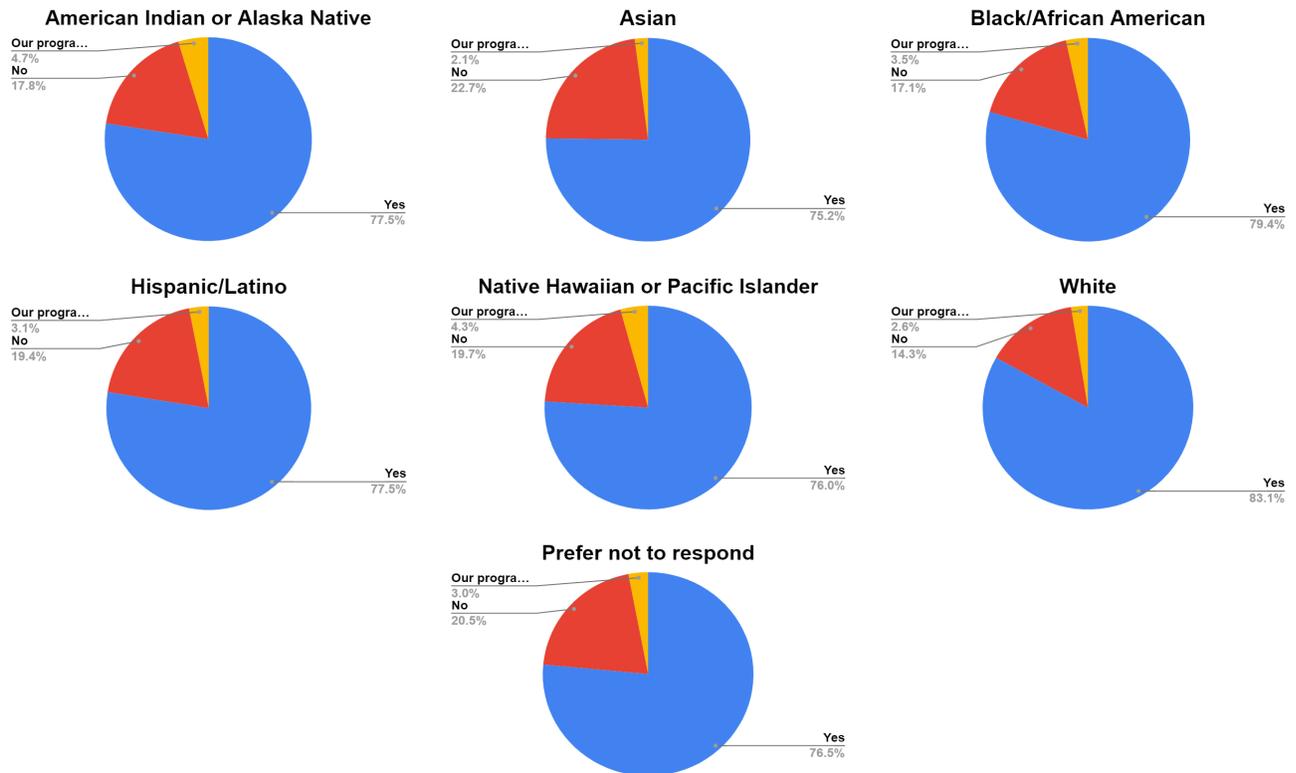


Response	Number of Responses
Yes	11,119
No	2,285
Our program does not have a School Resource Officer	394

Of the 13,798 students responding to the survey question about awareness of the School Resource Officer (SRO) on campus, 11,119 or 81% indicated “yes” they knew there was a School Resource Officer (SRO) at their school. This reflects an increase in awareness over 2022 and 2023 where 72% and 76% respectively responded affirmatively to this item. Student awareness of the presence of the school resource officer (SRO) was fairly consistent across ethnic groups with 75-83% of students saying they knew about resource officers. These data represent a slight increase over last year when 72% of the students responded affirmatively.

### Student - Responses by Ethnicity

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



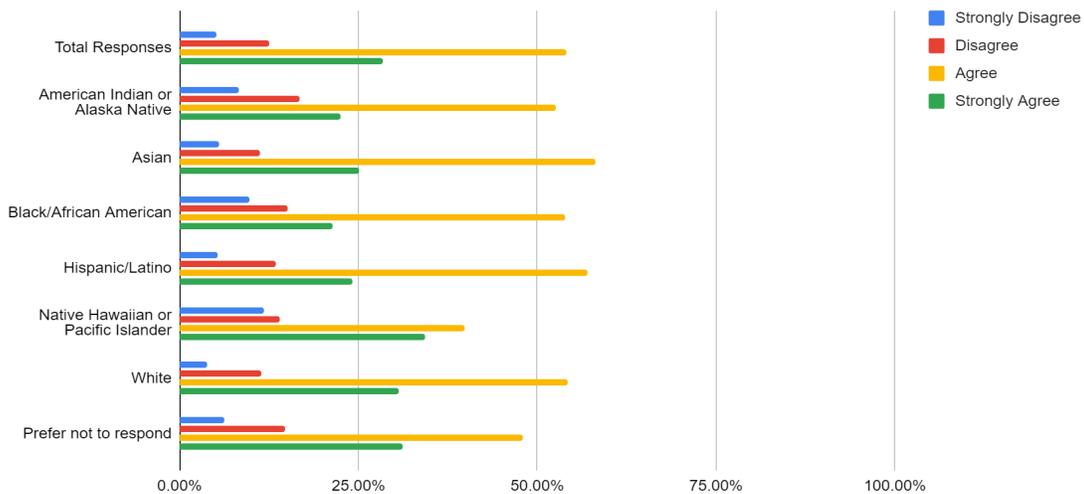
	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	413	746	1210	1297	158	6407	888
No	95	225	261	324	41	1101	238
Our program does not have a School Resource Officer	25	21	53	52	9	199	35

In response to feedback, “I feel safer at school because the School Resource Officer (SRO) is in our building.” was added in the 2023 administration of the survey. Of the 8,984 students who responded to the item “I feel safer at school because the SRO is in our building,” 82% indicated they either “Agree” or “Strongly Agree” with the statement. When reviewing the responses by ethnic group, it was noted that 83% and 84% of students with Asian and White as part of their background responded positively. These proportions are higher than that of the overall group. The proportions of students responding positively in the other groups were 75% of American Indian or Alaska Native and Black/African American, 81% of Hispanic/Latino students, and 74% of Native Hawaiian or Pacific Islander students.

### Student - Total Responses and Responses by Ethnicity

Consider the statement below and mark the response that best matches your perception.

**I feel safer at school because the School Resource Officer (SRO) is in our building.**



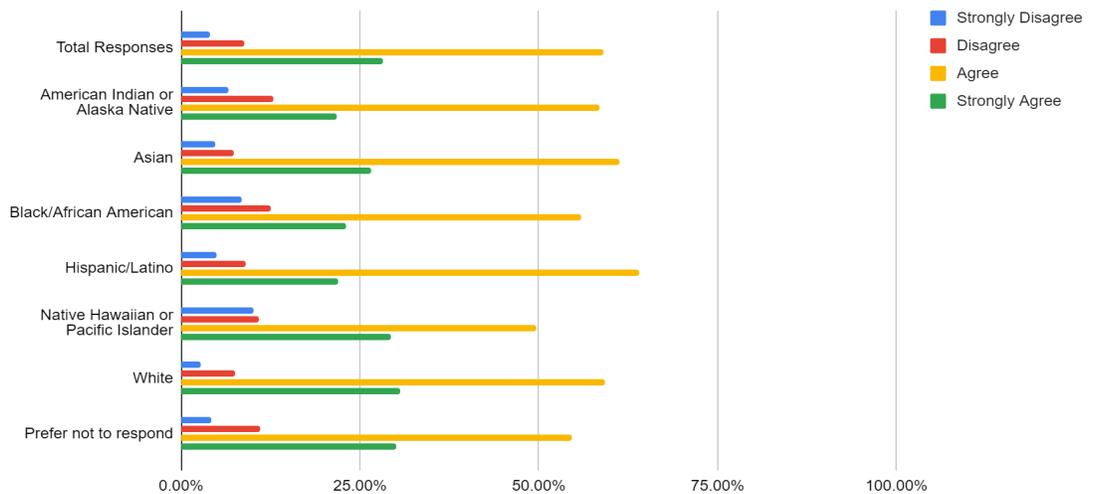
Ethnicity	Total Responses
Total Responses	8,984
American Indian or Alaska Native	339
Asian	610
Black/African American	950
Hispanic/Latino	1,013
Native Hawaiian or Pacific Islander	128
White	5,275
Prefer not to respond	669

In response to feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building” was added to the survey. Of the 8,532 students who responded to this item, 87% indicated that they Agreed or Strongly Agreed with this statement. Students indicating White as one of their ethnic groups tended to agree with this statement in a higher proportion than all other ethnic groups with about 90% either agreeing or strongly agreeing with this statement. Students choosing Asian and Hispanic as one of their ethnic groups had the next highest rates of agreement, 88% and 86%, respectively. The proportion of students indicating American Indian or Alaska Native as part of their background was 80%, and Black/African American and Native Hawaiian or Pacific Islander had the lowest levels of agreement with the statement with each group at 79%.

### Student - Total Responses and Responses by Ethnicity

Consider the statement below and mark the response that best matches your perception.

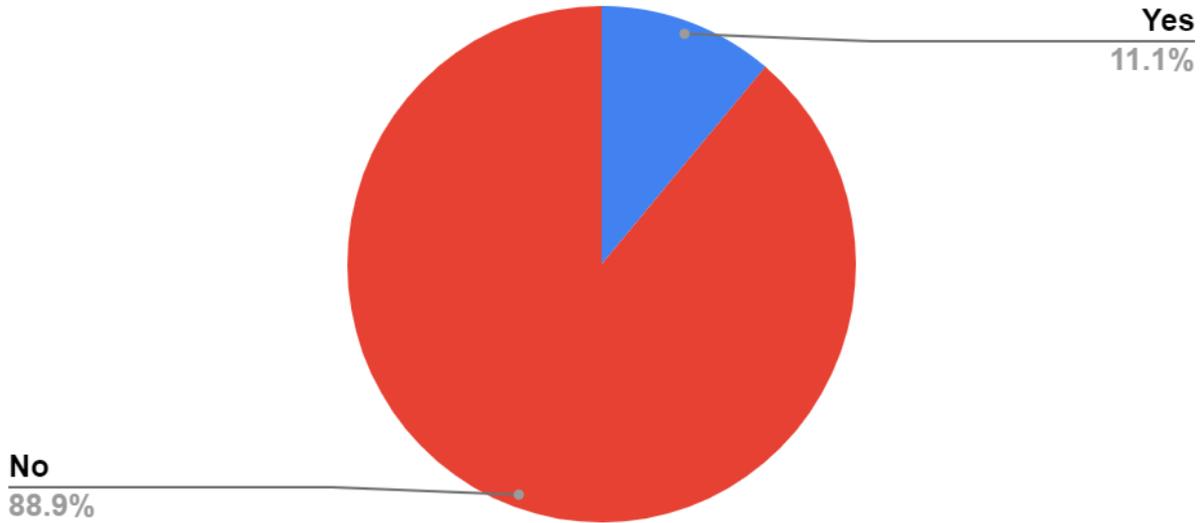
**Overall, my school is safer because the School Resource Officer (SRO) is in our building.**



Ethnicity	Total Responses
Total Responses	8,532
American Indian or Alaska Native	316
Asian	581
Black/African American	889
Hispanic/Latino	960
Native Hawaiian or Pacific Islander	119
White	5,019
Prefer not to respond	648

Student - Total Responses

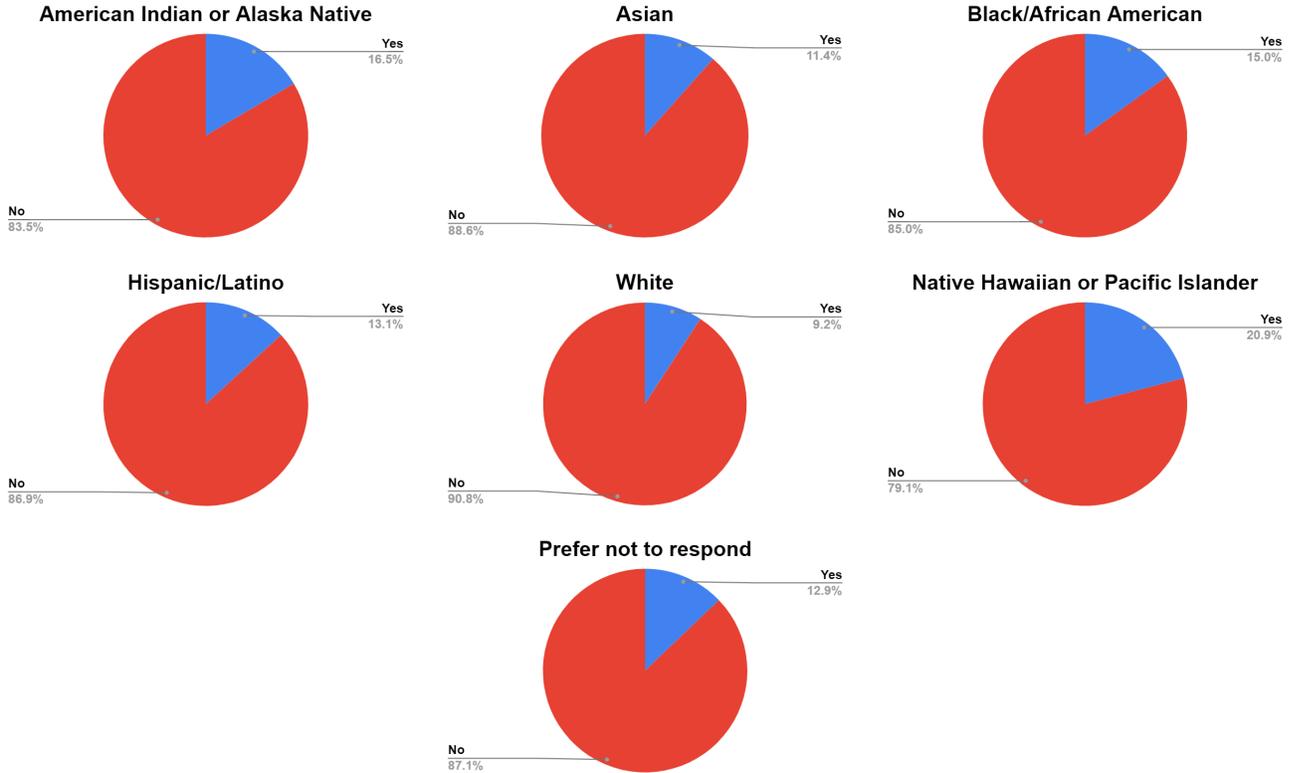
**Did the School Resource Officer (SRO) contact you about an issue at school this year?**



Response	Number of Responses
Yes	1,237
No	9,864

## Student - Responses by Ethnicity

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

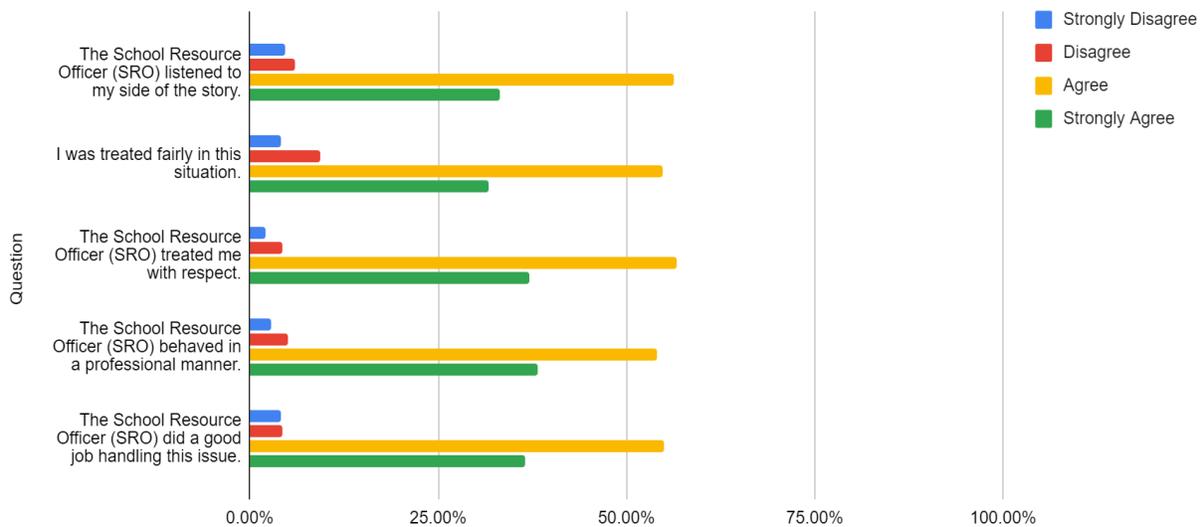


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	68	85	181	170	33	586	114
No	345	659	1024	1125	125	5813	773

Of the 10,341 students who indicated that they knew School Resource Officers (SROs) were in their school, approximately 13% (1,326) indicated the officer made contact with them about an issue at school this year. This contact was fairly consistent across racial/ethnic groups. This is also consistent with previous years.

## Student - Total Responses

**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



All Responses: At my school...	Total Responses
The SRO listened to my side of the story.	998
I was treated fairly in this situation.	1,012
The SRO treated me with respect.	1,063
The SRO behaved in a professional manner.	1,058
The SRO did a good job handling this issue.	1,014

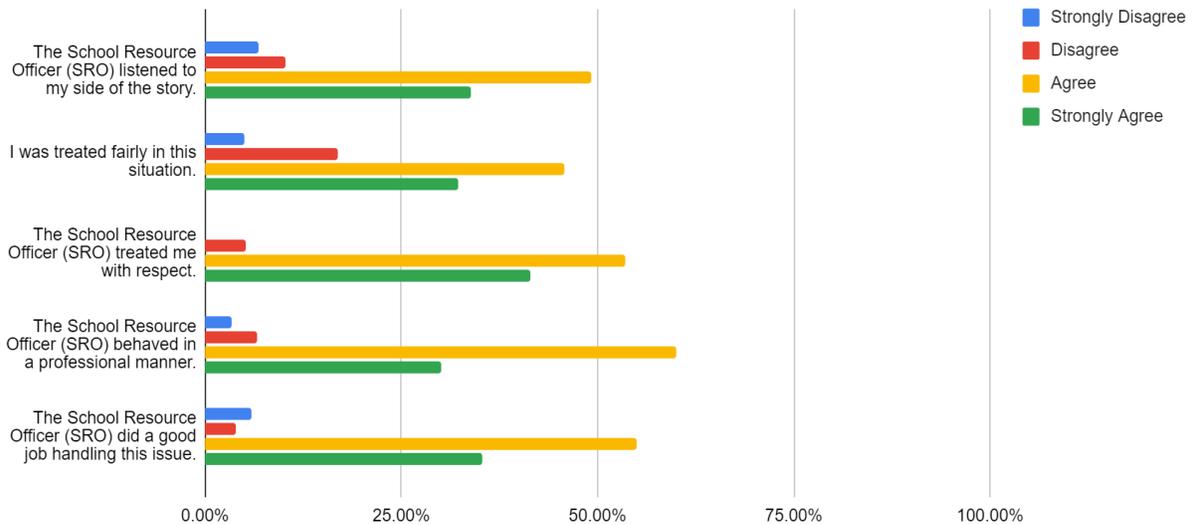
Those students indicating that they had been contacted by the School Resource Officer (SRO) about a particular issue were asked a series of questions about that interaction.

As in previous years, the majority of the interactions were positively viewed by students.

These data were then analyzed by racial/ethnic groups. While most students viewed these interactions positively, non-White students perceived the interactions with School Resource Officers (SROs) less positively than White students. This has been consistent over the last couple of years.

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

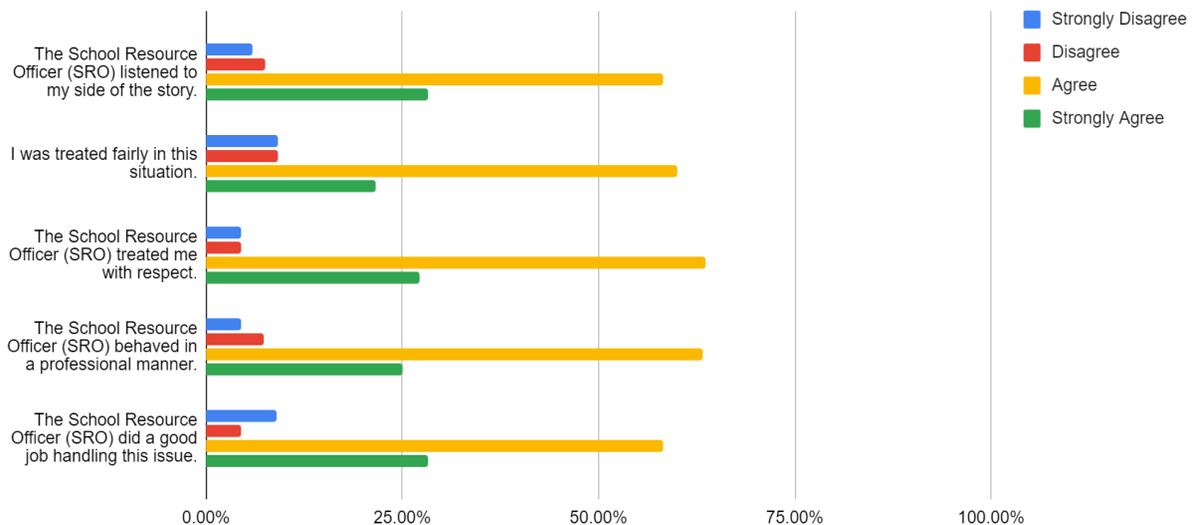
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



<b>American Indian or Alaska Native: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>59</b>
<b>I was treated fairly in this situation.</b>	<b>59</b>
<b>The SRO treated me with respect.</b>	<b>58</b>
<b>The SRO behaved in a professional manner.</b>	<b>60</b>
<b>The SRO did a good job handling this issue.</b>	<b>51</b>

**Student - By Ethnicity  
Asian**

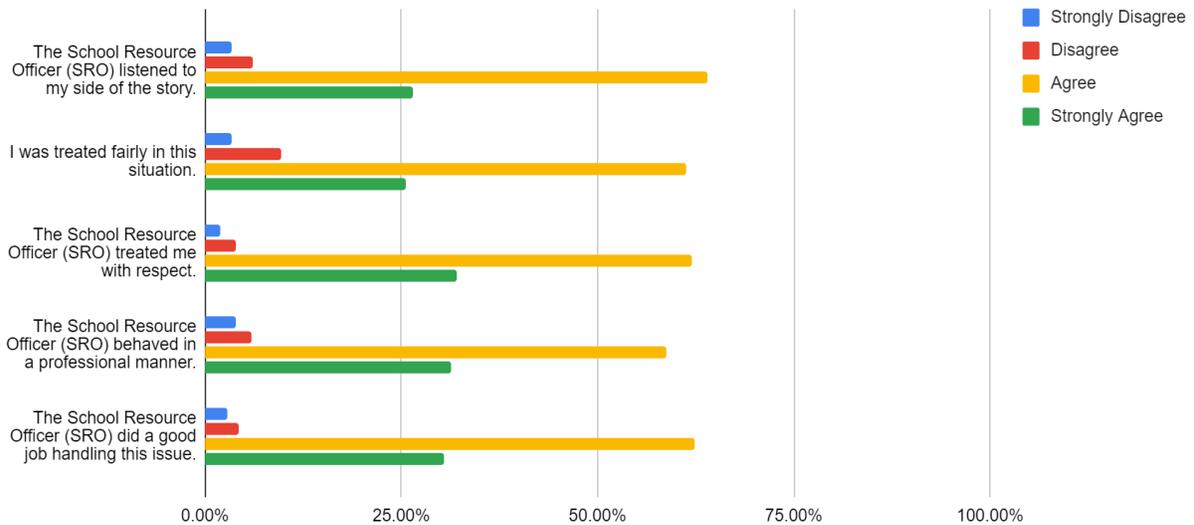
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



<b>Asian: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>67</b>
<b>I was treated fairly in this situation.</b>	<b>65</b>
<b>The SRO treated me with respect.</b>	<b>66</b>
<b>The SRO behaved in a professional manner.</b>	<b>68</b>
<b>The SRO did a good job handling this issue.</b>	<b>67</b>

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

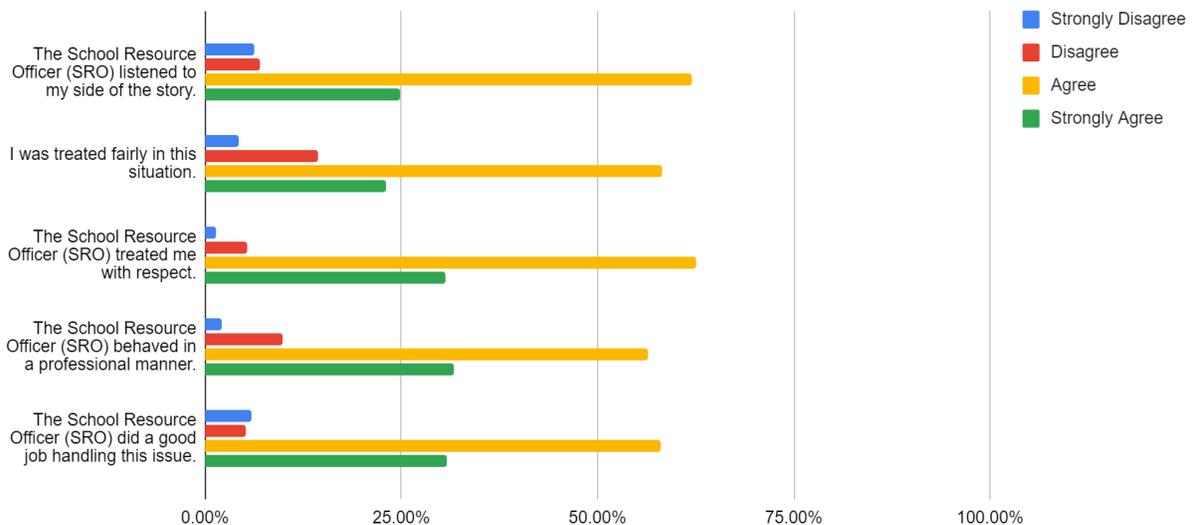
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



<b>Black/African American: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>147</b>
<b>I was treated fairly in this situation.</b>	<b>145</b>
<b>The SRO treated me with respect.</b>	<b>153</b>
<b>The SRO behaved in a professional manner.</b>	<b>153</b>
<b>The SRO did a good job handling this issue.</b>	<b>141</b>

**Student - By Ethnicity  
Hispanic/Latino**

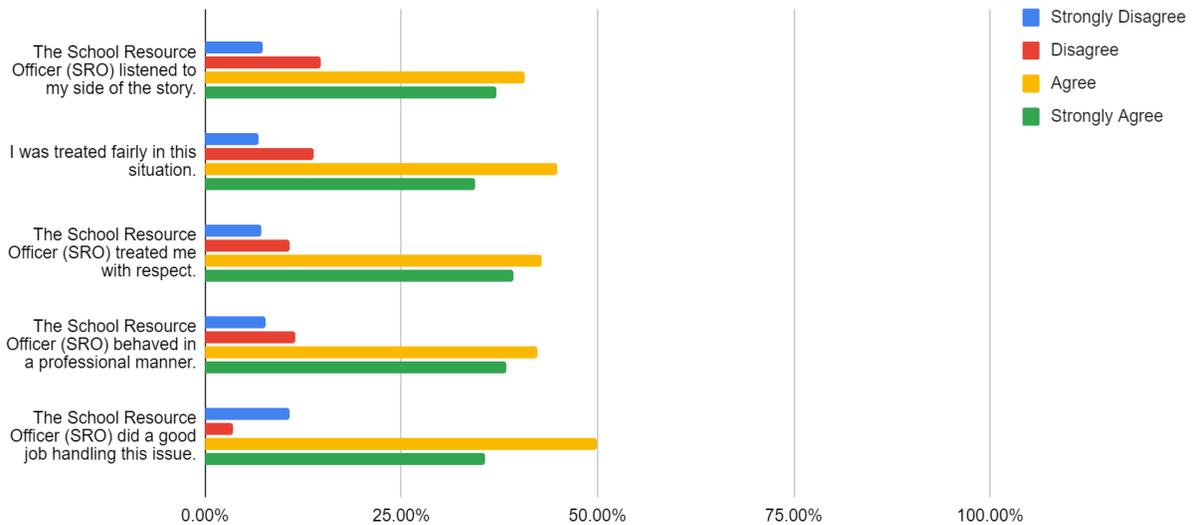
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



<b>Hispanic/Latino: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>129</b>
<b>I was treated fairly in this situation.</b>	<b>139</b>
<b>The SRO treated me with respect.</b>	<b>147</b>
<b>The SRO behaved in a professional manner.</b>	<b>142</b>
<b>The SRO did a good job handling this issue.</b>	<b>136</b>

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

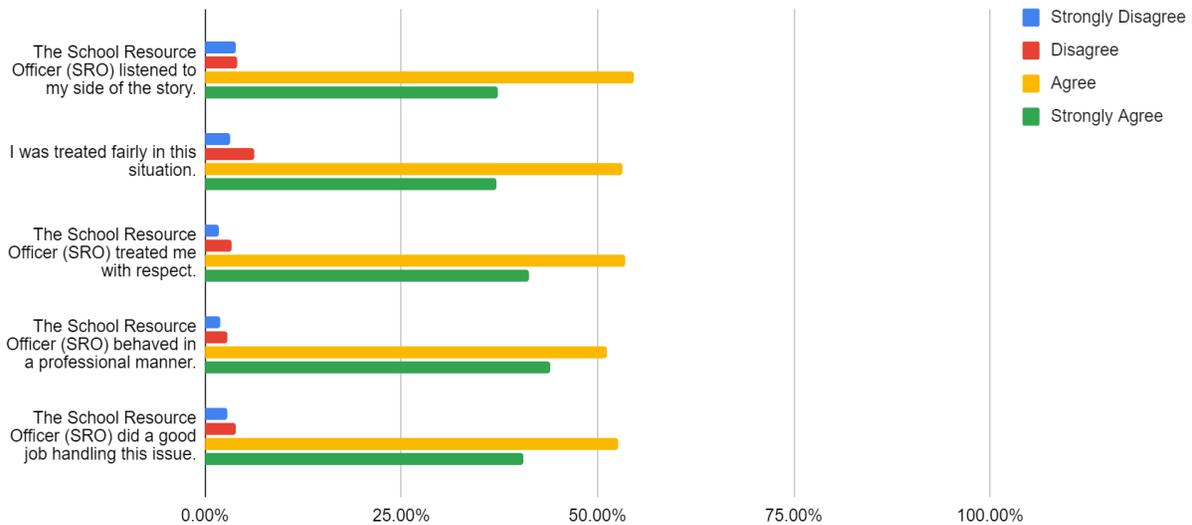
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



<b>Native Hawaiian or Pacific Islander: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>27</b>
<b>I was treated fairly in this situation.</b>	<b>29</b>
<b>The SRO treated me with respect.</b>	<b>28</b>
<b>The SRO behaved in a professional manner.</b>	<b>26</b>
<b>The SRO did a good job handling this issue.</b>	<b>28</b>

**Student - By Ethnicity  
White**

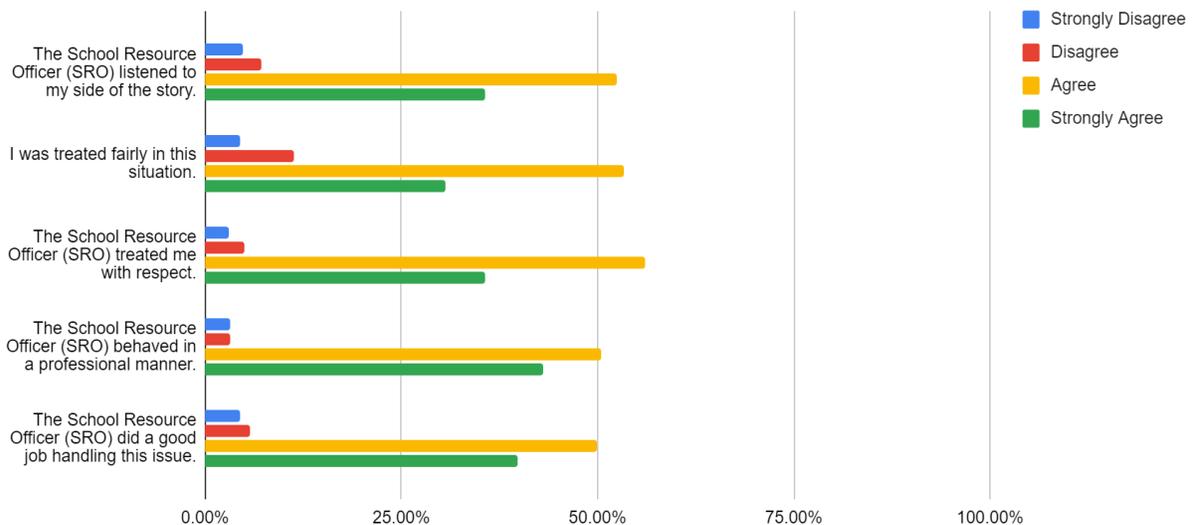
**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**



<b>White: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>485</b>
<b>I was treated fairly in this situation.</b>	<b>487</b>
<b>The SRO treated me with respect.</b>	<b>513</b>
<b>The SRO behaved in a professional manner.</b>	<b>514</b>
<b>The SRO did a good job handling this issue.</b>	<b>503</b>

**Student - By Ethnicity**  
**Prefer not to respond**

**For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.**

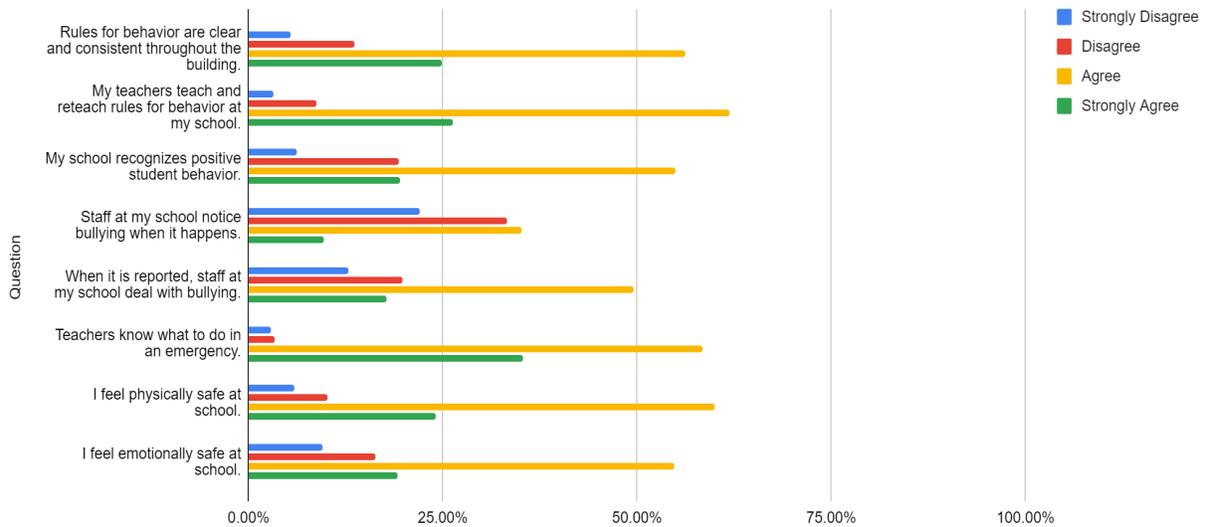


<b>Prefer not to respond: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my side of the story.</b>	<b>84</b>
<b>I was treated fairly in this situation.</b>	<b>88</b>
<b>The SRO treated me with respect.</b>	<b>98</b>
<b>The SRO behaved in a professional manner.</b>	<b>95</b>
<b>The SRO did a good job handling this issue.</b>	<b>88</b>

It is understood that school climate might have an impact on how students view the school resource officers (SROs). The next section looks at the overall school climate at the secondary level.

## Student - Total Responses

### At my school...

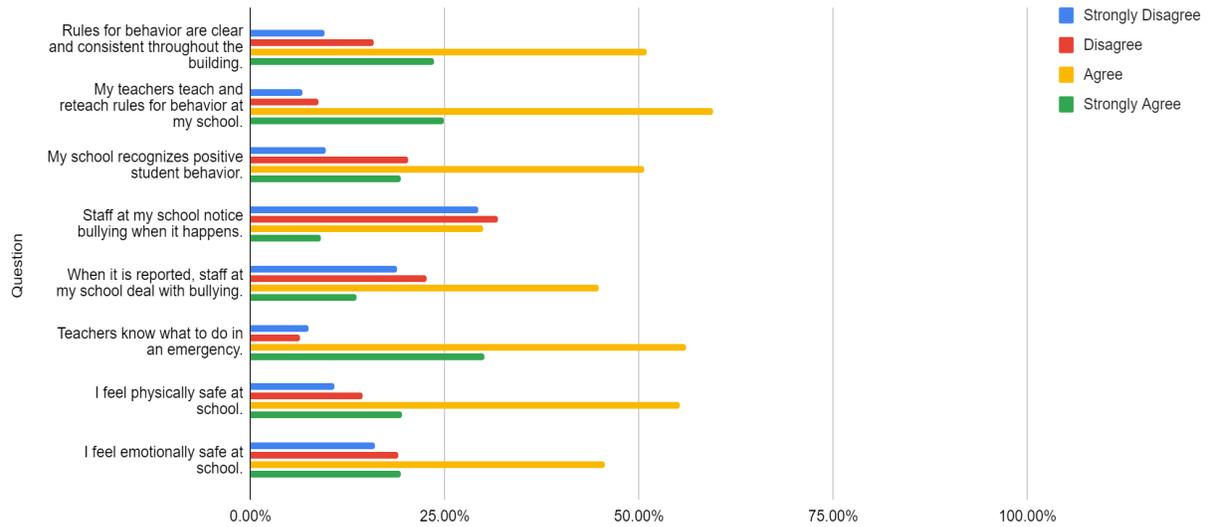


<b>All Responses: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>12,836</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>12,862</b>
<b>My school recognizes positive student behavior.</b>	<b>12,402</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>10,765</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>10,354</b>
<b>Teachers know what to do in an emergency.</b>	<b>12,026</b>
<b>I feel physically safe at school.</b>	<b>12,197</b>
<b>I feel emotionally safe at school.</b>	<b>11,931</b>

Bullying continues to be an area of concern students report. “Staff at my school notice bullying when it happens.” and “When it is reported, staff at my school deal with bullying.” address bullying, 45% and 67%, respectively.

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

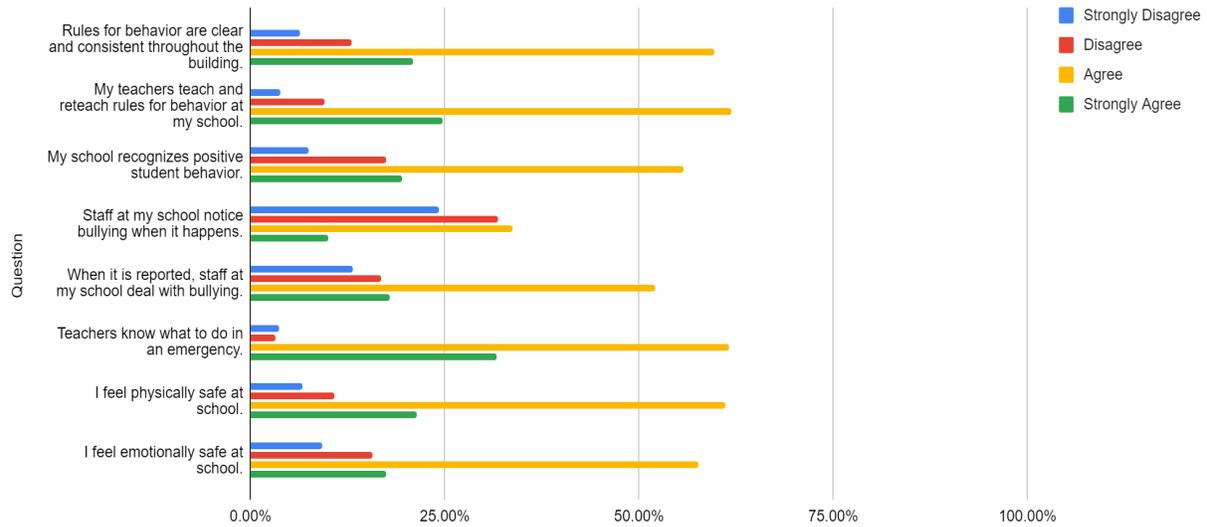
# At my school...



<b>American Indian or Alaska Native: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>484</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>490</b>
<b>My school recognizes positive student behavior.</b>	<b>474</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>434</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>418</b>
<b>Teachers know what to do in an emergency.</b>	<b>439</b>
<b>I feel physically safe at school.</b>	<b>462</b>
<b>I feel emotionally safe at school.</b>	<b>451</b>

## Student - By Ethnicity Asian

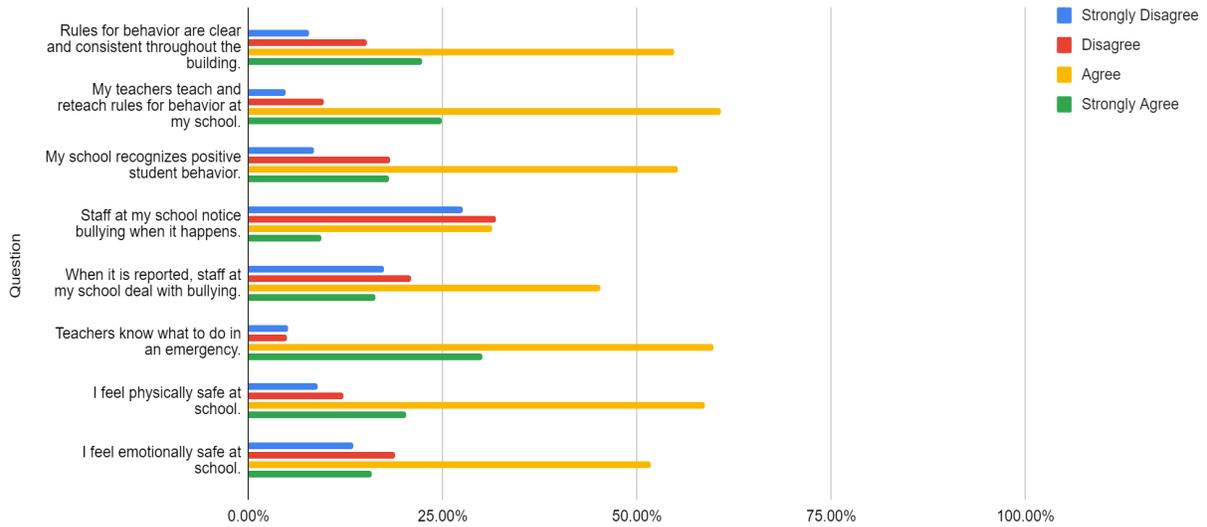
# At my school...



<b>Asian: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>904</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>917</b>
<b>My school recognizes positive student behavior.</b>	<b>852</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>716</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>704</b>
<b>Teachers know what to do in an emergency.</b>	<b>860</b>
<b>I feel physically safe at school.</b>	<b>847</b>
<b>I feel emotionally safe at school.</b>	<b>832</b>

## Student - By Ethnicity Black/African American

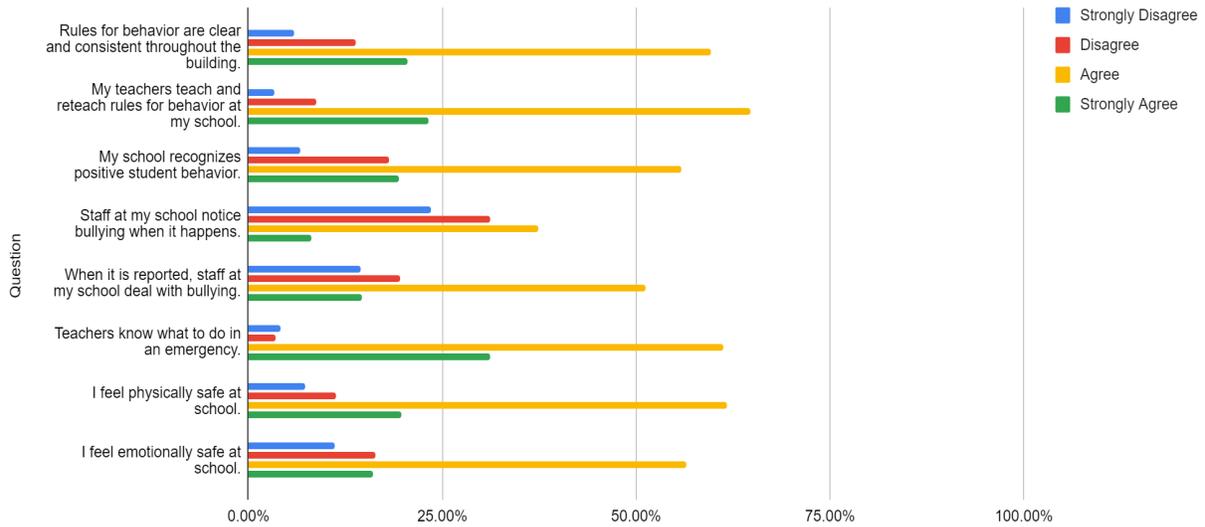
# At my school...



<b>Black/African American: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>1,385</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>1,404</b>
<b>My school recognizes positive student behavior.</b>	<b>1,356</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>1,211</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>1,162</b>
<b>Teachers know what to do in an emergency.</b>	<b>1,269</b>
<b>I feel physically safe at school.</b>	<b>1,301</b>
<b>I feel emotionally safe at school.</b>	<b>1,249</b>

## Student - By Ethnicity Hispanic/Latino

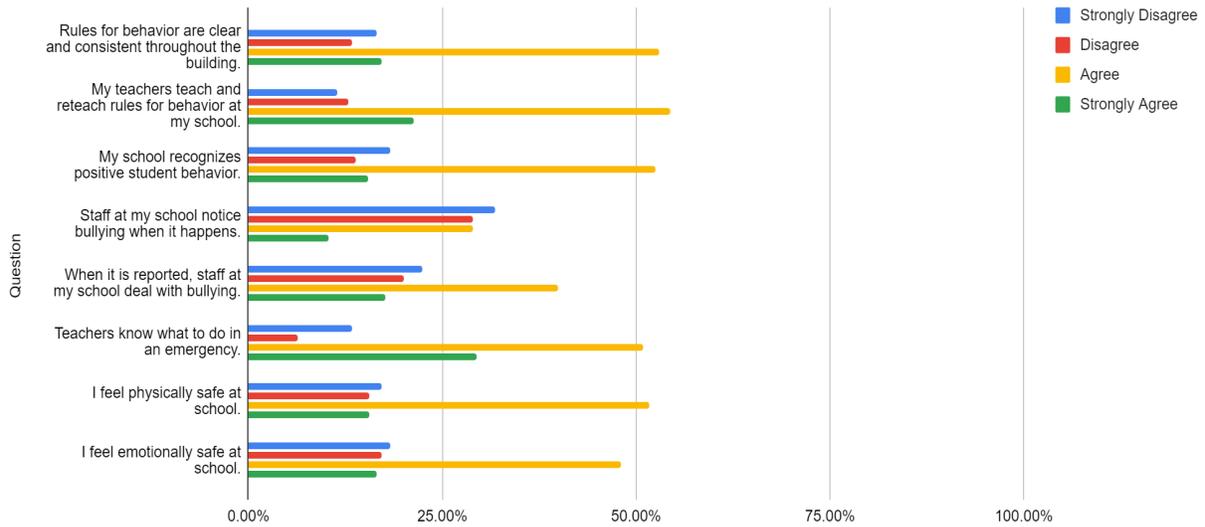
# At my school...



<b>Hispanic/Latino: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>1,518</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>1,534</b>
<b>My school recognizes positive student behavior.</b>	<b>1,460</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>1,260</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>1,199</b>
<b>Teachers know what to do in an emergency.</b>	<b>1,425</b>
<b>I feel physically safe at school.</b>	<b>1,434</b>
<b>I feel emotionally safe at school.</b>	<b>1,399</b>

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

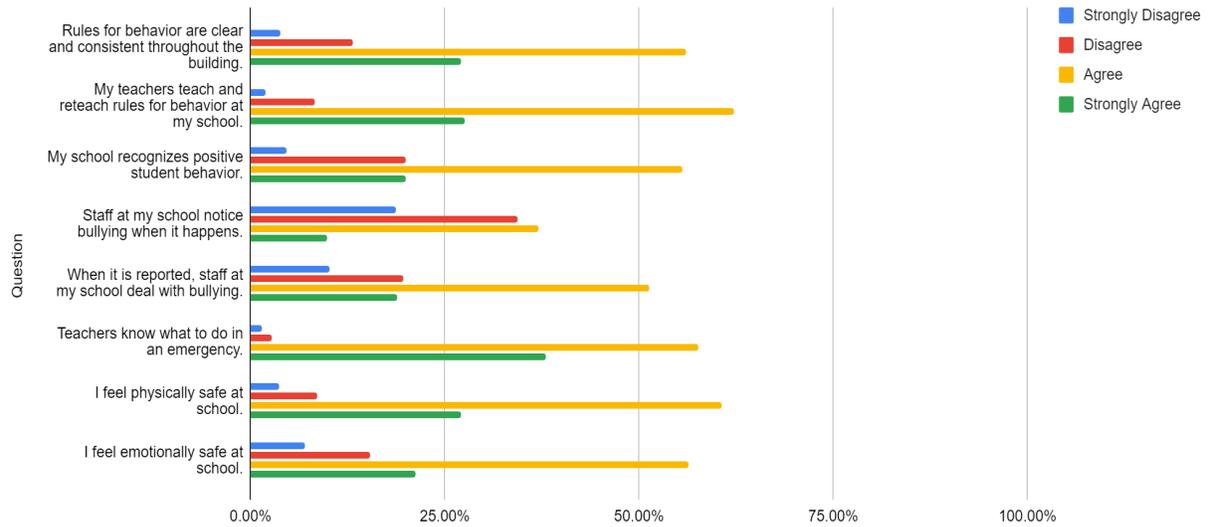
# At my school...



<b>Native Hawaiian or Pacific Islander: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>187</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>193</b>
<b>My school recognizes positive student behavior.</b>	<b>181</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>173</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>170</b>
<b>Teachers know what to do in an emergency.</b>	<b>173</b>
<b>I feel physically safe at school.</b>	<b>174</b>
<b>I feel emotionally safe at school.</b>	<b>175</b>

## Student - By Ethnicity White

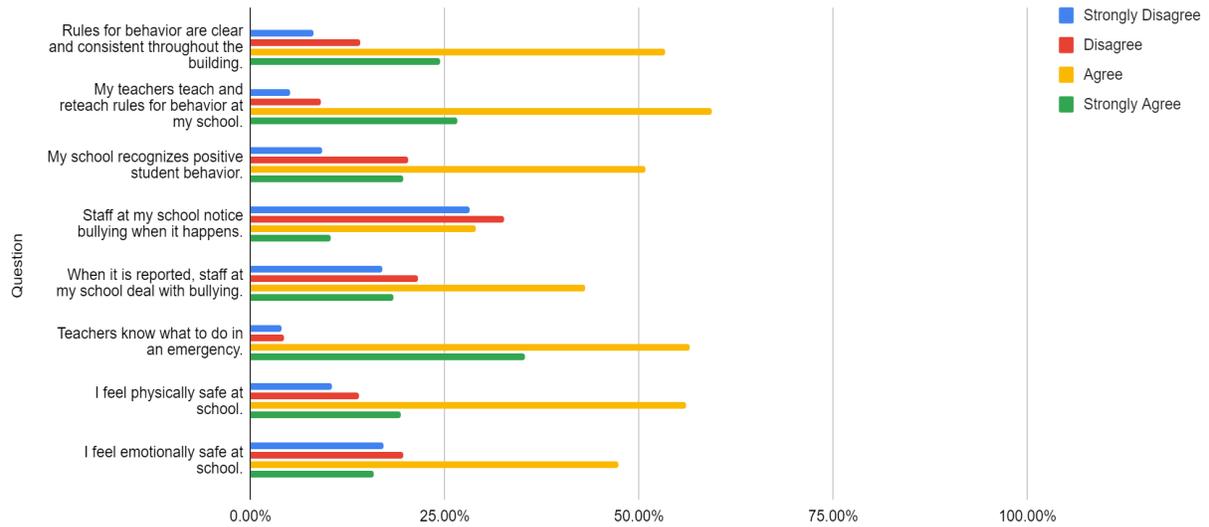
# At my school...



<b>White: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>7,325</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>7,311</b>
<b>My school recognizes positive student behavior.</b>	<b>7,075</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>6,079</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>5,866</b>
<b>Teachers know what to do in an emergency.</b>	<b>6,914</b>
<b>I feel physically safe at school.</b>	<b>7,031</b>
<b>I feel emotionally safe at school.</b>	<b>6,891</b>

**Student - By Ethnicity  
Prefer not to respond**

**At my school...**



<b>Prefer not to respond: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>1,033</b>
<b>My teachers teach and reteach rules for behavior at my school.</b>	<b>1,013</b>
<b>My school recognizes positive student behavior.</b>	<b>1,004</b>
<b>Staff at my school notice bullying when it happens.</b>	<b>892</b>
<b>When it is reported, staff at my school deal with bullying.</b>	<b>835</b>
<b>Teachers know what to do in an emergency.</b>	<b>946</b>
<b>I feel physically safe at school.</b>	<b>948</b>
<b>I feel emotionally safe at school.</b>	<b>934</b>

## **Key Takeaway:**

### **Student Responses on 2024 Spring Perception Survey:**

Although the responses for the total group are generally positive, according to students, the biggest issue in schools continues to be around the topic of bullying. These findings were fairly consistent across racial/ethnic groups with White students responding slightly more positively than other racial/ethnic groups.

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

# APPENDIX D

## **Lincoln Public Schools** **Family Perception Survey** **2023-24**

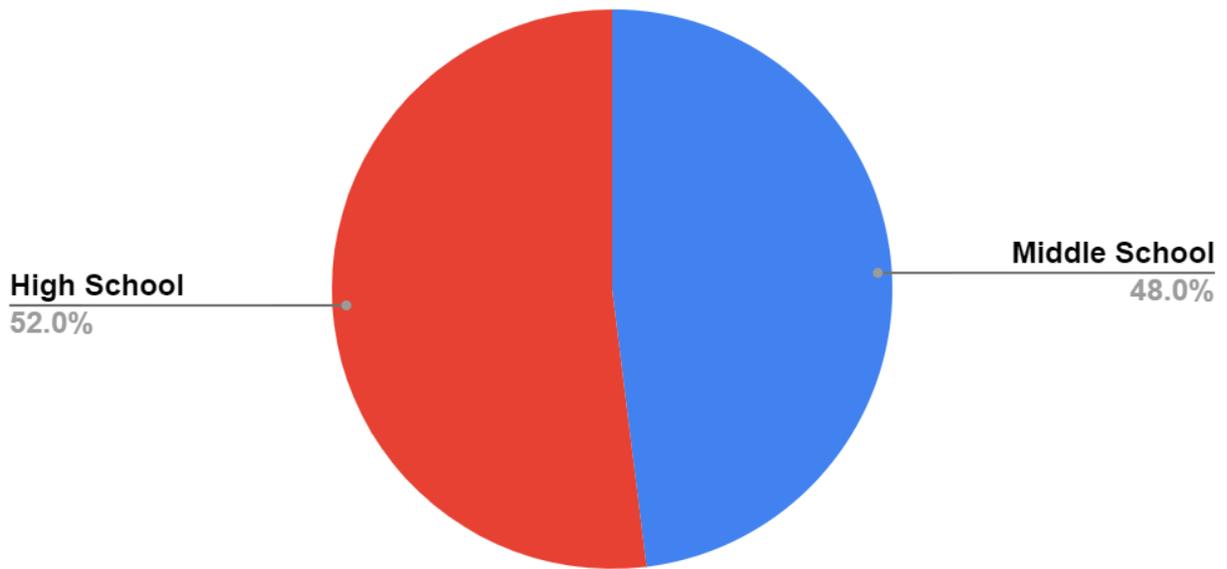
Prior to secondary families being sent an email link to the LPS Family Perception Survey, the LPS Communication Department helped the Assessment and Evaluation Team with a communication plan. Information about the Perception Survey was added to communications sent to parents/families explaining that the survey was coming and the importance of the survey results. Additionally, information about the survey was placed on the district's website. Families were asked to respond to the survey for each school they wished to provide feedback. A total of 2,098 secondary family responses to the survey were recorded. This was slightly less than the 2,187 response recorded in 2023.

To maintain the confidentiality of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents.

There were 1,008 family responses providing feedback to middle schools and 1,090 family responses providing feedback to high schools.

## Family - Total Responses

# School Level



Response	Number of Responses
Middle School	1,008
High School	1,090

Family - Total Responses

# What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	66	6.55%
Dawes	25	2.48%
Goodrich	39	3.87%
Irving	134	13.29%
Lefler	44	4.37%
Lux	117	11.61%
Mickle	60	5.95%
Moore	136	13.49%
Park	49	4.86%
Pound	102	10.12%
Schoo	82	8.13%
Scott	148	14.68%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	5	0.50%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	1	0.10%

**Family - Total Responses**

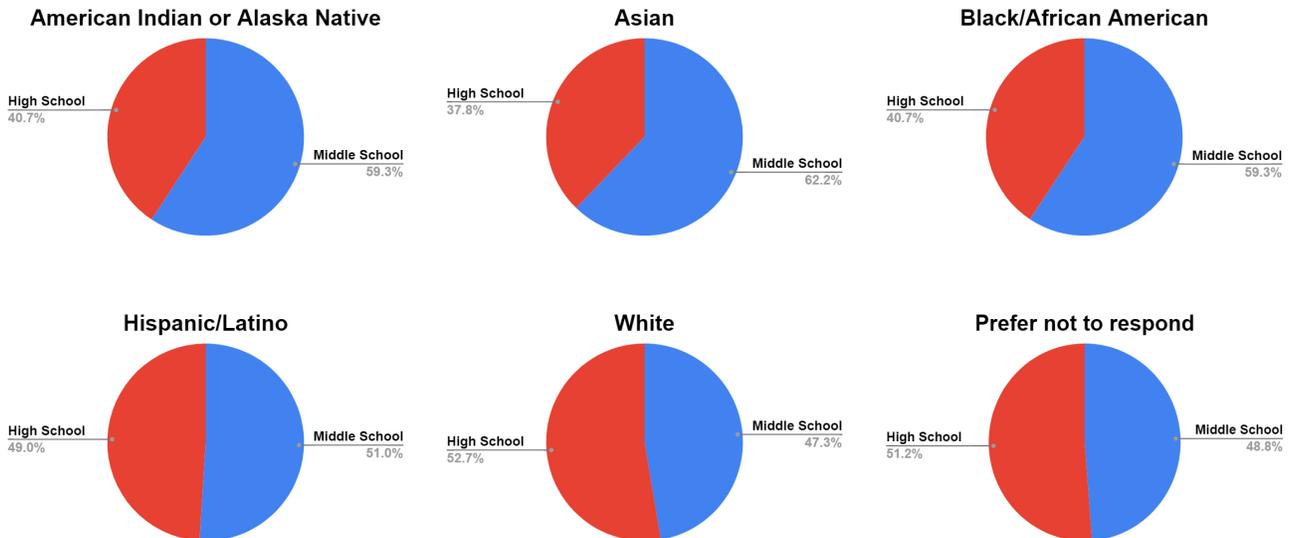
## What is your high school or program?

<b>Response</b>	<b>Number of Responses</b>	<b>Percent of Responses</b>
East	272	24.95%
Lincoln High	88	8.07%
North Star	75	6.88%
Northeast	63	5.78%
Northwest	65	5.96%
Southeast	224	20.55%
Southwest	163	14.95%
Standing Bear	88	8.07%
Arts & Humanities FP	11	1.01%
The Bay High	1	0.09%
Bryan Comm. FP	6	0.55%
The Career Academy	19	1.74%
Pathfinder Educ. Prog.	0	0.00%
Science FP	12	1.10%
HS Student Support Prog.	2	0.18%
Yankee Hill Prog.	1	0.09%
Graduation Pathway	0	0.00%

## Family - By Ethnicity

# School Level

When asked about racial/ethnic background, families could select multiple racial/ethnic groups to which they belonged. The majority of respondents indicated that at least part of their heritage included White (76%, 714 middle school families and 794 high school families). The racial/ethnic group with the next largest response are those parents preferring not to respond, with 12.5%. The five other racial/ethnic groups combined made up 13% of the responses. ( American Indian or Alaskan Native was 1%, Asian 3.3%, Black/African American 3.6%, Hispanic/Latino 4.8%, 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.



Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Middle School	16	28	35	52	714	119
High School	11	17	24	50	794	125

## Family - By Ethnicity

# What is your middle school or program?

Response	Number of Responses											
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	4	6.25%	6	9.38%	5	7.81%	40	62.50%	9	14.06%
Dawes	0	0.00%	1	4.35%	1	4.35%	1	4.35%	16	69.57%	4	17.39%
Goodrich	1	2.50%	2	5.00%	6	15.00%	5	12.50%	24	60.00%	2	5.00%
Irving	3	2.24%	1	0.75%	11	8.21%	7	5.22%	95	70.90%	16	11.94%
Lefler	3	6.00%	3	6.00%	3	6.00%	4	8.00%	34	68.00%	3	6.00%
Lux	0	0.00%	5	4.67%	0	0.00%	3	2.80%	85	79.44%	14	13.08%
Mickle	1	1.64%	0	0.00%	1	1.64%	3	4.92%	50	81.97%	6	9.84%
Moore	0	0.00%	3	2.50%	0	0.00%	2	1.67%	96	80.00%	19	15.83%
Park	3	6.67%	0	0.00%	1	2.22%	9	20.00%	31	68.89%	1	2.22%
Pound	2	2.13%	1	1.06%	1	1.06%	1	1.06%	78	82.98%	11	11.70%
Schoo	1	1.27%	2	2.53%	5	6.33%	3	3.80%	53	67.09%	15	18.99%
Scott	1	0.71%	5	3.55%	0	0.00%	9	6.38%	107	75.89%	19	13.48%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	1	16.67%	0	0.00%	0	0.00%	0	0.00%	5	83.33%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

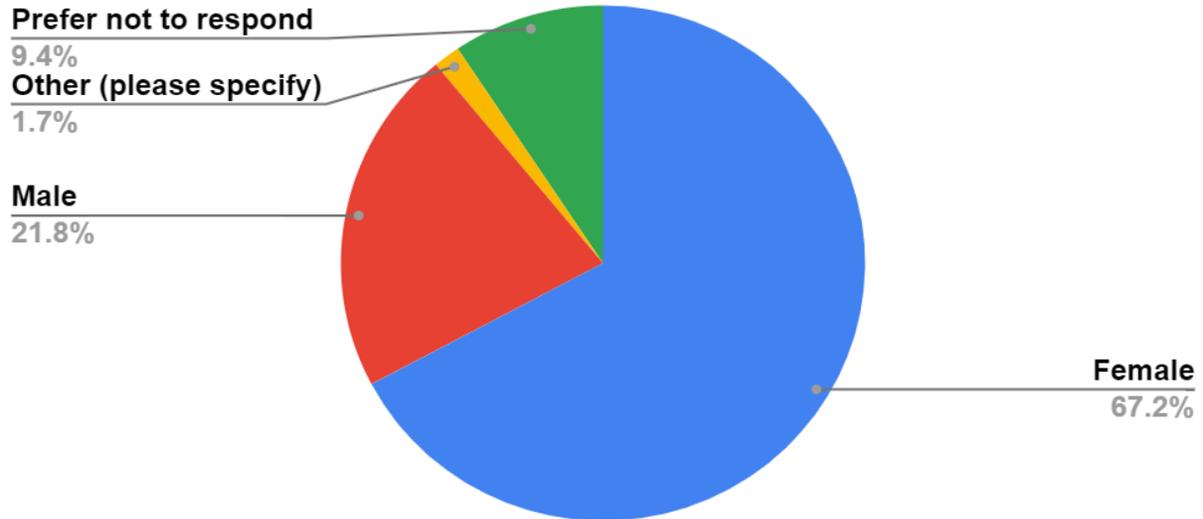
## Family - By Ethnicity

# What is your high school or program?

Response	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	2	0.79%	1	0.40%	4	1.58%	6	2.37%	2	0.79%	208	82.21%	30	11.86%
Lincoln High	1	1.18%	7	8.24%	3	3.53%	7	8.24%	1	1.18%	59	69.41%	7	8.24%
North Star	0	0.00%	2	2.99%	4	5.97%	6	8.96%	0	0.00%	44	65.67%	11	16.42%
Northeast	3	4.11%	2	2.74%	3	4.11%	5	6.85%	2	2.74%	48	65.75%	10	13.70%
Northwest	0	0.00%	0	0.00%	2	3.17%	7	11.11%	0	0.00%	49	77.78%	5	7.94%
Southeast	1	0.48%	2	0.96%	2	0.96%	8	3.85%	1	0.48%	165	79.33%	29	13.94%
Southwest	2	1.33%	1	0.67%	3	2.00%	7	4.67%	0	0.00%	121	80.67%	16	10.67%
Standing Bear	1	1.28%	1	1.28%	2	2.56%	3	3.85%	0	0.00%	60	76.92%	11	14.10%
Arts & Humanities FP	0	0.00%	1	9.09%	0	0.00%	0	0.00%	0	0.00%	8	72.73%	2	18.18%
The Bay High	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%	0	0.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	1	5.56%	0	0.00%	13	72.22%	4	22.22%
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%	11	100.00%	0	0.00%
HS Student Support Prog.	1	25.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%	2	50.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Graduation Pathway	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

## Family - Total Responses

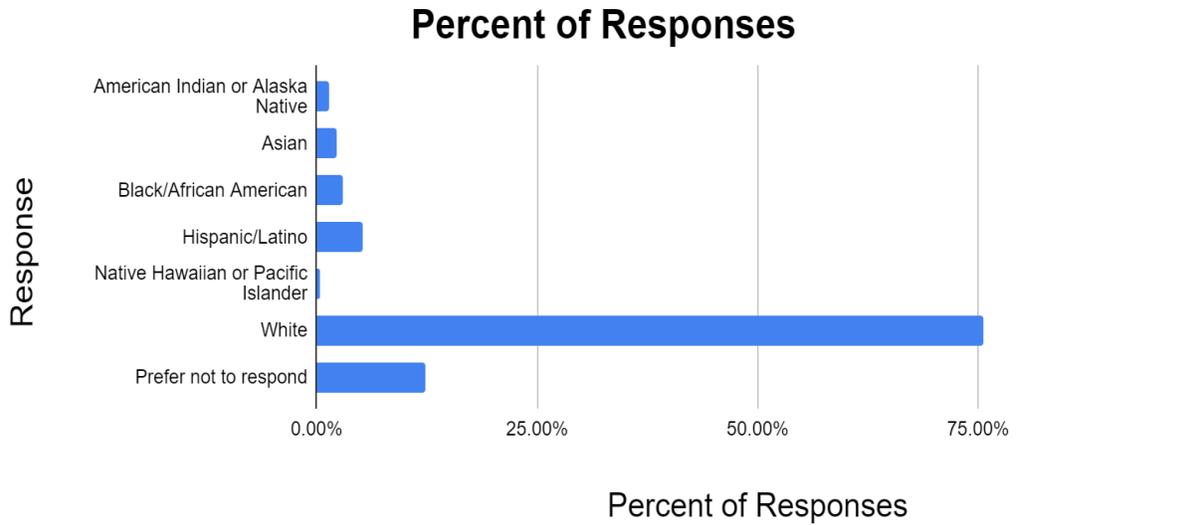
# What is your gender (please choose one)?



Response	Number of Responses
Female	1,344
Male	435
Other (please specify)	33
Prefer not to respond	187

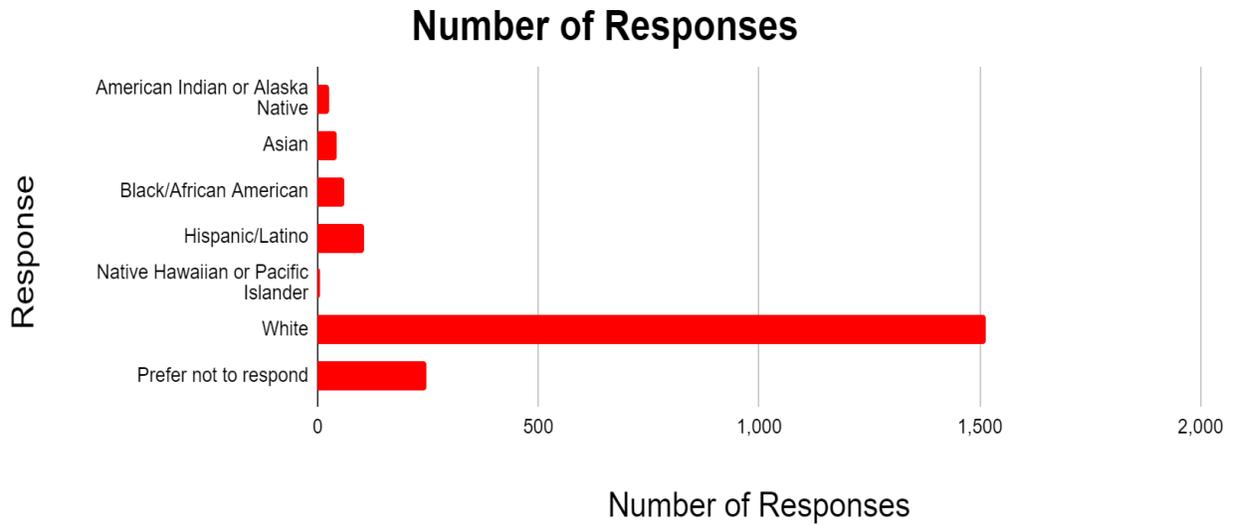
Family - Total Responses (Percent)

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



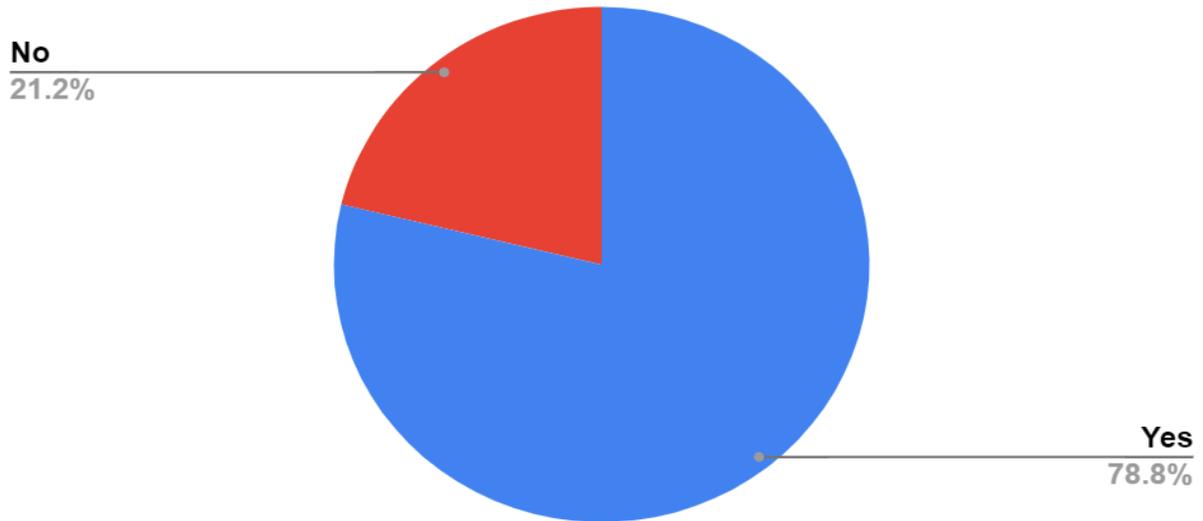
## Family - Total Responses (Number)

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



Family - Total Responses

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

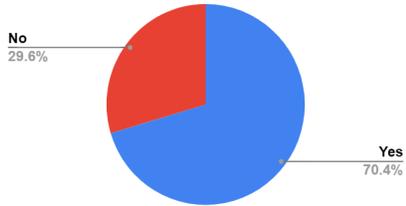


Response	Number of Responses
Yes	1,572
No	424

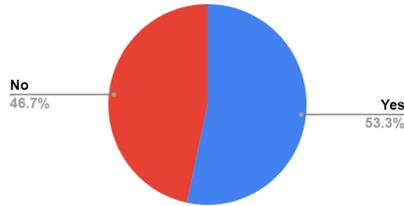
## Family - By Ethnicity

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

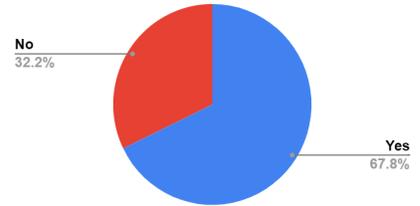
**American Indian or Alaska Native**



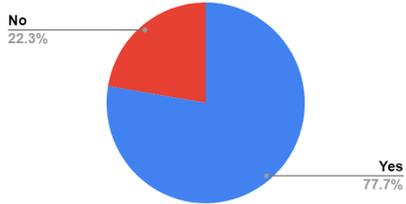
**Asian**



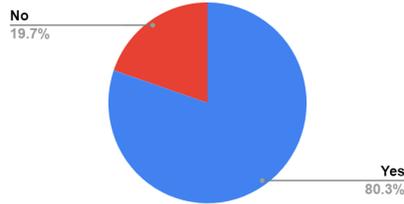
**Black/African American**



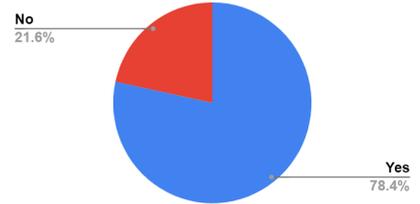
**Hispanic/Latino**



**White**



**Prefer not to respond**

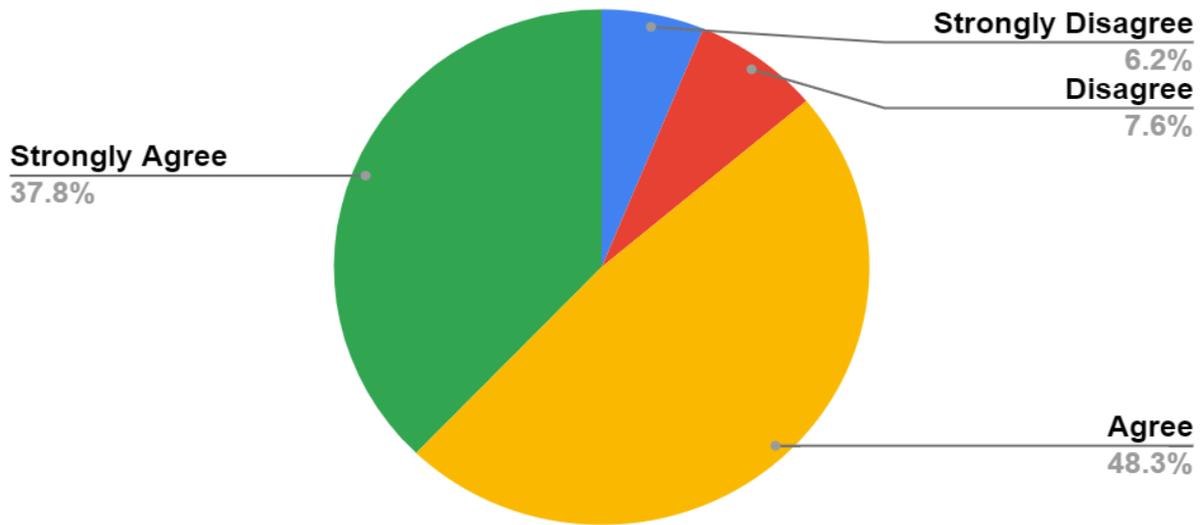


Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	19	24	40	80	1212	192
No	8	21	19	23	298	53

When parents were asked if they were aware that a School Resource Officer (SRO) was at their students' school, 75%(1,635) indicated that they were aware. Well over half of each racial/ethnic group indicated they were aware ranging from 57% for Hispanic/Latino to 100% for Native Hawaiian or Pacific Islander.

## Family - Total Responses

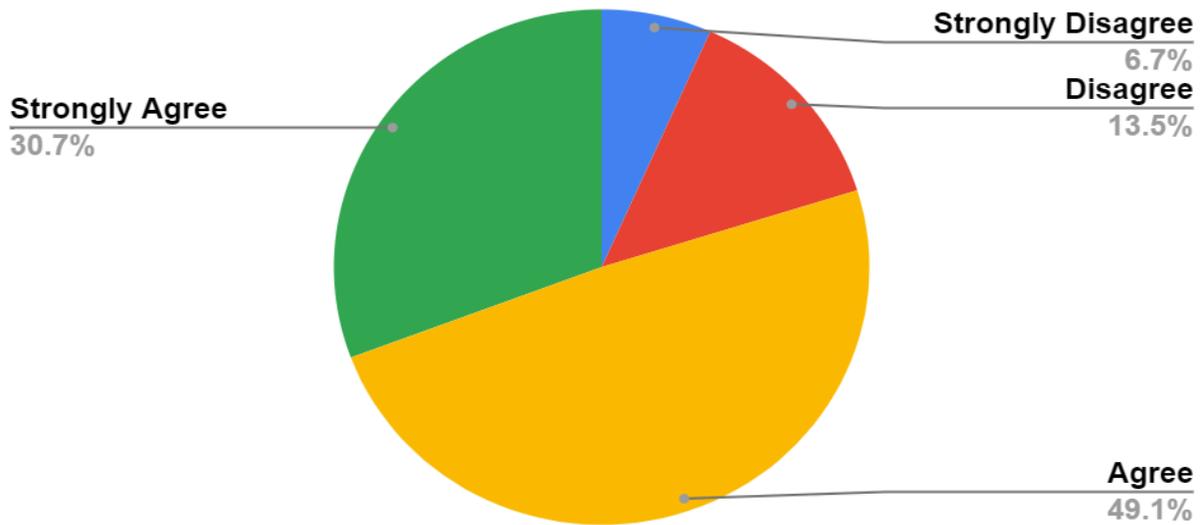
**Overall, my student's school is safer because the School Resource Officer (SRO) is in our building.**



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	78	96	607	475	1,256

## Family - Total Responses

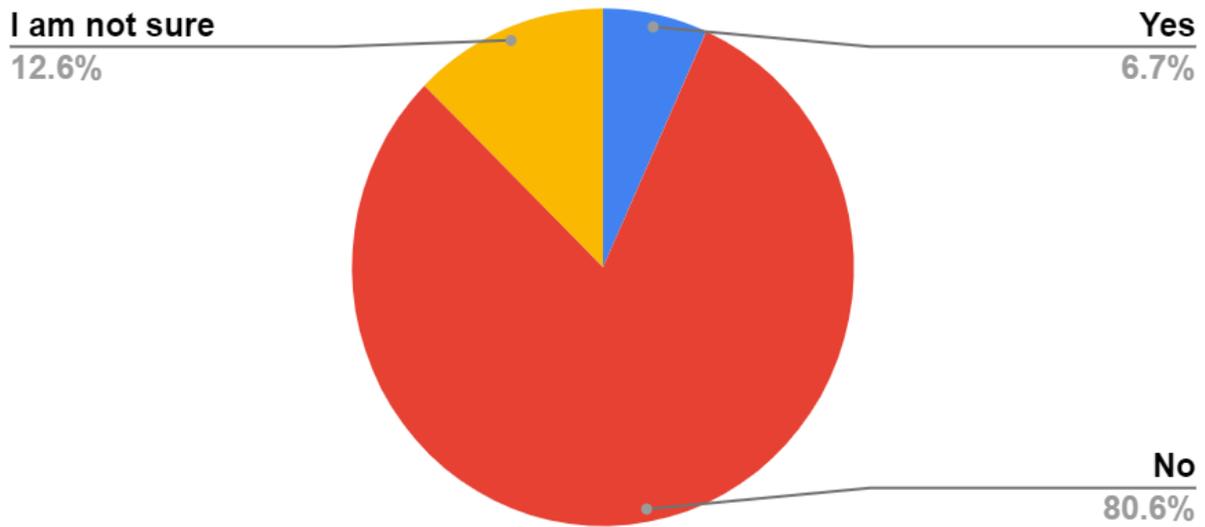
**I feel safer when I visit my student's school because the School Resource Officer (SRO) is in the building.**



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	86	175	635	397	1,293

Family - Total Responses

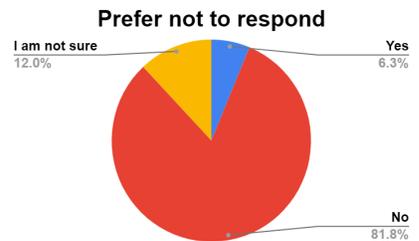
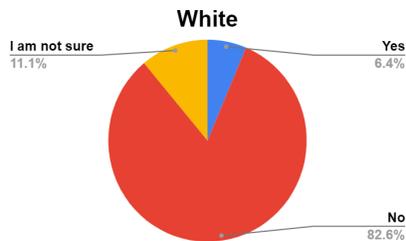
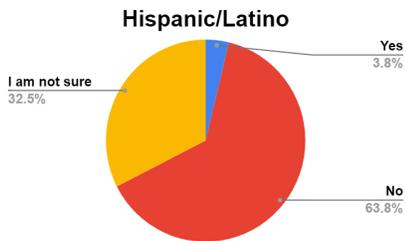
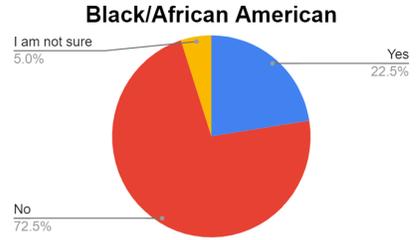
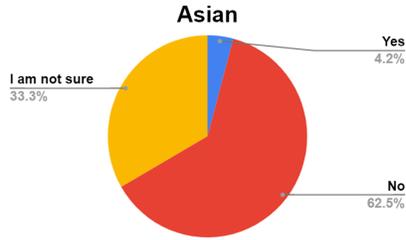
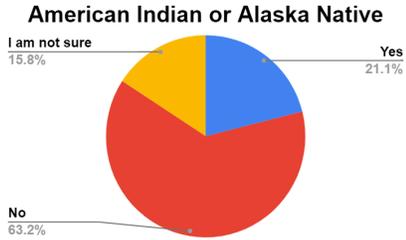
**Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?**



Response	Number of Responses
Yes	106
No	1,267
I am not sure	198

## Family - By Ethnicity

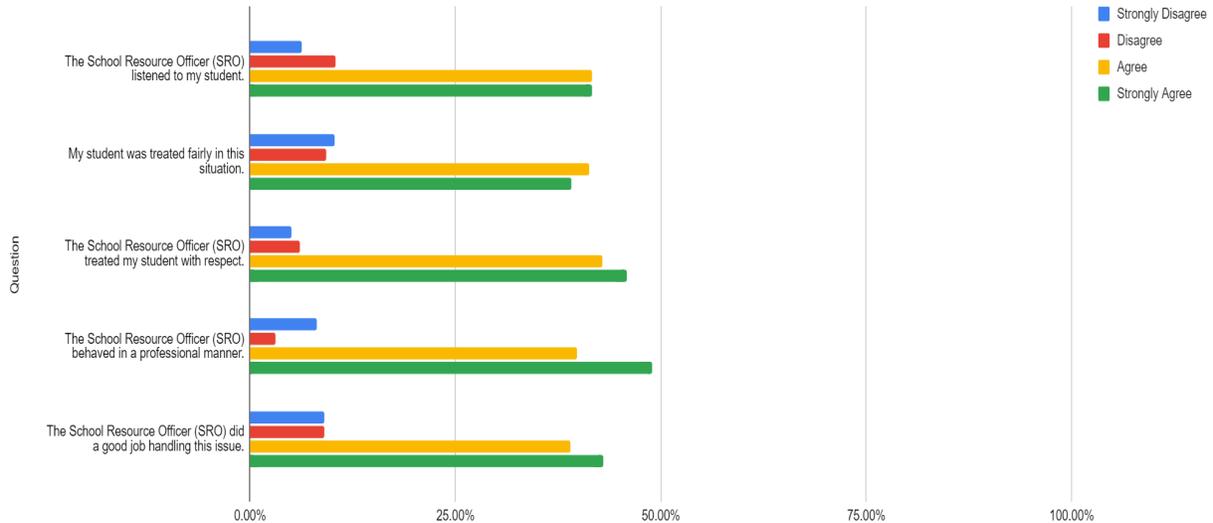
# Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	4	1	9	3	77	12
No	12	15	29	51	1,000	157
I am not sure	3	8	2	26	134	23

## Family - 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.**



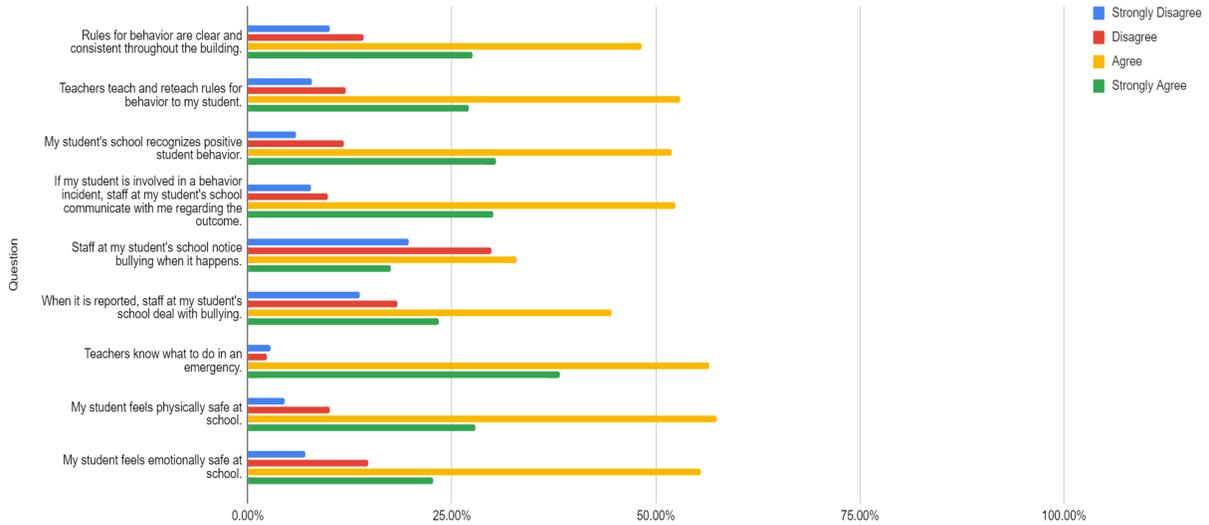
<b>All Responses: At my school...</b>	<b>Total Responses</b>
<b>The SRO listened to my student.</b>	<b>96</b>
<b>My student was treated fairly in this situation.</b>	<b>97</b>
<b>The SRO treated my student with respect.</b>	<b>98</b>
<b>The SRO behaved in a professional manner.</b>	<b>98</b>
<b>The SRO did a good job handling this issue.</b>	<b>100</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.

Note: Only the White and Prefer Not to Respond categories had 5 or more responses so the decision was made to only report on total responses rather than dividing the responses by ethnic groups.

## Family - Total Responses

# At your school...



<b>All Responses: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>1,724</b>
<b>Teachers teach and reteach rules for behavior to my student.</b>	<b>1,352</b>
<b>My student's school recognizes positive student behavior.</b>	<b>1,686</b>
<b>If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.</b>	<b>1,313</b>
<b>Staff at my student's school notice bullying when it happens.</b>	<b>1,121</b>
<b>When it is reported, staff at my student's school deal with bullying.</b>	<b>1,096</b>
<b>Teachers know what to do in an emergency.</b>	<b>1,438</b>
<b>My student feels physically safe at school.</b>	<b>1,922</b>
<b>My student feels emotionally safe at school.</b>	<b>1,899</b>

# Key Takeaway:

## Family Responses on 2024 Spring Perception Survey:

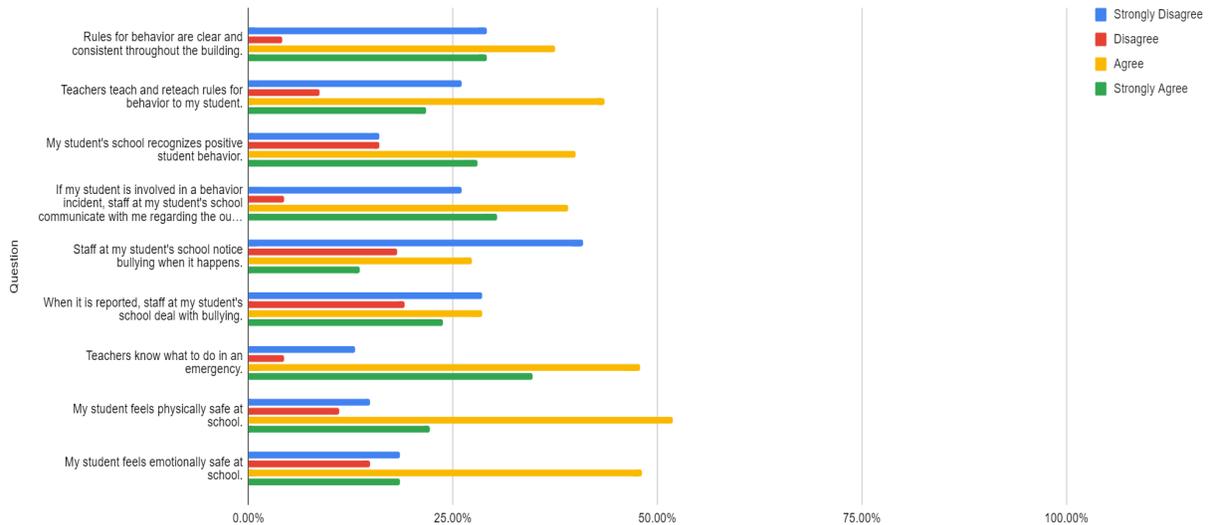
Overall the responses from parents were fairly positive. As in previous years, areas that might need attention are the consistency of behavioral expectations across teachers, adult responses to bullying, and the emotional safety of students. Also, as in previous years, no meaningful comparisons were possible by race/ethnicity given the low number of parents in most groups responding to the survey.

### Notes:

- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents from that group.
- 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.

## Family - By Ethnicity American Indian or Alaska Native

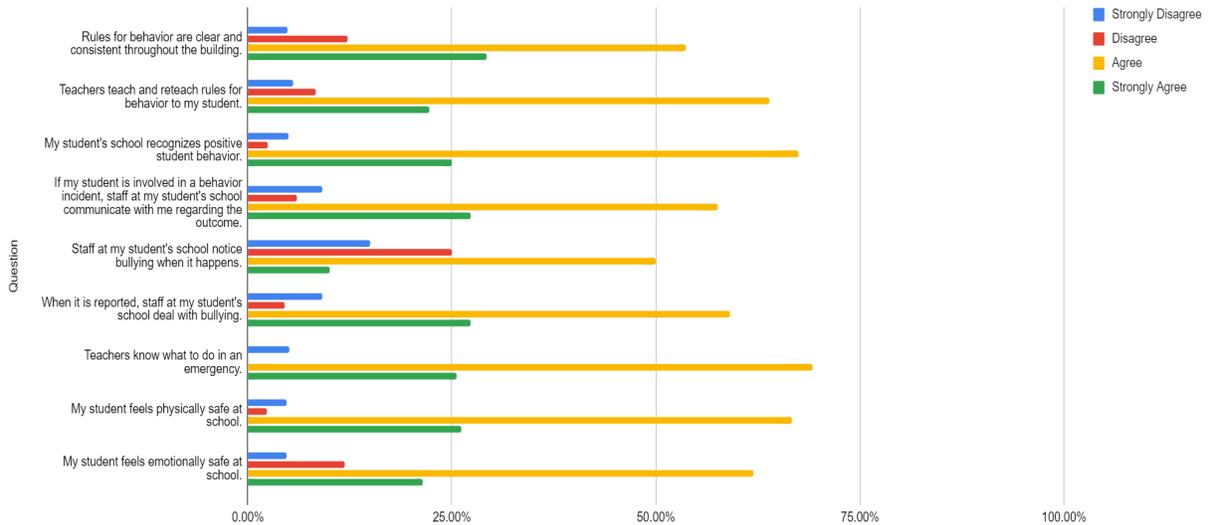
# At your school...



American Indian or Alaska Native: At my school...	Total Responses
Rules for behavior are clear and consistent throughout the building.	24
Teachers teach and reteach rules for behavior to my student.	23
My student's school recognizes positive student behavior.	25
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	23
Staff at my student's school notice bullying when it happens.	22
When it is reported, staff at my student's school deal with bullying.	21
Teachers know what to do in an emergency.	23
My student feels physically safe at school.	27
My student feels emotionally safe at school.	27

## Family - By Ethnicity Asian

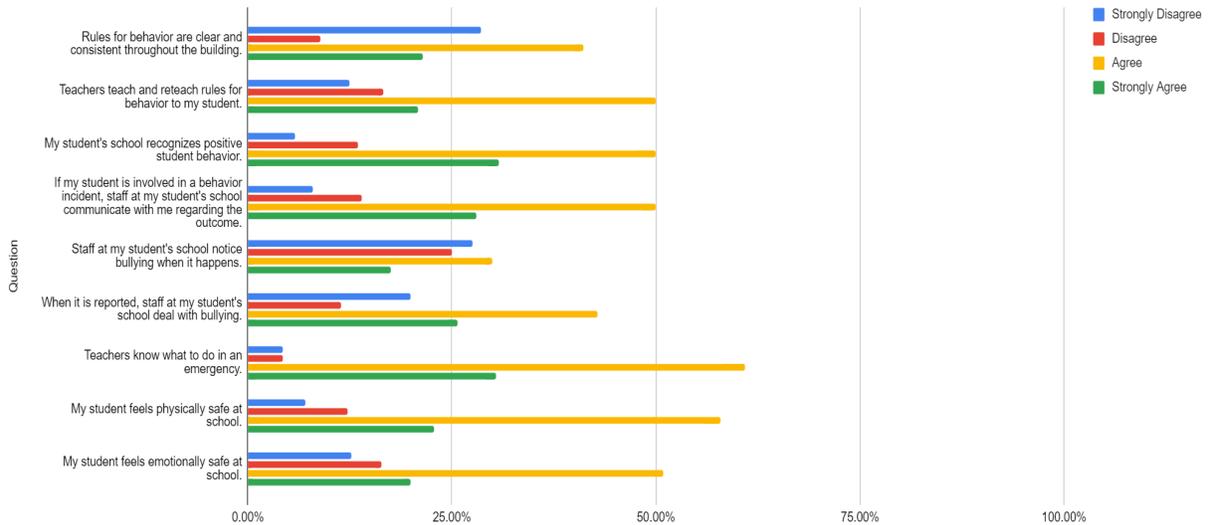
# At your school...



<b>Asian: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>41</b>
<b>Teachers teach and reteach rules for behavior to my student.</b>	<b>36</b>
<b>My student's school recognizes positive student behavior.</b>	<b>40</b>
<b>If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.</b>	<b>33</b>
<b>Staff at my student's school notice bullying when it happens.</b>	<b>20</b>
<b>When it is reported, staff at my student's school deal with bullying.</b>	<b>22</b>
<b>Teachers know what to do in an emergency.</b>	<b>39</b>
<b>My student feels physically safe at school.</b>	<b>42</b>
<b>My student feels emotionally safe at school.</b>	<b>42</b>

## Family - By Ethnicity Black/African American

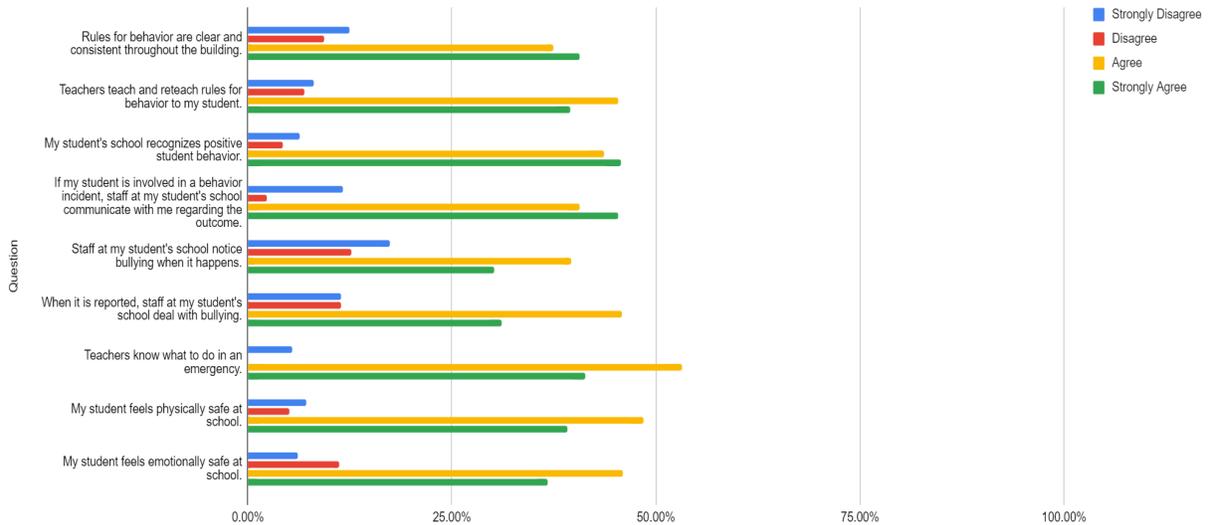
# At your school...



<b>Black/African American: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>56</b>
<b>Teachers teach and reteach rules for behavior to my student.</b>	<b>48</b>
<b>My student's school recognizes positive student behavior.</b>	<b>52</b>
<b>If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.</b>	<b>50</b>
<b>Staff at my student's school notice bullying when it happens.</b>	<b>40</b>
<b>When it is reported, staff at my student's school deal with bullying.</b>	<b>35</b>
<b>Teachers know what to do in an emergency.</b>	<b>46</b>
<b>My student feels physically safe at school.</b>	<b>57</b>
<b>My student feels emotionally safe at school.</b>	<b>55</b>

## Family - By Ethnicity Hispanic/Latino

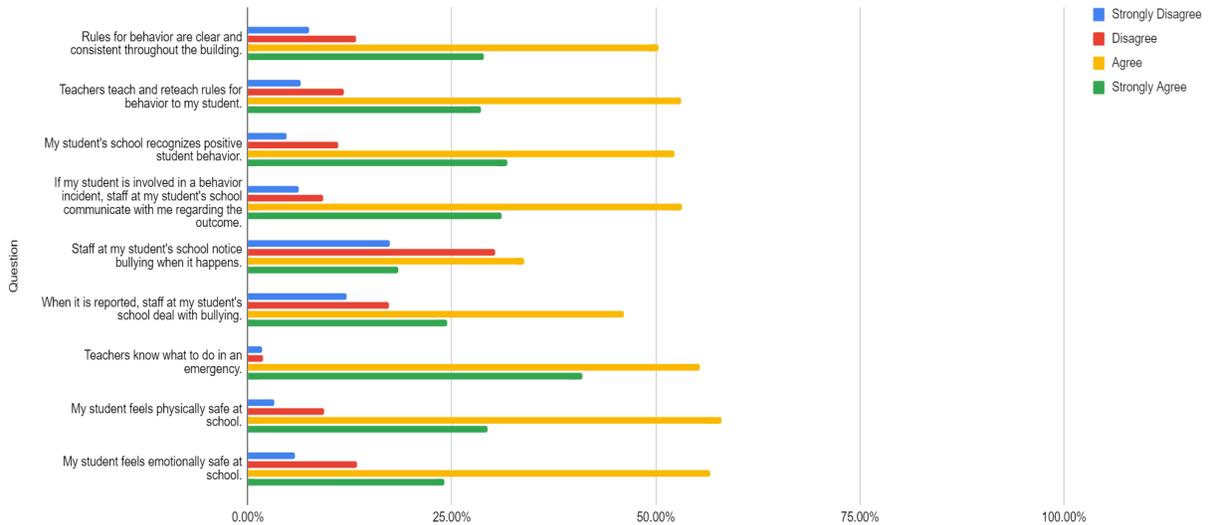
# At your school...



<b>Hispanic/Latino: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>96</b>
<b>Teachers teach and reteach rules for behavior to my student.</b>	<b>86</b>
<b>My student's school recognizes positive student behavior.</b>	<b>94</b>
<b>If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.</b>	<b>86</b>
<b>Staff at my student's school notice bullying when it happens.</b>	<b>63</b>
<b>When it is reported, staff at my student's school deal with bullying.</b>	<b>61</b>
<b>Teachers know what to do in an emergency.</b>	<b>92</b>
<b>My student feels physically safe at school.</b>	<b>97</b>
<b>My student feels emotionally safe at school.</b>	<b>98</b>

## Family - By Ethnicity White

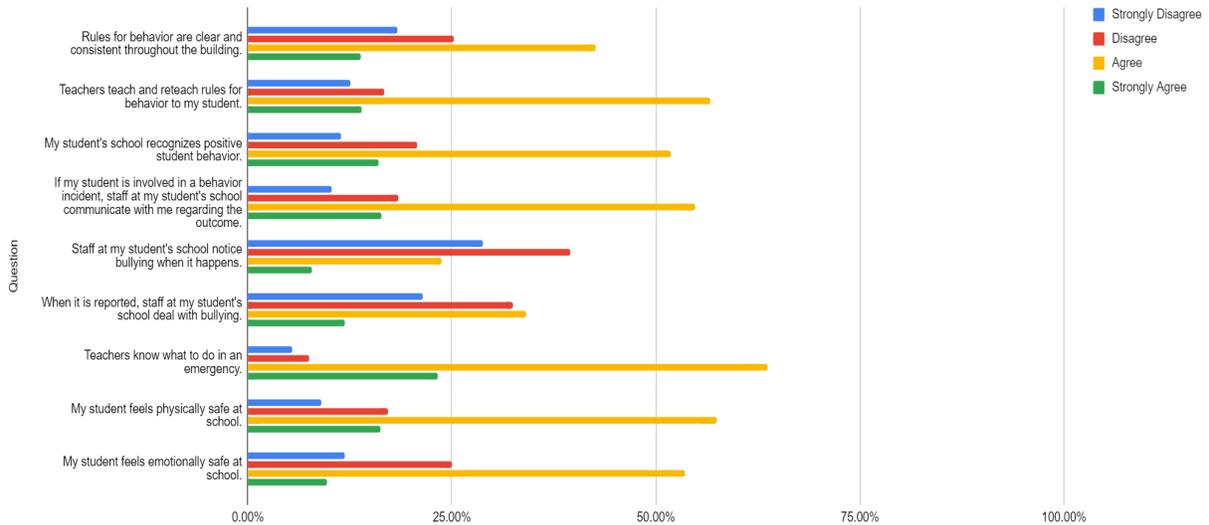
# At your school...



<b>White: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>1,298</b>
<b>Teachers teach and reteach rules for behavior to my student.</b>	<b>1,010</b>
<b>My student's school recognizes positive student behavior.</b>	<b>1,276</b>
<b>If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.</b>	<b>969</b>
<b>Staff at my student's school notice bullying when it happens.</b>	<b>833</b>
<b>When it is reported, staff at my student's school deal with bullying.</b>	<b>826</b>
<b>Teachers know what to do in an emergency.</b>	<b>1,086</b>
<b>My student feels physically safe at school.</b>	<b>1,459</b>
<b>My student feels emotionally safe at school.</b>	<b>1,442</b>

**Family - By Ethnicity**  
**Prefer not to respond**

**At your school...**



<b>Prefer not to respond: At my school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>202</b>
<b>Teachers teach and reteach rules for behavior to my student.</b>	<b>143</b>
<b>My student's school recognizes positive student behavior.</b>	<b>193</b>
<b>If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.</b>	<b>146</b>
<b>Staff at my student's school notice bullying when it happens.</b>	<b>139</b>
<b>When it is reported, staff at my student's school deal with bullying.</b>	<b>126</b>
<b>Teachers know what to do in an emergency.</b>	<b>146</b>
<b>My student feels physically safe at school.</b>	<b>233</b>
<b>My student feels emotionally safe at school.</b>	<b>228</b>

# Key Takeaway:

## Family Responses on 2024 Spring Perception Survey:

Parent responses to items about School Resources Officers (SROs), expectations, fairness and safety were generally positive.

Note:

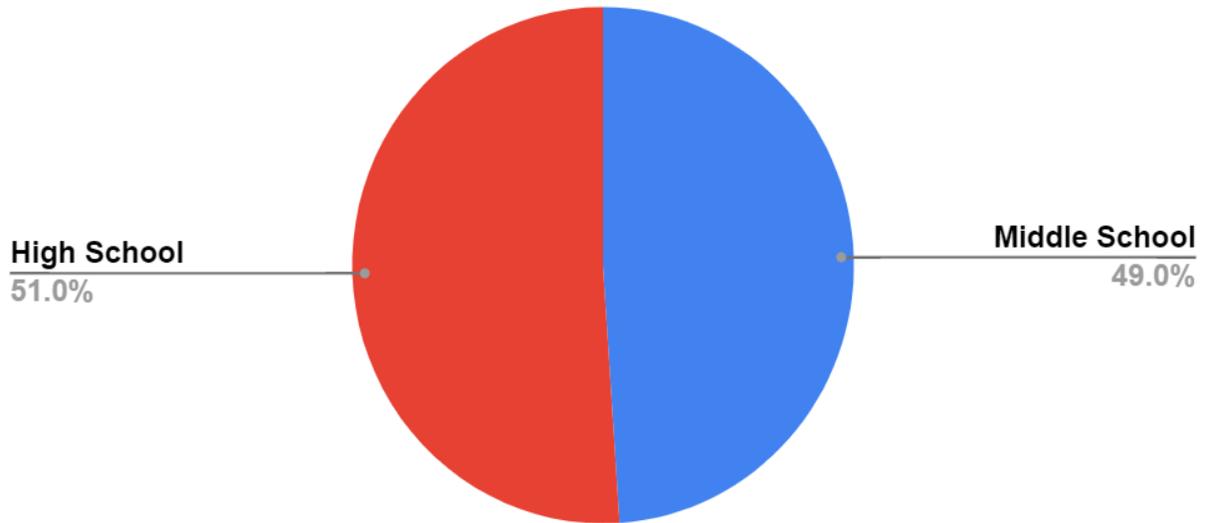
- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents.
- Because of low numbers of responses from parents in some of the race/ethnic categories, data represented in this report may not accurately represent overall trends for parents in these demographic groups.

# APPENDIX E

**Lincoln Public Schools**  
**Certified Staff Perception Survey**  
**2023-24**

## Certified Staff - Total Responses

# School Level



Response	Number of Responses
Middle School	586
High School	611
Total	1,197

**Certified Staff - Total Responses**

# What is your middle school or program?

<b>Response</b>	<b>Number of Responses</b>	<b>Percent of Responses</b>
Culler	42	7.17%
Dawes	31	5.29%
Goodrich	67	11.43%
Irving	40	6.83%
Lefler	43	7.34%
Lux	43	7.34%
Mickle	42	7.17%
Moore	32	5.46%
Park	71	12.12%
Pound	43	7.34%
Schoo	54	9.22%
Scott	67	11.43%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	11	1.88%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	0	0.00%

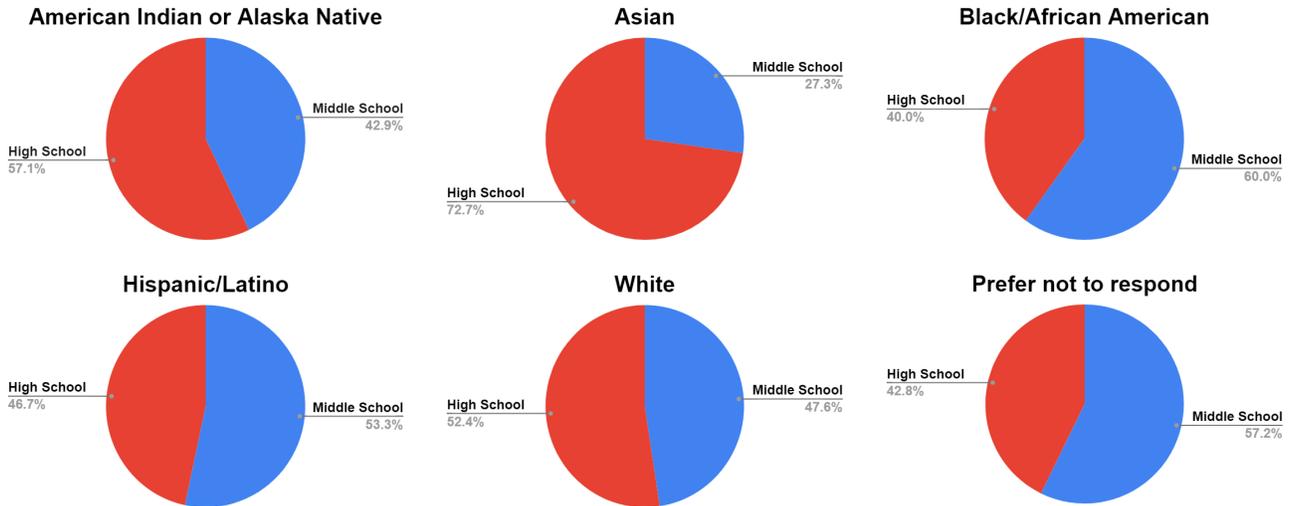
Certified Staff - Total Responses

# What is your high school or program?

Response	Number of Responses	Percent of Responses
East	97	15.88%
Lincoln High	51	8.35%
North Star	82	13.42%
Northeast	62	10.15%
Northwest	43	7.04%
Southeast	96	15.71%
Southwest	96	15.71%
Standing Bear	35	5.73%
Arts & Humanities FP	3	0.49%
The Bay High FP	4	0.65%
Bryan Comm. FP	17	2.78%
The Career Academy	8	1.31%
Pathfinder Educ. Prog.	0	0.00%
Science FP	5	0.82%
HS Student Support Prog.	0	0.00%
Yankee Hill Educ. Ctr.	6	0.98%

## Certified Staff - By Ethnicity

# School Level



Response	Number of Responses						Total Responses
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond	
Middle School	3	3	15	16	466	83	586
High School	4	8	10	14	513	62	611
<b>Total</b>	<b>7</b>	<b>11</b>	<b>25</b>	<b>30</b>	<b>979</b>	<b>145</b>	<b>1,197</b>

When asked about their racial/ethnic background staff could respond that they belonged to multiple groups. Of the 1,197 respondents, 979 or 81.3%, indicated that White was at least part of their racial/ethnic background. Respondents Preferring not to respond about the racial/ethnic background was the next largest group of respondents with 145 respondents or 12%. The other racial/ethnic groups had less than 6% choosing those as racial/ethnic groups to which they belong.

### Note:

- Due to low numbers of responses from teachers in some demographic categories, data represented in this report may not accurately represent overall trends for teachers in these demographic groups. Groups with less than 5 respondents were omitted from the ethnic break out graphs and tables.

## Certified Staff - By Ethnicity

# What is your middle school or program?

Response	Number of Responses								Total Responses
	Black/African American		Hispanic/Latino		White		Prefer not to respond		
	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	
Culler	2	4.76%	2	4.76%	28	66.67%	10	23.81%	42
Dawes	1	3.23%	0	0.00%	22	70.97%	8	25.81%	31
Goodrich	1	1.49%	4	5.97%	50	74.63%	11	16.42%	67
Irving	0	0.00%	1	2.50%	30	75.00%	8	20.00%	40
Lefler	5	11.63%	1	2.33%	31	72.09%	6	13.95%	43
Lux	0	0.00%	1	2.33%	33	76.74%	9	20.93%	43
Mickle	0	0.00%	0	0.00%	40	95.24%	2	4.76%	42
Moore	0	0.00%	1	3.13%	30	93.75%	1	3.13%	32
Park	4	5.63%	1	1.41%	56	78.87%	8	11.27%	71
Pound	0	0.00%	1	2.33%	32	74.42%	10	23.26%	43
Schoo	1	1.85%	4	7.41%	42	77.78%	5	9.26%	54
Scott	1	1.49%	0	0.00%	62	92.54%	4	5.97%	67
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	10	90.91%	1	9.09%	11
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
MS Student Support Prog	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0

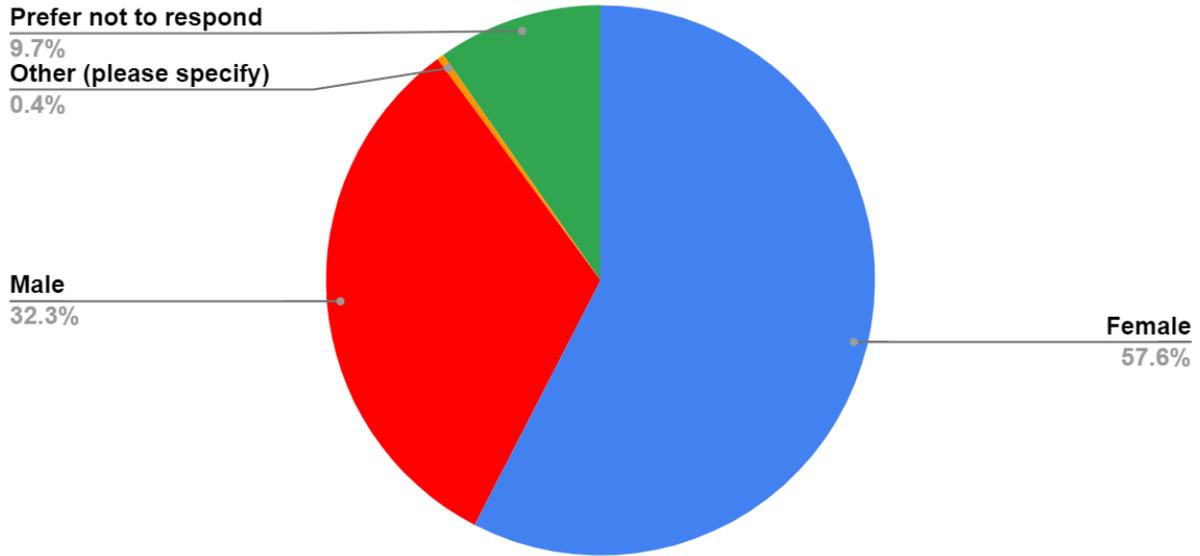
## Certified Staff - By Ethnicity

# What is your high school or program?

Response	Number of Responses										Total Responses
	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%	1	1.03%	1	1.03%	85	87.63%	9	9.28%	97
Lincoln High	0	0.00%	2	3.92%	1	1.96%	41	80.39%	7	13.73%	51
North Star	1	1.22%	0	0.00%	4	4.88%	71	86.59%	6	7.32%	82
Northeast	1	1.61%	2	3.23%	0	0.00%	56	90.32%	3	4.84%	62
Northwest	0	0.00%	0	0.00%	2	4.65%	31	72.09%	8	18.60%	43
Southeast	2	2.08%	1	1.04%	1	1.04%	83	86.46%	9	9.38%	96
Southwest	2	2.08%	0	0.00%	3	3.13%	82	85.42%	8	8.33%	96
Standing Bear	1	2.86%	1	2.86%	2	5.71%	29	82.86%	2	5.71%	35
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%	3
The Bay High FP	1	25.00%	0	0.00%	0	0.00%	3	75.00%	0	0.00%	4
Bryan Comm. FP	0	0.00%	3	17.65%	0	0.00%	12	70.69%	2	11.76%	17
The Career Academy	0	0.00%	0	0.00%	0	0.00%	4	50.00%	4	50.00%	8
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Science FP	0	0.00%	0	0.00%	0	0.00%	3	60.00%	2	40.00%	5
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	4	66.67%	2	33.33%	6

## Certified Staff - Total Responses

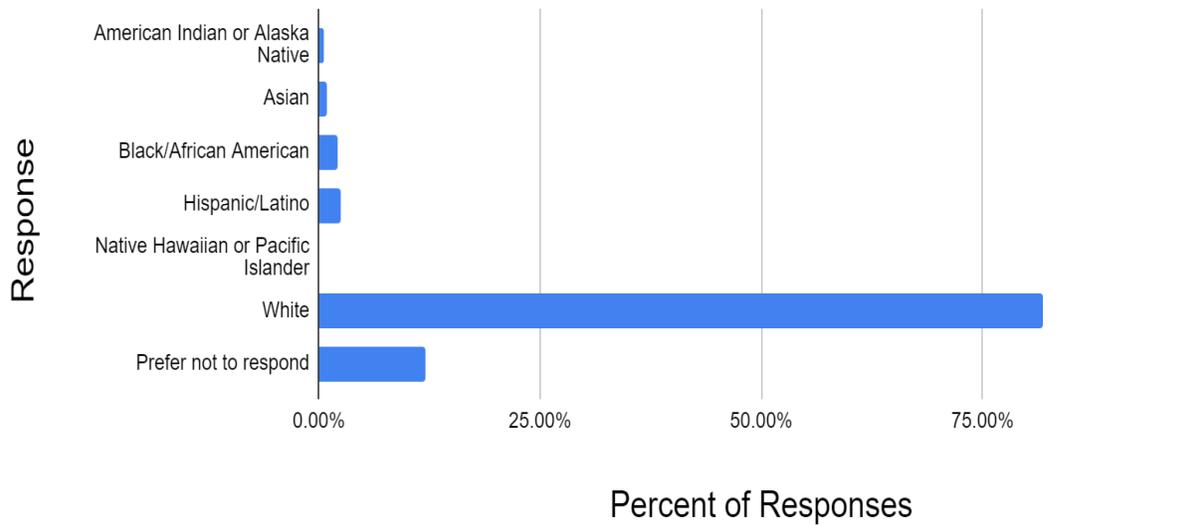
# What is your gender (please choose one)?



Response	Number of Responses
Female	676
Male	379
Other (please specify)	5
Prefer not to respond	114
Total Responses	1,174

## Certified Staff - Total Responses (Percent)

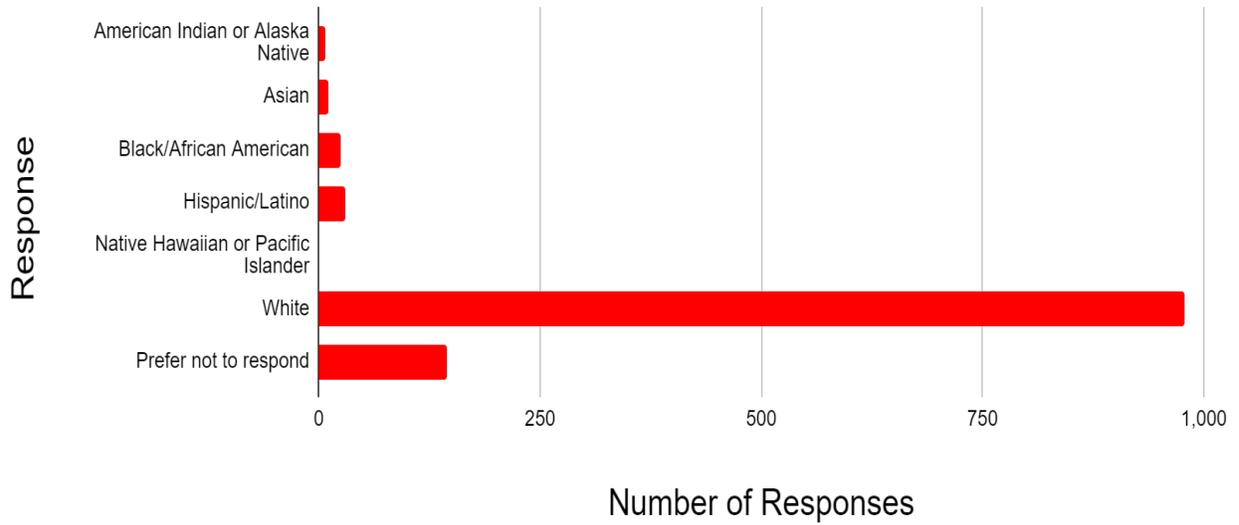
# What is your race/ethnicity (please choose all that apply)?



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

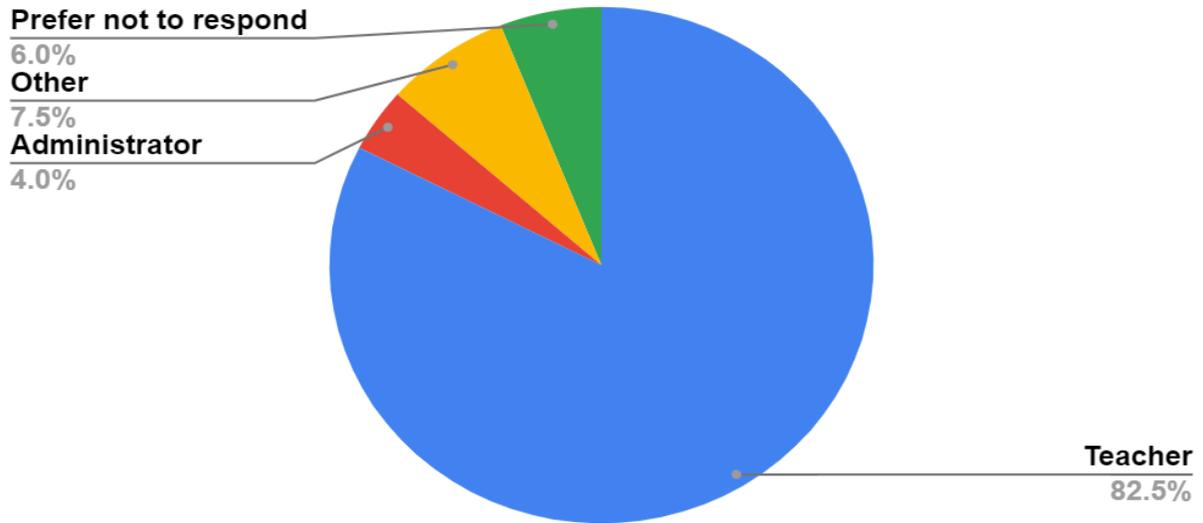
## Certified Staff - Total Responses (Number)

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



## Certified Staff - Total Responses

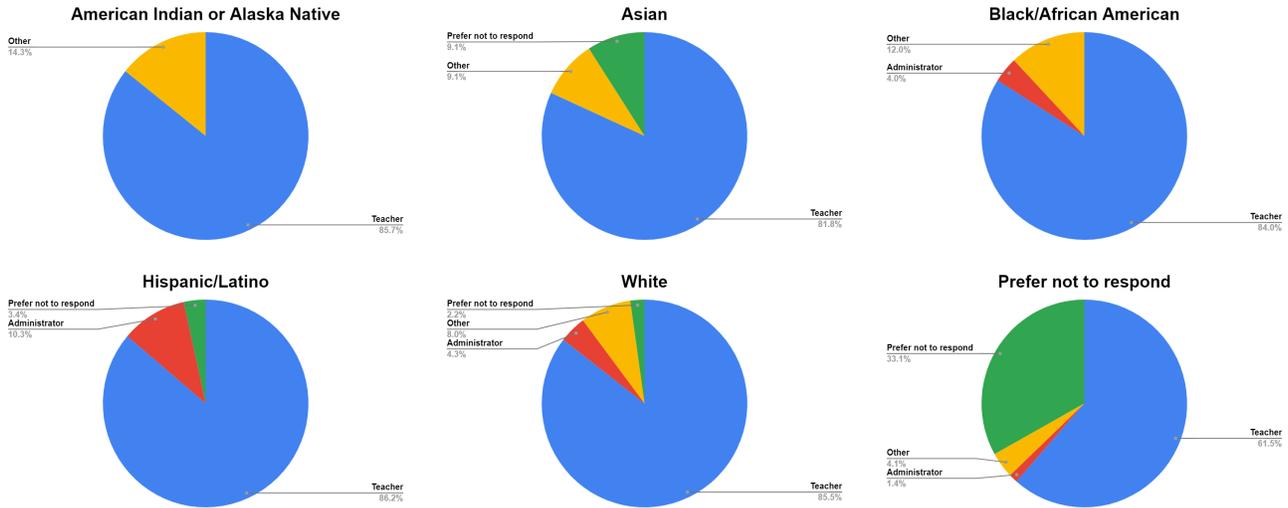
# What is your school role(s) (please choose all that apply)?



Response	Number of Responses
Teacher	996
Administrator	48
Other	90
Prefer not to respond	73
Total Responses	1,207

## Certified Staff - By Ethnicity

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

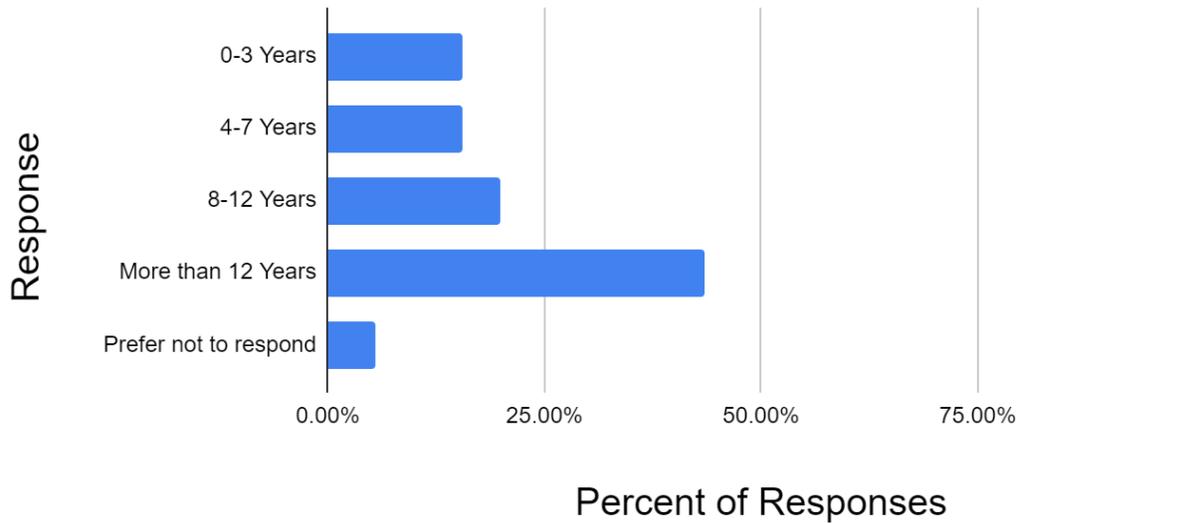


Response	Number of Responses						Total Responses
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond	
Teacher	6	9	21	25	844	91	996
Administrator	0	0	1	3	42	2	48
Other	1	1	3	0	79	6	90
Prefer not to respond	0	1	0	1	22	49	73
<b>Total Responses</b>	<b>7</b>	<b>11</b>	<b>25</b>	<b>29</b>	<b>987</b>	<b>148</b>	<b>1,207</b>

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

## Certified Staff - Total Responses

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



Response	Number of Responses
0-3 Years	186
4-7 Years	187
8-12 Years	237
More than 12 Years	521
Prefer not to respond	65
<b>Total Responses</b>	<b>1,196</b>

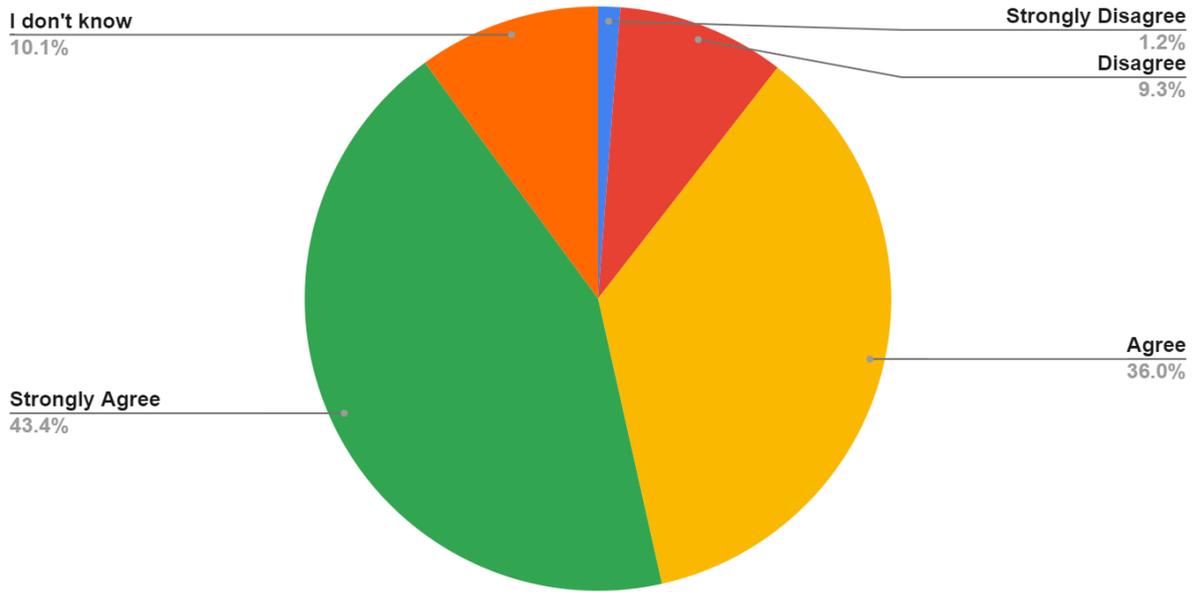
## Certified Staff - By Ethnicity

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

Question	Number of Responses						Total Responses
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond	
0-3 Years	0	3	6	10	157	10	186
4-7 Years	4	2	7	10	152	12	187
8-12 Years	2	2	3	6	203	21	237
More than 12 Years	1	4	9	4	458	45	521
Prefer not to respond	0	0	0	0	9	56	65
Total Responses	7	11	25	30	979	144	1,196

**Certified Staff - Total Responses**

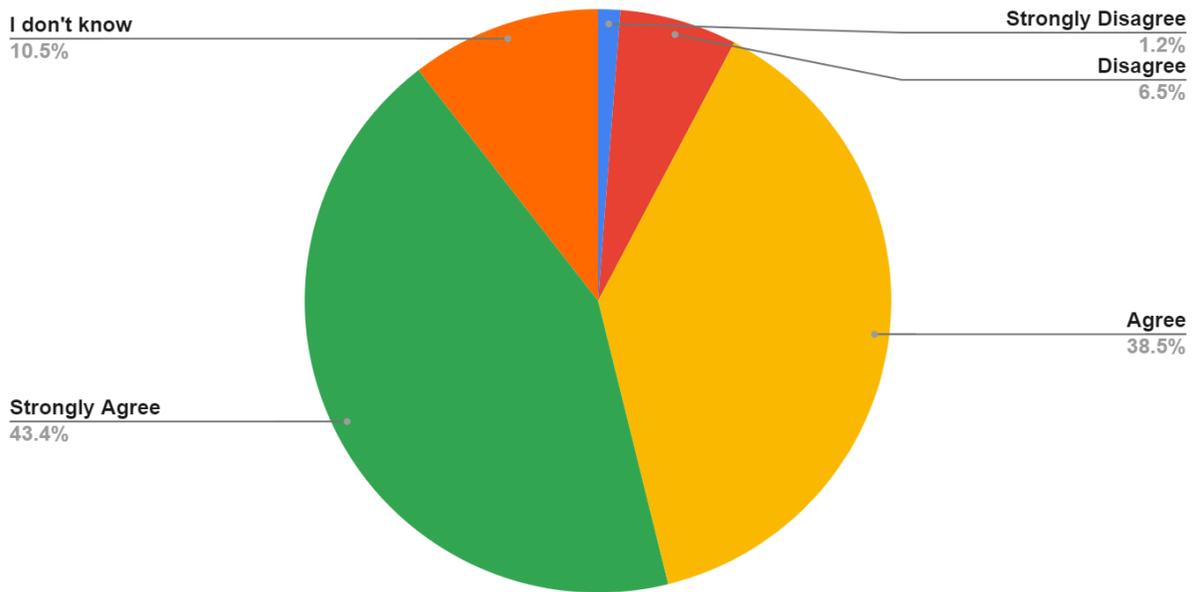
**I feel safer at school because the School Resource Officer (SRO) is in the building.**



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	74	440	496	120	1,144

## Certified Staff - Total Responses

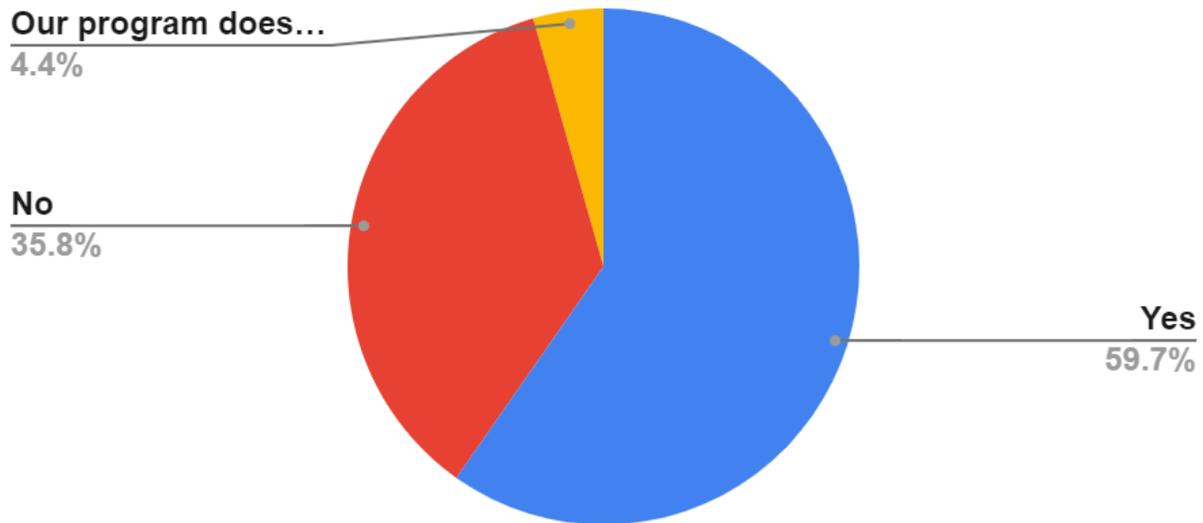
**Overall, our school is safer because the School Resource Officer (SRO) is in our building.**



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	74	440	496	120	1,144

Certified Staff - Total Responses

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

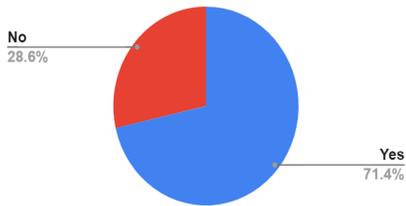


Response	Number of Responses
Yes	714
No	428
Our program does not have a School Resource Officer	53
Total Responses	1,195

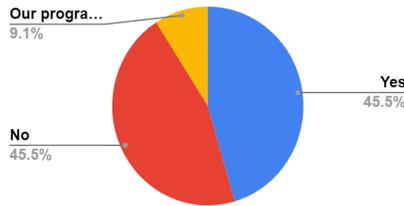
## Certified Staff - By Ethnicity

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

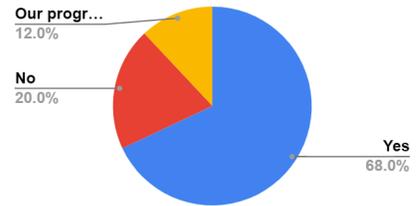
**American Indian or Alaska Native**



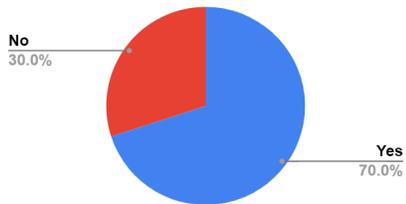
**Asian**



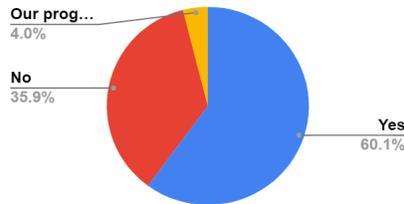
**Black/African American**



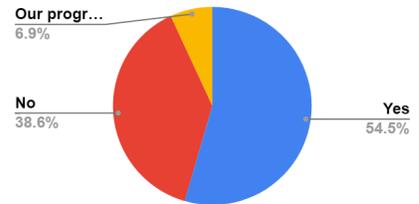
**Hispanic/Latino**



**White**



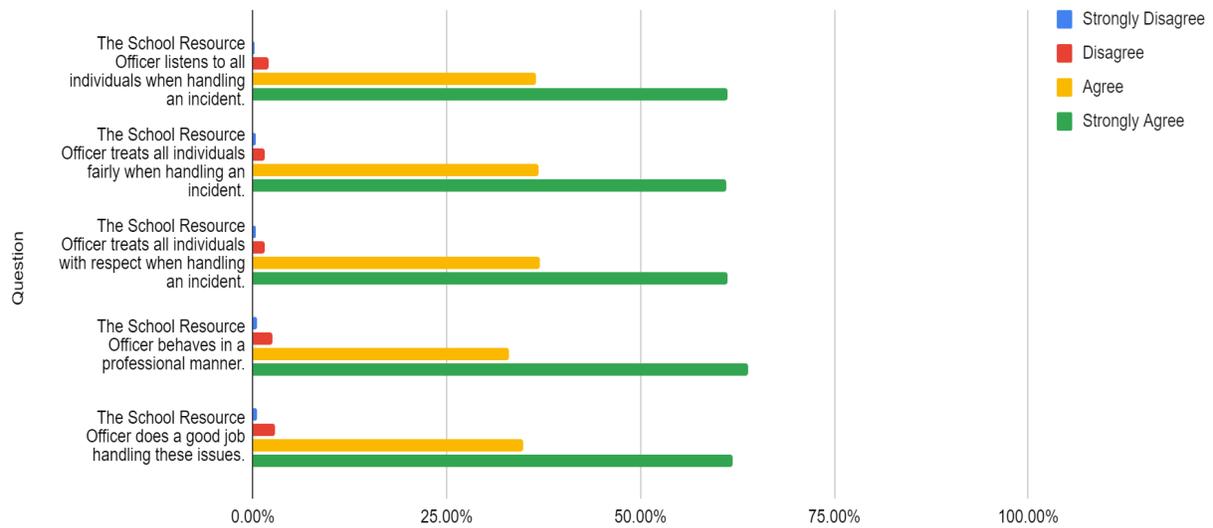
**Prefer not to respond**



Response	Number of Responses						Total Responses
	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond	
Yes	5	5	17	21	587	79	714
No	2	5	5	9	351	56	428
Our program does not have a School Resource Officer	0	1	3	0	39	10	53
<b>Total Responses</b>	<b>7</b>	<b>11</b>	<b>25</b>	<b>30</b>	<b>977</b>	<b>145</b>	<b>1,195</b>

## Certified Staff - Total Responses

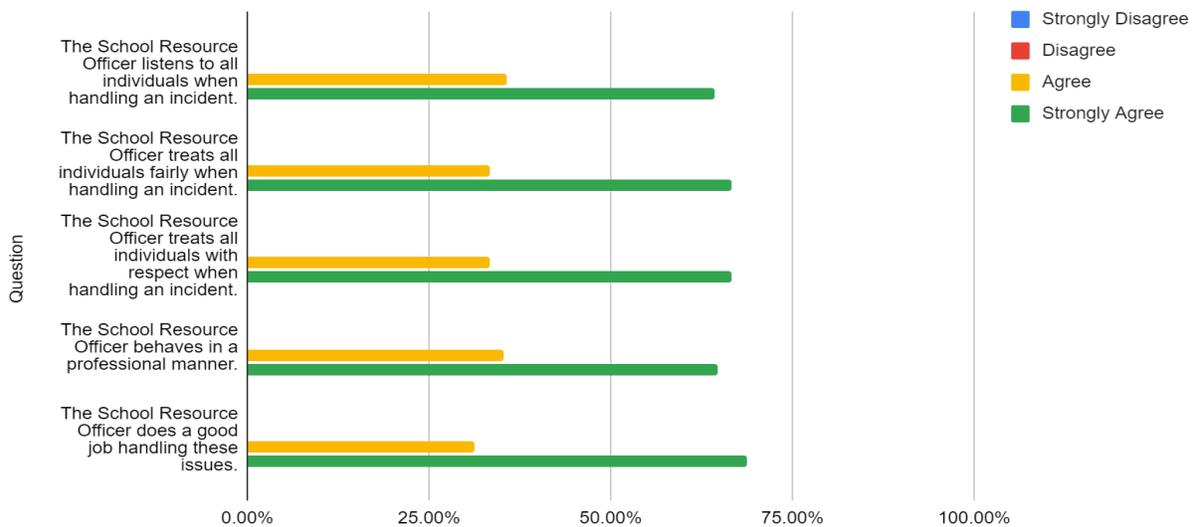
**This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.**



All Responses: Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	539
The SRO treats all individuals fairly when handling an incident.	561
The SRO treats all individuals with respect when handling an incident.	574
The SRO behaves in a professional manner.	669
The SRO does a good job handling these issues.	597

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

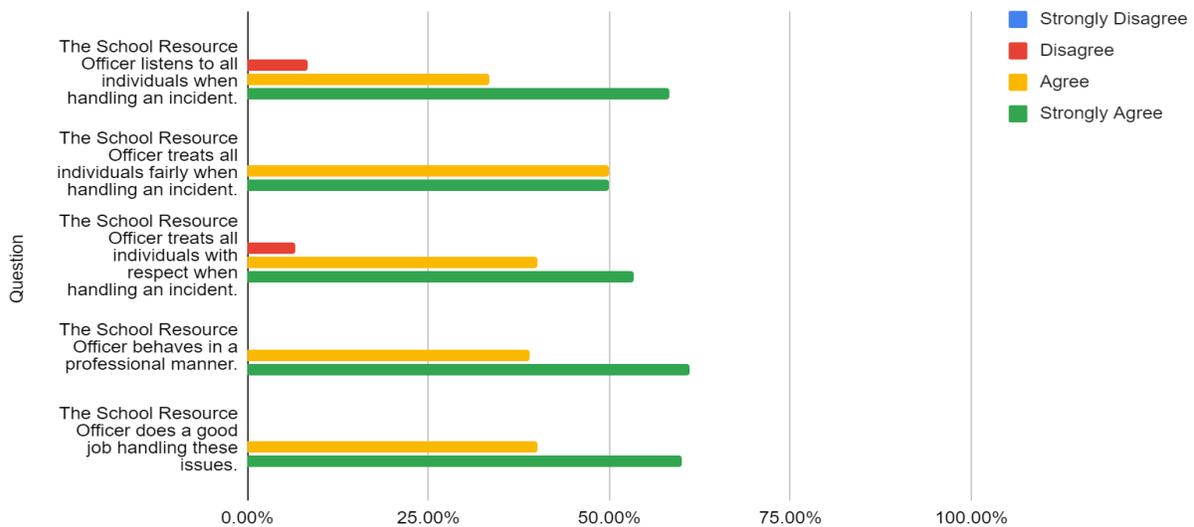
**This set of items is specifically about  
your observations of the School  
Resource Officer (SRO) interacting with  
students and families.**



<b>Black/African American: Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>14</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>15</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>15</b>
<b>The SRO behaves in a professional manner.</b>	<b>17</b>
<b>The SRO does a good job handling these issues.</b>	<b>16</b>

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

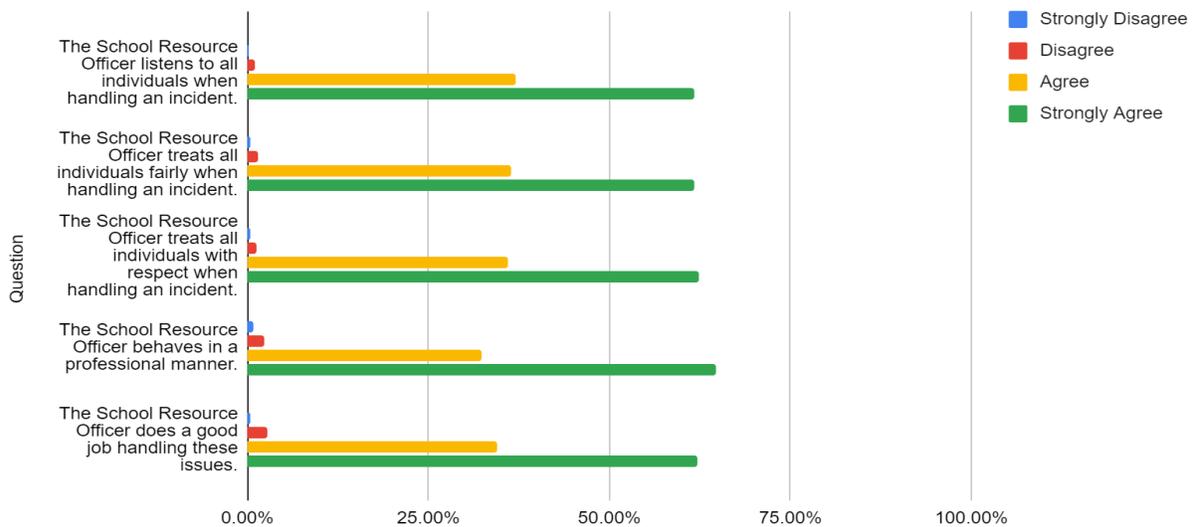
**This set of items is specifically about  
your observations of the School  
Resource Officer (SRO) interacting with  
students and families.**



<b>Hispanic/Latino: Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>12</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>14</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>15</b>
<b>The SRO behaves in a professional manner.</b>	<b>18</b>
<b>The SRO does a good job handling these issues.</b>	<b>15</b>

**Certified Staff - By Ethnicity  
White**

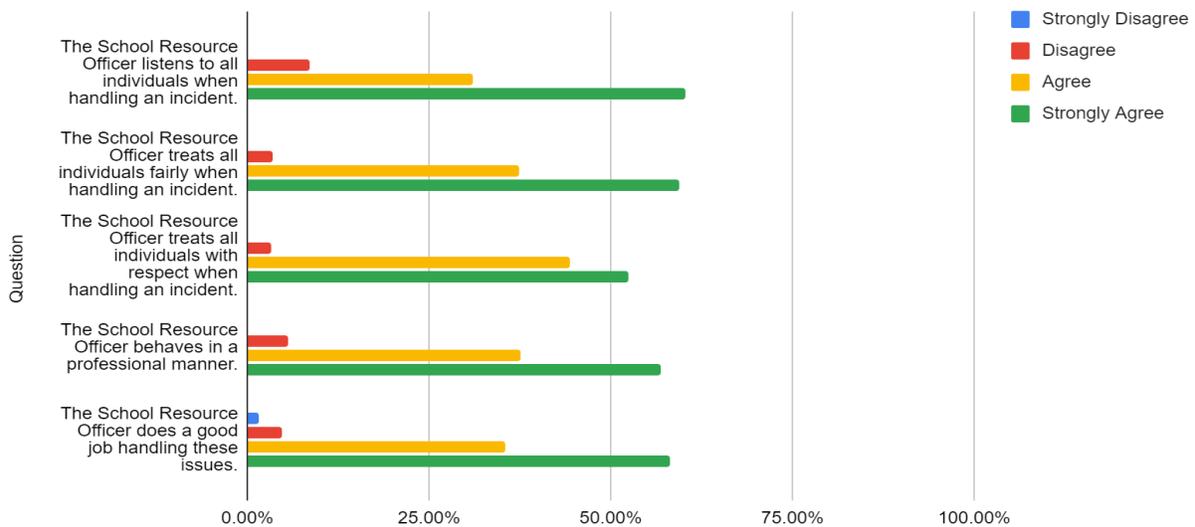
**This set of items is specifically about  
your observations of the School  
Resource Officer (SRO) interacting with  
students and families.**



<b>White: Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>446</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>464</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>472</b>
<b>The SRO behaves in a professional manner.</b>	<b>552</b>
<b>The SRO does a good job handling these issues.</b>	<b>495</b>

**Certified Staff - 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>Prefer not to respond: Statement:</b>	<b>Total Responses</b>
<b>The SRO listens to all individuals when handling an incident.</b>	<b>58</b>
<b>The SRO treats all individuals fairly when handling an incident.</b>	<b>59</b>
<b>The SRO treats all individuals with respect when handling an incident.</b>	<b>63</b>
<b>The SRO behaves in a professional manner.</b>	<b>72</b>
<b>The SRO does a good job handling these issues.</b>	<b>62</b>

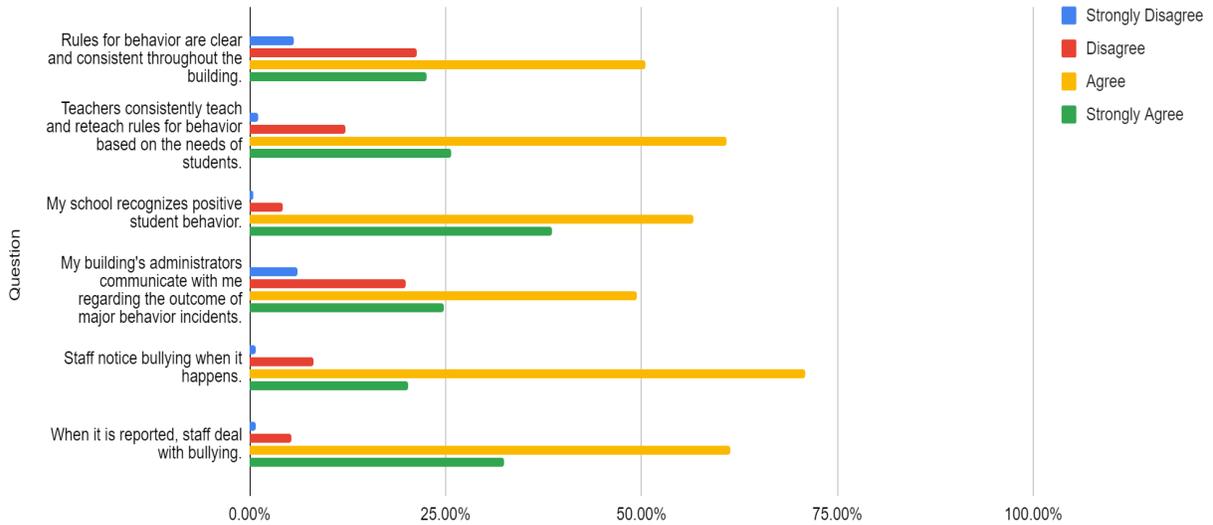
## **Key Takeaway:**

### **Certified Staff Responses on School Resource Officers:**

Certified staff responded positively to items about interactions they observed between students and School Resource Officers (SROs). This has been fairly consistent over the last couple of years.

## Certified Staff - Total Responses

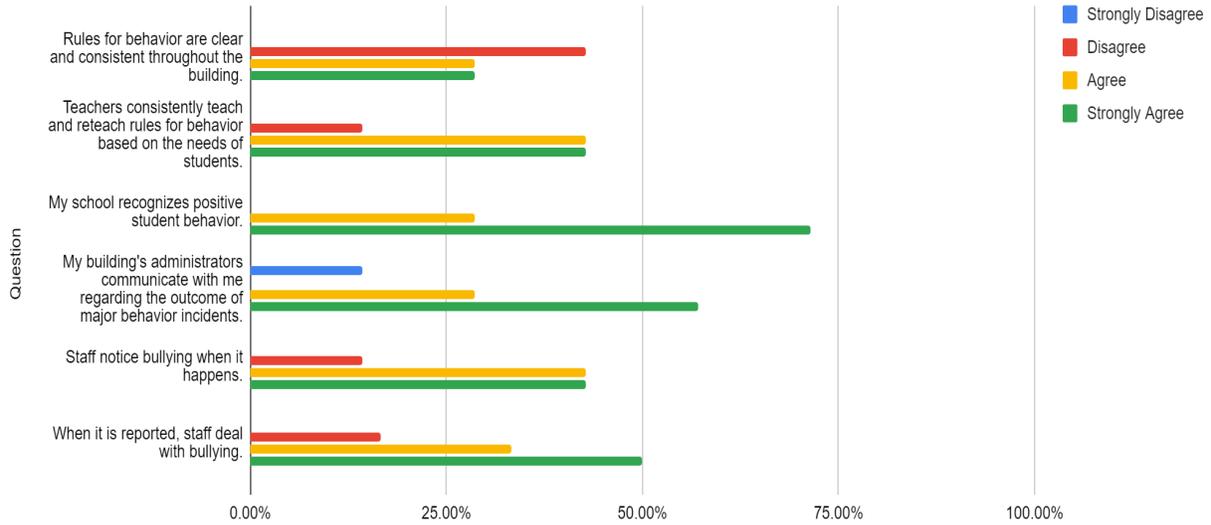
# At your school...



All Responses: At your school...	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,188
Teachers consistently teach and reteach rules for behavior based on the needs of students.	1,163
My school recognizes positive student behavior.	1,189
My building's administrators communicate with me regarding the outcome of major behavior incidents.	1,173
Staff notice bullying when it happens.	1,097
When it is reported, staff deal with bullying.	1,108

**Certified Staff - By Ethnicity  
American Indian or Alaska Native**

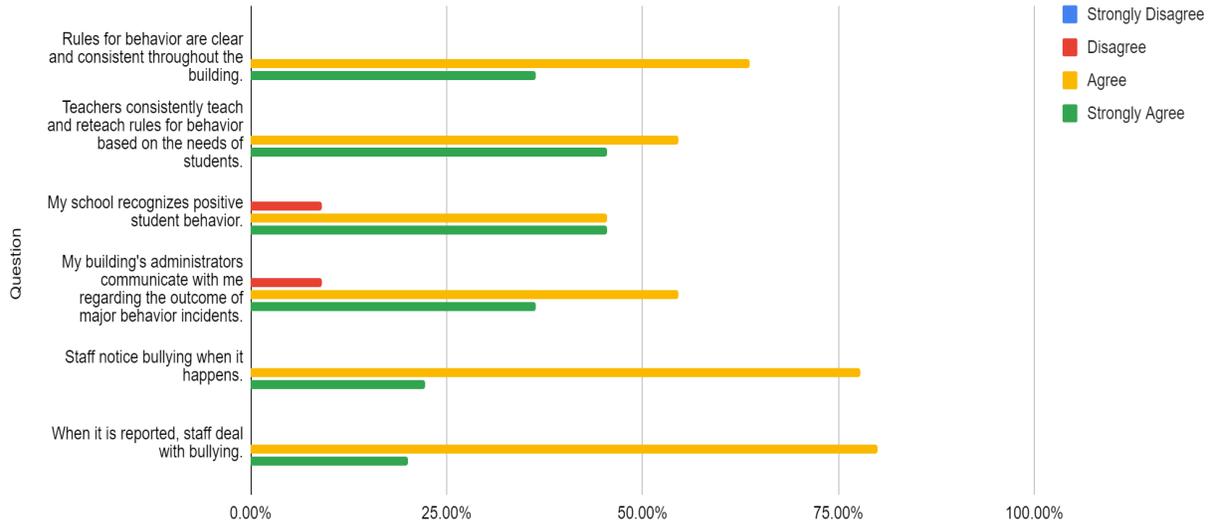
**At your school...**



<b>American Indian or Alaska Native: At your school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>7</b>
<b>Teachers consistently teach and reteach rules for behavior based on the needs of students.</b>	<b>7</b>
<b>My school recognizes positive student behavior.</b>	<b>7</b>
<b>My building's administrators communicate with me regarding the outcome of major behavior incidents.</b>	<b>7</b>
<b>Staff notice bullying when it happens.</b>	<b>7</b>
<b>When it is reported, staff deal with bullying.</b>	<b>6</b>

## Certified Staff - By Ethnicity Asian

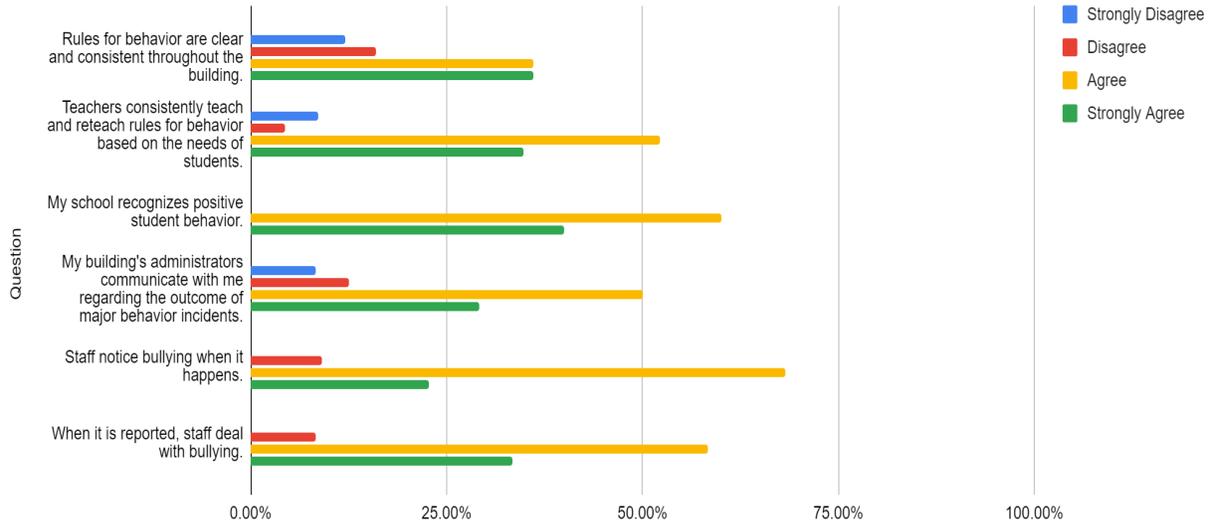
# At your school...



<b>Asian: At your school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>11</b>
<b>Teachers consistently teach and reteach rules for behavior based on the needs of students.</b>	<b>11</b>
<b>My school recognizes positive student behavior.</b>	<b>11</b>
<b>My building's administrators communicate with me regarding the outcome of major behavior incidents.</b>	<b>11</b>
<b>Staff notice bullying when it happens.</b>	<b>9</b>
<b>When it is reported, staff deal with bullying.</b>	<b>10</b>

## Certified Staff - By Ethnicity Black/African American

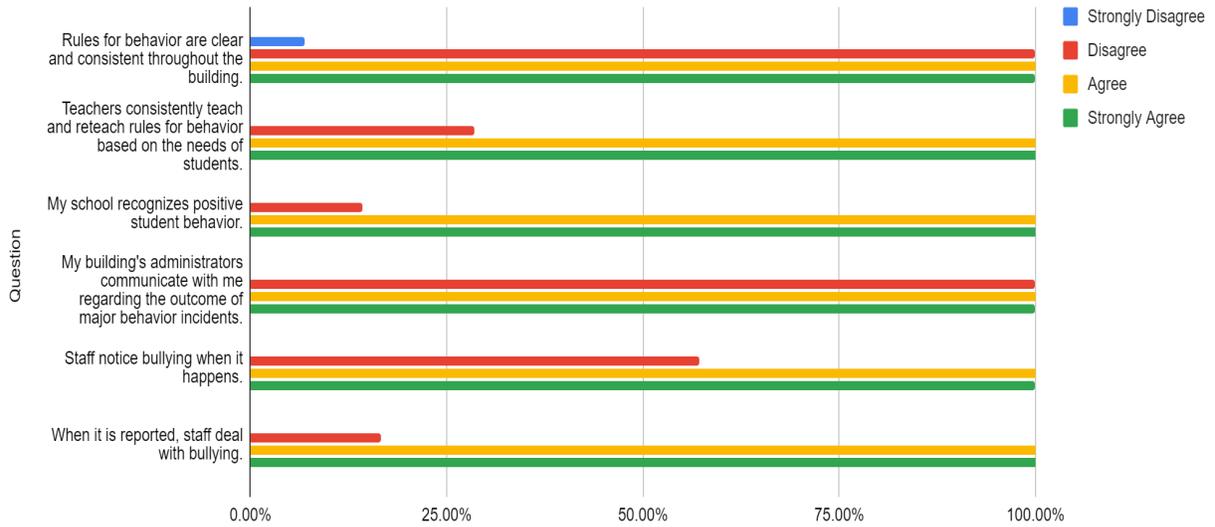
# At your school...



<b>Black/African American: At your school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>25</b>
<b>Teachers consistently teach and reteach rules for behavior based on the needs of students.</b>	<b>23</b>
<b>My school recognizes positive student behavior.</b>	<b>25</b>
<b>My building's administrators communicate with me regarding the outcome of major behavior incidents.</b>	<b>24</b>
<b>Staff notice bullying when it happens.</b>	<b>22</b>
<b>When it is reported, staff deal with bullying.</b>	<b>24</b>

## Certified Staff - By Ethnicity Hispanic/Latino

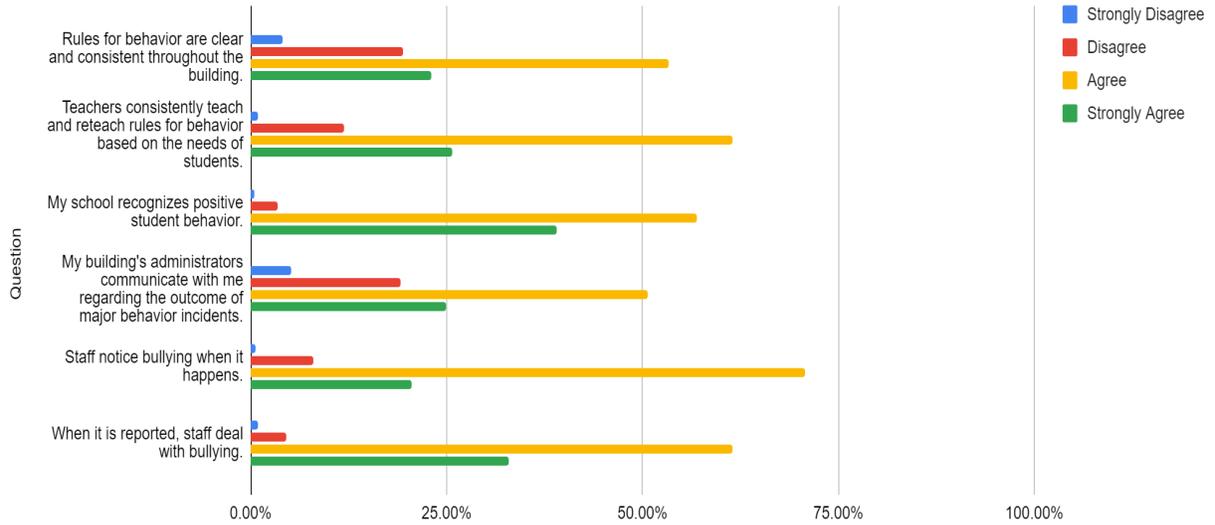
# At your school...



Hispanic/Latino: At your school...	Total Responses
Rules for behavior are clear and consistent throughout the building.	29
Teachers consistently teach and reteach rules for behavior based on the needs of students.	29
My school recognizes positive student behavior.	30
My building's administrators communicate with me regarding the outcome of major behavior incidents.	30
Staff notice bullying when it happens.	29
When it is reported, staff deal with bullying.	29

## Certified Staff - By Ethnicity White

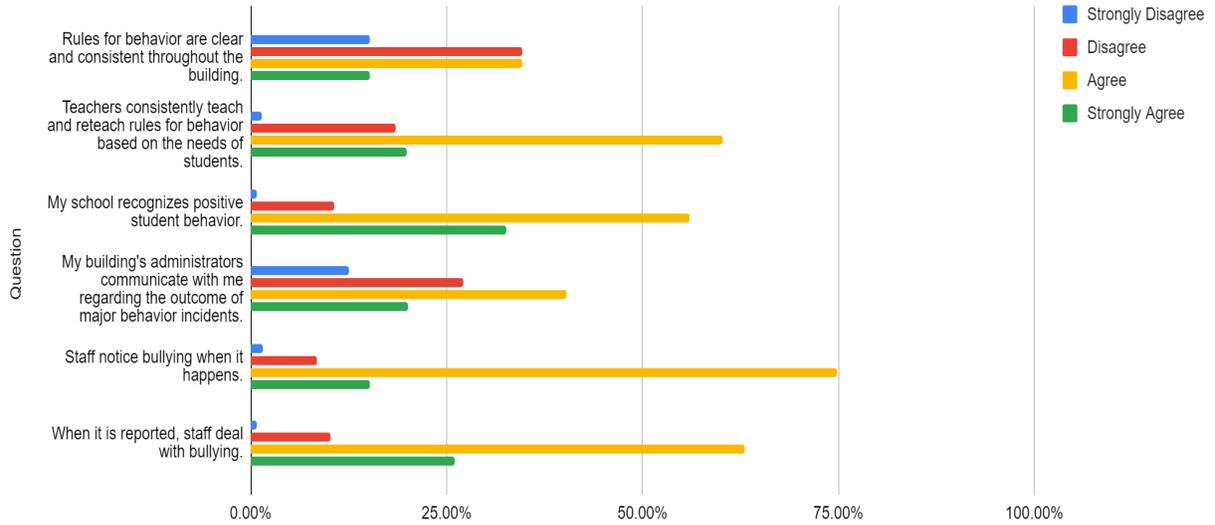
# At your school...



<b>White: At your school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>972</b>
<b>Teachers consistently teach and reteach rules for behavior based on the needs of students.</b>	<b>952</b>
<b>My school recognizes positive student behavior.</b>	<b>975</b>
<b>My building's administrators communicate with me regarding the outcome of major behavior incidents.</b>	<b>957</b>
<b>Staff notice bullying when it happens.</b>	<b>899</b>
<b>When it is reported, staff deal with bullying.</b>	<b>912</b>

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

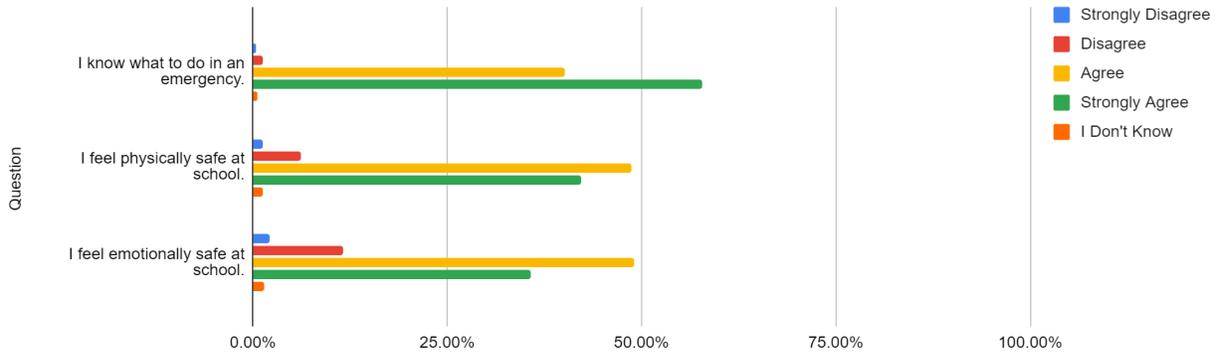
**At your school...**



<b>Prefer not to respond: At your school...</b>	<b>Total Responses</b>
<b>Rules for behavior are clear and consistent throughout the building.</b>	<b>144</b>
<b>Teachers consistently teach and reteach rules for behavior based on the needs of students.</b>	<b>141</b>
<b>My school recognizes positive student behavior.</b>	<b>141</b>
<b>My building's administrators communicate with me regarding the outcome of major behavior incidents.</b>	<b>144</b>
<b>Staff notice bullying when it happens.</b>	<b>131</b>
<b>When it is reported, staff deal with bullying.</b>	<b>127</b>

## Certified Staff - Total Responses

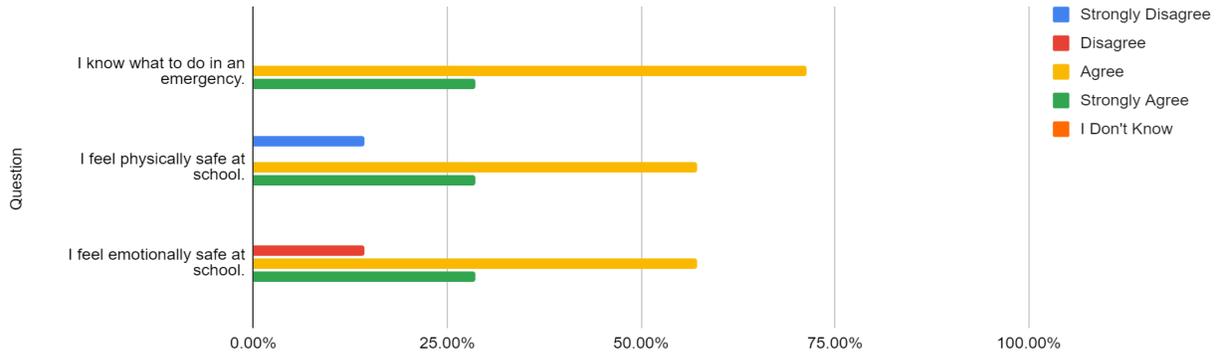
# At your school...



All Responses: At your school...	Total Responses
I know what to do in an emergency.	1,197
I feel physically safe at school.	1,197
I feel emotionally safe at school.	1,196

**Certified Staff - By Ethnicity  
American Indian or Alaska Native**

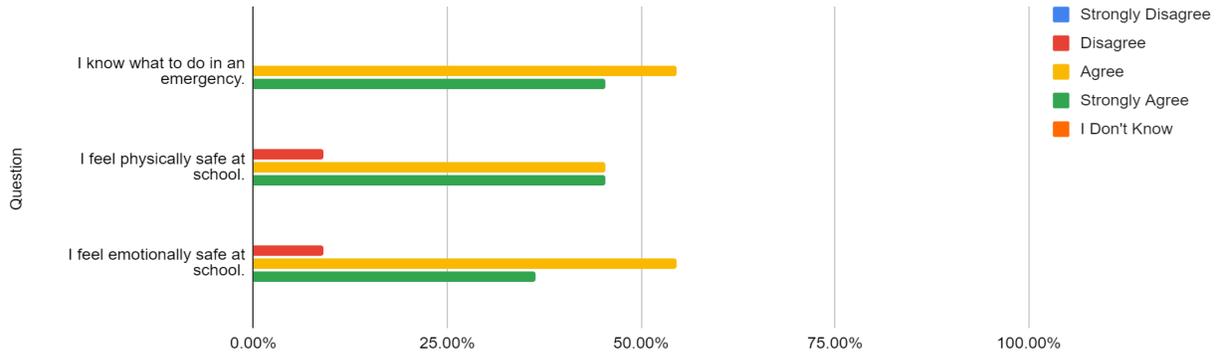
**At your school...**



<b>American Indian or Alaska Native: At your school...</b>	<b>Total Responses</b>
I know what to do in an emergency.	7
I feel physically safe at school.	7
I feel emotionally safe at school.	7

## Certified Staff - By Ethnicity Asian

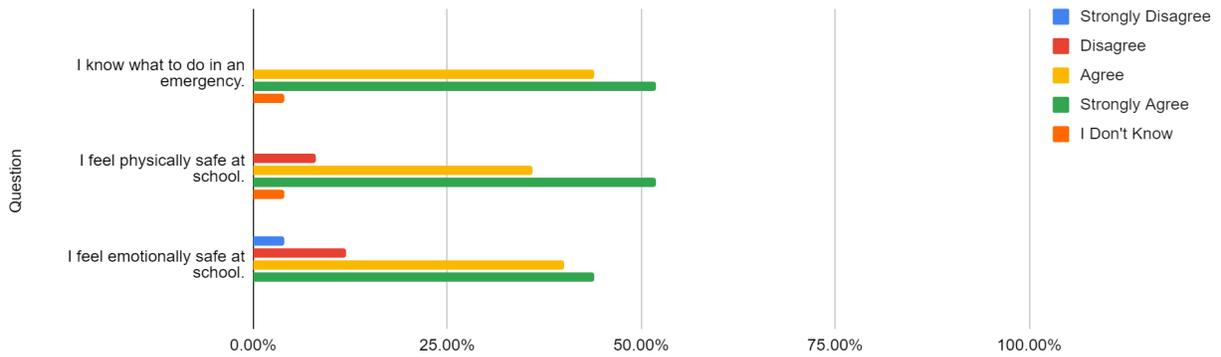
# At your school...



Asian: At your school...	Total Responses
I know what to do in an emergency.	11
I feel physically safe at school.	11
I feel emotionally safe at school.	11

## Certified Staff - By Ethnicity Black/African American

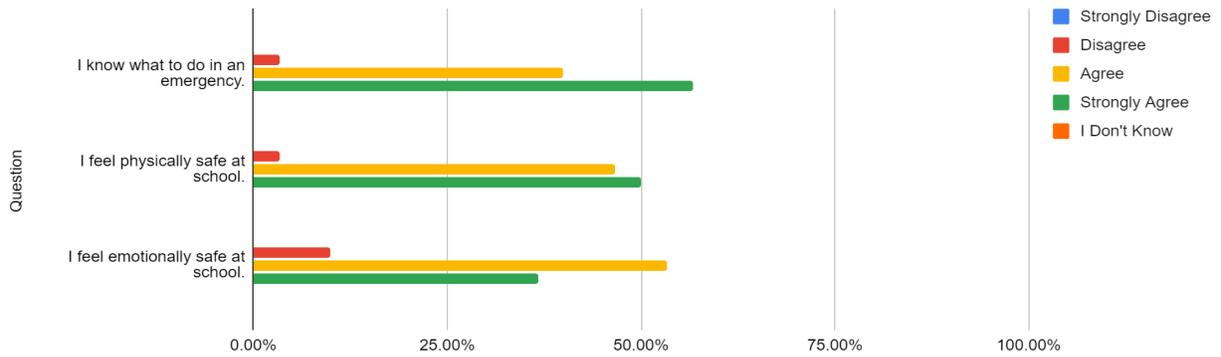
# At your school...



<b>Black/African American: At your school...</b>	<b>Total Responses</b>
<b>I know what to do in an emergency.</b>	<b>25</b>
<b>I feel physically safe at school.</b>	<b>25</b>
<b>I feel emotionally safe at school.</b>	<b>25</b>

## Certified Staff - By Ethnicity Hispanic/Latino

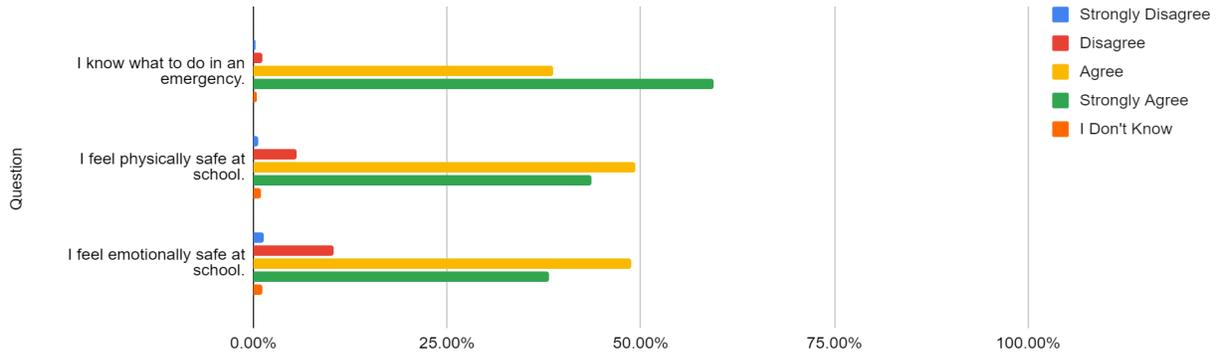
# At your school...



Hispanic/Latino: At your school...	Total Responses
I know what to do in an emergency.	30
I feel physically safe at school.	30
I feel emotionally safe at school.	30

## Certified Staff - By Ethnicity White

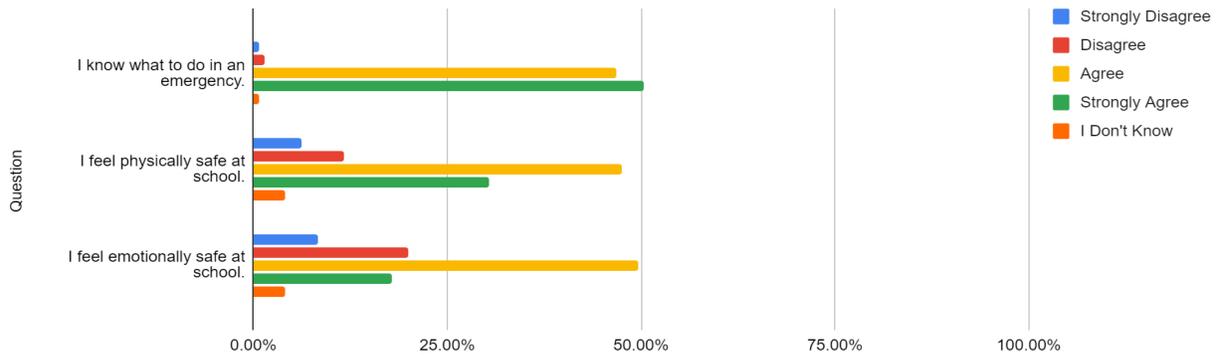
# At your school...



White: At your school...	Total Responses
I know what to do in an emergency.	979
I feel physically safe at school.	979
I feel emotionally safe at school.	978

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

**At your school...**



<b>Prefer not to respond: At your school...</b>	<b>Total Responses</b>
<b>I know what to do in an emergency.</b>	<b>145</b>
<b>I feel physically safe at school.</b>	<b>145</b>
<b>I feel emotionally safe at school.</b>	<b>145</b>

## **Key Takeaway:**

### Certified Staff Responses on 2024 Spring Perception Survey:

Although the responses are generally positive, according to staff the most important issues to address are fairness and consistency across teachers which is consistent with previous years.