

**Table One - Student Safety and Inclusive Learning Environment
Overview of Data - LSD Strategic Planning Community and Staff Input**

Table One represents a review of responses collected during Community Input Sessions where participants responded to key questions about their impressions of the school district. The responses allowed the Michigan State University (MSU) planning team to identify broad categories to which the input could be assigned. The table’s purpose is to, 1) Name the categories and use them as tools to organize the responses, 2) provide participant responses to **TWO** key questions, and 3) summarize those responses as data the sub-committees will use to facilitate planning. **Information in this table will assist sub-committees in making decisions about Strategic planning goals, objectives and success indicators.**

The two questions posed at community input sessions are, “What are your hopes for the district?” and “What do you think we need to change about the district?” The color of text identifies the community venue where the comment was made. Please see the color key in each table.

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Student Safety and Inclusive Learning Environment – This section includes comments on the district and schools’ role in Enlisting students in creating safe and positive learning environments, attending to mental health, celebrating diversity and inclusion, and enacting fair and equitable discipline.

The diagram below is a key that indicates the location where a comment was made:

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff
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Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
53 total responses	<p>Positive and Safe Learning Environments (PSLE)</p> <ul style="list-style-type: none"> ● <i>Student safety at heart - needs of students drive the work of the Office of School Culture. (PSLE)</i> ● <i>Increase of positive culture (PSLE)</i> ● <i>Create schools where parents, teachers and students are happy to go (PSLE)</i> ● <i>Safe and secure outside spaces for kids (PSLE)</i> ● <i>Need public safety or security at all schools</i> <p>Fair and Equitable Student Discipline (FESD)</p> <ul style="list-style-type: none"> ● <i>Help with culture and behavior with students; Taking away recess doesn’t necessarily solve behavioral issues. (FESD)</i> ● <i>Suspensions to in-school or Saturday (FESD)</i> 	<p>What supports can be put in place to promote student safety?</p> <p>How can the school promote an inclusive environment?</p> <p align="center">NOTES/COMMENTS</p>

Student Safety and Inclusive Learning Environment (Continued) – This section includes comments on the district and schools’ role in enlisting students in creating safe and positive learning environments, attending to mental health, celebrating diversity and inclusion, and enacting fair and equitable discipline.

The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>53 total responses</p>	<p>Fair and Equitable Student Discipline (FESD) (Continued)</p> <ul style="list-style-type: none"> ● <i>Consistent discipline district wide (accountability for ALL) (FESD)</i> ● <i>Consistent and appropriate discipline consequences and documentation/flowchart (FESD)</i> ● <i>More and better bullying intervention (FESD)</i> ● <i>Consistent policies that are equitable (Suspension, dress code) (FESD)</i> <p>Ensure support for mental health (MHS)</p> <ul style="list-style-type: none"> ● <i>More emphasis on mental health and access to these services. (MHS)</i> ● <i>Mental health professionals for staff and students (MHS)</i> ● <i>Group and individual therapy for students (i.e. Grief groups) (MHS)</i> ● <i>More collaboration with Community Mental Health and other service providers (MHS)</i> <p>Celebration of Diversity and Inclusion (CDI)</p> <ul style="list-style-type: none"> ● <i>Focus on more inclusion in our schools (CDI)</i> ● <i>More student voice (CDI)</i> ● <i>DEI and Justice (CDI)</i> 	<p>What supports can be put in place to promote student safety?</p> <p>How can the school promote an inclusive environment?</p> <p>NOTES/COMMENTS</p>

Diversity, Equity and Inclusion

Equity as the Priority and Diversity an Asset

Overview of Data - LSD Strategic Planning Community and Staff Input

This section’s reference to Diversity Equity and Inclusion is not envisioned as the instrument of any one Sub-committee. Rather, it is intended as a tool to assist each of the five sub-committees in ensuring that goals, objectives and success indicators created during the strategic planning process meet the standards set by the Lansing School District’s Systemic Equity Review. It is, as well, a reminder that Diversity, Equity and Inclusion are core values and requirements of every facet of district planning and execution. As such, it is incumbent upon each of the sub-committees to, “. . .explore [and adhere to] the central elements of culturally responsive and sustaining education.” (Systemic Equity Review of Lansing Public Schools, p. 8)

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Equity as the Priority and Diversity an Asset- *“Equity is the removal of systemic barriers and the creation of policies, practices, and cultures that achieve fairness, justice, and liberation for marginalized students, families, community members and educators in our educational system.”*

The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	<p>Increase Staff Diversity (ISD)</p> <ul style="list-style-type: none"> ● <i>More diverse staffing (ISD)</i> ● <i>Increase minority staff in district (ISD)</i> ● <i>Diversity of staff (ISD)</i> ● <i>More representation in staffing (ISD)</i> ● <i>Provide classrooms for DIAF staff within school buildings! (ISD)</i> <p>Cultural and racial representation in staff/ education ranks</p>	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from:</p>

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Equity as the Priority and Diversity an Asset- *"Equity is the removal of systemic barriers and the creation of policies, practices, and cultures that achieve fairness, justice, and liberation for marginalized students, families, community members and educators in our educational system."*

The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	<p>Increase Diversity of Instructional Materials (IDIM)</p> <ul style="list-style-type: none"> ● <i>Improve representation in our school programs</i> ● <i>Equitable text that represents students culturally (speaks to the "cultural other") (IDIM)</i> ● <i>Library that represents diverse cultures and people (IDIM)</i> <p>Teach Values of Diversity and Inclusion (TVDI)</p> <ul style="list-style-type: none"> ● <i>More cultural awareness</i> ● <i>Diversity, Equity, Inclusion and Justice infused in all aspects of the district (TVDI)</i> ● <i>All students learning to respect and love other cultures (TVDI)</i> ● <i>Students learn about underrepresented histories of women, minorities and other countries (TVDI)</i> ● <i>Families to feel welcome to come here (Choose Lansing)</i> <p>Funding Equity (FE)</p> <p>Implement Equity Audit (IEA)</p> <ul style="list-style-type: none"> ● <i>Equity audit needs to be taken very seriously and steps implemented as soon as possible (IEA)</i> ● <i>Equity audit actually being implemented (IEA)</i> 	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from: "Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022</p>

- *Equity becoming more of a reality*
- *Build on the Equity Audit and report (IEA)*

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The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>44 total responses</p>	<p>Other</p> <ul style="list-style-type: none"> • <i>Even more inclusive (LGBTQ+)</i> • <i>Diversity can be overwhelming, but can be tough in such a large district</i> 	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from: “Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization,” Kratz and Young, 2022</p>

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: Student Safety and Inclusive Learning Environments
Hopes and Desired Changes

The table starting on the next page represents a review of the open-ended responses collected from the student, family, community member, and staff surveys. The responses allowed the Michigan State University (MSU) planning team to identify broad categories to which open-ended responses could be assigned. The table's purpose is to, 1) Name the categories and use them as tools to organize the responses, 2) provide participant responses to **TWO** key questions, and 3) summarize those responses as data the sub-committees will use to facilitate planning.

Information in this table will assist sub-committees in making decisions about strategic planning goals, objectives and success indicators.

The two questions posed in the four surveys (student, family, community member, staff) include: "What are your hopes for the district?" and "What do you think we need to change about the district?" The color of text identifies the source of the comment. Please see the color key in each table.

CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

Student Safety and Inclusive Learning Environment – This section includes comments on the district and schools’ role in enlisting students in creating safe and positive learning environments, attending to mental health, celebrating diversity and inclusion, and enacting fair and equitable discipline.

The diagram below is a key that indicates the source (e.g., student, family, community member, staff survey) of the comment:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
583 total responses Student: 390 Family: 55 Comm.: 0 Staff: 138	<p>Positive and Safe Learning Environments (PSLE)</p> <p><i>Bullying and fighting needs to change It's crazy and sometimes</i></p> <p><i>[We need] better discipline for unruly, destructive children who constantly interrupt others from learning or keep others from participating in activities. Also, those who create an unsafe atmosphere.</i></p> <p><i>In several cases it has seemed that students are not held responsible for threatening or demeaning behavior towards students and teachers. Fights are rampant, as are students verbally berating teachers in class and in the hallways, and in some instances, administration does not seem to follow up</i></p>	<p>What supports can be put in place to promote student safety?</p> <p>How can the school promote an inclusive environment?</p>

CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

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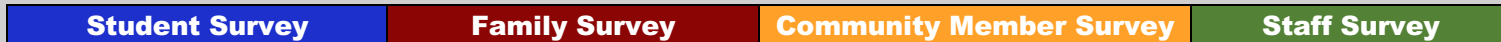


Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>583 total responses</p> <p>Student: 390</p> <p>Family: 55</p> <p>Comm.: 0</p> <p>Staff: 138</p>	<p>Fair and Equitable Student Discipline (FESD), CONT...</p> <p><i>All the fights and rules like there’s different rules every day. I arrive at school or they added something to the list once I "break" the rule.</i></p> <p><i>I have significant safety concerns for my child. Bullying seems to go unchecked for the sake of keeping the bully in class, making it unfair for their multiple targets.</i></p> <p><i>[We need] more support for the teachers and family events. Classroom behavior has gotten wild this year and teaches didn't have the support they needed. Need counselors in the schools, not cops.</i></p> <p><i>[We need] a form of student discipline other than suspension. Students need consequences of actions that do not pull them out of the classes they are already failing.</i></p>	<p>What supports can be put in place to promote student safety?</p> <p>How can the school promote an inclusive environment?</p>

CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

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<p>583 total responses</p> <p>Student: 390</p> <p>Family: 55</p> <p>Comm.: 0</p> <p>Staff: 138</p>	<p>Ensure support for mental health (MHS) <i>Focus more on students’ mental health.</i></p> <p><i>Pay attention to students with their mental health more instead of assuming they are lazy</i></p> <p><i>We need programs for students with mental health issues and issues related to trauma.</i></p> <p>Celebration of Diversity and Inclusion (CDI) <i>I feel that teachers, students, public safety, and staff need to start respecting others with disabilities, different skin colors, certain religions, and more.</i></p> <p><i>[We need] support for gender expansive youth (including better follow through with anti-bullying policies)</i></p> <p><i>How we view and discuss racial issues among staff. Staff are very disinterested in discussing racial issues. Discussing racial issues always seems like it stresses staff out.</i></p>	<p>What supports can be put in place to promote student safety?</p> <p>How can the school promote an inclusive environment?</p>
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Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: Student Safety and Inclusive Learning Environments
Going Well

The table on the next page represents a review of the open-ended responses collected from the student, family, community member, and staff surveys. The responses allowed the Michigan State University (MSU) planning team to identify broad categories to which open-ended responses could be assigned. The table's purpose is to, 1) Name the categories and use them as tools to organize the responses, 2) provide participant responses to **what is going well in the district.**

WHAT IS GOING WELL – OPEN ENDED RESPONSES

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The diagram below is a key that indicates the source (e.g., student, family, community member, staff survey) of the comment:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>Total responses 160</p> <p>Student: 117</p> <p>Family: 13</p> <p>Comm.: 0</p> <p>Staff: 30</p>	<p>Positive and Safe Learning Environments (PSLE)</p> <p><i>I think that our school is doing a good job of trying to fix things (Fights, bullying, drugs, weed, vaping, etc).</i></p> <p><i>I appreciate that my children haven't talked about bullying and they see it as rare.</i></p> <p><i>I'm excited about some of the new changes being made to help provide a safer learning environment.</i></p> <p><i>Improved safe climate: less fights and other drama at Sexton this year 2021- 2022. Thank you.</i></p>	<p>What supports can be put in place to promote student safety?</p> <p>How can the school promote an inclusive environment?</p>

TABLE 2 – WHAT IS WORKING WELL – OPEN ENDED RESPONSES

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Open-Ended Responses from the Student, Family, Community, and Staff Survey
Equity as a Priority and Diversity as an Asset
Hopes and Desired Changes

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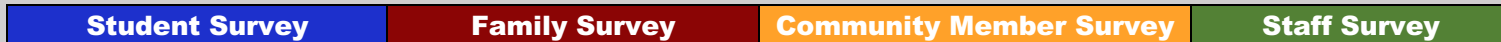
Information in this table will assist sub-committees in making decisions about strategic planning goals, objectives and success indicators.

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TABLE 1 - CHANGES AND HOPES FOR THE FUTURE – OPEN ENDED RESPONSES

Equity as the Priority and Diversity an Asset- *“Equity is the removal of systemic barriers and the creation of policies, practices, and cultures that achieve fairness, justice, and liberation for marginalized students, families, community members and educators in our educational system.”*

The diagram below is a key that indicates the source (e.g., student, family, community member, staff survey) of the comment:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>96 Total Responses</p> <p>Students: 69</p> <p>Family: 10</p> <p>Comm. 0</p> <p>Staff: 17</p>	<p>Increase Staff Diversity (ISD)</p> <p><i>Hiring of full time, qualified, experienced and professional African American men school support advocates to consistently offer support and guidance to all students especially those who are at-risk</i></p> <p>Increase Diversity of Instructional Materials (IDIM)</p> <p><i>inclusivity in the curriculum.</i></p> <p><i>More LGBTQ and women’s rights lessons</i></p> <p>Teach Values of Diversity and Inclusion (TVDI)</p> <p><i>I feel that teachers, students, public safety, and staff need to start respecting others with disabilities, different skin colors, certain religions, and more.</i></p> <p><i>How we view and discuss racial issues among staff. Staff are very disinterested in discussing racial issues. Discussing racial issues always seems like it stresses staff out. We need some Black diversity specialist to address staff, not someone from admin.</i></p>	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from: <i>“Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization,” Kratz and Young, 2022</i></p>