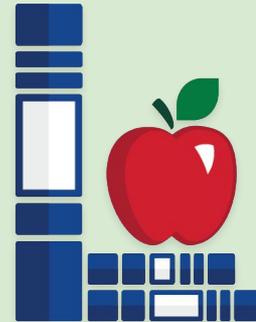


School Resource Officer Program, School Perception, and Discipline Data Report

2024-25 School Year



Lincoln Public Schools

Background

Lincoln Public Schools (LPS) and the city of Lincoln (City) share the goal of promoting school safety which is an essential element of a positive and safe school climate.

Building that environment includes

- Building positive relationships with students and families,
- Minimizing the loss of instruction time,
- Providing proactive instruction for positive behaviors,
- Offering a wide range of student supports,
- Focusing on de-escalating conflicts and negative behaviors,
- Engaging in only developmentally appropriate and fair processes,
- Assigning developmentally appropriate and fair consequences, and
- Utilizing those consequences and supports to address the root causes of misbehavior

Background

LPS and LPD successfully partner in the SRO program through their specific roles in providing a positive and safe school environment by:

- LPS administrators responding to students when they are reported for violating school rules.
- School staff relying on school administrators to serve as the most skilled individuals to determine which issues should be referred to school resource officers.
- School resource officers responding to students when they are reported for violating the law.
- The SRO team joining students parents, behavioral health professionals, and the community as partners in a collaborative effort.

Background: 6 main goals

In 2018, in a memorandum of understanding, the city of Lincoln and Lincoln Public Schools agreed to six-goals for the SRO program:

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
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.

History of the Annual SRO Report

- Memorandum of Understanding requires:
 - Report sharing measuring progress toward the six SRO program goals - shared with the city of Lincoln, Lincoln Public Schools, and to the extent possible, make it available online.
 - Annual review by 2020 created by the Safe and Successful Kids Interlocal Board which includes community stakeholders as part of the regular review of the program goals and relevant data.
 - Requirement for LPD and LPS to use the results of annual review to make modifications as necessary to accomplish the stated SRO program goals

History of the Annual SRO Report

To accomplish the process of creating the annual review, the interlocal board established an evaluation process that was

- Created through *involvement with community members
- Conceptualized during a *meeting open to the community.
- Created to measure progress toward the six SRO goals, along with other relevant data, and
- Developed to serve as an annual review to be presented to the Safe and Successful Kids Interlocal Board in partial fulfillment of the required annual report.

**November 8, 2018 at Schoo Middle School*

Guiding Questions for the Presentation

In striving to fulfill our purpose, we invite reflection on the following key questions to frame our thinking:

- *Is the SRO program improving the safety of our schools?*
- *Is the SRO program elevating student discipline issues to law enforcement matters—and ultimately contributing to a school-to-prison pipeline?*
- *Is there evidence that our ongoing TRAINING for LPS and LPD is demonstrating incremental growth and improvements?*

The Annual SRO Report

To fulfill its purpose, this report includes:

- Data measuring the SRO program in schools,
- Perception data from parents, staff, and students measuring thoughts about their experience with SROs, and
- Discipline data regarding suspension of LPS students.

This report is presented publicly, live online, recorded online, and in three report formats online.

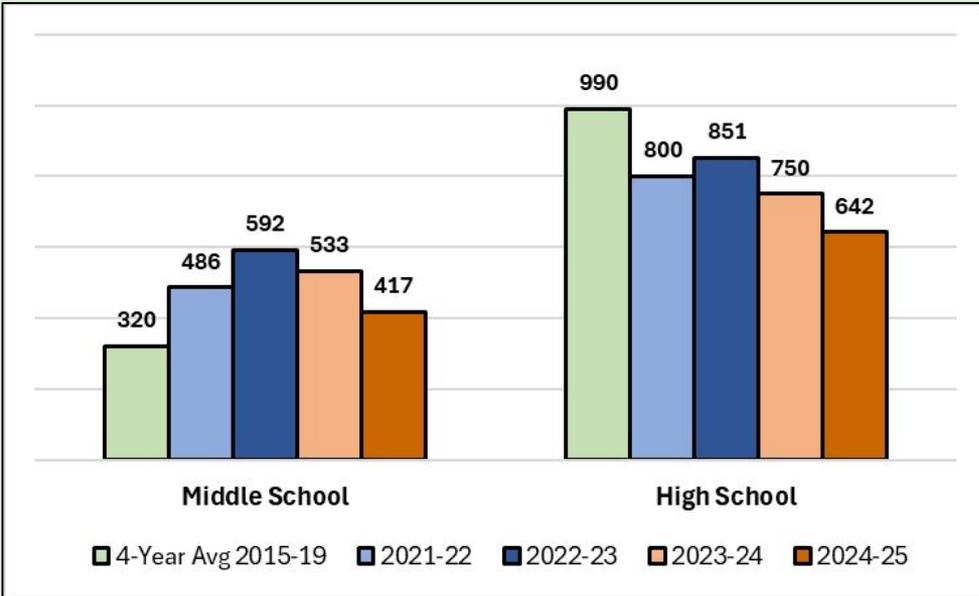
Visit us online at <https://app.lincoln.ne.gov/city/sskib/>

Lincoln Police Department Data

Calls for Service (CFS)

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

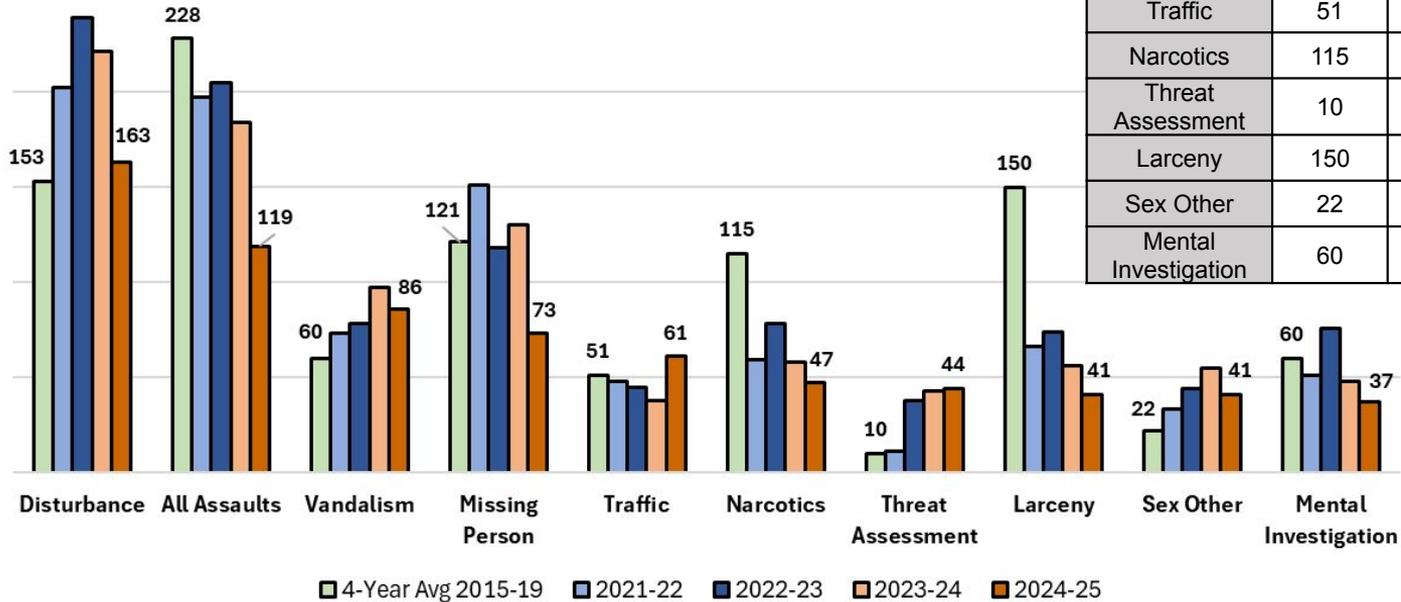
2019-20 and 2020-21 were not included in this section of the report due to the impact of the pandemic.



Calls for Service (CFS)	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Middle School	320	486	592	533	417	30%
High School	990	800	851	750	642	- 35%
Total	1310	1286	1443	1283	1059	- 19%

Middle and High Schools: Top 10 Calls for Service (CFS)

Top 10 CFS represent **67%** of all CFS in 2024-25



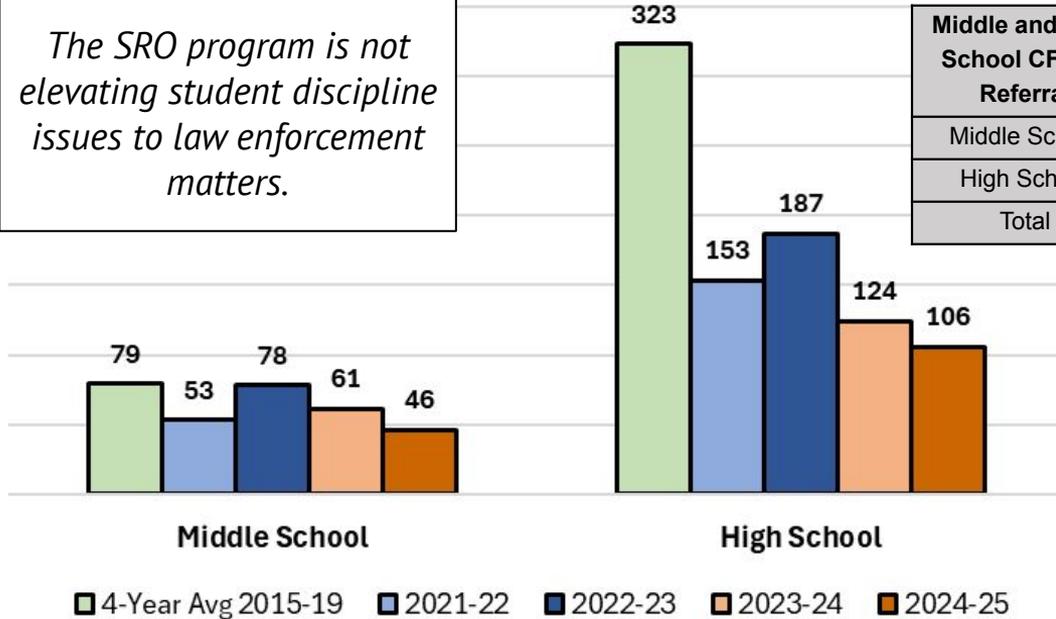
Middle and High Schools: Top 10 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Disturbance	153	202	239	221	163	7%
All Assaults	228	197	205	184	119	-48%
Vandalism	60	73	78	97	86	43%
Missing Person	121	151	118	130	73	-40%
Traffic	51	48	45	38	61	20%
Narcotics	115	59	78	58	47	-59%
Threat Assessment	10	11	38	43	44	340%
Larceny	150	66	74	56	41	-73%
Sex Other	22	33	44	55	41	86%
Mental Investigation	60	51	76	48	37	-38%

Calls for Service with Referrals

In 2024-25, **152** CFS at LPS schools resulted in a citation or juvenile referral compared to the 4-year average of **402**, a **62%** decrease.

14% of CFS resulted in a referral compared to the 4-year average of **31%**.

The SRO program is not elevating student discipline issues to law enforcement matters.

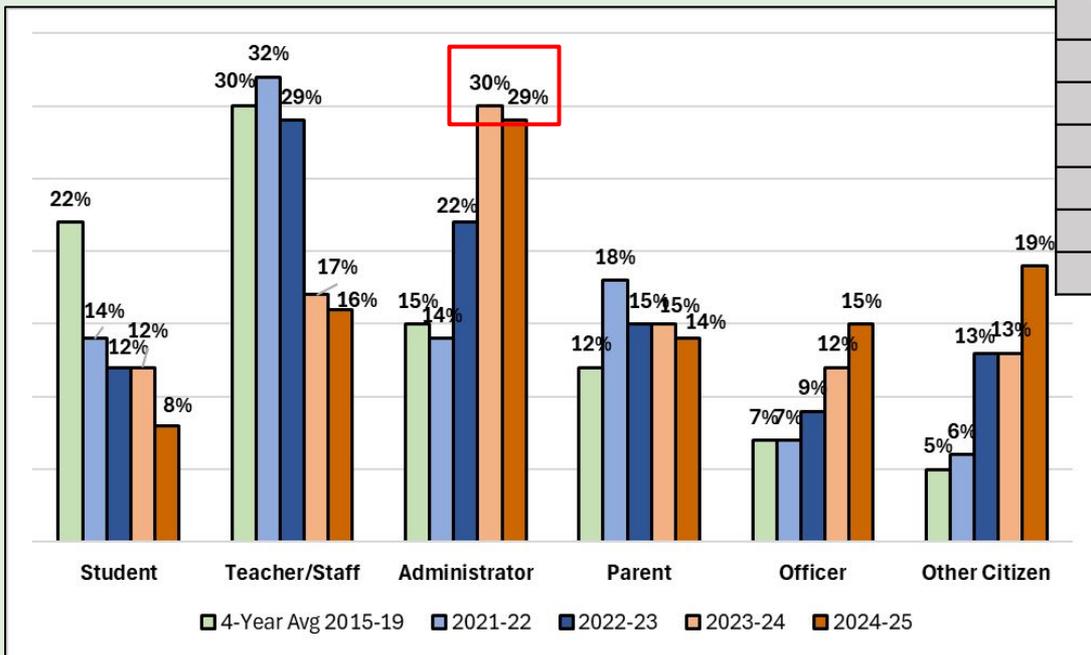


Middle and High School CFS w/ Referral	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Middle School	79	53	78	61	46	-42%
High School	323	153	187	124	106	-67%
Total	402	206	265	185	152	-62%

Referral/CFS %	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Middle School	25%	11%	13%	11%	11%
High School	33%	19%	22%	17%	17%
LPS ALL	31%	16%	18%	14%	14%

Who Initiated CFS?

Historically, Teachers/Staff initiated the highest percentage of CFS, however, that changed in 2023-24 and continued in 2024-25 as **Administrators** initiated the highest percentage of CFS.



Middle and High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Student	22%	14%	12%	12%	8%
Teacher/Staff	30%	32%	29%	17%	16%
Administrator	15%	14%	22%	30%	29%
Parent	12%	18%	15%	15%	14%
Officer	7%	7%	9%	12%	15%
Other Citizen	5%	6%	13%	13%	19%

*In 2022-23, the “Unknown” and “Other” categories were combined into “Other Citizen.” The Unknown category is no longer included in this report.

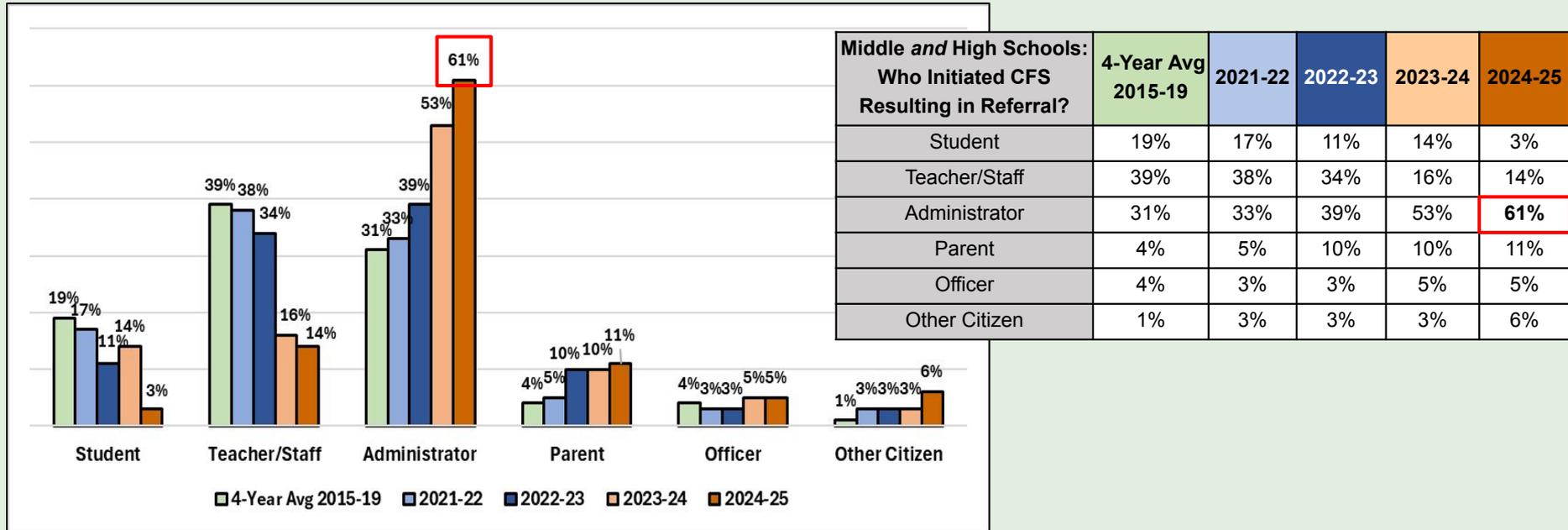
This is the desired outcome of ongoing training for SROs and administrators.

Who Initiated CFS that Resulted in a Referral?

Administrators initiated the highest percentage of CFS that resulted in a referral (61%).

In 2024-25, SROs or other officers initiated 5% of CFS that resulted in a referral.

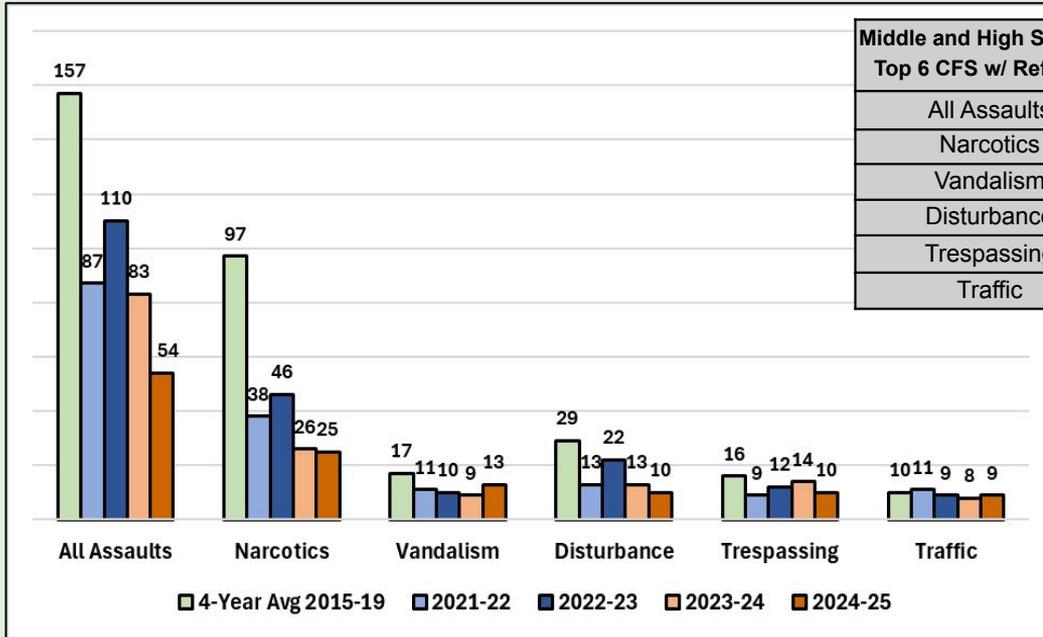
95% of CFS that resulted in a referral were initiated by a party other than law enforcement.



Types of Incidents that Resulted in a Referral

In 2024-25, Assaults, Narcotics, Vandalism, Disturbances, Trespassing and Traffic made up 81% of CFS that resulted in a referral or citation.

There was reduction in CFS with referrals in 2024-25 for these incident types compared to the 4-year average.



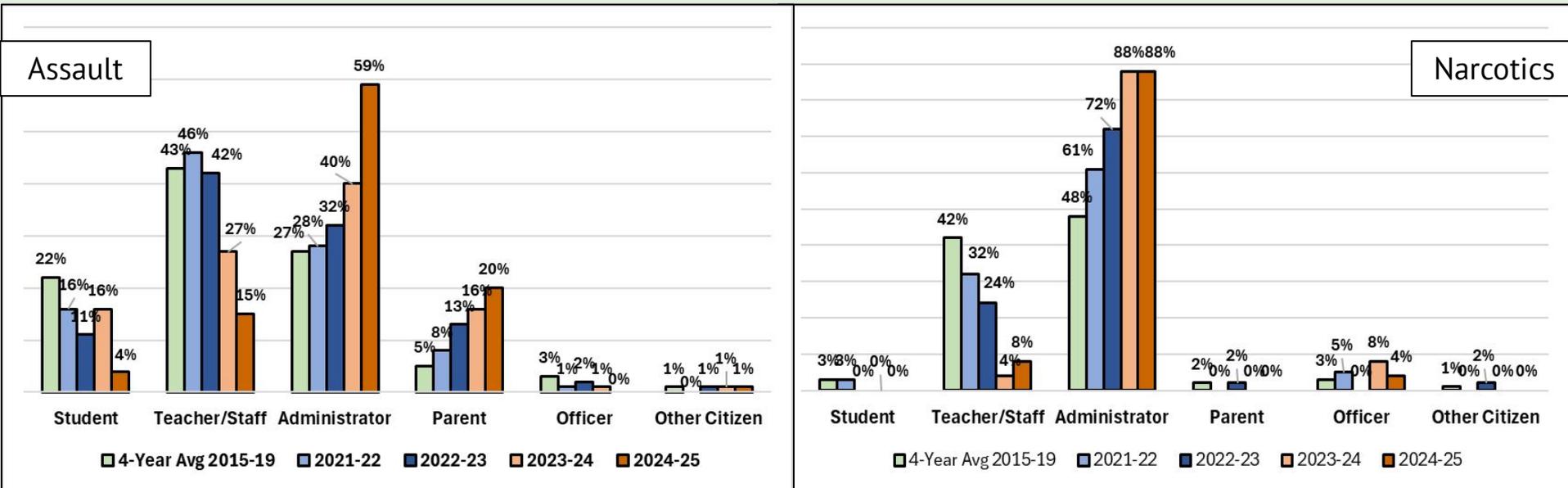
Middle and High Schools: Top 6 CFS w/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
All Assaults	157	87	110	83	54	- 66%
Narcotics	97	38	46	26	25	- 74%
Vandalism	17	11	10	9	13	- 24%
Disturbance	29	13	22	13	10	- 67%
Trespassing	16	9	12	14	10	- 38%
Traffic	10	11	9	8	9	- 10%

Of these Top 6 CFS that resulted in a referral (121)

- Teachers/Staff and Administrators initiated 78% (94).
- SROs initiated 6% (7).

Who Initiated Assault and Narcotics Referrals?

In 2024-25, Administrators initiated 59% of Assault and 88% of Narcotics CFS that resulted in a referral. SROs initiated 0% of Assault and 4% of Narcotics.



Notification of Administration

In 2024-25, Administrators were notified during 85% of all CFS resulting in a referral or citation. There were 23 CFS (15%) resulting in a referral or citation where it is unknown if an administrator was notified.

Who Initiated CFS?	Administrator Notified	Notification Unknown
Student	3	2
Teacher/Staff	12	9
Administrator	92	0
Parent	13	4
Officer	5	3
Other Citizen	4	5
Total	129 (85%)	23 (15%)

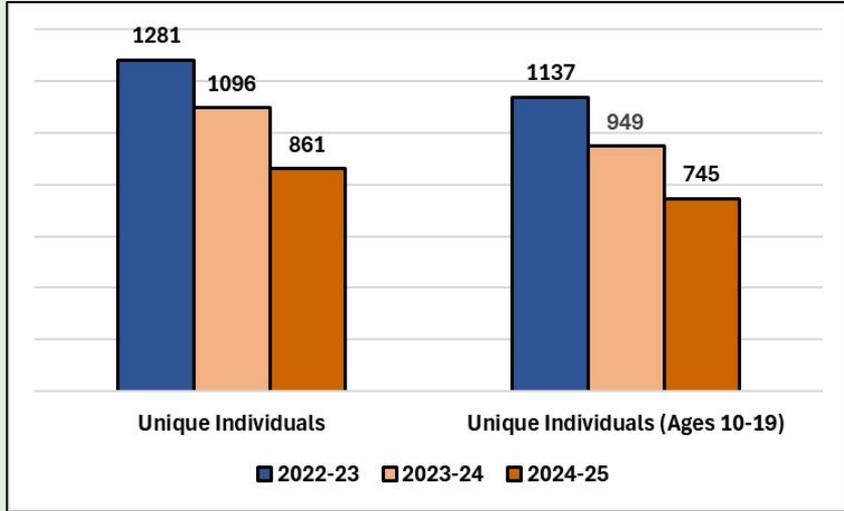


Occurred at 12 different schools
 12 handled by an officer other than an SRO
 4 occurred after school hours
 4 were issued to an adult

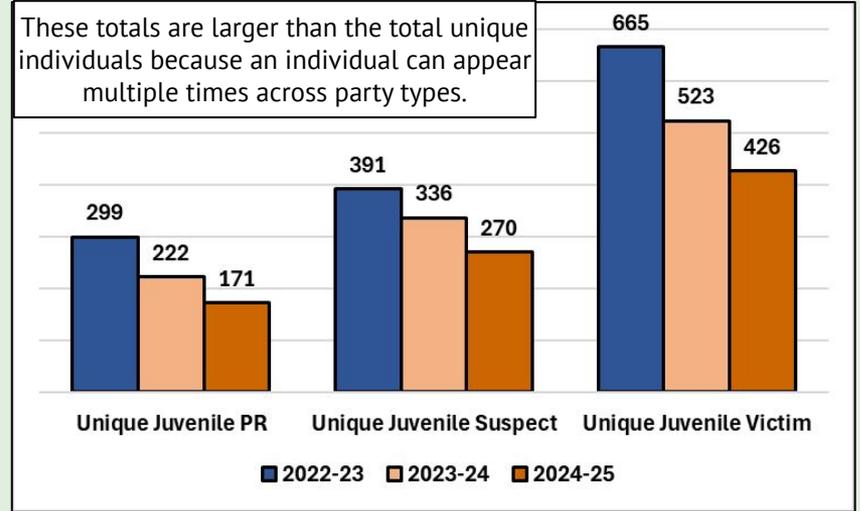
CFS Type	Total
All Assaults	8
Traffic	7
Narcotics	2
Weapon	1
Vandalism	1
Missing Person	1
Larceny	1
Trespassing	1
Other	1
Total	23

Persons Analysis

In 2022-23 a coding change was made to more accurately capture the number of students receiving referrals. This was continued in 2023-24 and 2024-25.



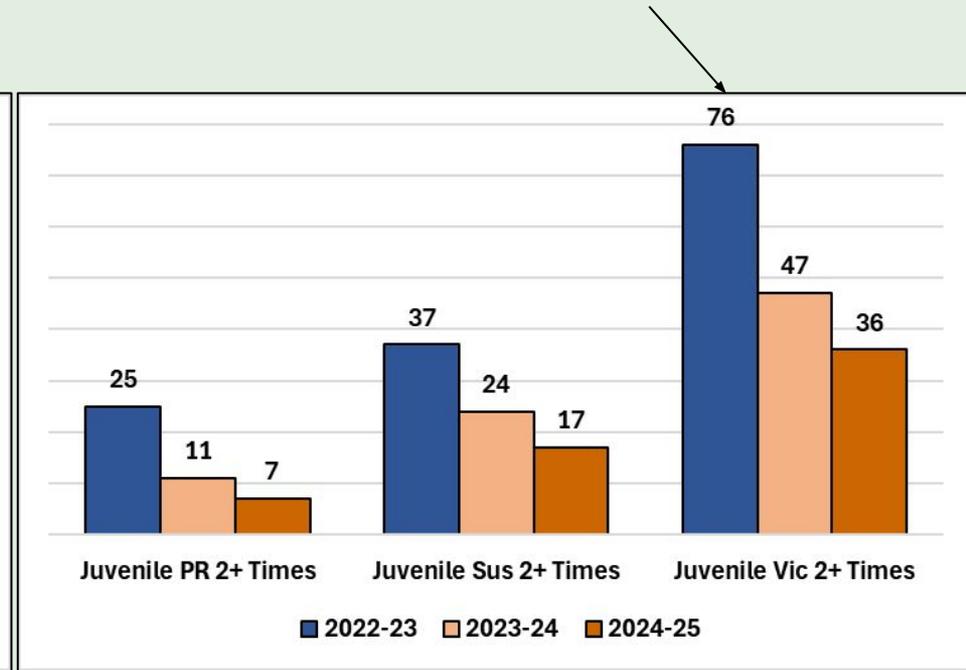
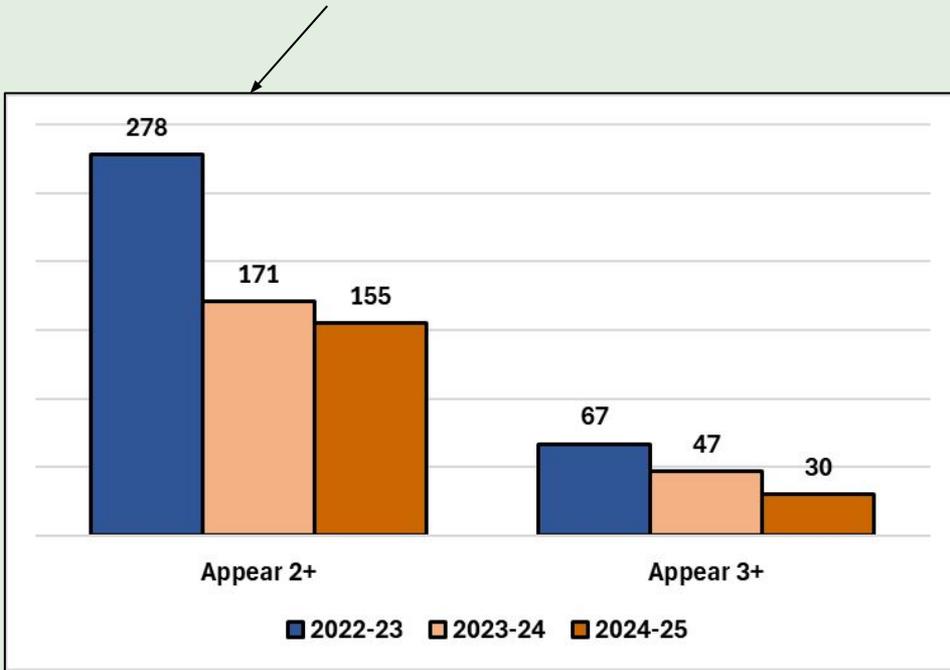
Persons	2022-23	2023-24	2024-25
Unique Individuals	1281	1096	861
Unique Individuals (Ages 10-19)	1137	949	745



Ages 10-19	2022-23	2023-24	2024-25
Unique Juvenile PR	299	222	171
Unique Juvenile Suspect	391	336	270
Unique Juvenile Victim	665	523	426

Persons Analysis Continued

To answer the question of repeated contacts we looked at how many juvenile individuals appeared in the CFS more than once as any party type and how many juvenile individuals appear in the CFS more than once as the same party type.



Middle and High School Student Populations

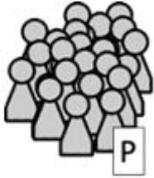
The race/ethnicity information was identified by the LPS student information system and derived from the US Census demographic categories.

LPS Student Population	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	2024-25 LPS Middle and High School	2024-25 Middle School	2024-25 High School
White	13943	5804	8139	13767	5693	8074	13850	5682	8168
African American	1591	690	901	1614	681	933	1701	693	1008
Asian	1028	413	615	1011	425	586	1066	461	605
Hispanic	3496	1447	2049	3617	1429	2188	3787	1481	2306
Native American	150	64	86	138	55	83	136	50	86
Two or More	1998	895	1103	2014	873	1141	2092	876	1216
ELL	880	279	601	1002	321	681	1349	482	867
Free/Reduced Lunch	10064	4535	5529	10602	4559	6043	9654	4034	5620
Special Education	3364	1597	1767	3292	1530	1762	3246	1457	1789
All Students	22224	9319	12905	22178	9162	13016	22652	9251	13401

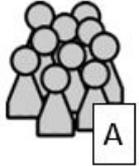
*These race/ethnicity categories are imperfect and may not align with the ways people represent their own ethnic and racial backgrounds. The US Census demographic categories are commonly used in educational reports.

Disparity Index Defined

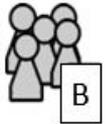
- Disparity Index: A measure of over or underrepresentation in a particular category.
 - A disparity index **over 1.0** = Overrepresentation
 - A disparity index **under 1.0** = Underrepresentation
 - A disparity index **of 1.0** = Equitable Representation



10,000 students in the overall population.
On average, **10%** of students were absent over 5 times.



2,000 students in “Group A” demographic group.
200 were absent over 5 times = **10%**



1,000 students in “Group B” demographic group.
200 were absent over 5 times = **20%**

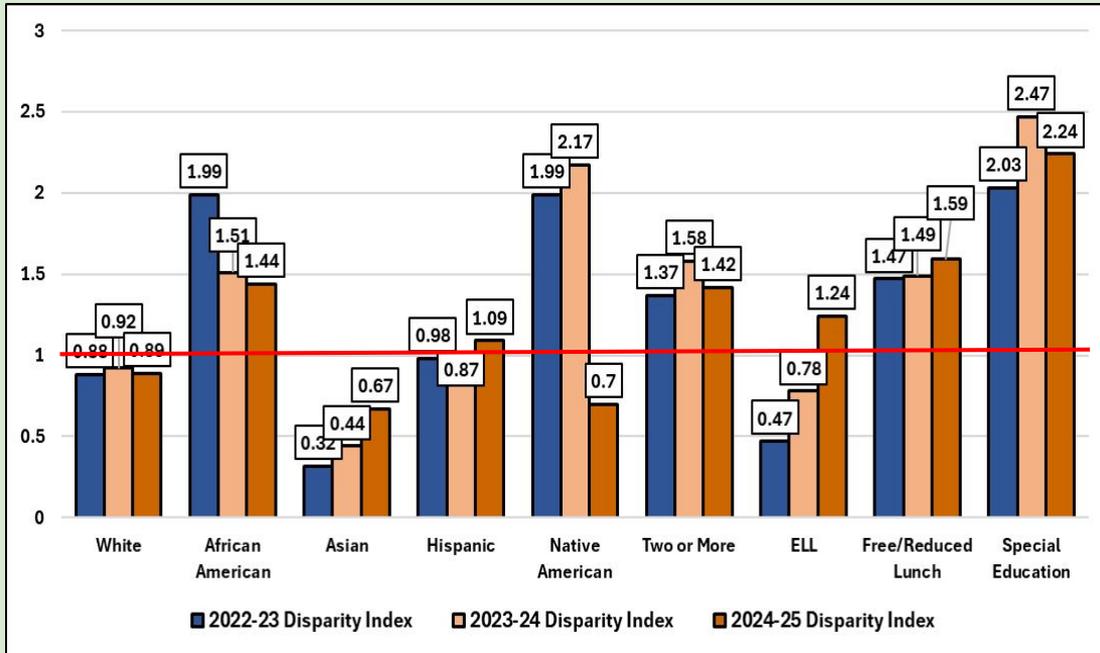
10% versus 20%

Students in Group A had an equitable representation (index=1.0)

Students in Group B were overrepresented (index=2.0)

Victim Disparity Index: Middle and High School

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

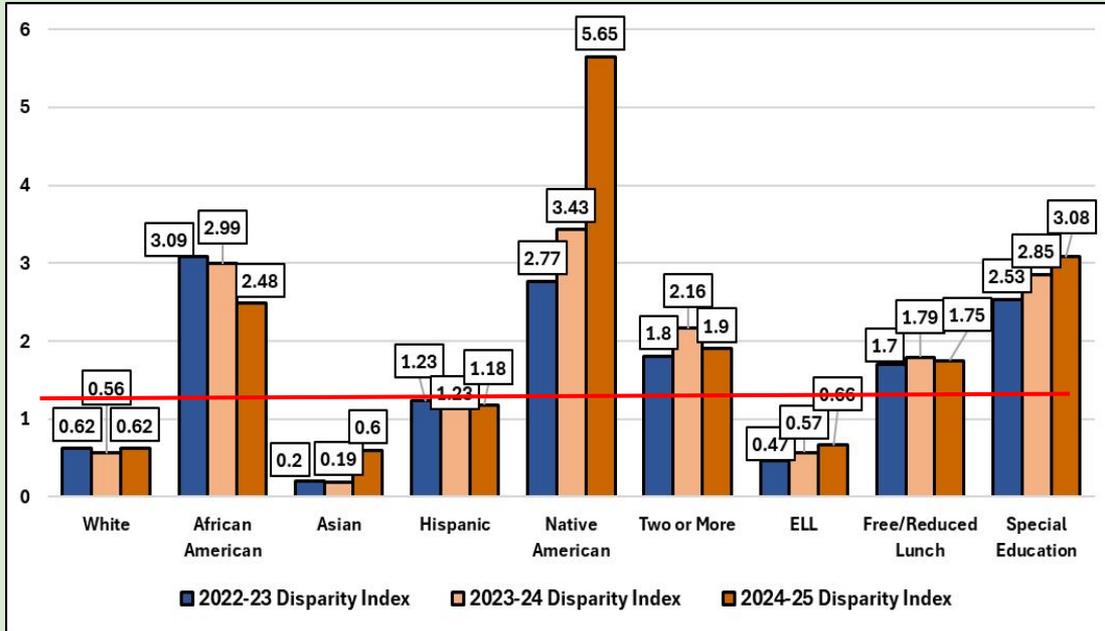


Middle and High School Victim Disparity Index	2022-23 Disparity Index / Number of Students	2023-24 Disparity Index / Number of Students	2024-25 Disparity Index / Number of Students
White	0.88 (409)	0.92 (338)	0.89 (257)
African American	1.99 (106)	1.51 (65)	1.44 (51)
Asian	0.32 (11)	0.44 (12)	0.67 (15)
Hispanic	.98 (115)	.87 (84)	1.09 (86)
Native American	1.99 (10)	2.17 (8)	.7 (2)
Two or More	1.37 (92)	1.58 (85)	1.42 (62)
ELL	0.47 (14)	0.78 (21)	1.24 (35)
Free/Reduced Lunch	1.47 (496)	1.49 (422)	1.59 (320)
Special Education	2.03 (228)	2.47 (217)	2.24 (152)

During a missing person CFS, the missing person is listed as a victim. The overwhelming majority of these cases involve students who willingly abscond and are later located or return home. There were 73 missing person CFS in the 2024-25.

Person Responsible Disparity Index: Middle and High School

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



Middle and High School PR Disparity Index	2022-23 Disparity Index / Number of Students	2023-24 Disparity Index / Number of Students	2024-25 Disparity Index / Number of Students
White	0.62 (125)	0.56 (82)	0.62 (67)
African American	3.09 (71)	2.99 (51)	2.48 (33)
Asian	0.2 (3)	0.19 (2)	0.6 (5)
Hispanic	1.23 (62)	1.23 (47)	1.18 (35)
Native American	2.77 (6)	3.43 (5)	5.65 (6)
Two or More	1.8 (52)	2.16 (46)	1.9 (31)
ELL	0.47 (6)	0.57 (6)	0.66 (7)
Free/Reduced Lunch	1.7 (247)	1.79 (200)	1.75 (132)
Special Education	2.53 (123)	2.85 (99)	3.08 (78)

New: In 2024-25, disparity indices were re-calculated for 2022-23 and 2023-24 to include only Persons Responsible.

Disparity Index Key Takeaway

- As in prior years, African Americans and Two or More, were overrepresented among both victims and persons responsible in 2024-25.
- Native Americans were overrepresented among persons responsible, however it is important to note that small total population numbers can cause the disparity index to vary greatly.

Middle and High School Victim Disparity Index	2022-23 Disparity Index / Number of Students	2023-24 Disparity Index / Number of Students	2024-25 Disparity Index / Number of Students
White	0.88 (409)	0.92 (338)	0.89 (257)
African American	1.99 (106)	1.51 (65)	1.44 (51)
Asian	0.32 (11)	0.44 (12)	0.67 (15)
Hispanic	.98 (115)	.87 (84)	1.09 (86)
Native American	1.99 (10)	2.17 (8)	.7 (2)
Two or More	1.37 (92)	1.58 (85)	1.42 (62)
ELL	0.47 (14)	0.78 (21)	1.24 (35)
Free/Reduced Lunch	1.47 (496)	1.49 (422)	1.59 (320)
Special Education	2.03 (228)	2.47 (217)	2.24 (152)

Middle and High School PR Disparity Index	2022-23 Disparity Index / Number of Students	2023-24 Disparity Index / Number of Students	2024-25 Disparity Index / Number of Students
White	0.62 (125)	0.56 (82)	0.62 (67)
African American	3.09 (71)	2.99 (51)	2.48 (33)
Asian	0.2 (3)	0.19 (2)	0.6 (5)
Hispanic	1.23 (62)	1.23 (47)	1.18 (35)
Native American	2.77 (6)	3.43 (5)	5.65 (6)
Two or More	1.8 (52)	2.16 (46)	1.9 (31)
ELL	0.47 (6)	0.57 (6)	0.66 (7)
Free/Reduced Lunch	1.7 (247)	1.79 (200)	1.75 (132)
Special Education	2.53 (123)	2.85 (99)	3.08 (78)

SRO Specific Information

Complaints:

In 2024-25, LPD investigated four complaints against SROs. Three complaints were classified as exonerated and one resulted in a warning.

Commendations:

In 2024-25, SROs received twelve commendations for a variety of events.

Training:

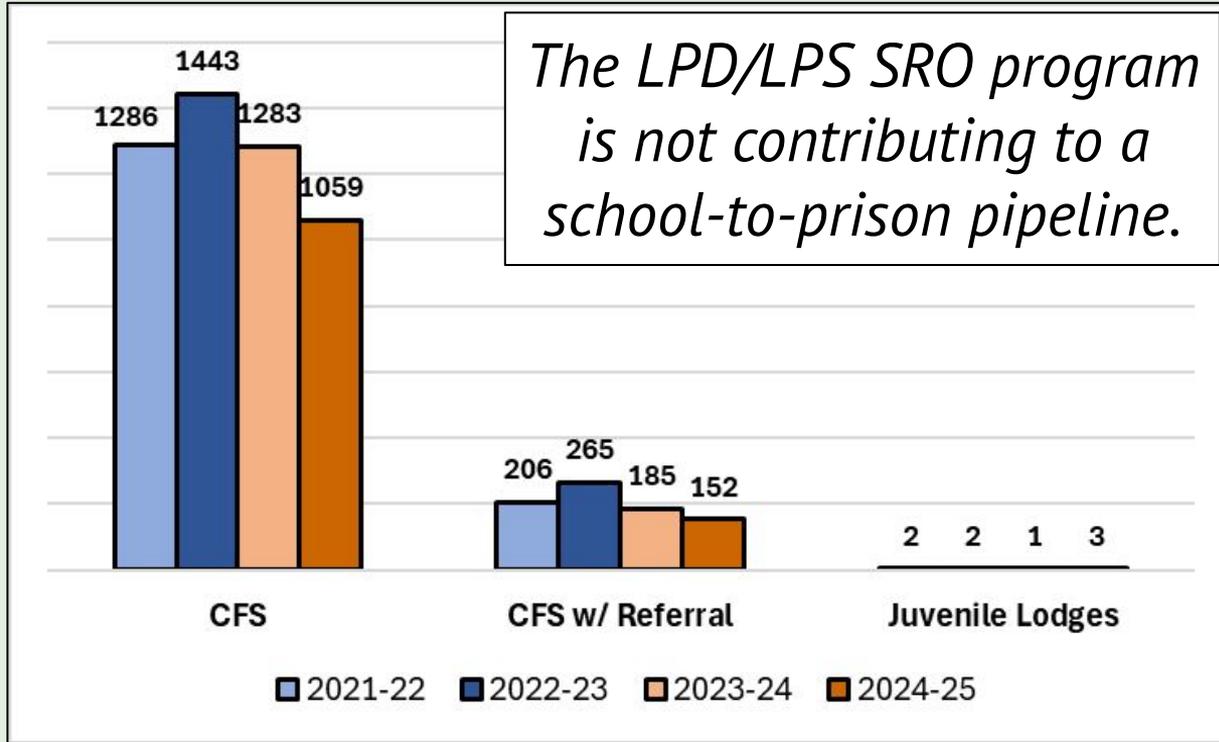
In 2024-25, SROs received an average of approximately **53** hours of training that included a variety of topics related to mental health, de-escalation, unbiased policing, threat assessments, among others.

Presentations:

In 2024-25, SROs conducted presentations on a variety of topics, including Alcohol/DUI, Drug Trends, General Law Enforcement and Internet Safety.

Lodges at Youth Services Center (YSC)

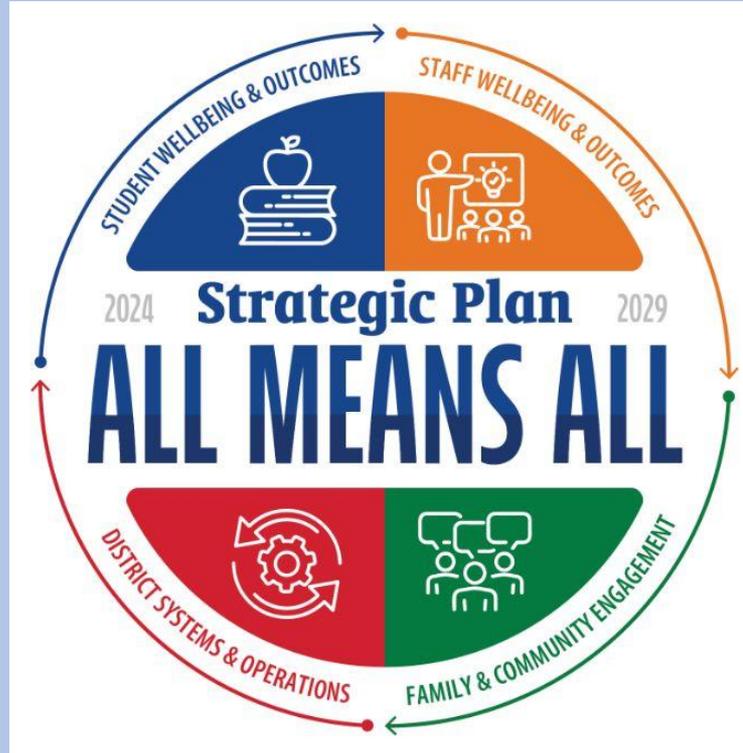
In 2024-25, three students were lodged at the Youth Services Center as a result of one CFS.
.65% of CFS w/referral, .09% of all CFS and .01% of the student population.



Lincoln Public Schools Data

LPS Board of Education

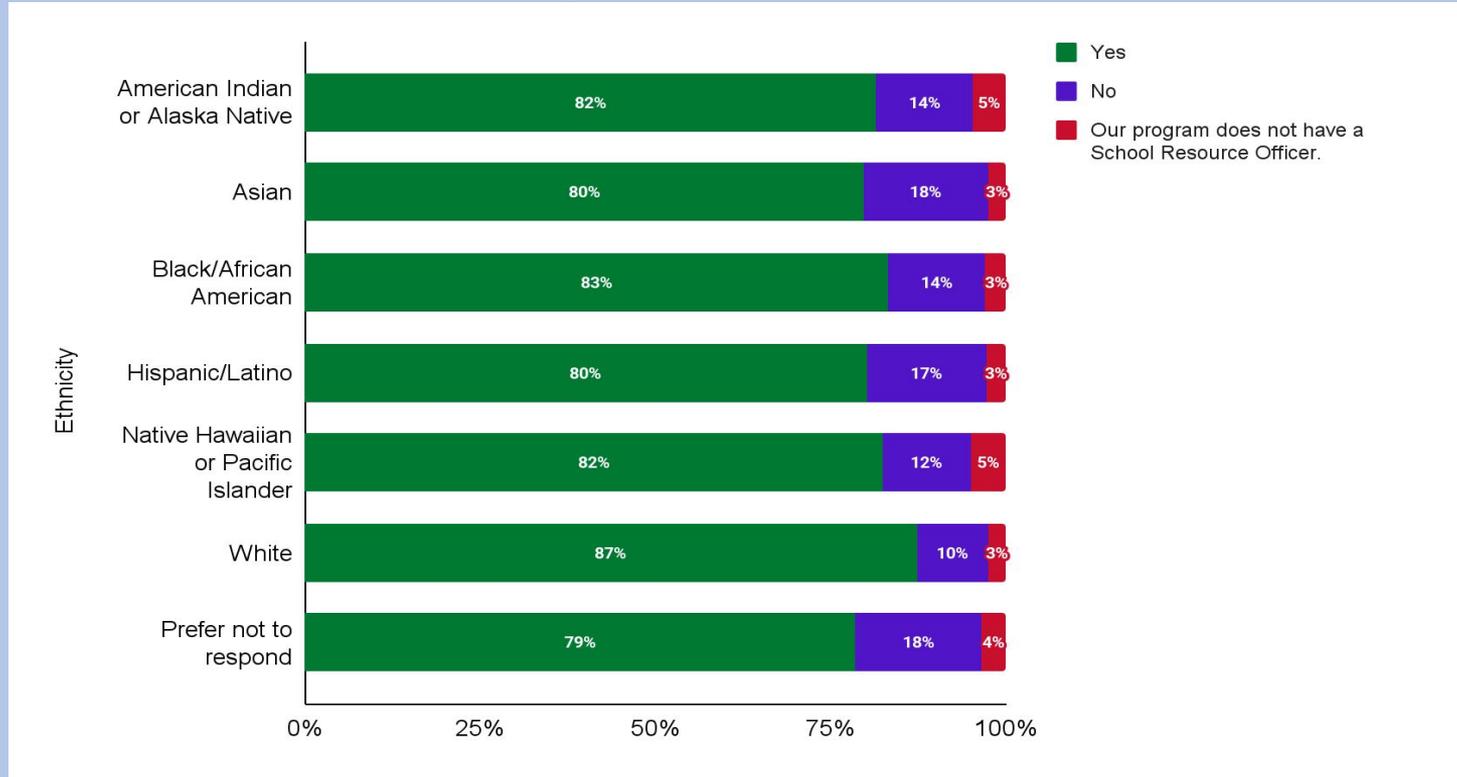
Strategic Plan 2024-2029: All Means All



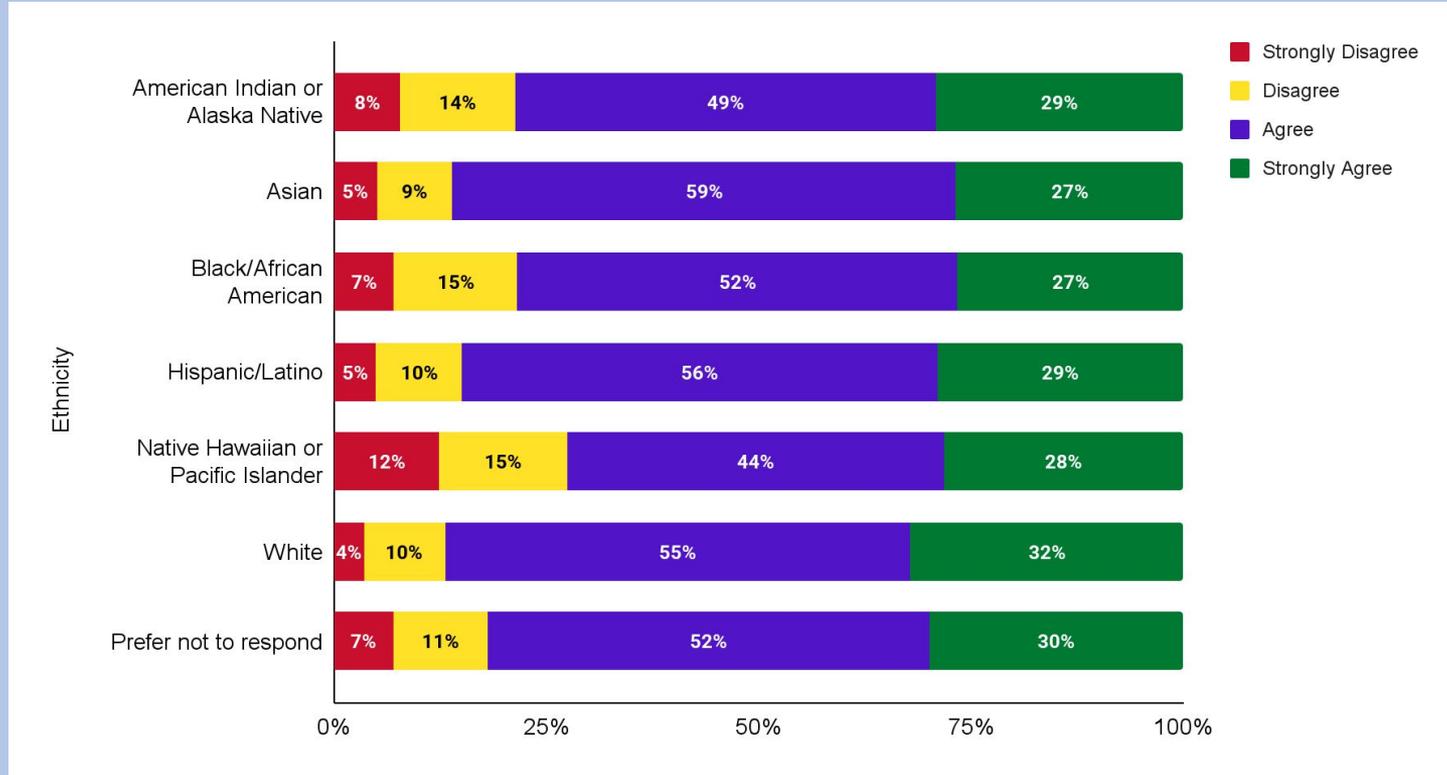
Student Perception Survey 2024-25

What is your race/ethnicity?	Middle School	High School	Total Responses
American Indian or Alaska Native	371	230	601
Asian	657	515	1,172
Black/African American	978	773	1,751
Hispanic/Latino	1,089	985	2,074
Native Hawaiian or Pacific Islander	150	84	234
White	4,177	3,983	8,160
Prefer not to respond	881	370	1,251
Total Responses	8,303	6,940	15,243

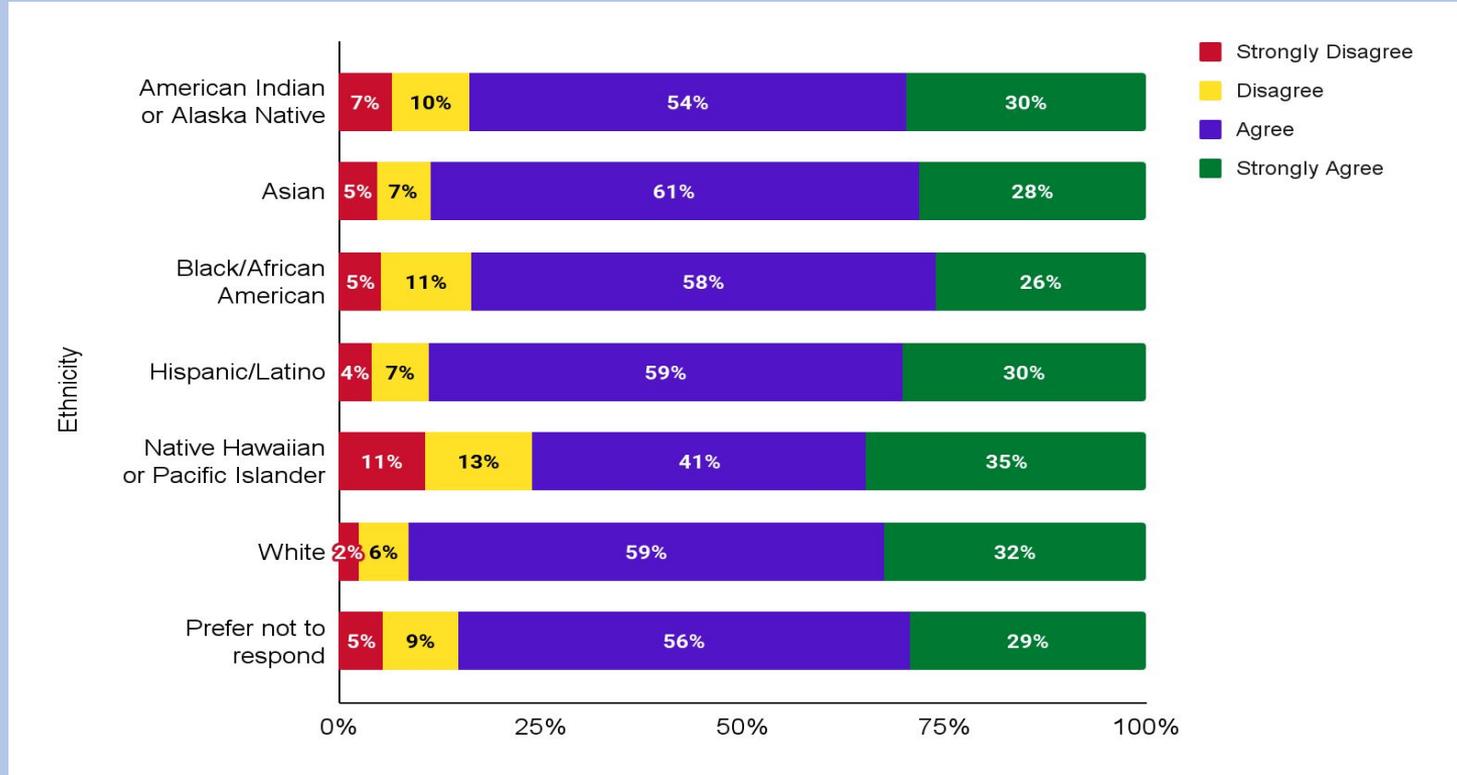
Were you aware that there is a School Resource Officer (SRO) at your school?



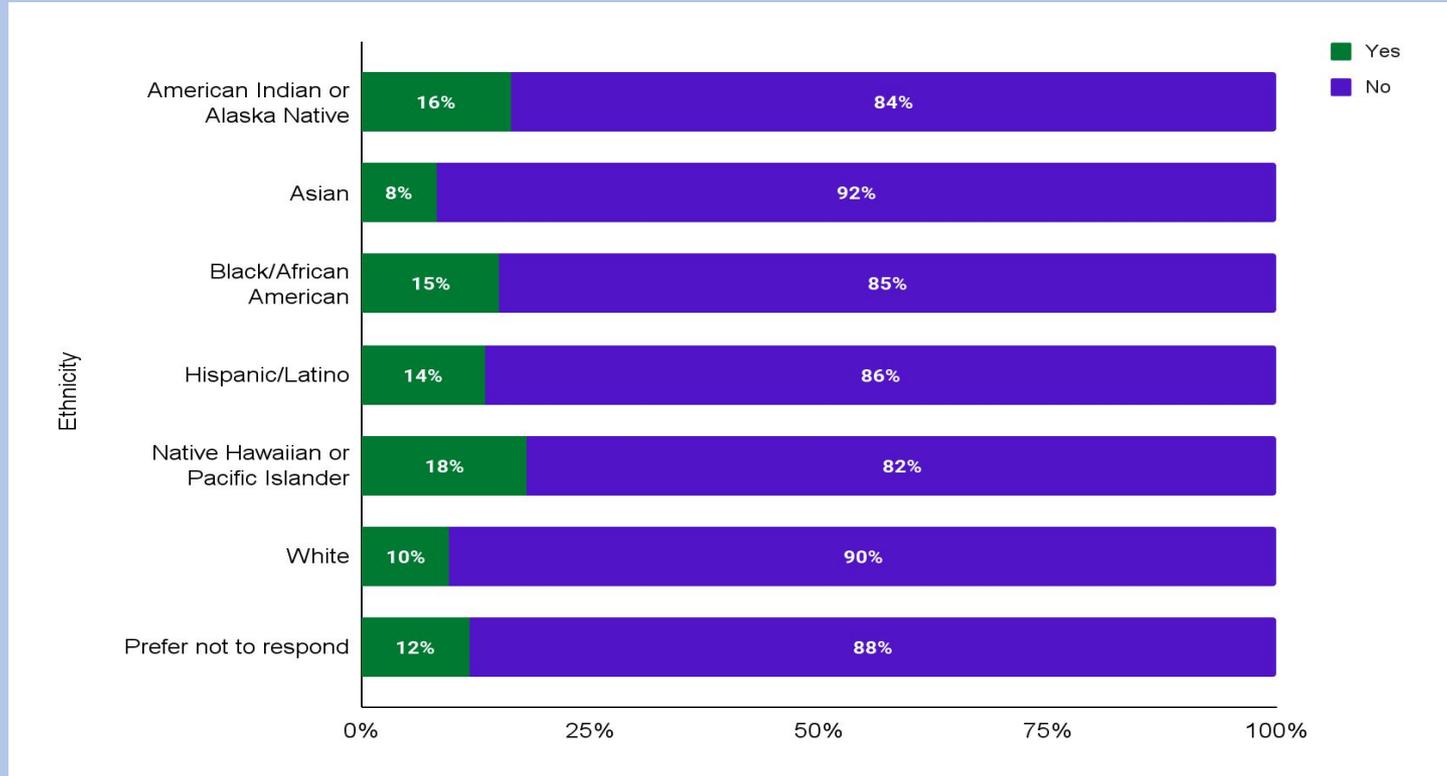
I feel safer at school because the SRO is in our building.



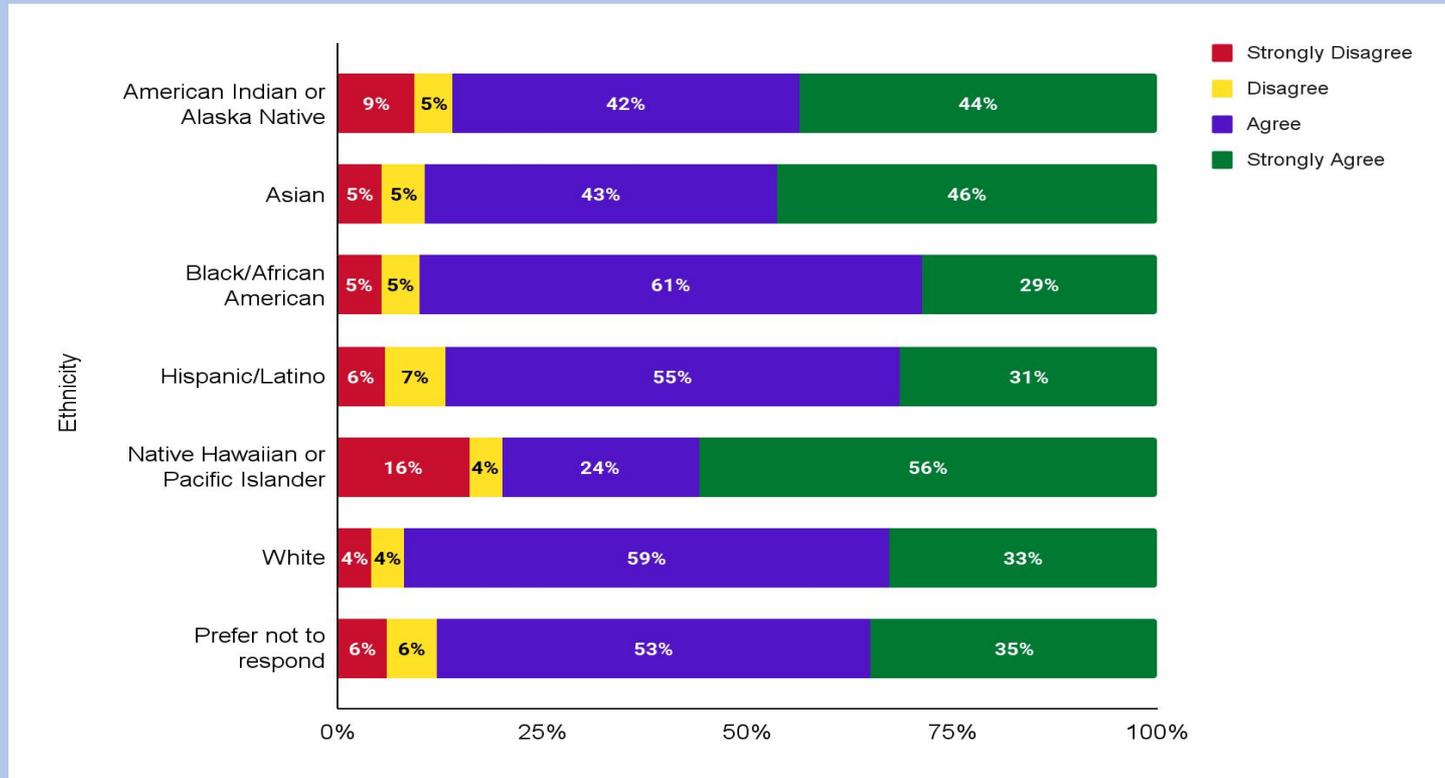
Overall, my school is safer because the SRO is in our building.



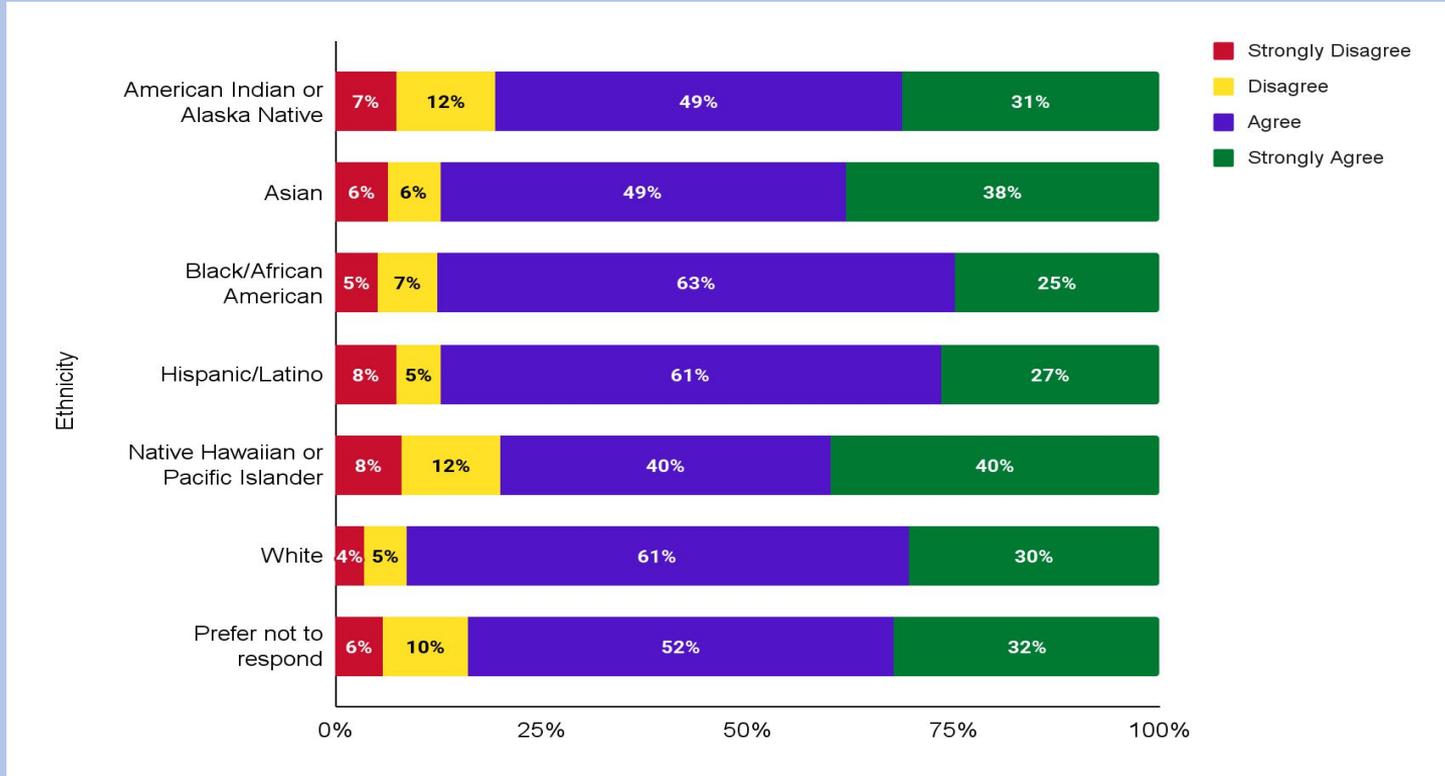
Did the School Resource Officer (SRO) contact you about an issue at school this year?



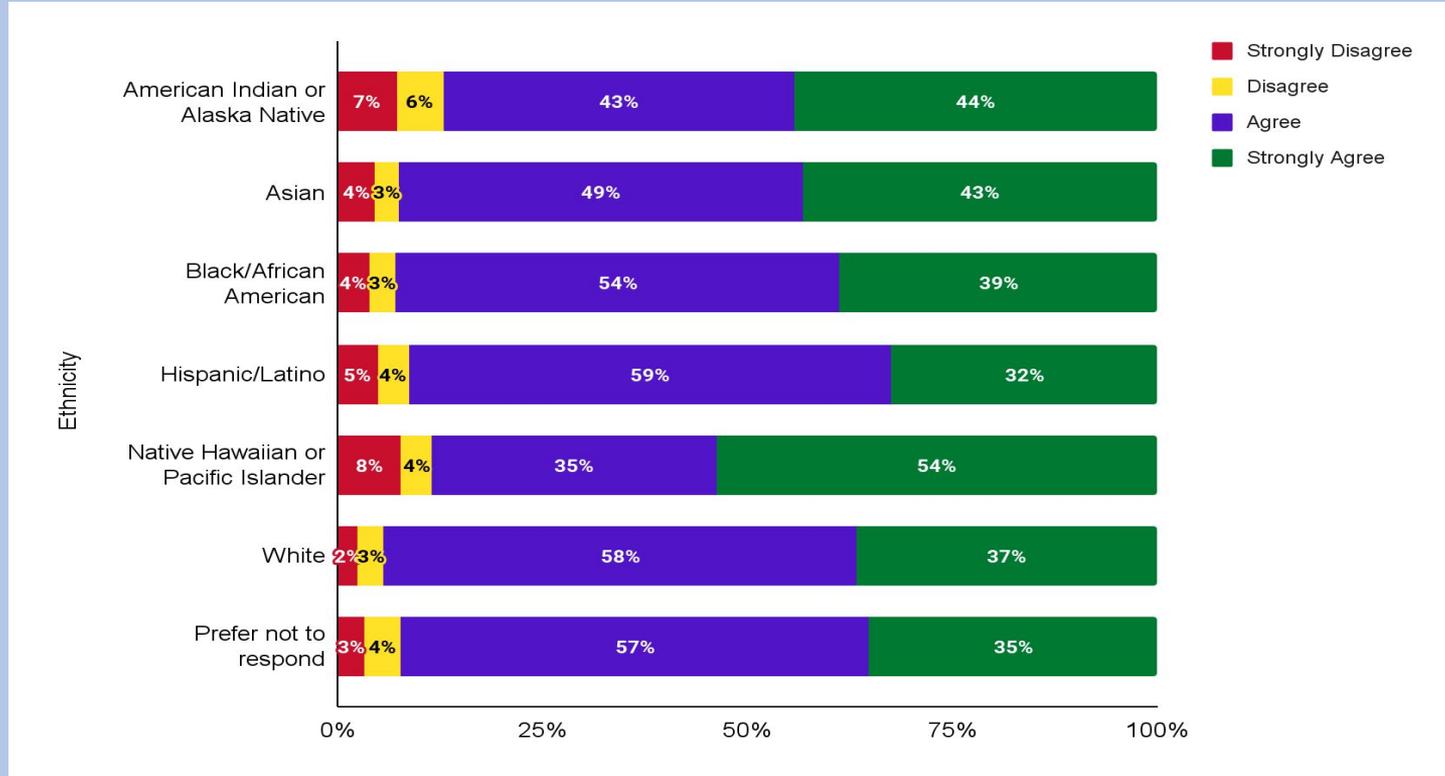
The SRO listened to my side of the story.



I was treated fairly in this situation.



The SRO treated me with respect.



Key Takeaway:

Students reported:

- positive perceptions about School Resource Officers (SROs) on campus
- they felt safer and the school was safer because the SRO was in the building
- those who had interactions with the School Resource Officer (SRO)
 - felt that they were
 - listened to,
 - treated fairly, and
 - respected
- Overall students had positive attitudes towards the School Resource Officer (SRO) and this positive attitudes were relatively consistent across ethnic groups.

Family Perception Survey 2024-25

What is your race/ethnicity?	Middle School	High School	Total Responses
American Indian or Alaska Native	0	10	10
Asian	13	14	27
Black/African American	20	21	41
Hispanic/Latino	15	27	42
Native Hawaiian or Pacific Islander	2	3	5
White	383	534	917
Prefer not to respond	64	71	135
Total Responses	497	680	1,177

Key Takeaway:

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
- that when interacting with their student,
 - they felt their student was
 - listened to,
 - treated fairly, and
 - respected,
 - the School Resource Officer (SRO) behaved in a professional manner, and
 - the School Resource Officer (SRO) did a good job of handling the issue.

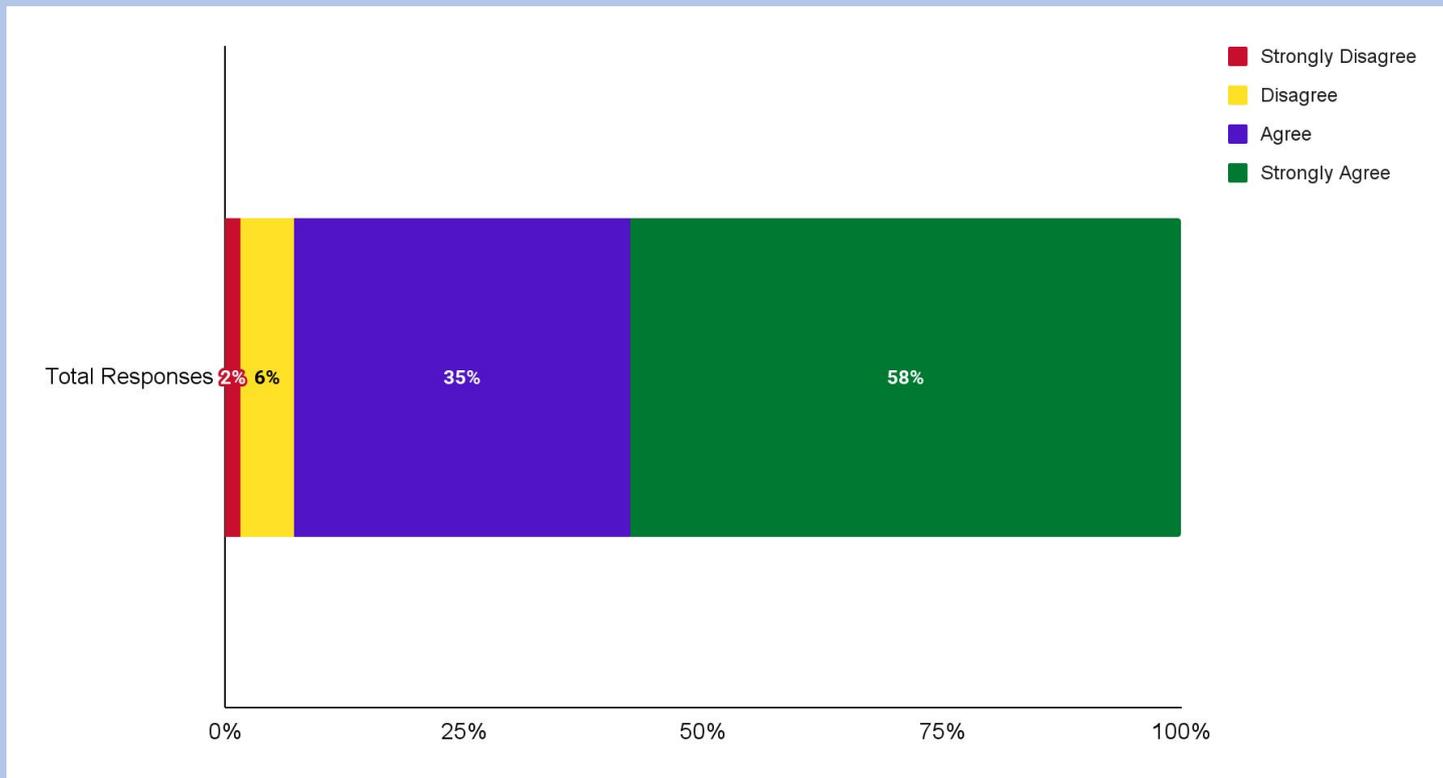
Note:

- Because of low numbers of responses from families in most of the ethnic categories, data reported here have not been disaggregated by ethnic groups.

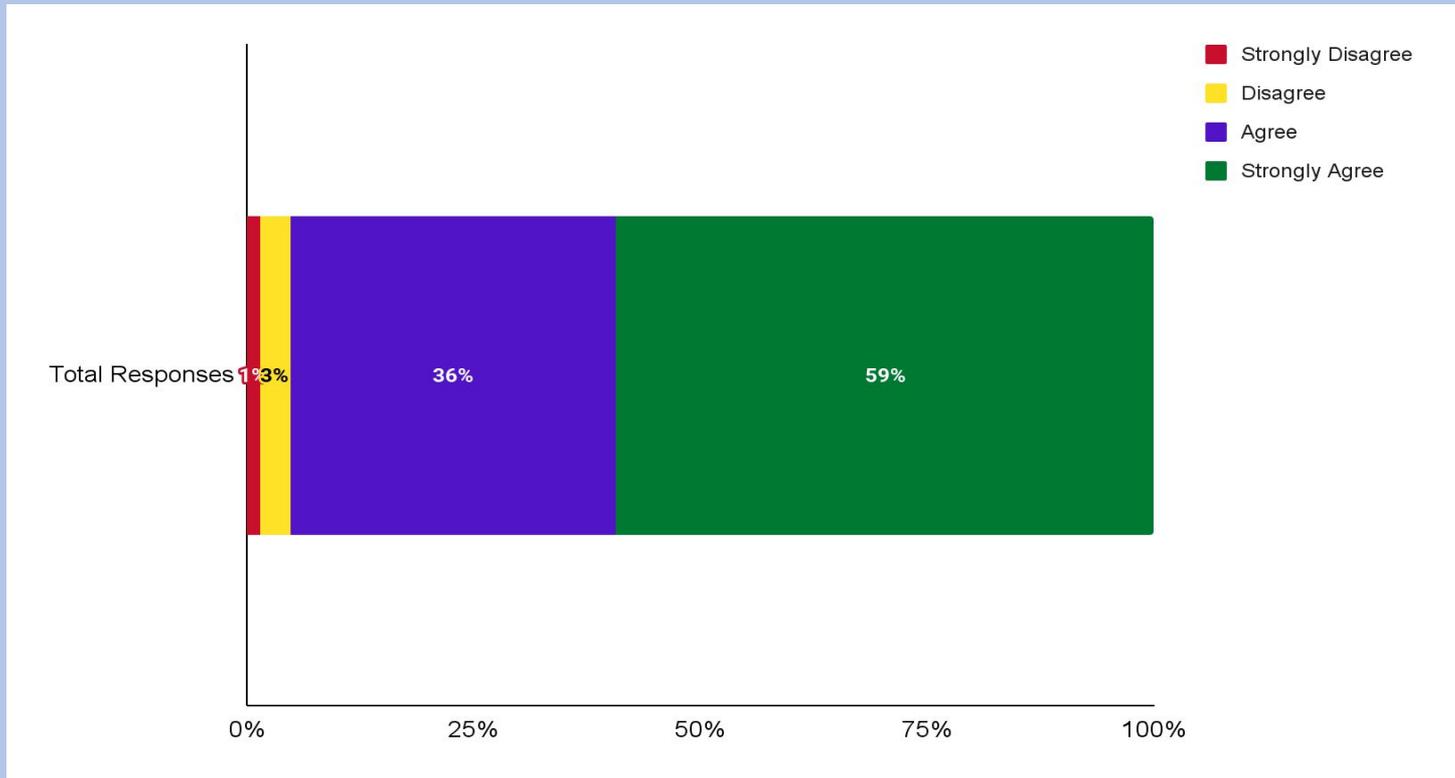
**Certified Staff
Perception Survey
2024-25**

What is your race/ethnicity?	Middle School	High School	Total Responses
American Indian or Alaska Native	3	3	6
Asian	10	6	16
Black/African American	12	14	26
Hispanic/Latino	21	22	43
Native Hawaiian or Pacific Islander	0	0	0
White	526	539	1,065
Prefer not to respond	69	70	139
Total Responses	641	654	1,295

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



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



Key Takeaway:

Certified Staff reported:

- positive perceptions of the School Resource Officer (SRO) in the building
- 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
- the School Resource Officer (SRO) did a good job of handling the issue.

Notes:

- The 1,305 certified staff responses.
- Because of the low number of diverse staff, data were reported in aggregate to protect the anonymity of staff from diverse backgrounds.
- See the full report for the individual items.

LPS Discipline Data

Out-of-School Suspensions

Behaviors that are repeated, violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, a more serious physical altercation)

Out-of-School Suspensions

2,512 secondary students (10.0%) experienced at least 1 out-of-school suspension.
This is a similar proportion as the previous year (10.1%).

Out-of-School Suspensions by Gender

Middle School

Percentage of Yearly Out-of-School Suspensions		
Year	Female	Male
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%
2024-2025	33%	67%
Overall % of 24-25 Student Population	48%	52%

High School

Percent of Yearly Out-of-School Suspensions		
Year	Female	Male
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%
2024-2025	41%	59%
Overall % of 24-25 Student Population	48%	52%

Out-of-School Suspensions by Ethnicity

Middle School

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
2015-2016	2%	2%	17%	19%	0%	48%	13%
2016-2017	1%	1%	15%	20%	0%	50%	12%
2017-2018	3%	1%	15%	21%	0%	48%	13%
2018-2019	1%	1%	16%	20%	0%	49%	13%
2019-2020	1%	1%	13%	18%	0%	54%	14%
2020-2021	0%	1%	15%	20%	0%	46%	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%
2024-2025	1%	2%	16%	20%	0%	46%	14%
Overall % of 24-25 Student Population	1%	5%	8%	16%	0%	61%	10%

n = 1,211

High School

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
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%
2024-2025	2%	2%	16%	20%	0%	45%	16%
Overall % of 24-25 Student Population	1%	4%	8%	18%	0%	60%	9%

n = 1,301

Out-of-School Suspensions by SE, ELL, FRL

Middle School

High School

Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
2015-2016	38%	4%	74%
2016-2017	41%	4%	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%
2024-2025	35%	9%	71%
Overall % of 24-25 Student Population	16%	6%	44%

Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
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%
2024-2025	28%	9%	66%
Overall % of 24-25 Student Population	11%	7%	41%

Takeaways: Out-of-School Suspension

2024-25 similar to the rates from the 2023-24 school year

- 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, ELL and Free/Reduced Lunch.
- Decrease in % for FRL groups from 2023-24 to 2024-25

Guiding Questions for the Presentation

In striving to fulfill our purpose, we have presented key data which addresses key questions helping us determine overall how the program is functioning and how effectively it has been meeting program goals. As stated at the outset of this presentation, these questions are:

- *Is the SRO program improving the safety of our schools?*
- *Is the SRO program elevating student discipline issues to law enforcement matters—and ultimately contributing to a school-to-prison pipeline?*
- *Is there evidence that our ongoing training for LPS and LPD is demonstrating incremental growth and improvements?*

Background: 6 main goals

In 2018, in a memorandum of understanding, the city of Lincoln and Lincoln Public Schools agreed to six-goals for the SRO program:

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
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.

GOAL #1: TAKEAWAYS

1. To create a common understanding that school administrators and teachers are ultimately responsible for school discipline and culture;
 - A CFS is an incident that requires the presence of an officer for assistance. A CFS can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen. **The number of CFS dropped 17% from last year and has dropped for 3 consecutive years.**
 - 14% of CFS resulted in a referral compared to the 4-year average (2015-2019) of 31%.
 - The LPD/LPS SRO program is **not** elevating student discipline issues to law enforcement matters.

GOAL #2: TAKEAWAYS

2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system.
 - 2,512 secondary students (10.0%) experienced at least 1 out-of-school suspension. This is a similar proportion as the previous year (10.1%).
 - 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, ELL and Free/Reduced Lunch (*some improvement/decrease in % for FRL groups from 23-24 to 24-25*)

GOAL #3: TAKEAWAYS

3. To promote effectiveness and accountability.
 - This oversight board and this process requires annual data analysis and review by teams from LPD and LPS. This process of review and discussion annually produces ideas and reflection and a rededication to our ongoing efforts to training and building an effective SRO program.
 - LPD and LPS fully adhere to statutes 79-2703, 79-2704 and 79-262 regarding our MOU with the City of Lincoln/LPD.

GOAL #4: TAKEAWAYS

4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals.
 - An LPD SRO officer participated in an average of 53 hours of annual training (some had more, some had less).
 - LPS is required to train 1 administrator per building that has an SRO. LPS actually trains **ALL** Middle and High School administrators along side the LPD SRO's annually.
 - CFS and Referral data continue to demonstrate that ongoing training is effective in distinguishing between school discipline and law enforcement matters.

GOAL #5 TAKEAWAYS

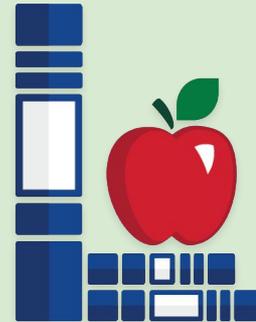
5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
 - The PAR (Prevention, Accountability, Restorative) Behavior Framework provides a structured framework that encompasses evidence-based practices, preventative strategies, consistent and clear accountability, and restorative approaches to address behavior in educational settings. This (2025-2026) is the FIRST YEAR of full implementation of the accountability matrix and the 2nd full year of the PAR Framework in LPS.
 - LPD and LPS annually provide training regarding student rights, de-escalation techniques, adolescent behavior, implicit bias training, and trauma informed responses.
 - LPD and LPS annually EXCEED training requirements for SRO's.
 - Positive perception of the SRO by students across ethnic groups as shown in the District Perception Data!

GOAL #6 TAKEAWAYS

6. To utilize best practices for training and oversight with the goal of reducing disproportionality.
 - LPS Strategic Plan (2024-2029) has 2 measurable goals to reduce disproportionality ratios to 1.2 or less for all student groups and to reduce total suspensions for all students by 20% by 2029.
 - Disproportionality still exists in multiple areas. We are pleased with the data that is trending down in total students involved as persons responsible and acknowledge the need to continue our training and efforts with our PAR Behavior Framework at LPS.
 - Our Special Education students are the only subgroup that has shown a reduction in the disproportionality over 3 consecutive years.

RECOMMENDATION #1:

Training: Maintain/continue the robust training for SRO officers and LPS administrators.

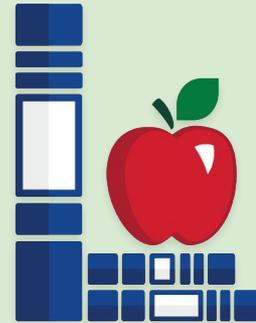


Lincoln Public Schools

RECOMMENDATION #2:

Work to increase survey response rates.

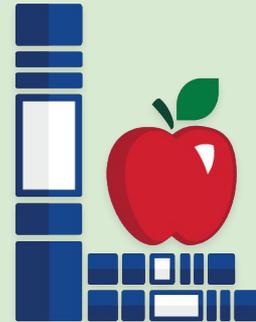
While survey results were higher for staff for the 2024-25, they were down for students and parents, LPS should continue to strive for higher response rates year over year to ensure that the perceptual data accrued is authentically reflective of the diversity of students, families, and staff, in order to fulfill our commitments to just, fair, and equitable treatment of all.



RECOMMENDATION #3:

Continue efforts to improve and respond to disparity.

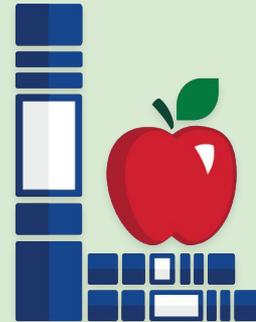
LPS and LPD should continue to review CFS/Referrals and school discipline suspensions/expulsions to identify methods and strategies (such as Restorative Justice and Hope Science), as well as new professional development opportunities, that may decrease disparity. LPS is in the first full year of the PAR framework consequence matrix implementation which is designed in part to improve disparate impact in school discipline decisions.



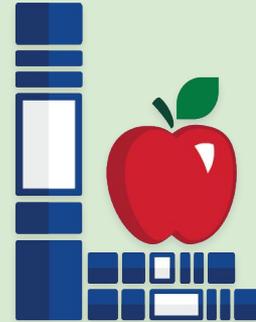
RECOMMENDATION #4:

Review the capacity of Threat Assessment Team.

LPS and LPD should review the capacity of the Threat Assessment Team within LPS to determine whether or not there are additional needs related to the increase in threat assessment cases being reported.



QUESTIONS OR COMMENTS?



Lincoln Public Schools