



SSK Interlocal Board Annual SRO Program Review

November 6, 2025



This document serves as an executive summary of the full School Resource Officer (SRO) Program Report. A digital copy of the full report and Safe and Successful Kids (SSK) Interlocal Board contact information can be found at app.lincoln.ne.gov/city/sskib.



History

- **May 2018:** Safe and Successful Kids Interlocal agreement is signed to solidify commitments from the City and Lincoln Public Schools to invest in Community Learning Centers, mental health supports for students, and SRO program for middle schools.
- **May 2018:** SRO MOU signed between the City and LPS that outlines the separation of school discipline (the responsibility of school administration) and law enforcement (the responsibility of SROs).
- **November 2018:** Community-developed assessment measure is created to measure goals in the SRO MOU.
- **November 2020:** Annual reports to SSKI Board on progress toward the goals in the SRO MOU begin.



SRO Goals

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.



SRO Facts

Complaints:

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

Commendations:

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

Training:

The 15 SROs received a total of 803 training hours in 2024-25. Some examples of training topics include: Youth Mental Health, Unbiased Policing, Response to Active Shooter, De-Escalation, Emergency Protective Custody, Behavioral Health Threat Assessment, Legal Updates, First Aid and Tactical Medical Intervention. 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 53 hours.

Presentations:

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

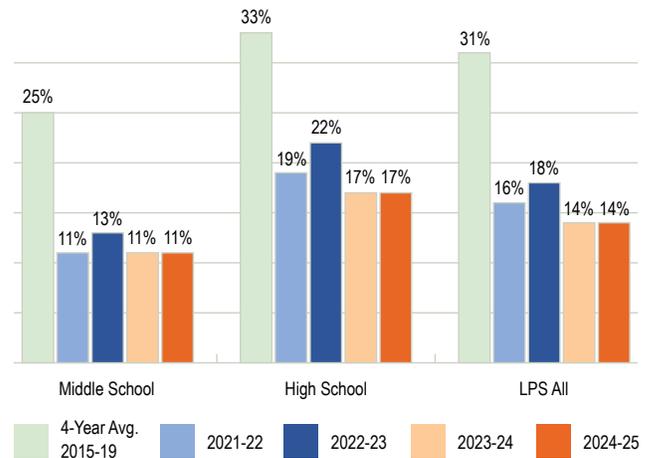
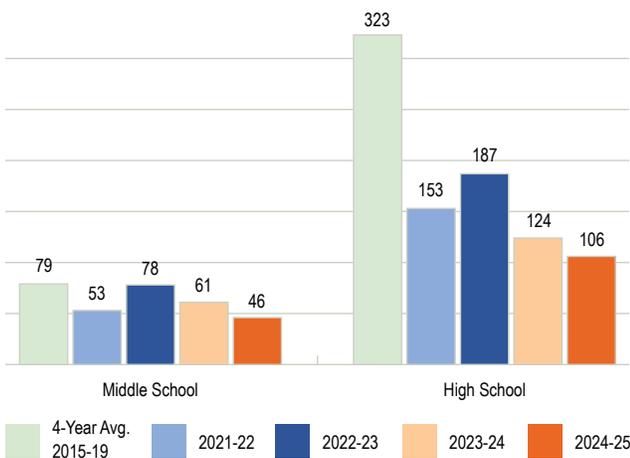


Representative Data and Takeaways

The full SRO program report includes nearly 200 pages of data, analysis, and recommendations. The graphs, takeaways, and recommendations in this summary document are a small representative snapshot of this report. The information provided was selected to demonstrate some of the key data used to measure the goals established for the SRO program. To gain a full understanding of the SRO program review for 2024-25, individuals should read the entire report.

Calls for Service and Referrals

- Calls for Service (CFS) at Middle Schools increased 30% 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 19% from the 4-year average and 17% from 2023-24. Calls for service have decreased in middle school and high school for 3 consecutive years.
 - A juvenile referral is when an SRO or responding officer has probable cause that a juvenile is responsible for a criminal act and the juvenile is referred to the County Attorney.



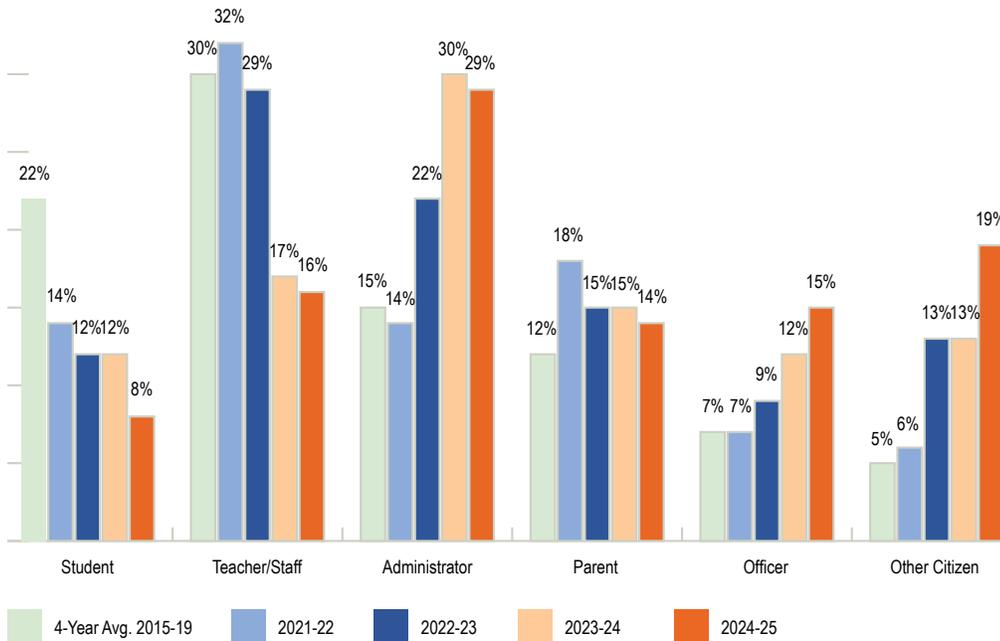
Middle & High School CFS w/ Referral	4-Year Avg. 2015-2019	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg.
Middle School	79	53	78	61	46	-42%
High School	323	153	187	124	106	-67%
Total	402	206	265	185	152	-62%

Referral /CFS %	4-Year Avg. 2015-2019	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%

Persons Initiating Calls for Service

- Historically, Teachers/Staff initiated the highest percentage of CFS.
- However, that changed in 2023-24 as Administrators initiated the highest percentage of CFS, doubling the percentage from the 4-year average. This trend continued in 2024-25 with administrators initiating the highest percentage of CFS.

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



- Of the 164 CFS initiated by Officers, 141 (or 86%) did not have a party listed.
 - For example: a found item CFS.
- In 2022-23, the “Unknown” and “Other” categories were combined into “Other Citizen”.

Middle & High School Who Initiated CFS	4-Year Avg. 2015-2019	2021-22	2022-23	2023-24	2024-25
Student	287 (22%)	178 (14%)	177 (12%)	157 (12%)	84 (8%)
Teacher/Staff	387 (30%)	410 (32%)	412 (29%)	224 (17%)	166 (16%)
Administrator	203 (15%)	175 (14%)	317 (22%)	388 (30%)	302 (29%)
Parent	157 (12%)	237 (18%)	216 (15%)	187 (15%)	144 (14%)
Officer	90 (7%)	85 (7%)	134 (9%)	155 (12%)	164 (15%)
Other Citizen	64 (5%)	83 (6%)	187 (13%)	172 (13%)	199 (19%)

*Calls for service occur when an individual believes that a crime has been committed and contacts the SRO, 911, or the non-emergency line for incidents on school grounds.

#Referrals of juveniles occur after an investigation has been completed by the SRO. A referral is usually delivered verbally to the student and parent or over the phone. A referral does not require the student to be out of school.

+Race/ethnicity/demographic categories align with federal demographic categories used by the Department of Education and indicate self-identified race/ethnicity. Some demographic groups may be unreportable if the number of individuals in a report is so small, that the release of the information may lead to identifying individuals within the group. Not reporting those groups protects the privacy of individuals in the group.

Notification of Administration

- Administrators were notified during 129 (85%) of the 152 CFS that resulted in a referral. There are 23 (15%) CFS in which the CFS does not indicate if an administrator was notified. These percentages are the same as seen in 2023-24.
- The regular, routine notification of administrator when a Call for Service is enacted is a desired outcome of ongoing collaboration between SROs and administrators to ensure appropriate involvement of each and respectful of identified roles.

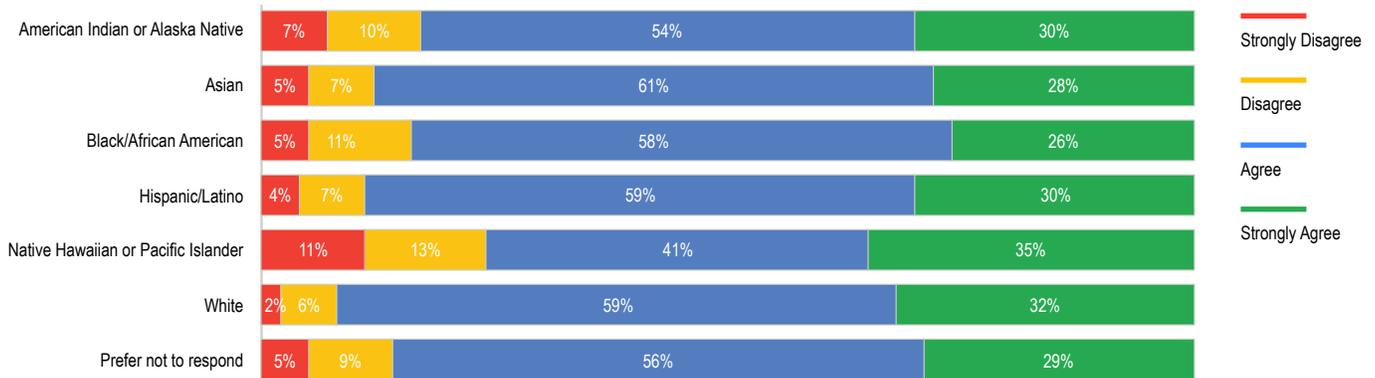
Who Initiated CFS?	Administrator Notified	Notification Unknown	Crime Type	Total
Student	3	2	All Assaults	8
Teacher/Staff	12	9	Traffic	7
Administrator	92	0	Narcotics	2
Parent	13	4	Weapons	1
Officer	5	3	Vandalism	1
Other Citizen	4	5	Other	1
Total	129 (85%)	23 (15%)	Missing Person	1
			Larceny	1
			Trespassing	1
			Total	23

Of those 23 CFS, 12 were issued by an officer other than an SRO, 4 were issued to adults, 4 occurred after school hours, and 7 were traffic citations. These 23 CFS occurred at 12 different schools.

District Student Perception Survey

For 2024-25, of the 10,278 students who responded to this item, 94% 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 91% 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 at 88%, respectively. The proportion of students indicating American Indian or Alaska Native and Black/African American as part of their background both had a rate of agreement at 83%, and Native Hawaiian or Pacific Islander had the lowest level of agreement with the statement with at 76%.

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



Perception of SROs 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
 - the School Resource Officer (SRO) behaved in a professional manner
 - the School Resource Officer (SRO) did a good job handling the issue.
- All ethnic groups reported positive perceptions about the School Resource Officer (SRO), in most cases white students were slightly more positive than other groups. It should be noted that Black/ African American students were more positive than they have been in past administrations.

Suspensions Takeaway

Overall, in-school suspension data in 2024-25 are similar to the rates from the 2023-24 school year. 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 2024-25 shows a slight decrease in disparity for students who participate in the Free/Reduced Lunch program.

Percent of Yearly Out-of-School Suspensions by Ethnicity – Middle School

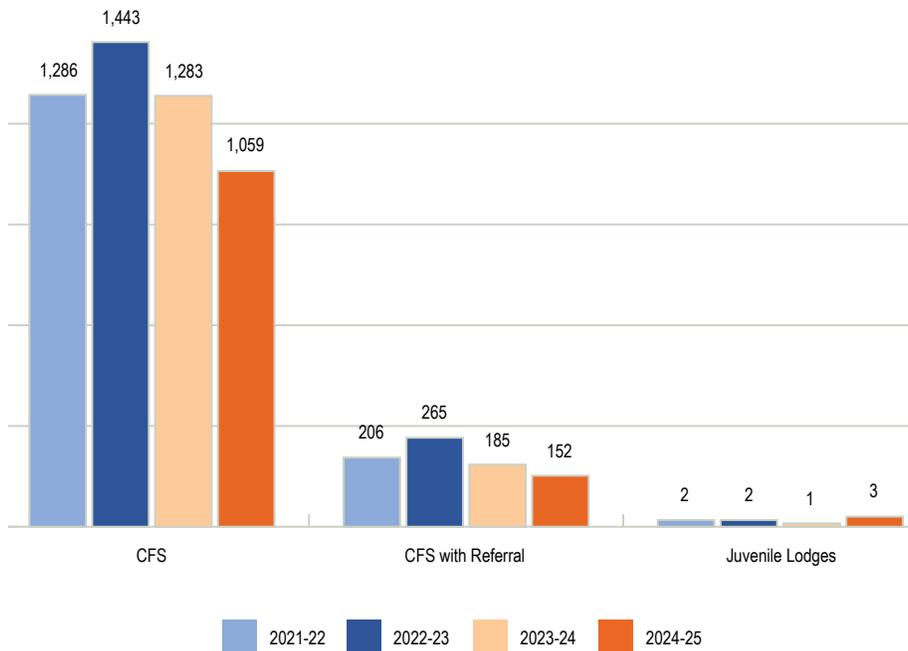
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2015-2016	2%	2%	17%	19%	0%	48%	13%
2016-2017	1%	1%	15%	20%	0%	50%	12%
2017-2018	3%	1%	15%	21%	0%	48%	13%
2018-2019	1%	1%	16%	20%	0%	49%	13%
2019-2020	1%	1%	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%

Percent of Yearly Out-of-School Suspensions by Ethnicity – High School

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%

Lodges at Youth Services Center

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.





Overall Recommendations

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

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.

2. Continue to strive for increased response rates & scrutinize LPD CFS/referrals and LPS discipline data.

To better understand and respond to disparity, LPS and LPD should continue to scrutinize 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.

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.

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.