

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

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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, 2023-24, and 2024-25 reports: 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
CFS: Call for Service	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.
Juvenile Referral	The juvenile legal equivalent to an adult citation. There can be multiple referrals during a single CFS.
Lodge	A juvenile is arrested and placed at the Youth Services Center (YSC).
PR: Person Responsible	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.
YSC: Youth Services Center	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 2024-25 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, 2023-24, and 2024-25. 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 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, 2023-24 and 2024-25 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.**

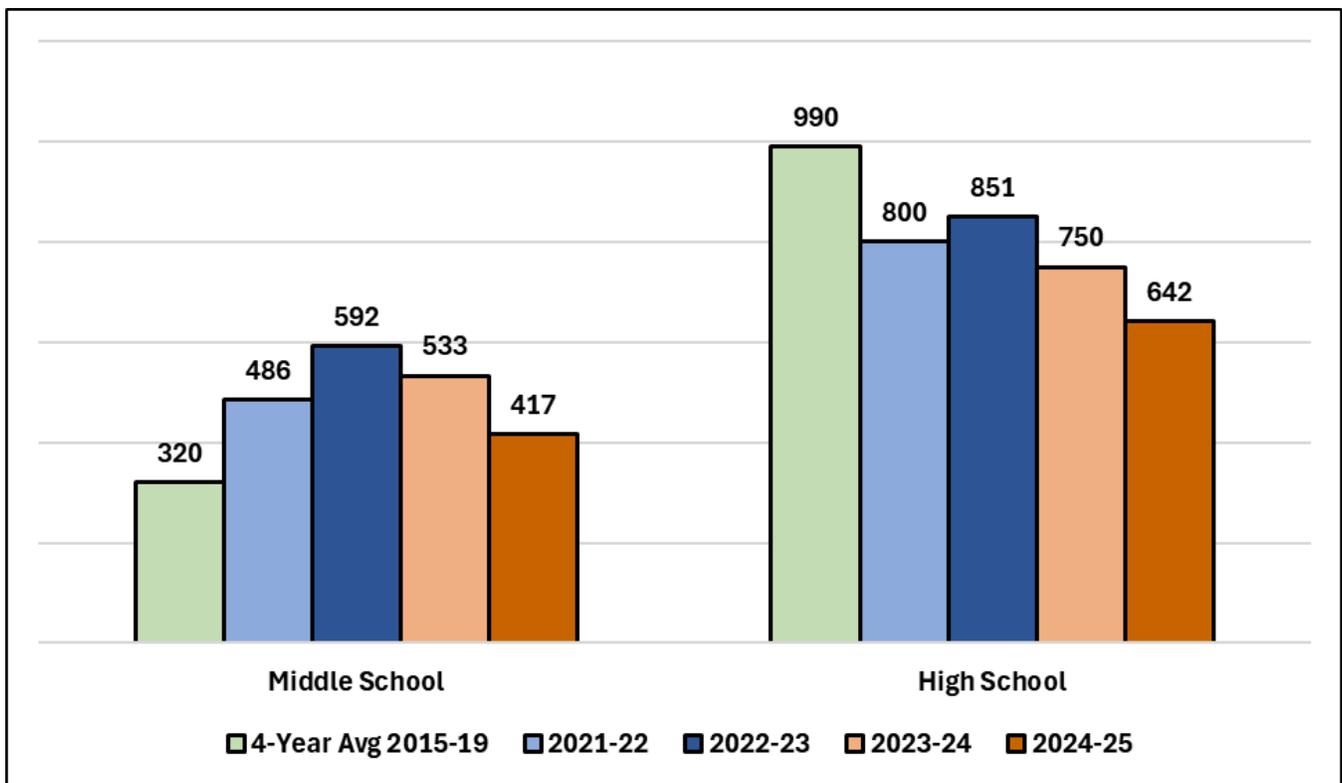
The goal for future reports is to maintain historical data in the form of a four-year average prior to the addition of SROs in LPS middle schools and build toward a four-year average after the addition of SROs in LPS middle schools.

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

We first examined the number of calls for service (CFS) that occurred at LPS middle and high schools, and whether they increased, decreased, or remained about the same, and if 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 the officer or directed by dispatch at the request of any staff, student, or citizen.

- 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.

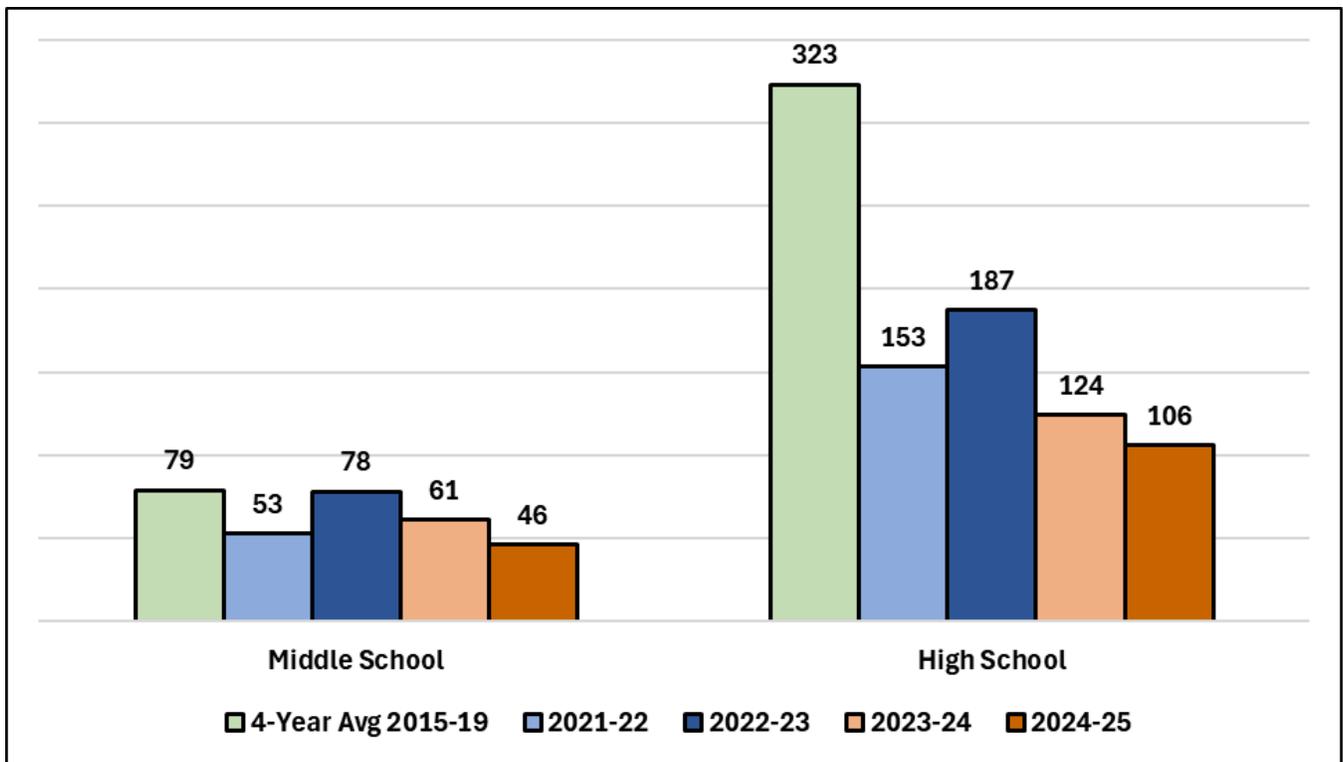


Calls for Service (CFS)	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Middle School	320	486	592	533	417	30%
High School	990	800	851	750	642	-35%
Total	1310	1286	1443	1283	1059	-19%

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 or a citation at LPS middle and high schools increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

- Despite the 30% increase in CFS at middle schools, the number of CFS that resulted in a referral or citation decreased 42% from the 4-year average.
- CFS that resulted in a referral decreased at high schools 67% from the 4-year average and decreased 15% from 2023-24.

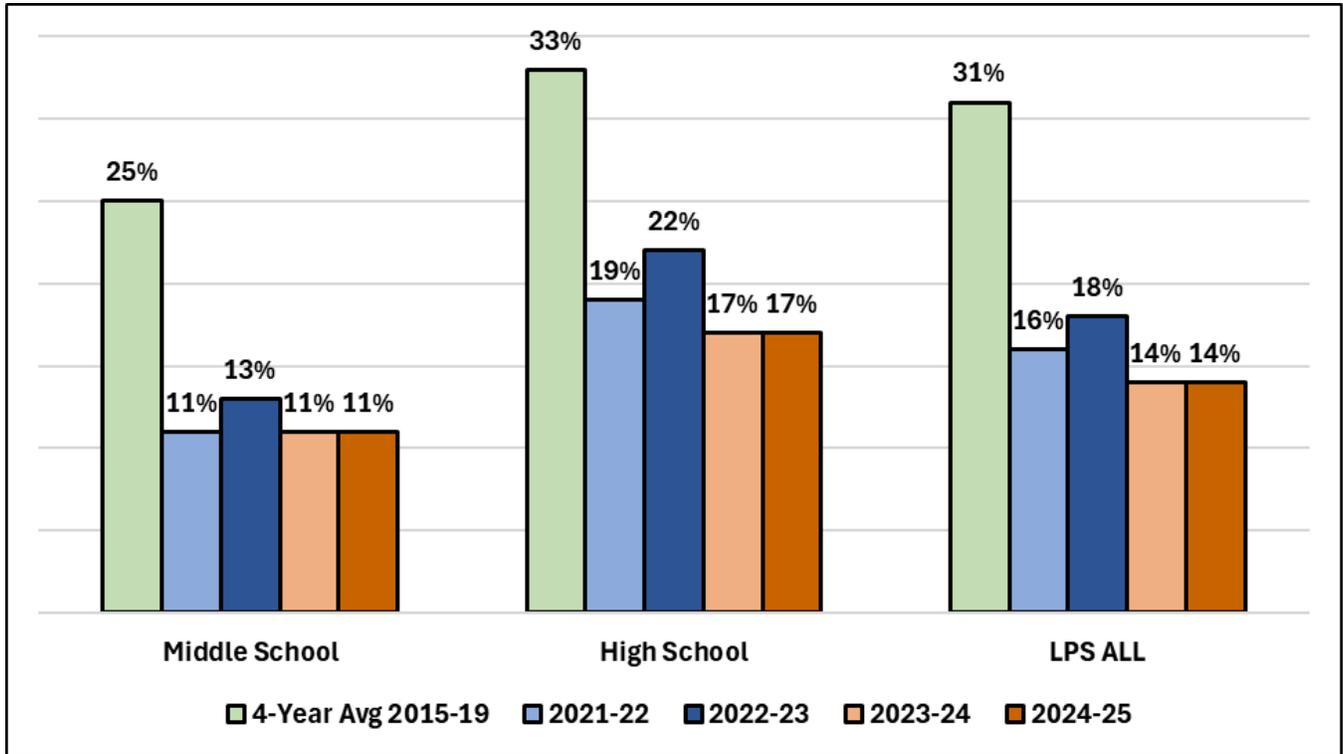


Middle and High School Juvenile CFS w/ Referral	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Middle School	79	53	78	61	46	-42%
High School	323	153	187	124	106	-67%
Total	402	206	265	185	152	-62%

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.

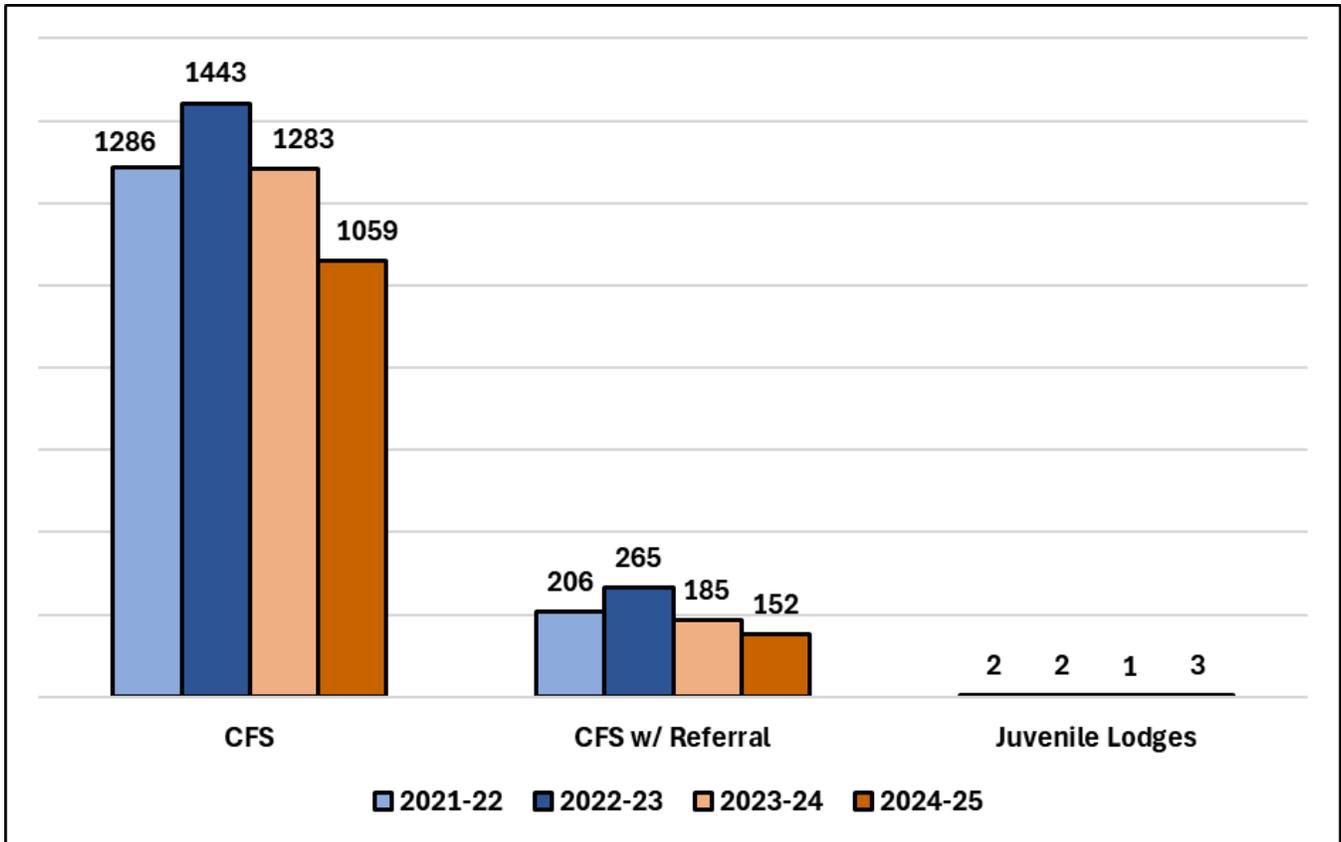
- The referral rate for all LPS schools in 2023-24 and 2024-25 has decreased by more than half from the prior 4-year average.



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%

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

LPS had 22,652 middle and high school students and in 2024-25, LPD issued a juvenile referral or citation for 152 CFS that occurred at an LPS middle or high school. Of these CFS, one incident resulted in three students being lodged at Youth Services Center. This is a lodge rate of less than 0.65% of CFS resulting in referral and 0.09% of all CFS. These three students represent .01% of all LPS middle and high school students.

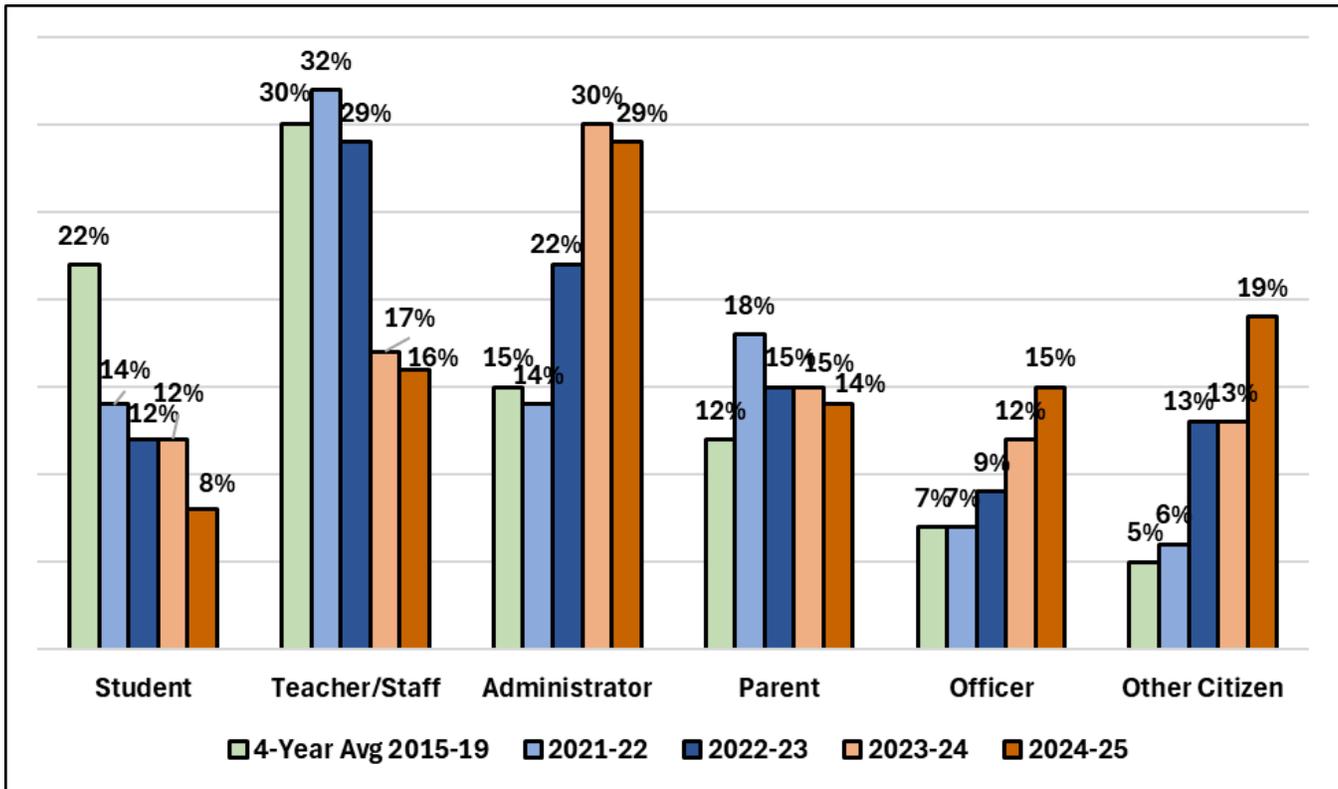


	2021-22	2022-23	2023-24	2024-25
CFS	1286	1443	1283	1059
CFS w/ Referral	206	265	185	152
Juvenile Lodges	2	2	1	3

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

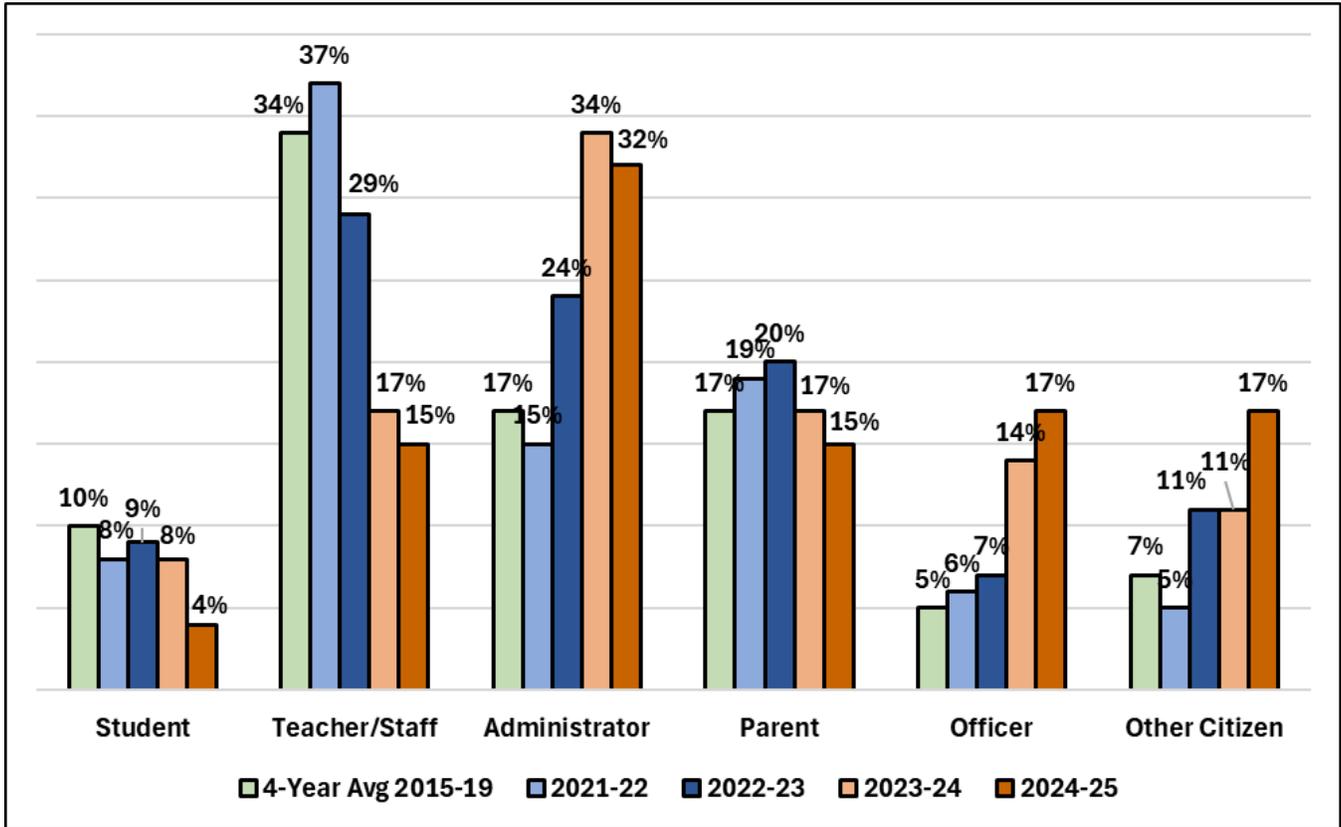
We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2024-25 compared to previous years. We also examined who initiated CFS at LPS middle and high schools that resulted in a referral, and whether these trends changed in 2024-25.

- In 2022-23 the “Unknown” category was combined with the “Other Citizen” category, and it is no longer included in this report. During the 4-year average and 2021-22, the Unknown category made up 9% of CFS.
- Of the 199 CFS initiated by “Other Citizen” 163 (or 82%) did not have a party listed, meaning no individuals were contacted as a result. Of the 164 CFS initiated by Officers, 141 (or 86%) did not have a party listed.



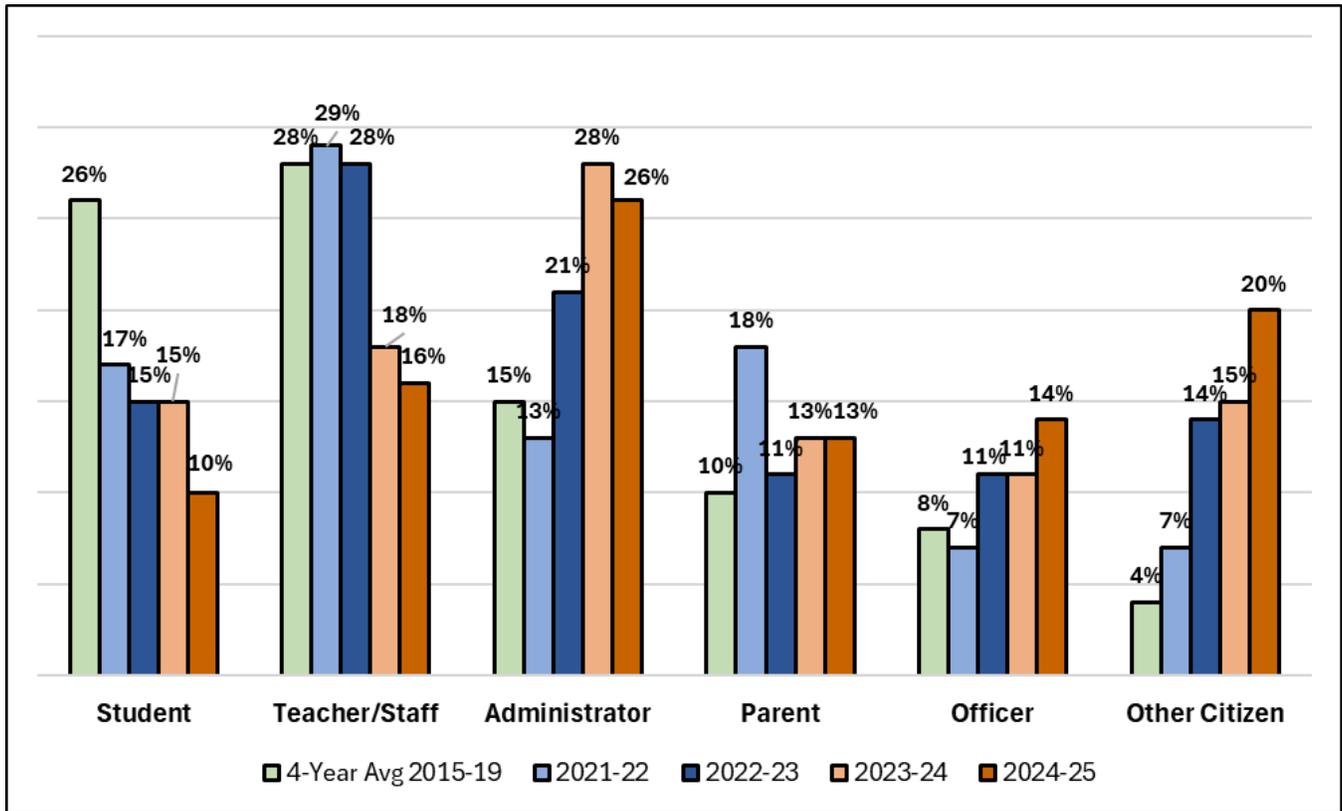
Middle and High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Student	287 (22%)	178 (14%)	177 (12%)	157 (12%)	84 (8%)
Teacher/Staff	387 (30%)	410 (32%)	412 (29%)	224 (17%)	166 (16%)
Administrator	203 (15%)	175 (14%)	317 (22%)	388 (30%)	302 (29%)
Parent	157 (12%)	237 (18%)	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%)

LPS Middle Schools: Who Initiated Calls For Service?



Middle School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Student	32 (10%)	41 (8%)	51 (9%)	41 (8%)	18 (4%)
Teacher/Staff	110 (34%)	182 (37%)	172 (29%)	92 (17%)	63 (15%)
Administrator	56 (17%)	72 (15%)	142 (24%)	179 (34%)	135 (32%)
Parent	55 (17%)	90 (19%)	120 (20%)	89 (17%)	61 (15%)
Officer	15 (5%)	29 (6%)	40 (7%)	72 (14%)	71 (17%)
Other Citizen	21 (7%)	25 (5%)	67 (11%)	60 (11%)	69 (17%)

LPS High Schools: Who Initiated Calls For Service?

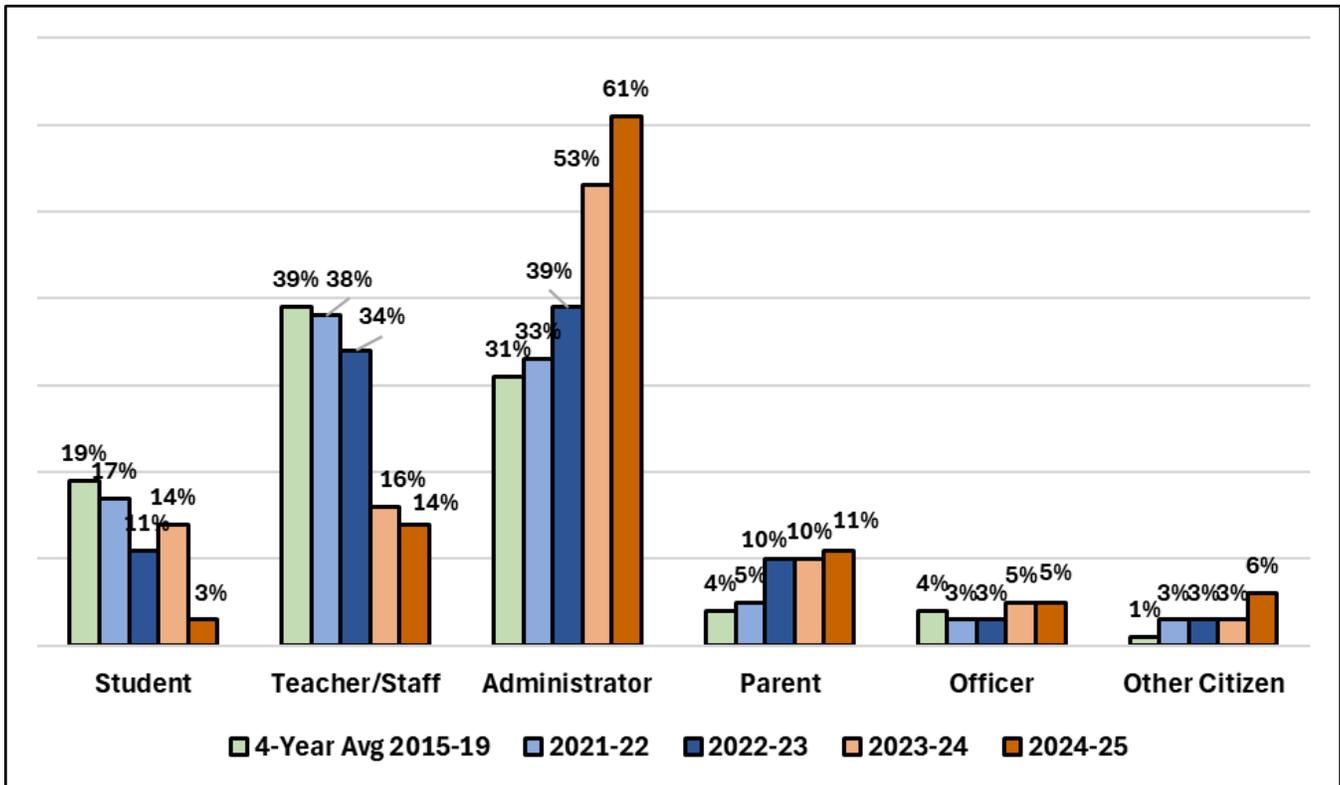


High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Student	255 (26%)	137 (17%)	126 (15%)	116 (15%)	66 (10%)
Teacher/Staff	277 (28%)	228 (29%)	240 (28%)	132 (18%)	103 (16%)
Administrator	147 (15%)	103 (13%)	175 (21%)	209 (28%)	167 (26%)
Parent	102 (10%)	147 (18%)	96 (11%)	98 (13%)	83 (13%)
Officer	75 (8%)	56 (7%)	94 (11%)	83 (11%)	93 (14%)
Other Citizen	43 (4%)	58 (7%)	120 (14%)	112 (15%)	130 (20%)

LPS Middle and High Schools:

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

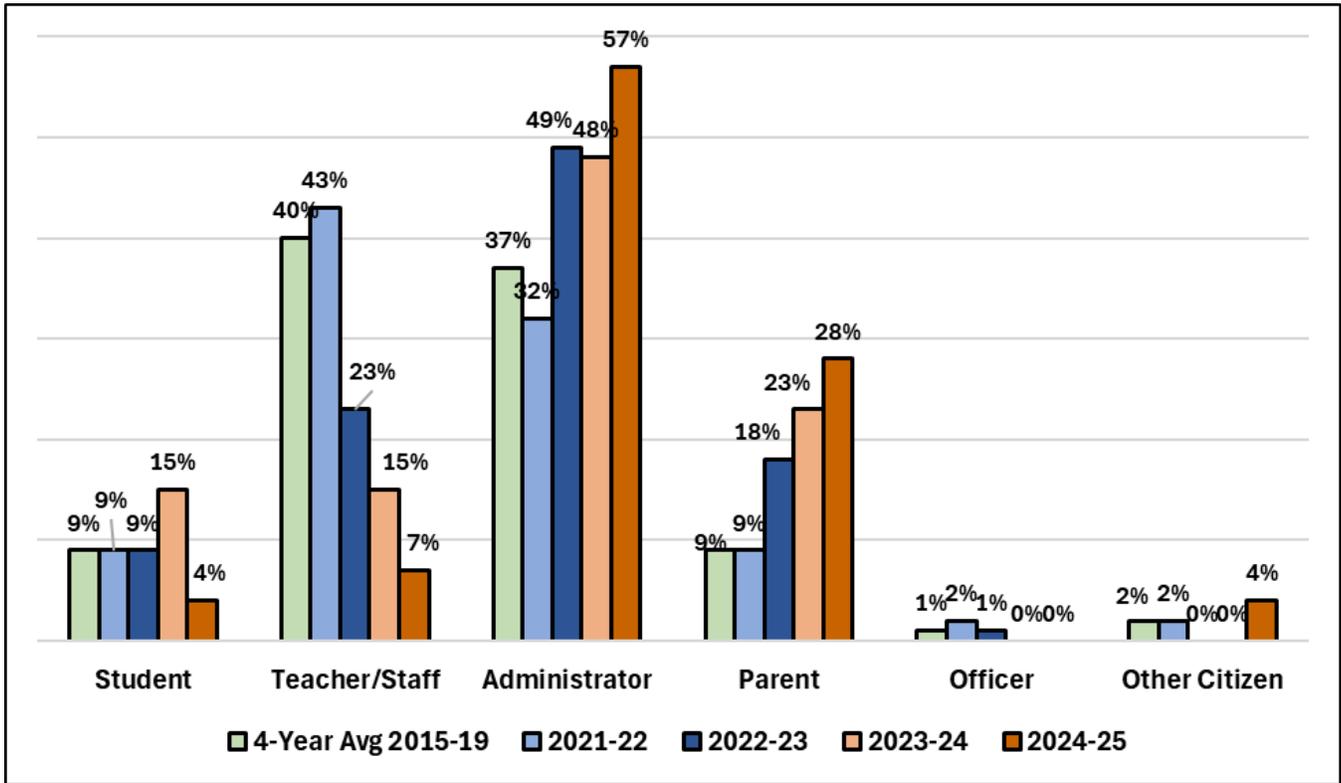
We examined the person who initiated a CFS at a middle or high school that resulted in a referral or citation during the four-year average (2015-19), 2021-22, 2022-23, 2023-24 and 2024-25. Notably, in 2024-25, SROs or other officers initiated approximately 15% of all CFS occurring at LPS middle and high schools and 5% of CFS resulting in a juvenile referral or citation. 95% of CFS that resulted in a referral or citation were initiated by a party other than law enforcement. In 2024-25, Administrators initiated the greatest percentage of CFS that resulted in a referral or citation, more than all the other parties combined.



Middle and High Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Student	19%	17%	11%	14%	3%
Teacher/Staff	39%	38%	34%	16%	14%
Administrator	31%	33%	39%	53%	61%
Parent	4%	5%	10%	10%	11%
Officer	4%	3%	3%	5%	5%
Other Citizen	1%	3%	3%	3%	6%

LPS Middle Schools:

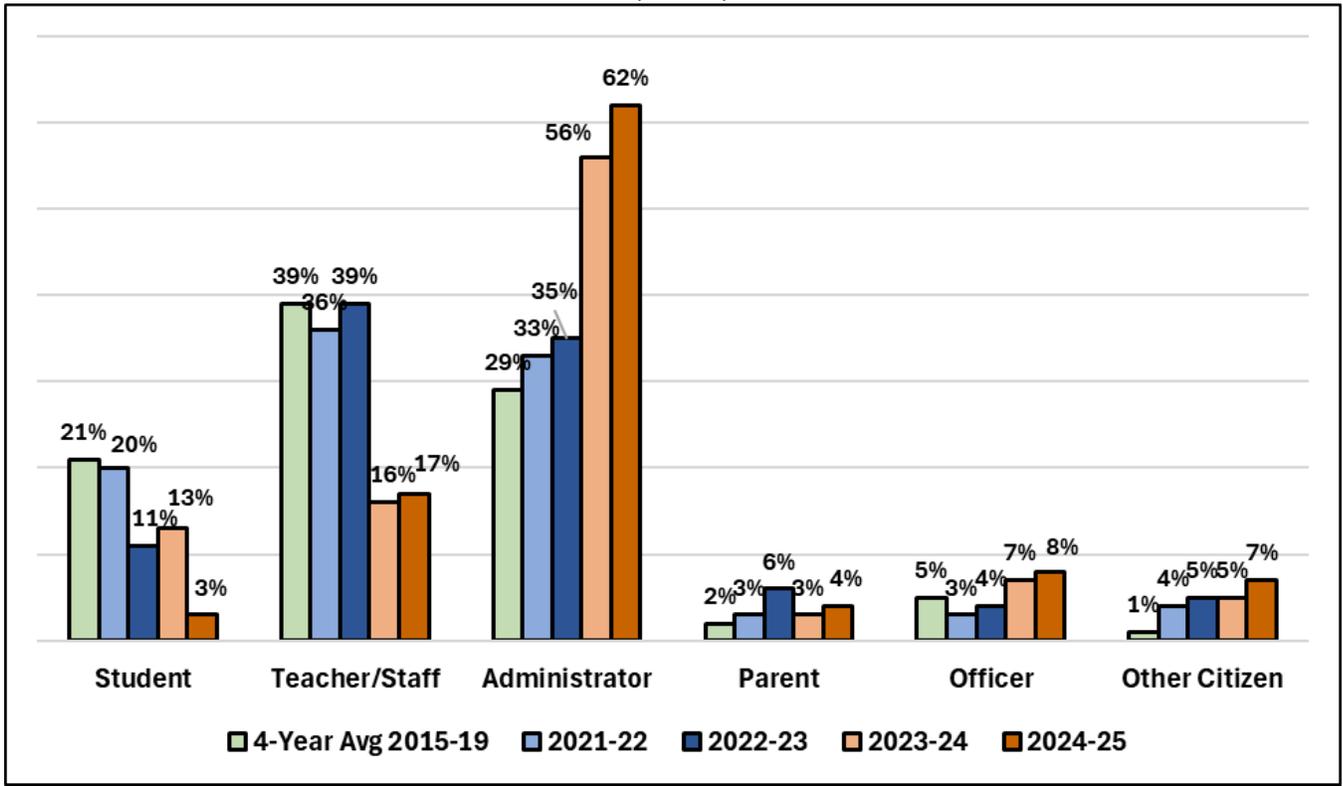
Who Initiated Calls For Service (CFS) that Resulted in a Referral?



Middle Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25
Student	9%	9%	9%	15%	4%
Teacher/Staff	40%	43%	23%	15%	7%
Administrator	37%	32%	49%	48%	57%
Parent	9%	9%	18%	23%	28%
Officer	1%	2%	1%	0%	0%
Other Citizen	2%	2%	0%	0%	4%

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	2024-25
Student	21%	20%	11%	13%	3%
Teacher/Staff	39%	36%	39%	16%	17%
Administrator	29%	33%	35%	56%	62%
Parent	2%	3%	6%	3%	4%
Officer	5%	3%	4%	7%	8%
Other Citizen	1%	4%	5%	5%	7%

- There is a decrease in student initiated CFS that resulted in a referral or citation at both middle and high schools. This is likely the outcome of continued training between Administrators and SROs and is a more accurate depiction of who is initiating a CFS. In many cases, a student notified their Administrator of a crime, and the Administrator notified the SRO or other Officer.

CFS Types Occurring in LPS Middle and High Schools

School years 2019-20 and 2020-21 were not calculated due to COVID limitations.

Historically, there are types of CFS that compose the majority of incidents that result in a juvenile referral: assaults, narcotic offenses, vandalisms, disturbances, trespassing, and traffic 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.

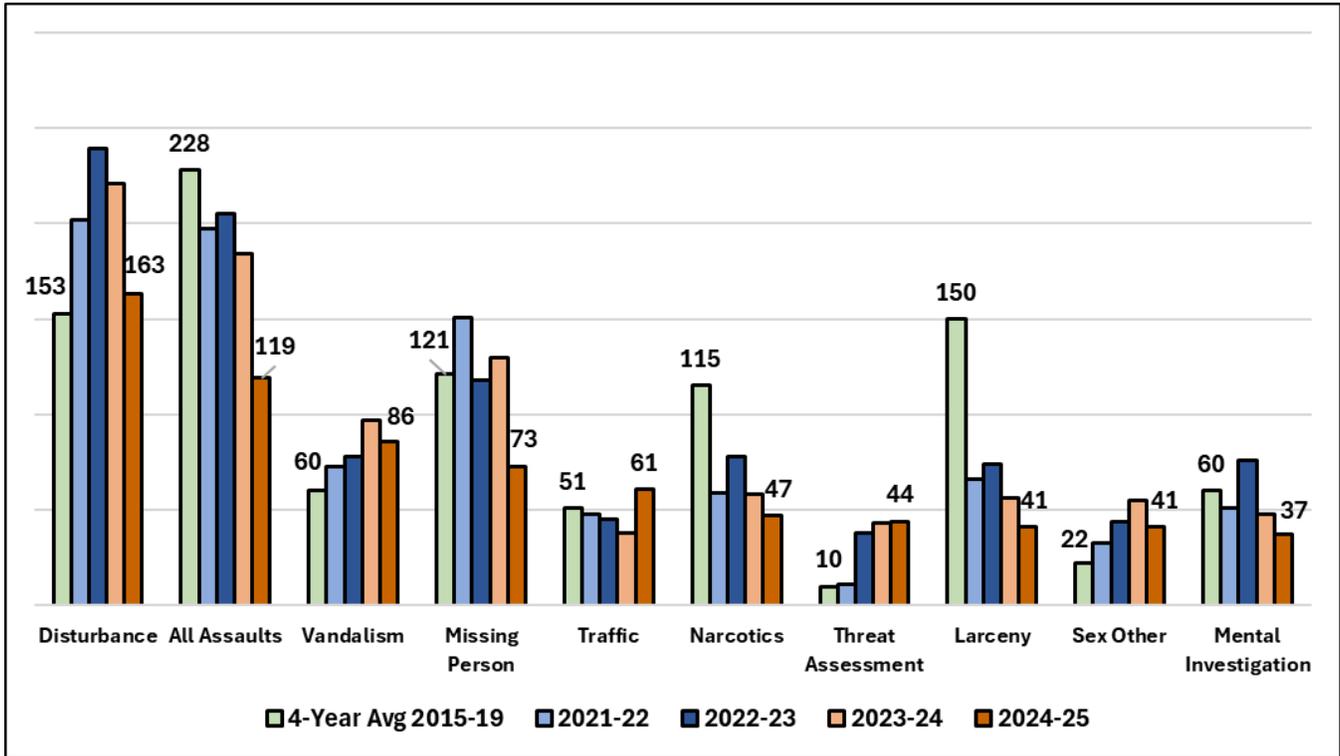
Threat assessments include an investigation of threats of violence toward staff, students, or the school. Threat assessments can be initiated by other types of calls for service such as a disturbance. SROs and LPS staff have participated in extensive training related to threat assessments including identifying 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. 88% of Narcotics referrals were initiated by an Administrator and 59% of Assault referrals were initiated by an Administrator.

In summary, serious incidents compose the majority of CFS at LPS schools. Assaults, narcotic offenses, vandalisms, disturbances, trespassing, and traffic offenses made up 81% of the incidents that resulted in a juvenile referral. School Administrators and Teachers/Staff initiated the largest percentage of these six types of incidents (78%). CFS at LPS schools and CFS resulting in referrals or citations have decreased over the past three consecutive years. The number of students involved as any party type in a CFS has declined as well.

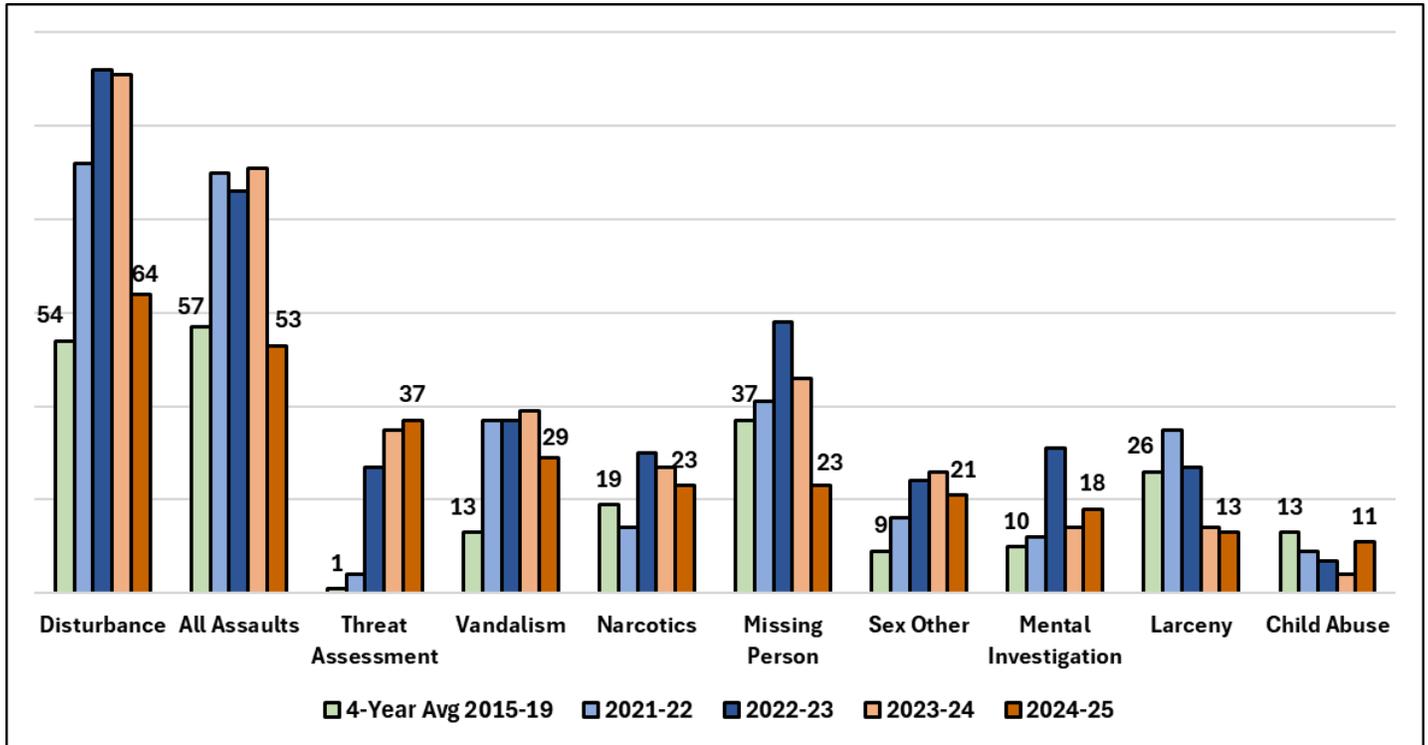
LPS Middle and High Schools: Top 10 CFS Types

In 2024-25, these top 10 CFS types made up 67% (712) of all CFS at middle and high schools.



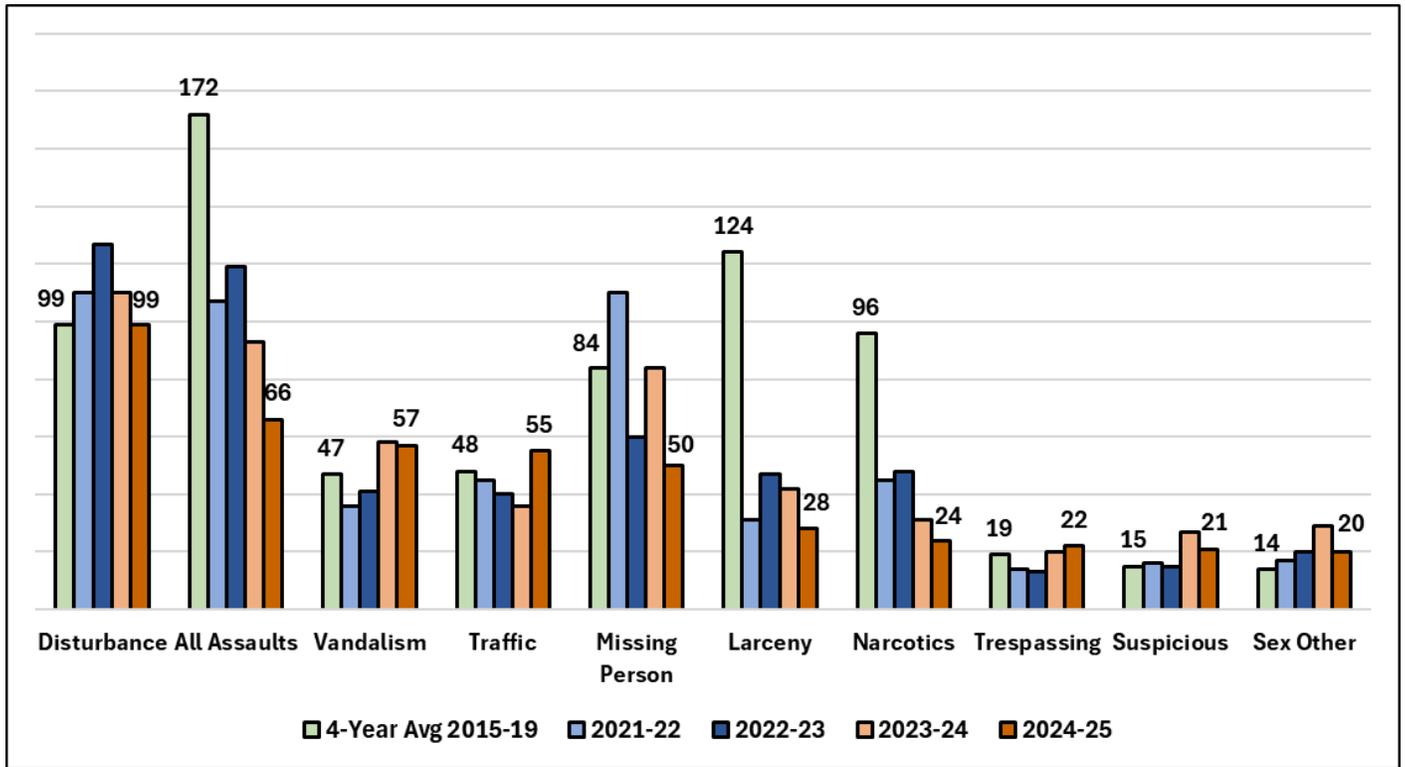
Middle and High Schools: Top 10 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Disturbance	153	202	239	221	163	7%
All Assaults	228	197	205	184	119	-48%
Vandalism	60	73	78	97	86	43%
Missing Person	121	151	118	130	73	-40%
Traffic	51	48	45	38	61	20%
Narcotics	115	59	78	58	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%

LPS Middle Schools: Top 10 CFS Types



Middle Schools: Top 10 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Disturbance	54	92	112	111	64	19%
All Assaults	57	90	86	91	53	-7%
Threat Assessment	1	4	27	35	37	3600%
Vandalism	13	37	37	39	29	123%
Narcotics	19	14	30	27	23	21%
Missing Person	37	41	58	46	23	-38%
Sex Other	9	16	24	26	21	133%
Mental Investigation	10	12	31	14	18	80%
Larceny	26	35	27	14	13	-50%
Child Abuse	13	9	7	4	11	-15%

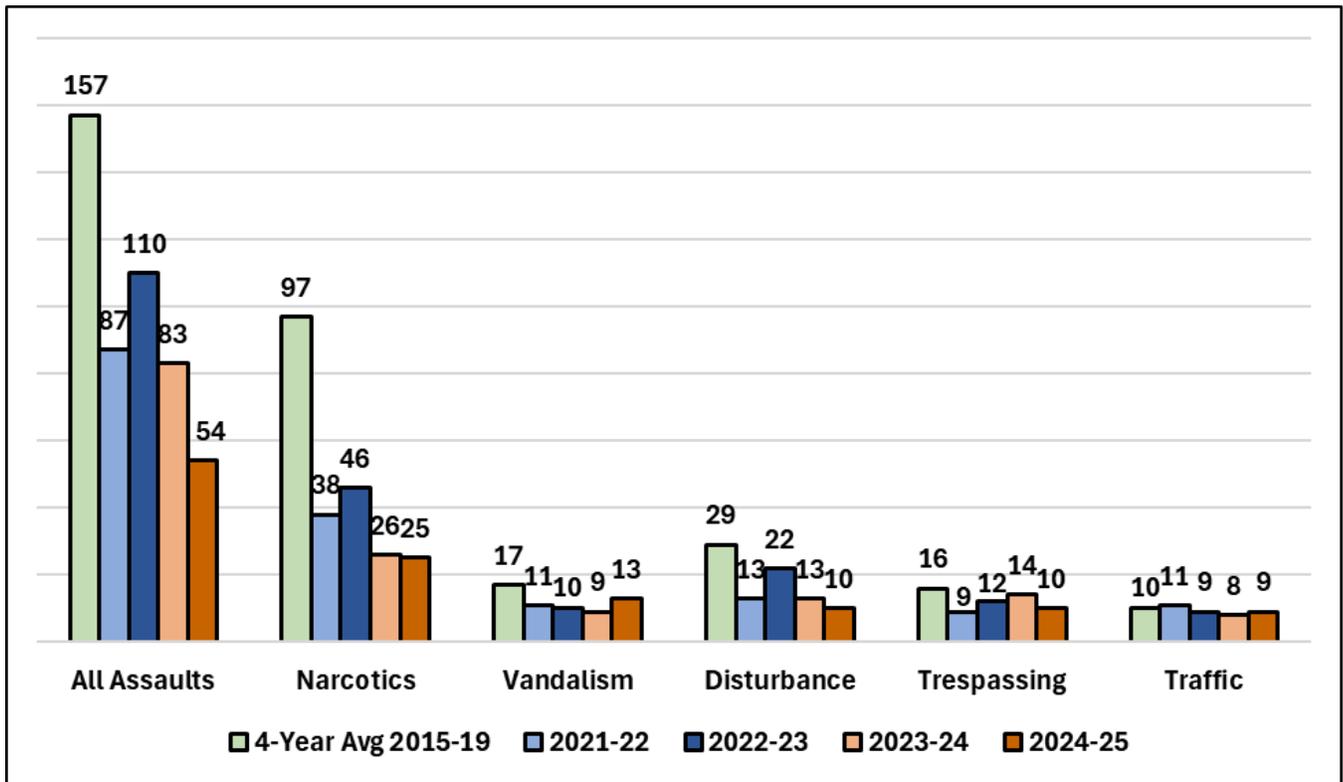
LPS High Schools: Top 10 CFS Types



High Schools: Top 10 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
Disturbance	99	110	127	110	99	0%
All Assaults	172	107	119	93	66	-61%
Vandalism	47	36	41	58	57	21%
Traffic	48	45	40	36	55	15%
Missing Person	84	110	60	84	50	-40%
Larceny	124	31	47	42	28	-77%
Narcotics	96	45	48	31	24	-75%
Trespassing	19	14	13	20	22	16%
Suspicious	15	16	15	27	21	40%
Sex Other	14	17	20	29	20	43%

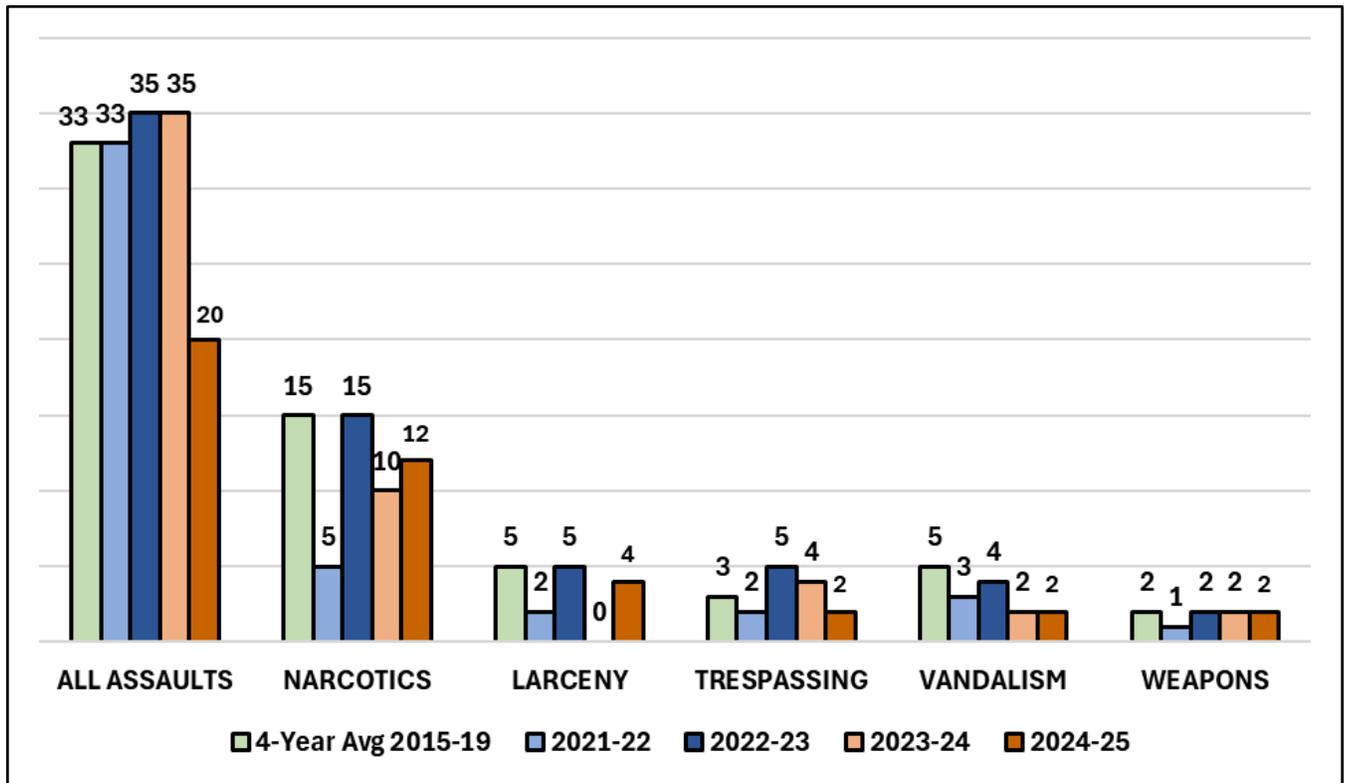
LPS Middle and High Schools: CFS Involving Juvenile Referrals (Top 6)

These top 6 CFS represent 81% (121) of all CFS that resulted in a referral or citation. Of these 121 CFS, 78% (94) were initiated by teacher/staff or administrators and 6% (7) were initiated by SROs.



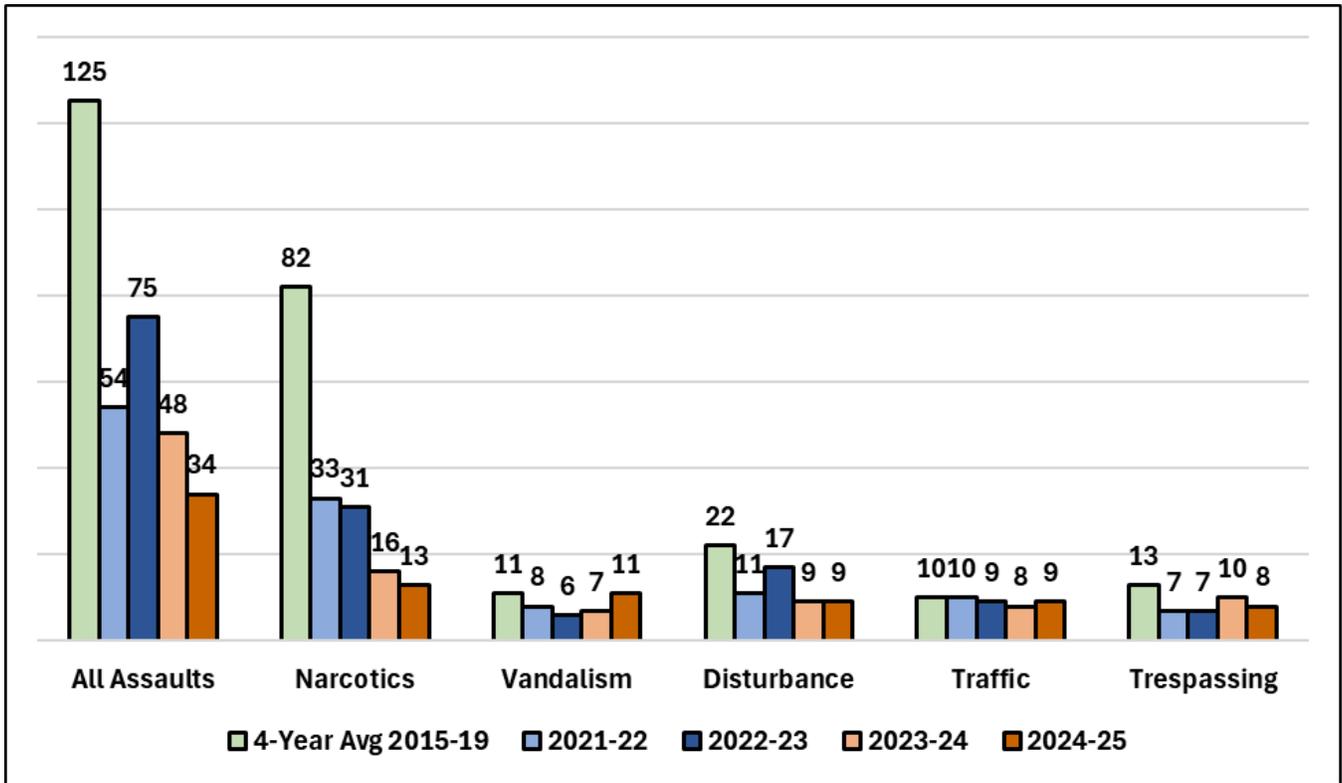
Middle and High Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
All Assaults	157	87	110	83	54	-66%
Narcotics	97	38	46	26	25	-74%
Vandalism	17	11	10	9	13	-24%
Disturbance	29	13	22	13	10	-67%
Trespassing	16	9	12	14	10	-38%
Traffic	10	11	9	8	9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

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



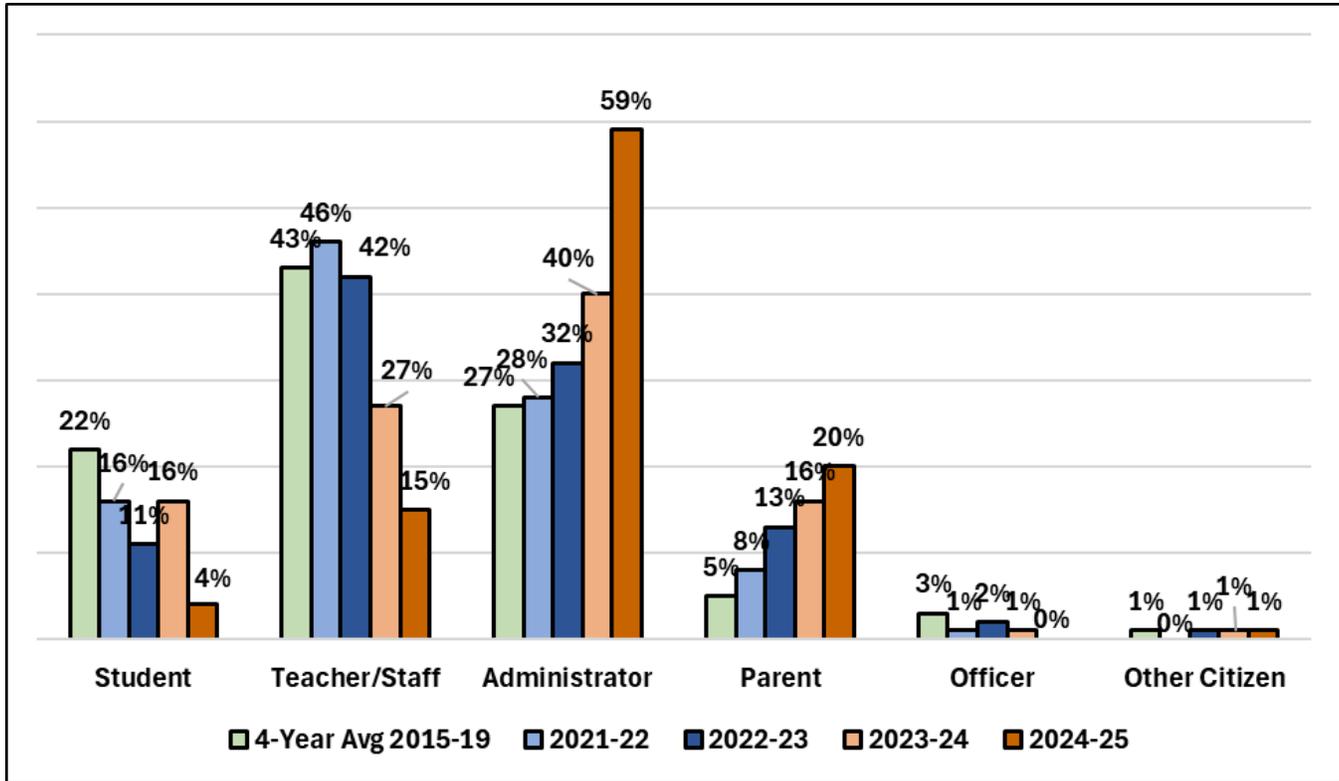
Middle Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
All Assaults	33	33	35	35	20	-39%
Narcotics	15	5	15	10	12	-20%
Larceny	5	2	5	0	4	-20%
Trespassing	3	2	5	4	2	-33%
Vandalism	5	3	4	2	2	-60%
Weapons	2	1	2	2	2	0%

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



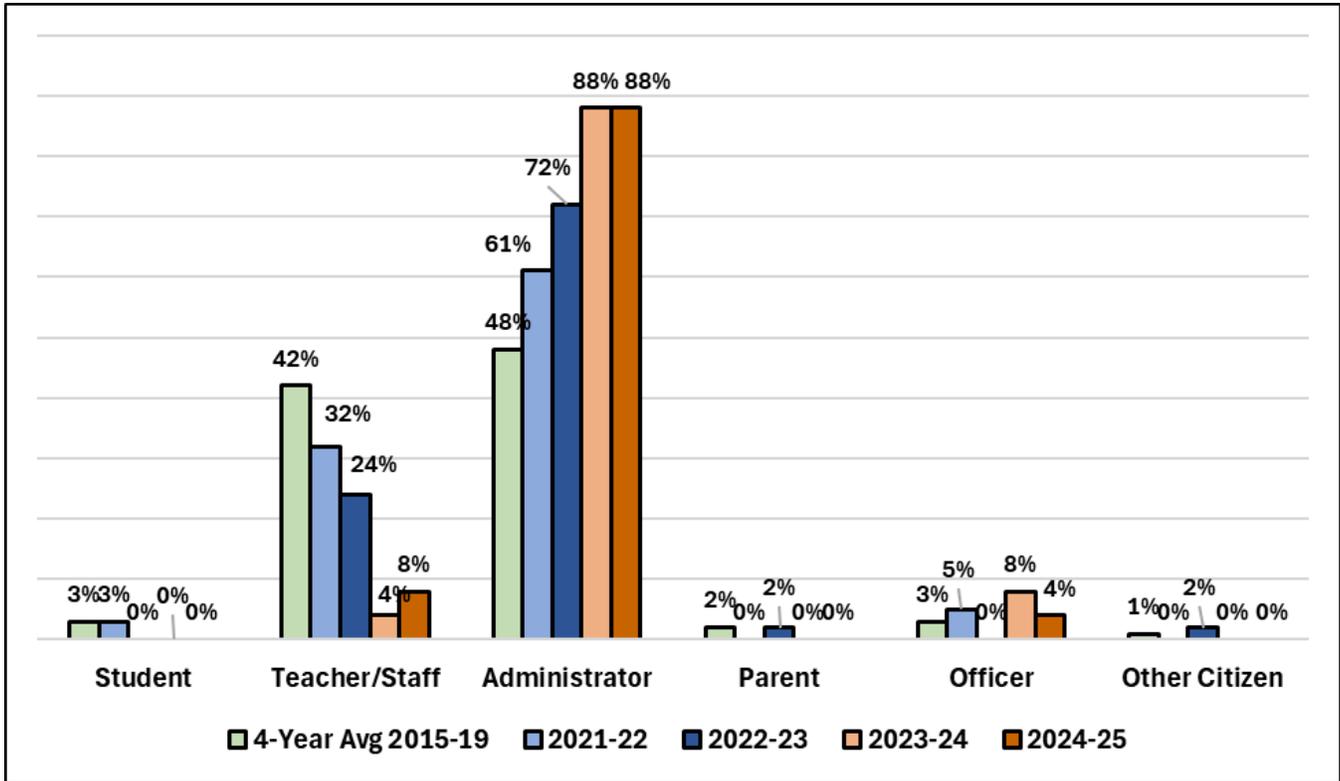
High Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	2024-25	% Change from 4-Year Avg
All Assaults	125	54	75	48	34	-73%
Narcotics	82	33	31	16	13	-84%
Vandalism	11	8	6	7	11	0%
Disturbance	22	11	17	9	9	-59%
Traffic	10	10	9	8	9	-10%
Trespassing	13	7	7	10	8	-38%

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	2024-25
Student	22% (35)	16% (14)	11% (12)	16% (13)	4% (2)
Teacher/Staff	43% (68)	46% (40)	42% (46)	27% (22)	15% (8)
Administrator	27% (42)	28% (24)	32% (35)	40% (33)	59% (32)
Parent	5% (7)	8% (7)	13% (14)	16% (13)	20% (11)
Officer	3% (5)	1% (1)	2% (2)	1% (1)	0%
Other Citizen	1% (1)	0%	1% (1)	1% (1)	1 (2%)

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	2024-25
Student	3% (3)	3% (1)	0%	0%	0%
Teacher/Staff	42% (40)	32% (12)	24% (11)	4% (1)	8% (2)
Administrator	48% (47)	61% (23)	72% (33)	88% (23)	88% (22)
Parent	2% (2)	0%	2% (1)	0%	0%
Officer	3% (3)	5% (2)	0%	8% (2)	4% (1)
Other Citizen	1% (1)	0%	2% (1)	0%	0%

Notification of Administrators

In 2024-25, SROS or other officers initiated approximately 15% 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 3 CFS that an SRO initiated, which resulted in a referral where it is unknown if an administrator was notified in 2024-25.

Teachers/staff members initiated 9 CFS that resulted in a referral where it is unknown if an administrator was notified in 2024-25. 8 of these CFS were handled by officers other than an SRO.

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. Of those 28 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.

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%)



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

Persons Analysis

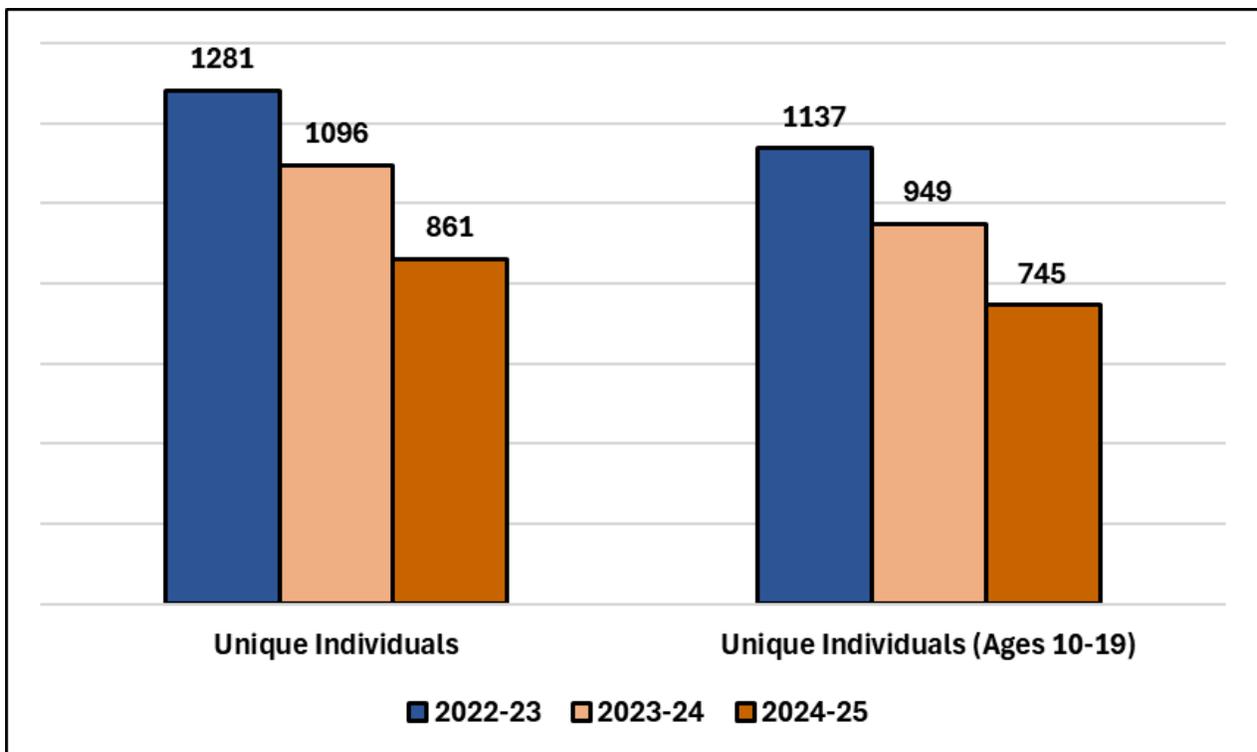
In 2022-23 a coding change was made to more accurately capture the number of students receiving referrals. This was continued through 2023-24 and 2024-25. This section of the report was added due to historical questions about students who had repeated contacts.

The first part of this analysis is to look at how many CFS have 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.
- In 2024-25, 58% (611) 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.

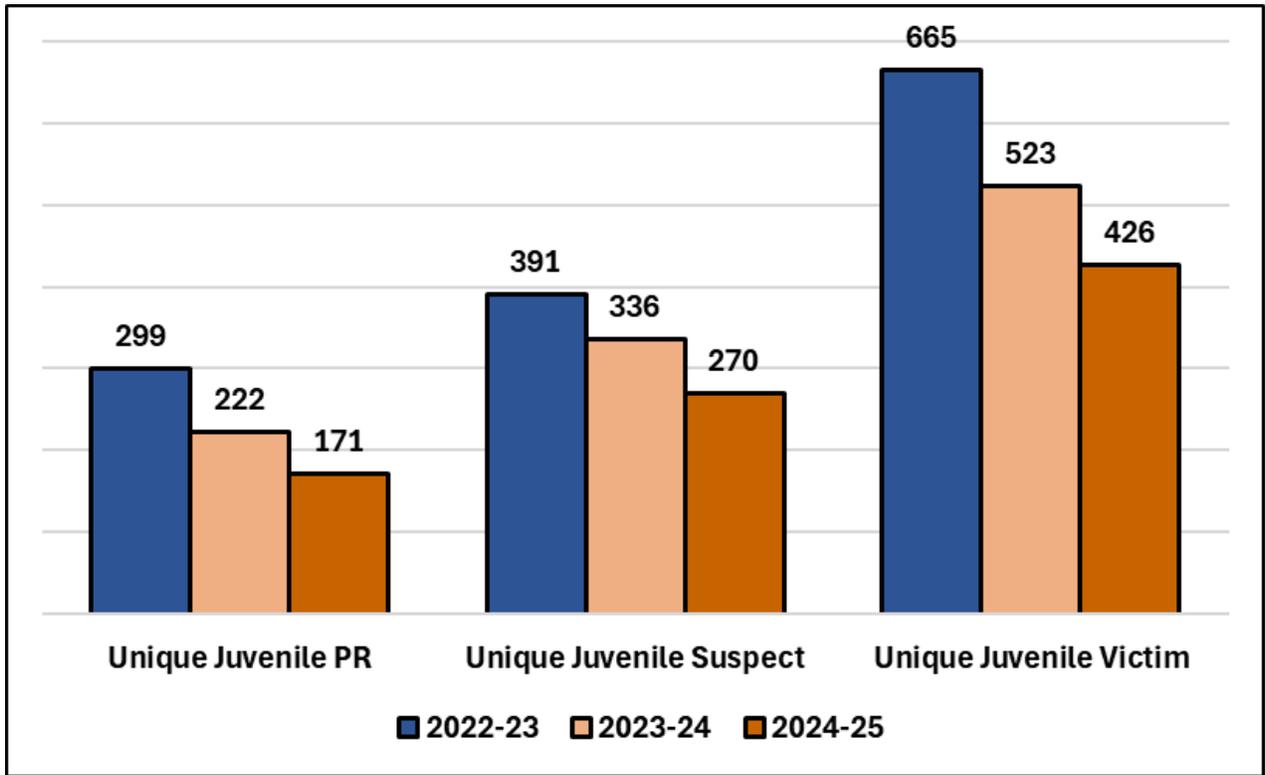
- In 2024-25, 745 unique juveniles, age 10-19, were listed as a party (Victim, Suspect or Person Responsible) on a CFS. This is 3% of the total school population.



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

Person Analysis

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



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
Total	1355	1081	867

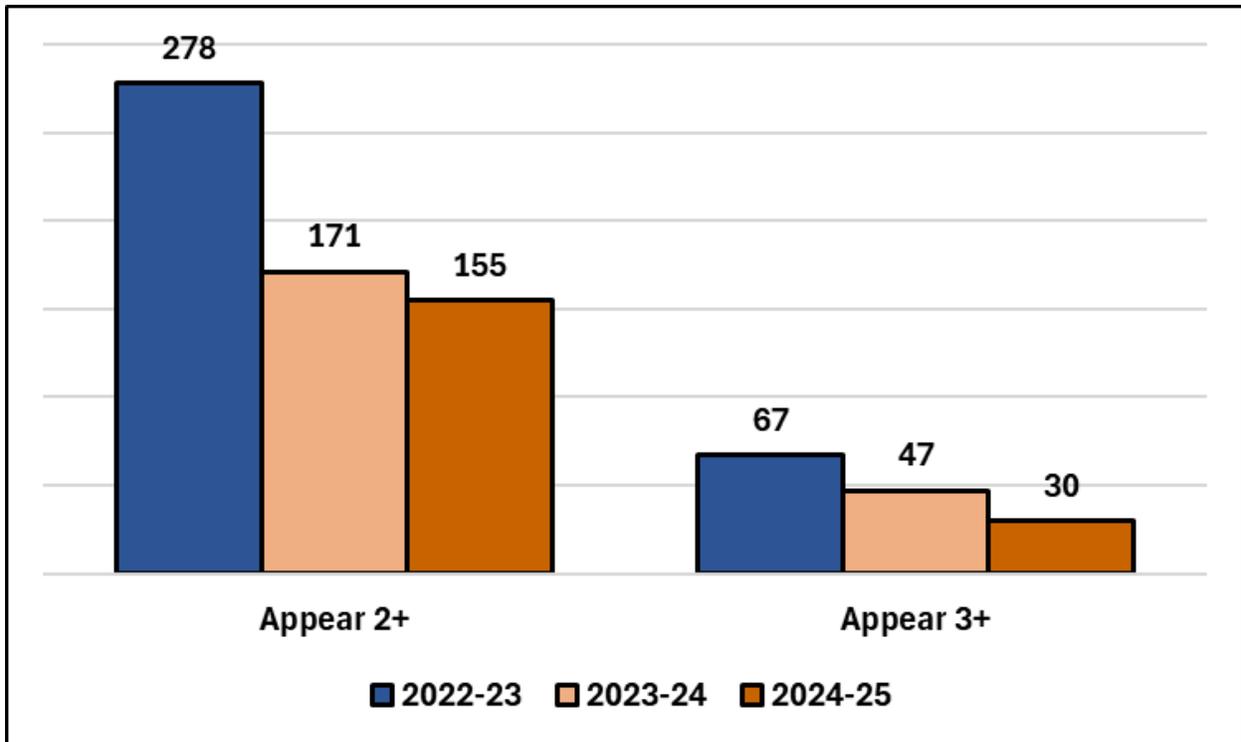
These totals are larger than the “Unique Individuals (Ages 10-19)” seen on the previous page because a unique individual can appear in the data multiple times across party types.

Person Analysis

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

Of the 745 unique juvenile individuals seen in 2024-25:

- 155 appear 2+ times, as any party type
- 30 appear 3+ times, as any party type

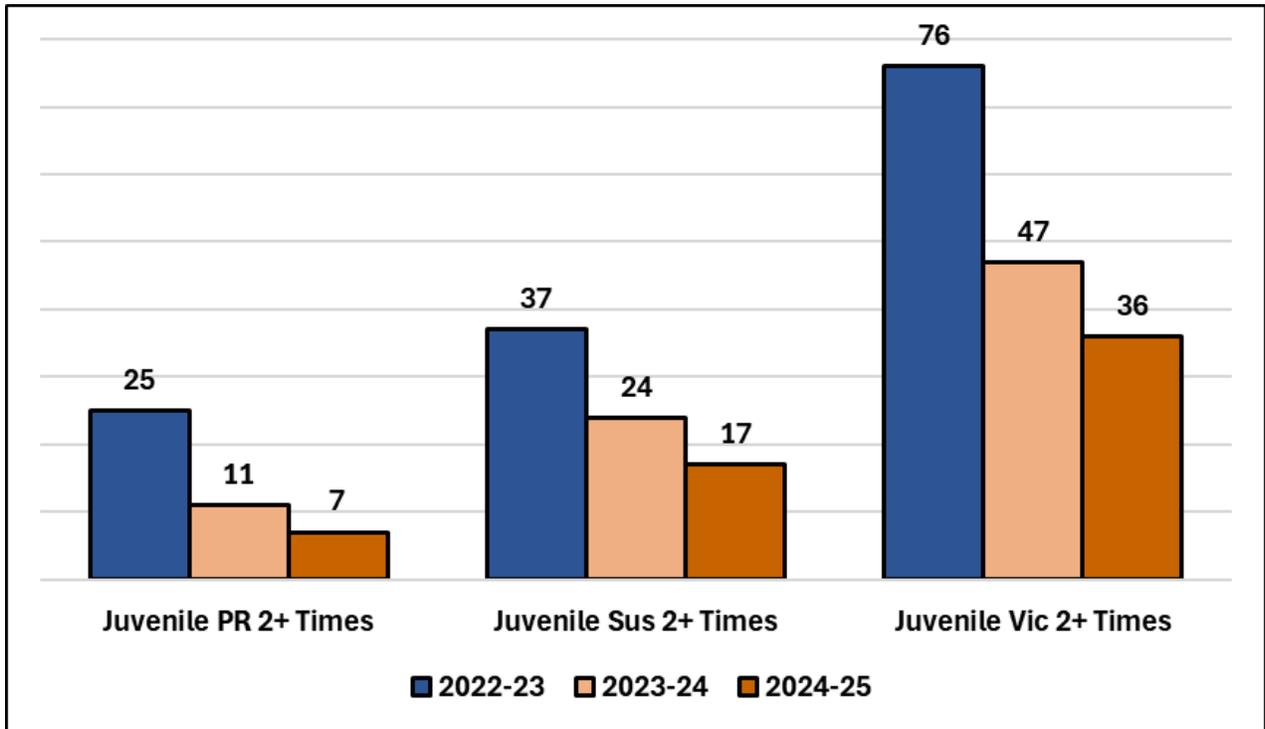


Ages 10-19	2022-23	2023-24	2024-25
Unique Juvenile Appears 2+ Times	278	171	155
Unique Juvenile Appears 3+ Times	67	47	30

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 36 individuals who were listed as Victims 2+ times, 12 were the result of multiple Missing Persons CFS.

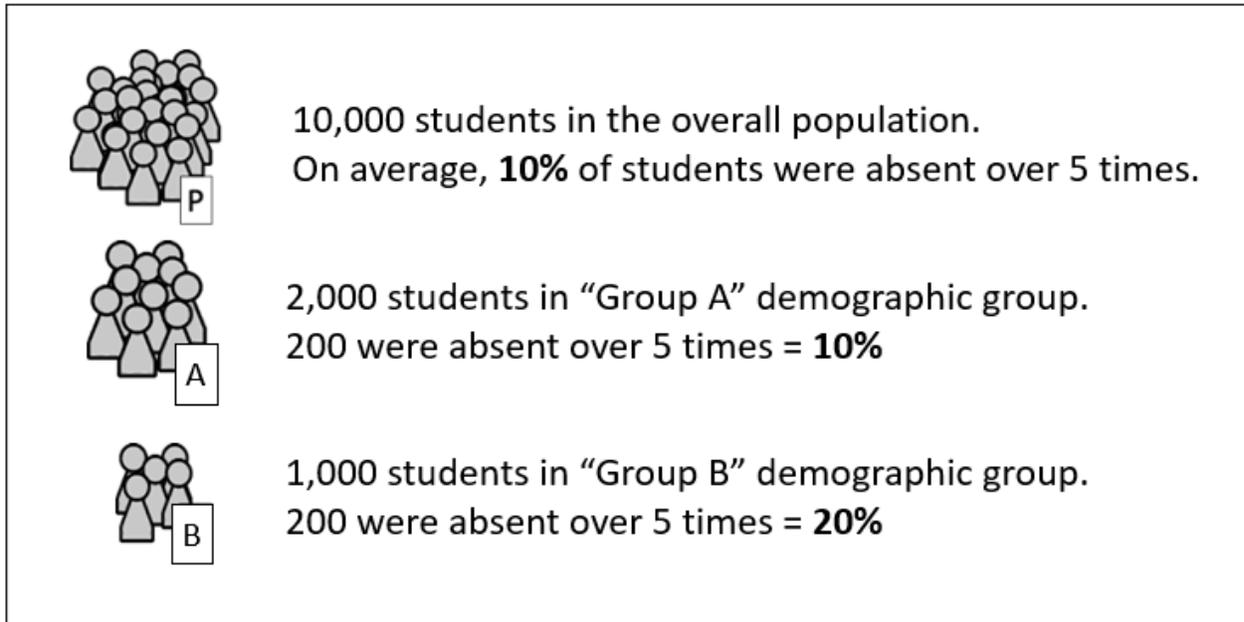


Ages 10-18	2022-23	2023-24	2024-25
Unique Juvenile PR 2+ Times	25	11	7
Unique Juvenile Suspect 2+ Times	37	24	17
Unique Juvenile Victim 2+ Times	76	47	36

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.

LPS Student Population

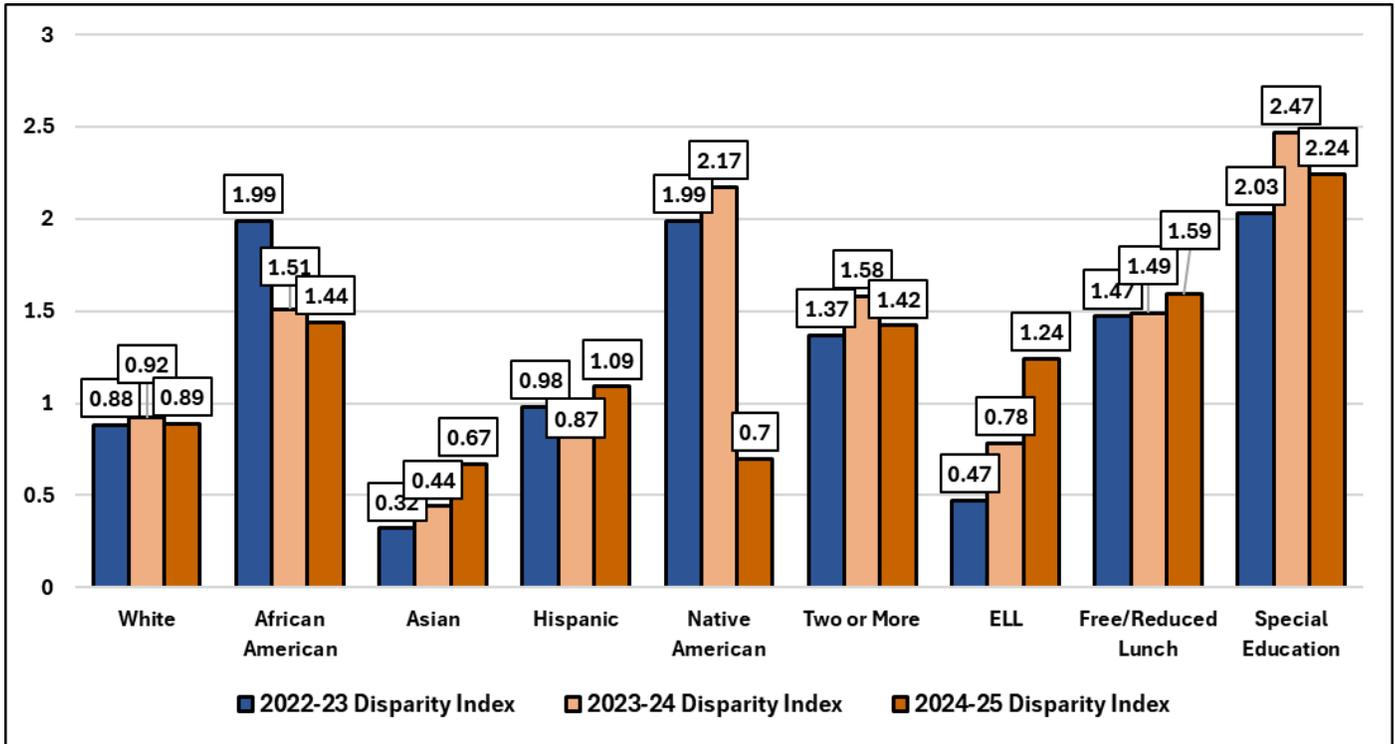
Note about race/ethnicity data used in the 2024-25 report: In previous years (2018-2021), the race/ethnicity information used for disparity index calculations was derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. To more consistently represent this information, 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.

New in 2024-25: In previous years, suspects and persons responsible were reviewed together for the disparity indices. The coding change in 2022-23, allowed for a more accurate examination of disparity in students referred to the juvenile justice system. Suspects were removed because a student could be listed as a suspect in an unfounded case, or an initial suspect may be found to be uninvolved after an investigation. In 2024-25, disparity indices were re-calculated for 2022-23 and 2023-24 to include only persons responsible.

LPS Student Population	2022-23 Middle and High School	2022-23 Middle School	2022-23 High School	2023-24 Middle and High School	2023-24 Middle School	2023-24 High School	2024-25 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

LPS Middle and High Schools: Victim Disparity Index

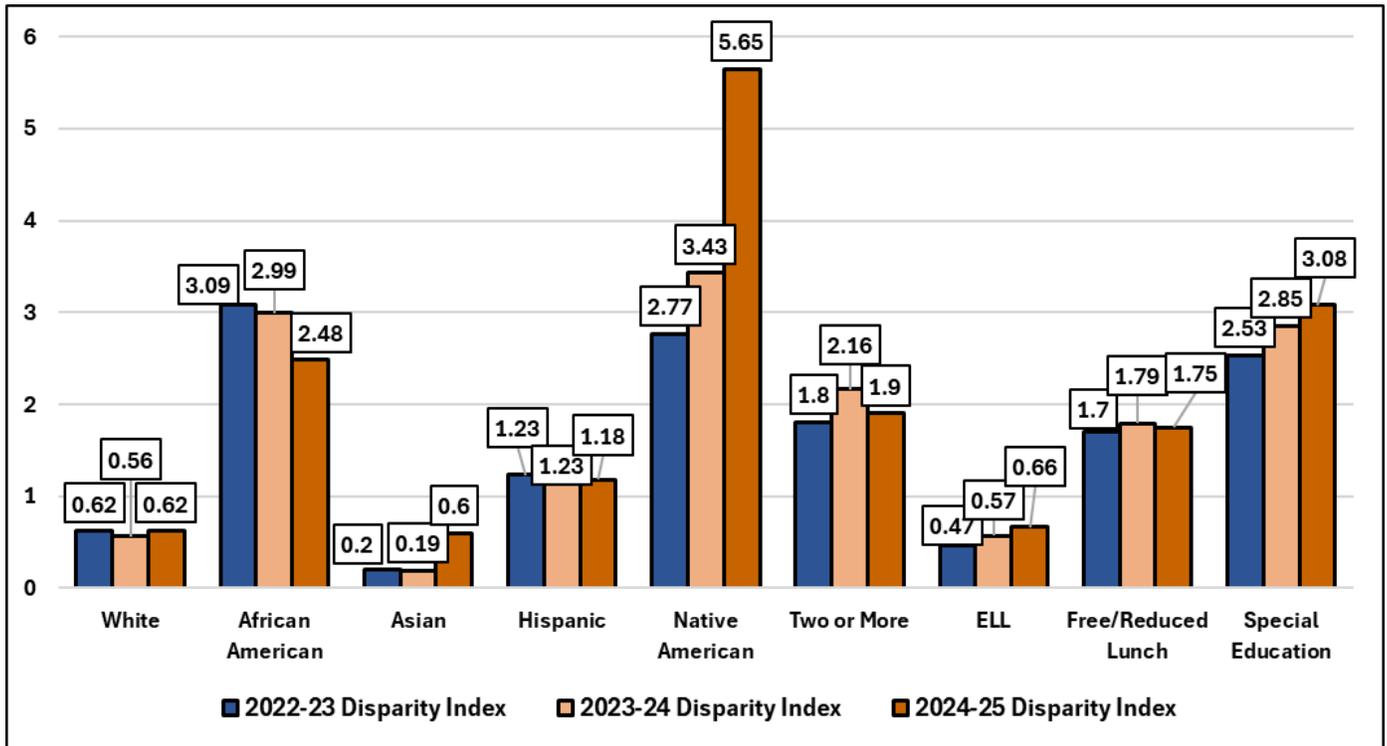
*Small total population numbers can cause the disparity index to vary greatly.
A disparity ratio of **1.0** indicates no disparity.



Middle and High School Victim Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index	2024-25 Number of Students	2024-25 Disparity Index
White	409	0.88	338	0.92	257	0.89
African American	106	1.99	65	1.51	51	1.44
Asian	11	0.32	12	0.44	15	0.67
Hispanic	115	0.98	84	0.87	86	1.09
Native American	10	1.99	8	2.17	2	0.7
Two or More	92	1.37	85	1.58	62	1.42
ELL	14	0.47	21	0.78	35	1.24
Free/Reduced Lunch	496	1.47	422	1.49	320	1.59
Special Education	228	2.03	217	2.47	152	2.24

LPS Middle and High Schools: Person Responsible Disparity Index

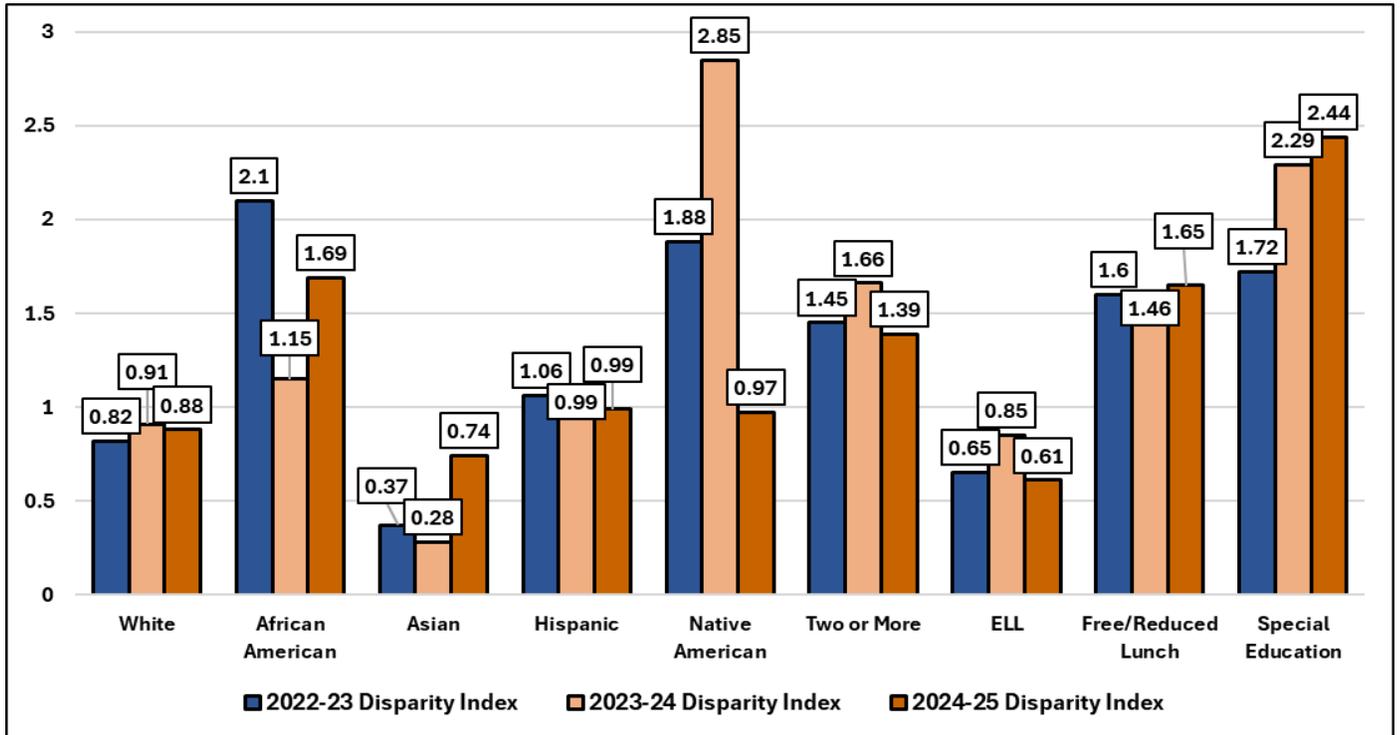
*Small total population numbers can cause the disparity index to vary greatly.
A disparity ratio of **1.0** indicates no disparity.



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

LPS Middle Schools: Victim Disparity Index

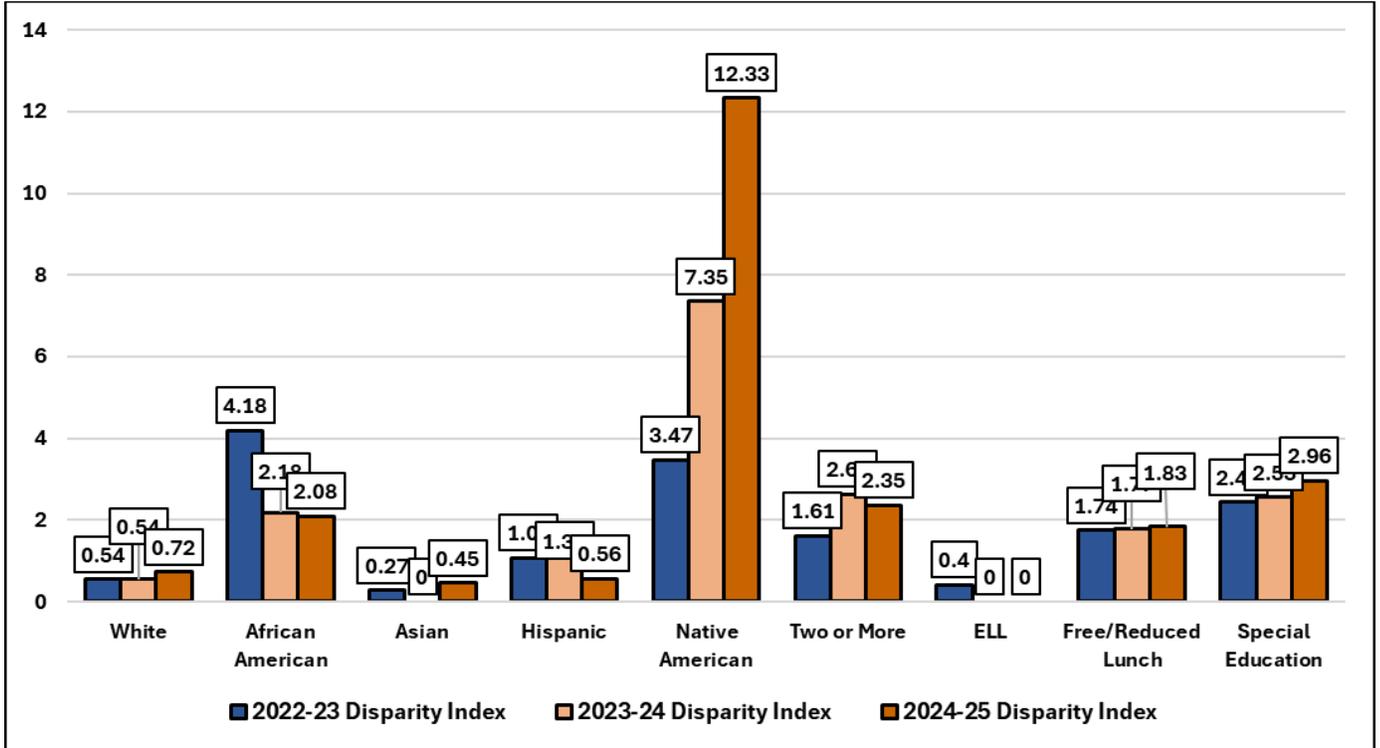
*Small total population numbers can cause the disparity index to vary greatly.
A disparity ratio of **1.0** indicates no disparity.



Middle School Victim Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index	2024-25 Number of Students	2024-25 Disparity Index
White	158	0.82	133	0.91	103	0.88
African American	48	2.1	20	1.15	24	1.69
Asian	5	0.37	3	0.28	7	0.74
Hispanic	51	1.06	36	0.99	30	0.99
Native American	4	1.88	4	2.85	1	0.97
Two or More	43	1.45	37	1.66	25	1.39
ELL	6	0.65	7	0.85	6	0.61
Free/Reduced Lunch	240	1.6	170	1.46	137	1.65
Special Education	91	1.72	89	2.29	73	2.44

LPS Middle Schools: Person Responsible Disparity Index

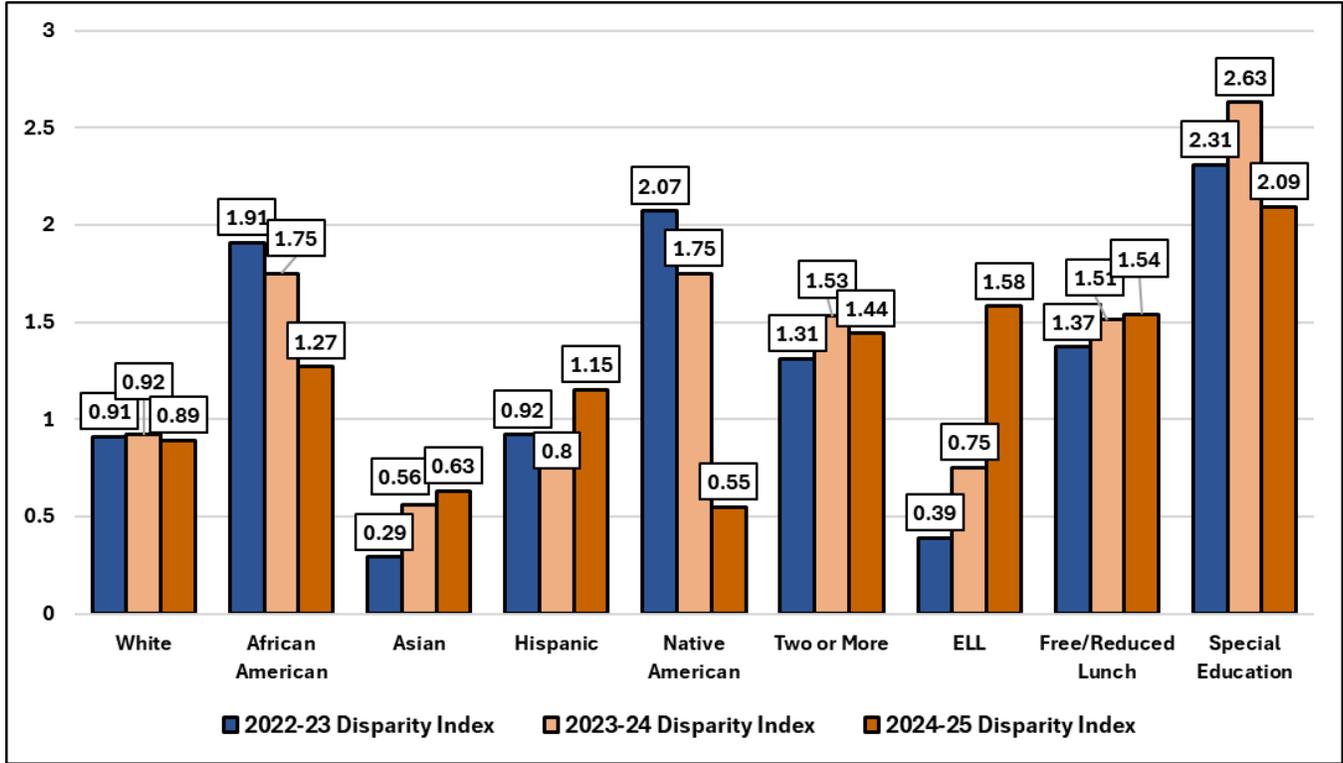
*Small total population numbers can cause the disparity index to vary greatly.
A disparity ratio of **1.0** indicates no disparity.



Middle School Person Responsible Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index	2024-25 Number of Students	2024-25 Disparity Index
White	28	0.54	23	0.54	20	0.72
African American	26	4.18	11	2.18	7	2.08
Asian	1	0.27	0	0	1	0.45
Hispanic	14	1.07	14	1.32	4	0.56
Native American	2	3.47	3	7.35	3	12.33
Two or More	13	1.61	17	2.62	10	2.35
ELL	1	0.4	0	0	0	0
Free/Reduced Lunch	71	1.74	60	1.77	36	1.83
Special Education	35	2.43	29	2.55	21	2.96

LPS High Schools: Victim Disparity Index

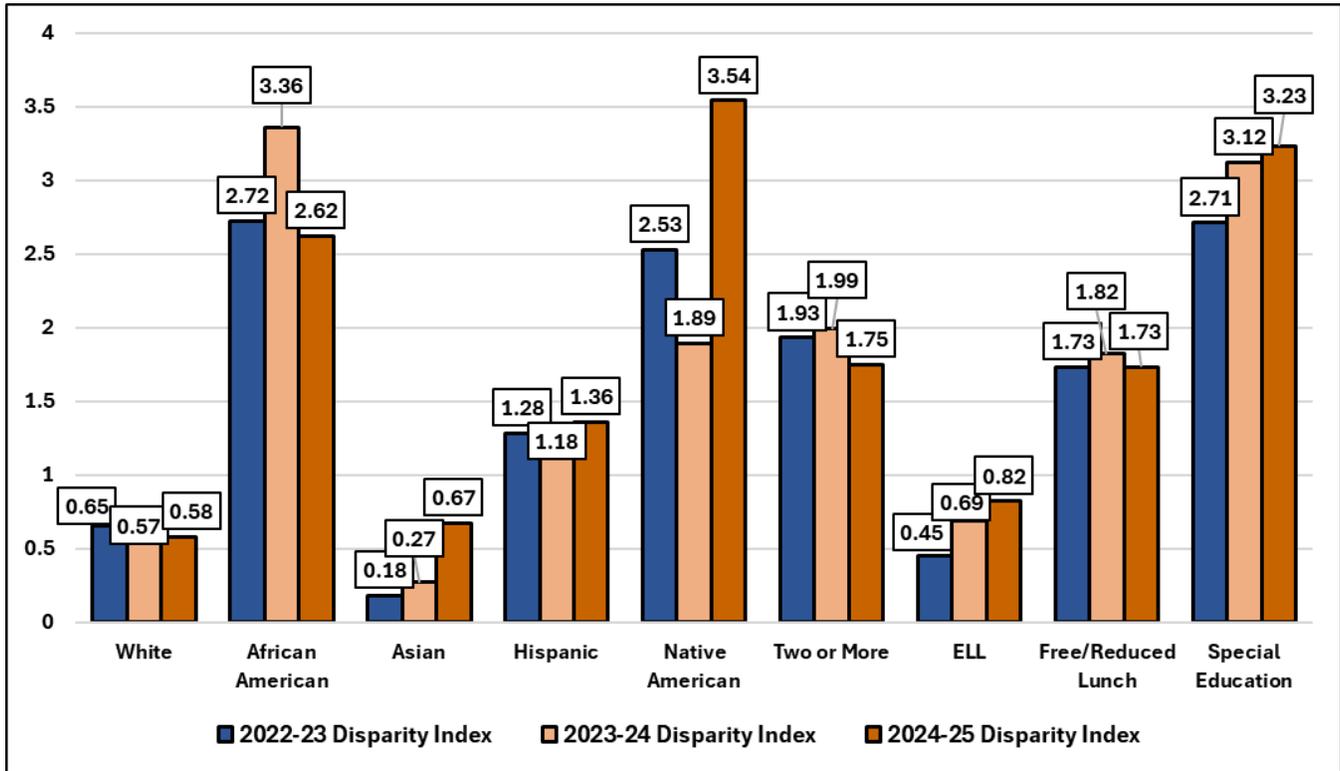
*Small total population numbers can cause the disparity index to vary greatly.
A disparity ratio of **1.0** indicates no disparity.



High School Victim Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index	2024-25 Number of Students	2024-25 Disparity Index
White	251	0.91	205	0.92	154	0.89
African American	58	1.91	45	1.75	27	1.27
Asian	6	0.29	9	0.56	8	0.63
Hispanic	64	0.92	48	0.8	56	1.15
Native American	6	2.07	4	1.75	1	0.55
Two or More	49	1.31	48	1.53	37	1.44
ELL	8	0.39	14	0.75	29	1.58
Free/Reduced Lunch	256	1.37	252	1.51	183	1.54
Special Education	137	2.31	128	2.63	79	2.09

LPS High Schools: Person Responsible Disparity Index

*Small total population numbers can cause the disparity index to vary greatly.
A disparity ratio of **1.0** indicates no disparity.



High School Person Responsible Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index	2024-25 Number of Students	2024-25 Disparity Index
White	97	0.65	59	0.57	47	0.58
African American	45	2.72	40	3.36	26	2.62
Asian	2	0.18	2	0.27	4	0.67
Hispanic	48	1.28	33	1.18	31	1.36
Native American	4	2.53	2	1.89	3	3.54
Two or More	39	1.93	29	1.99	21	1.75
ELL	5	0.45	6	0.69	7	0.82
Free/Reduced Lunch	176	1.73	140	1.82	96	1.73
Special Education	88	2.71	70	3.12	57	3.23

SRO Information

SRO Complaints and Commendations:

- In 2024-25, LPD investigated four complaints against SROs, three were exonerated and one resulted in a warning.
- In 2024-25, LPD SROs received twelve commendations for a variety of events.

SRO 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.

Lincoln Public Schools Data

Lincoln Public Schools District Perception Survey 2024-25

The results of Lincoln Public Schools Perception Survey are used by schools to improve teaching, learning, and school climate. After the adoption of the LPS Strategic Plan 2024-29 and the Perception items in spring of 2024, the administration of the 2024-2025 marked the first time that the results of the new survey could be compared to the previous administration.

The 2025 District Perception Survey was scheduled to be administered March 17-April 11, 2025. 2025 survey participations:

- 15,243 middle and high school students responded to the survey. This is over 2000 additional students responding to the survey over the 13,084 that responded last year. This increase in responses was largely due to the increased awareness of the usefulness of the survey data in the School Improvement Process.
- 1,177 middle and high school families responded to the survey which is lower than the year's 1,356 who responded in 2024
- 1,295 middle and high school certified staff responded to the survey which is slightly higher than the 1,218 that responded in 2024.

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 2024-25

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, the director of the Continuous Improvement and Professional Learning communicated the importance of the data in the school improvement process. In total 13,084 (7,009 middle and 6,075 high school) individual students responded to the survey.

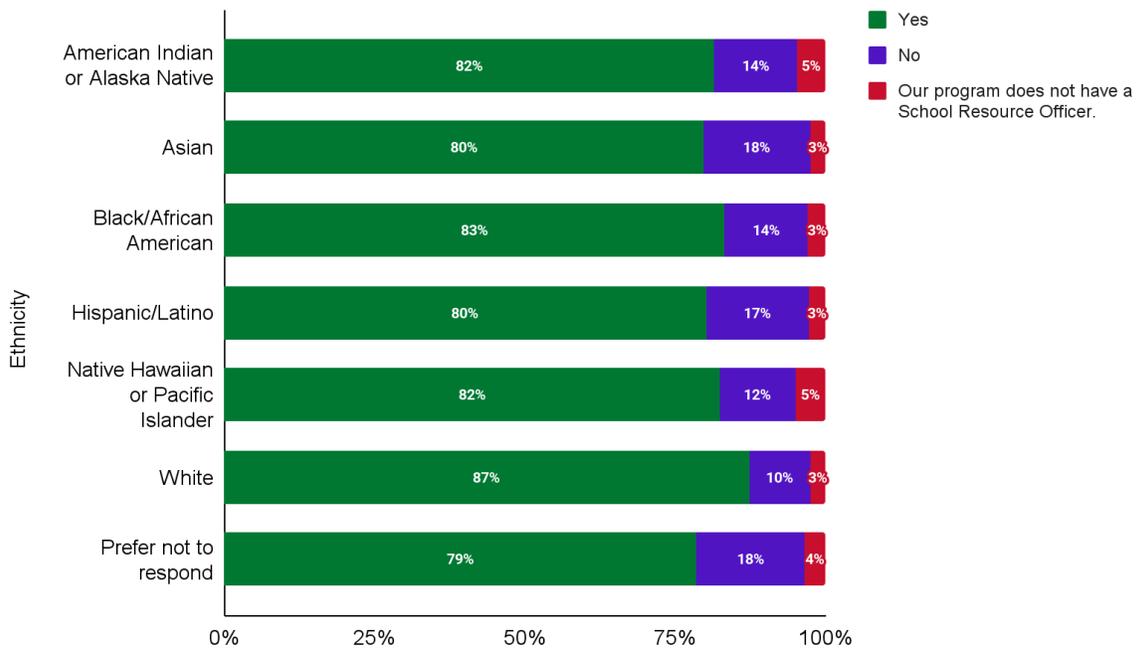
The majority of students responding to the survey identified white 8,160 (54%) as one of the ethnic groups to which they belong. The next largest group of respondents were those students who identified Hispanic/latino 2,074 (14%) and Black/African American 1,751 (11%) as one of their ethnic groups. Each of the other ethnic groups were selected less than 10% of the time by the respondents.

School Level

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

*The total is more than the number of individual students because students could choose multiple ethnic groups.

Of the 12,804 individual students responding to the survey question about awareness of the School Resource Officer (SRO) on campus, 10,803 or 84% indicated “yes” they knew there was a School Resource Officer (SRO) at their school. This reflects an increase in awareness over 2024’s 81% who responded affirmatively to this item. The level of awareness was similar across ethnic groups but students identifying white as part of their background had a slight higher level of awareness. Since students could mark all of their ethnic groups, the total in the table represents duplicated students.



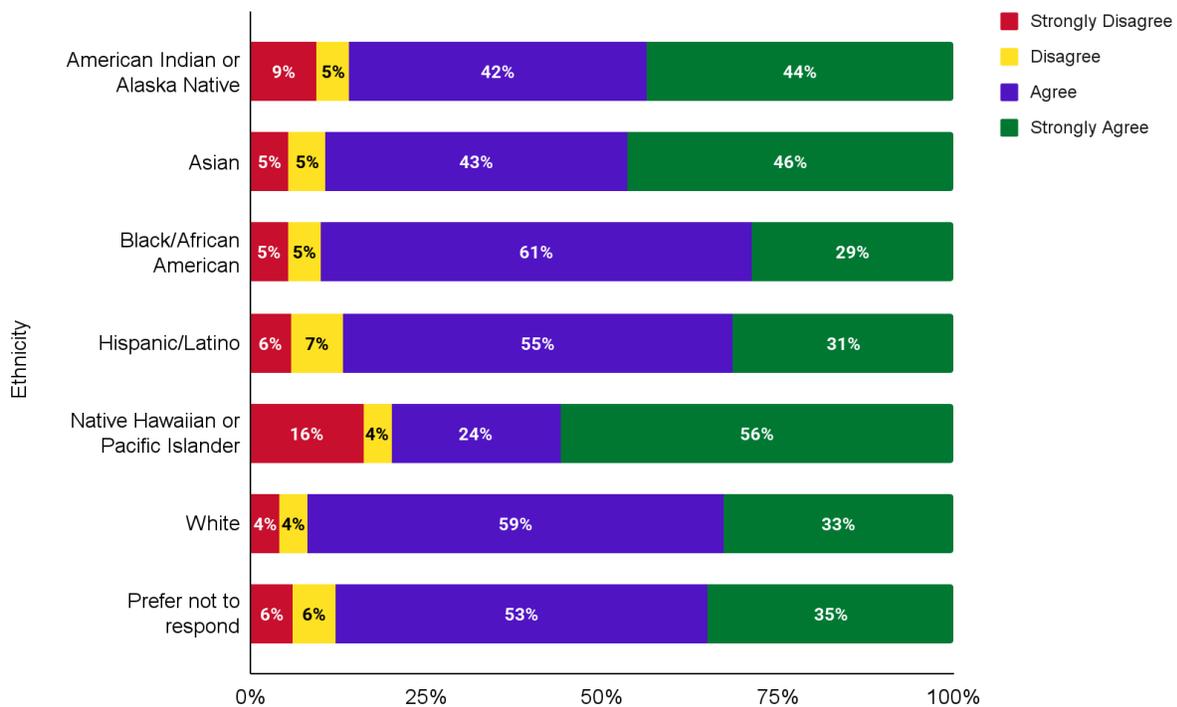
Were you aware that there is a School Resource Officer (SRO) at your school?

Ethnicity	Yes	No	Our program does not have an SRO	Total Responses
American Indian or Alaska Native	490	82	29	601
Asian	930	207	30	1,167
Black/African American	1,454	243	51	1,748
Hispanic/Latino	1,658	354	57	2,069
Native Hawaiian or Pacific Islander	193	29	12	234
White	7,112	832	206	8,150
Prefer not to respond	981	224	44	1,249
Total Responses	12,818	1,971	429	15,218

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.

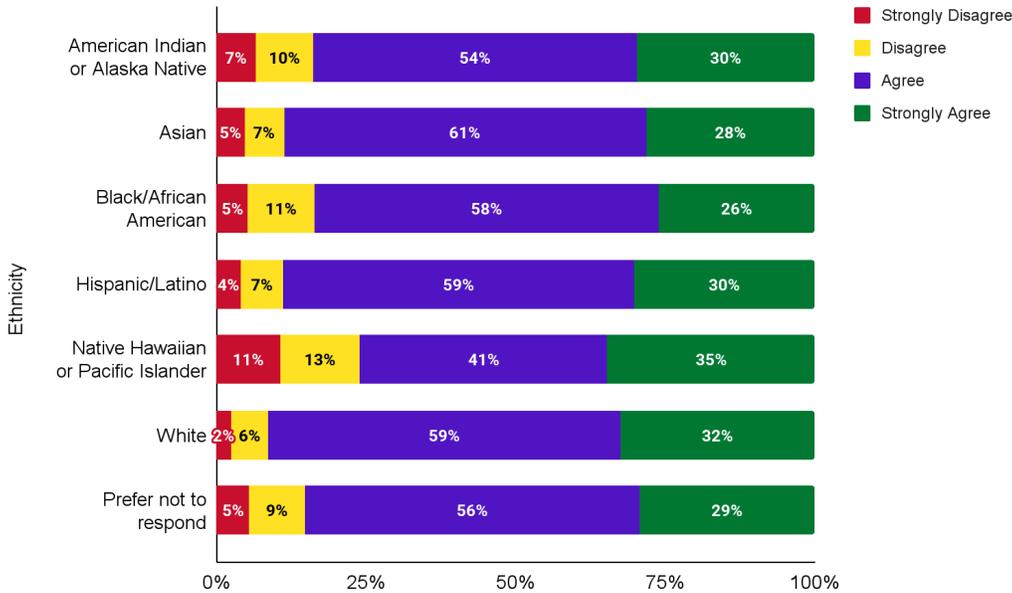


Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	31	54	197	116	398
Asian	39	69	459	207	774
Black/African American	83	171	609	312	1,175
Hispanic/Latino	66	134	744	384	1,328
Native Hawaiian or Pacific Islander	19	23	68	43	153
White	212	576	3,313	1,937	6,038
Prefer not to respond	55	89	412	238	794
Total Responses	505	1,116	5,802	3,237	10,660

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:

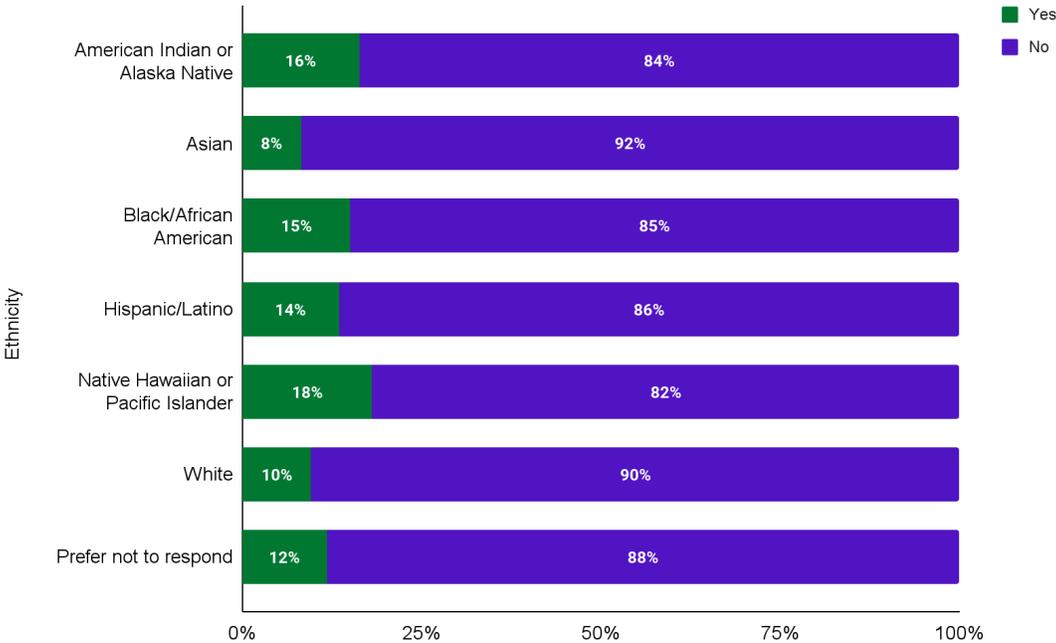
Overall, my school is safer because the SRO is in our building.



Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	25	37	208	114	384
Asian	35	49	451	210	745
Black/African American	60	127	656	297	1,140
Hispanic/Latino	51	90	743	384	1,268
Native Hawaiian or Pacific Islander	16	20	62	52	150
White	140	361	3,437	1,888	5,826
Prefer not to respond	42	71	428	224	765
Total Responses	369	755	5,985	3,169	10,278

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 (1,174 out of 10,737 students). When reviewing the data by ethnic group, the proportions of students indicating they were contacted by a School Resource Officer (SRO) ranged from 10% (864 out of 7,090) for students with white as part of their background to 18% (35 out of 193) 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). The small number students of Native Hawaiian or Pacific Islander heritage makes it difficult to draw any meaningful conclusions about the experiences of these students.

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

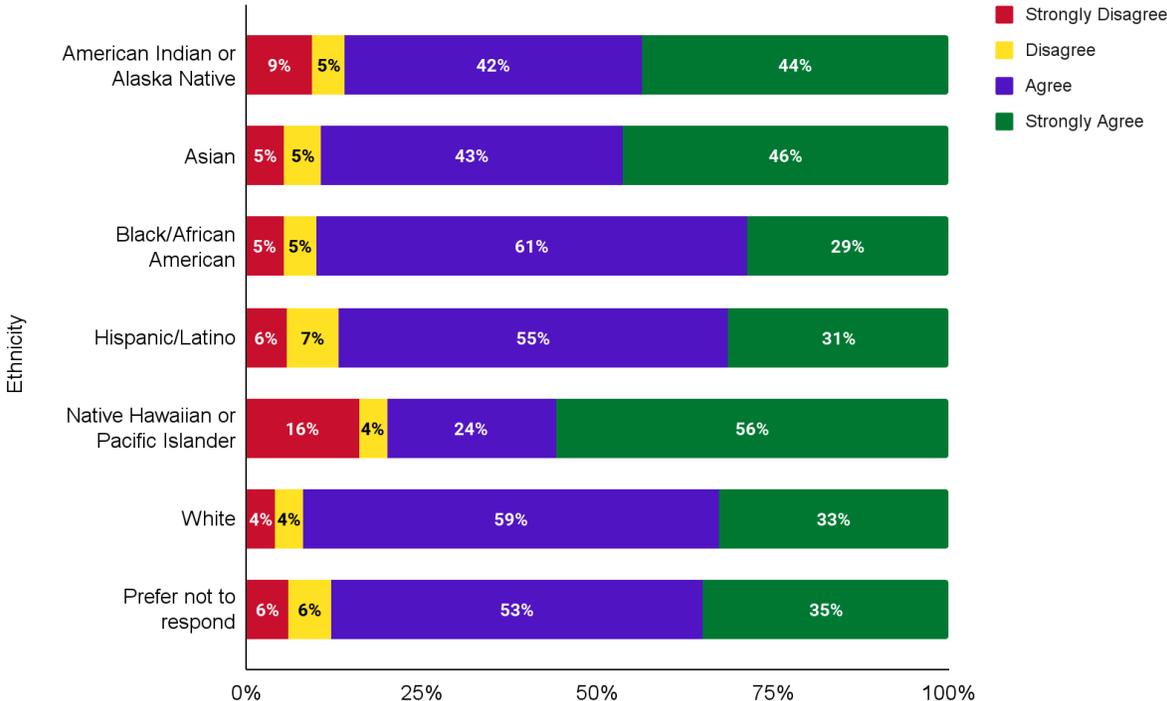


Ethnicity	Yes	No	Total Responses
American Indian or Alaska Native	80	410	490
Asian	76	850	926
Black/African American	218	1,229	1,447
Hispanic/Latino	223	1,425	1,648
Native Hawaiian or Pacific Islander	35	158	193
White	684	6,406	7,090
Prefer not to respond	115	861	976
Total Responses	1,431	11,339	12,770

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 90% (828 responses out of 916) indicating either “Agree” or “Strongly Agree.” The proportions were relatively steady across ethnic. Proportions for American Indian or Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian or Pacific Islander and White groups, were 86%, 89%, 90%, 86%, 80% and 92%, respectively.

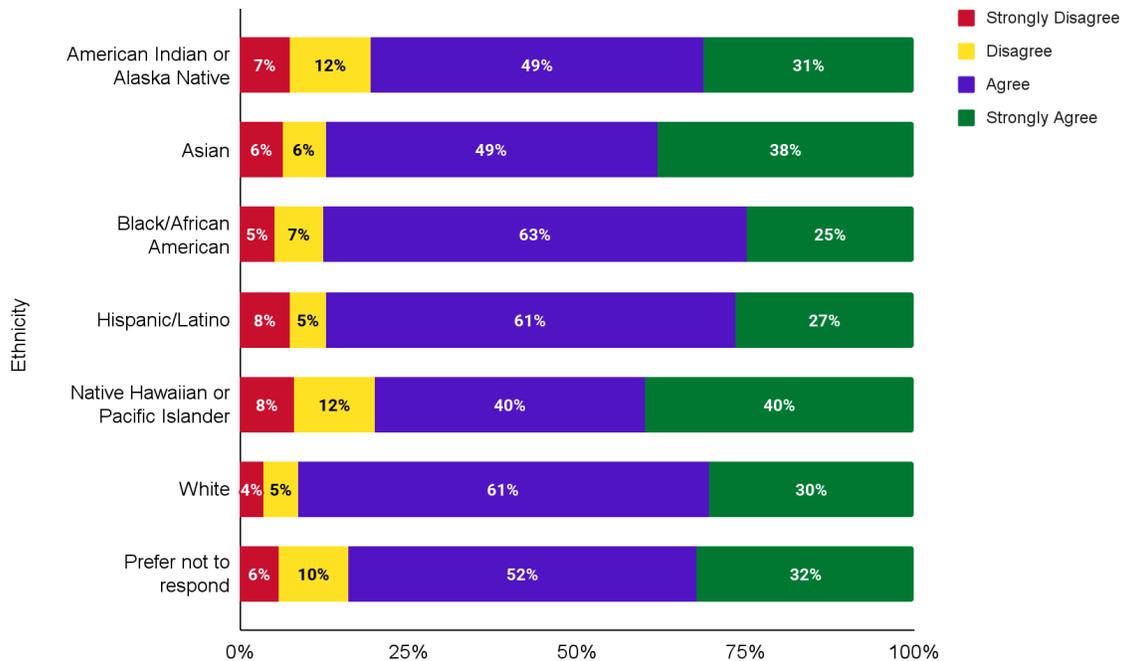
The SRO listened to my side of the story.



Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	6	3	27	28	64
Asian	3	3	24	26	56
Black/African American	9	8	104	49	170
Hispanic/Latino	10	13	97	55	175
Native Hawaiian or Pacific Islander	4	1	6	14	25
White	23	22	333	184	562
Prefer not to respond	5	5	44	29	83
Total Responses	60	55	635	385	1,135

When presented with the statement “I was treated fairly in this situation,” the overall student response was positive with 90% (838 out of 935) indicating they “Agree” or “Strongly Agree” with this statement. This is higher than the 86% of students indicating agreeing with this statement in the 2023-24 school year. When looking at this item by ethnicity, similar patterns of fairness emerge.

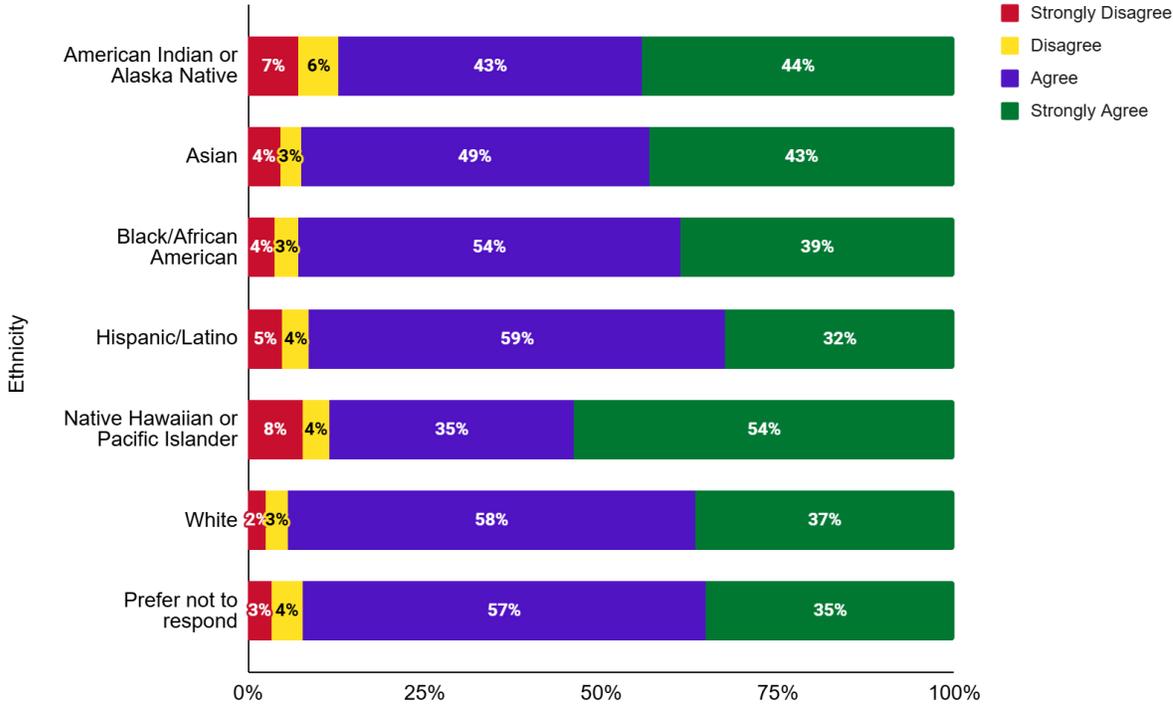
I was treated fairly in this situation.



Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	5	8	33	21	67
Asian	4	4	31	24	63
Black/African American	9	13	111	44	177
Hispanic/Latino	13	9	105	46	173
Native Hawaiian or Pacific Islander	2	3	10	10	25
White	20	29	348	174	571
Prefer not to respond	5	9	45	28	87
Total Responses	58	75	683	347	1,163

Students responded positively when presented with the statement “The School Resource Officer (SRO) treated me with respect,” with 93% (928 out of 991 responses) of those responding indicating that they either “Agreed” or “Strongly Agreed” with the statement. This proportion is consistent with how students responded last year. This pattern was consistent across ethnic groups

The SRO treated me with respect.



Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	5	4	30	31	70
Asian	3	2	33	29	67
Black/African American	7	6	99	71	183
Hispanic/Latino	9	7	109	60	185
Native Hawaiian or Pacific Islander	2	1	9	14	26
White	15	19	347	221	602
Prefer not to respond	3	4	52	32	91
Total Responses	44	43	679	458	1,224

Key Takeaways:

Student Responses on 2024 Spring Perception Survey:

- 12, 804 middle and high school students who responded to the survey. This is about 1000 fewer responses than in 2024. As in previous year As in the previous years, respondents were mostly White.
- 86% of students who were aware of the School Resource Officer (SRO) at their school agreed with the statement “I feel safer at school with the School Resource Officer (SRO) in our building”. This feeling of safety was consistent across ethnic groups.
- 90% of students who responded to the statement agreed with the sentiment “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” The proportions were consistent across ethnic groups.
- 11% of students (1174 out of 10737) 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 (90%),
 - treated them fairly (90%),
 - treated them with respect (89%).

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. These positive feelings were relatively consistent across ethnic groups.

Family Perception Survey

2024-25

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 1,256 responses to the survey were recorded from secondary families. This is 736 fewer responses than in 2024.

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.

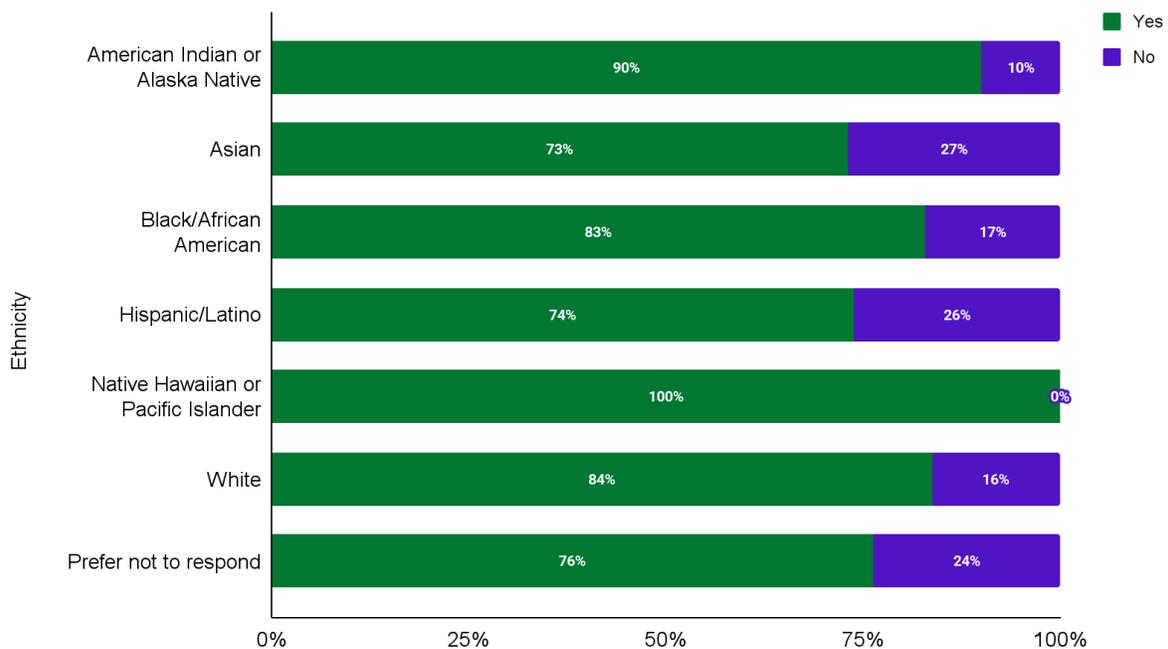
The vast majority of responses, 81%, indicated White as part of their background. Each of the other groups comprised less than 10% of the total number of responses except for those indicating “Prefer not to respond,” which made up 12% of the responses.

School Level

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

Families were asked about their awareness of the School Resource Officer (SRO) at their student’s school. Of the 1,165 responses to this question, 82% (960) indicated that they were aware of the officer on campus. The ethnic groups indicating the highest proportion of awareness were among those families with White (84%), and Black/African American (83%) as part of their background. The proportions for other ethnic groups responding affirmatively ranged from 53% for Asian families to 71% for Native Hawaiian or Pacific Islander families.

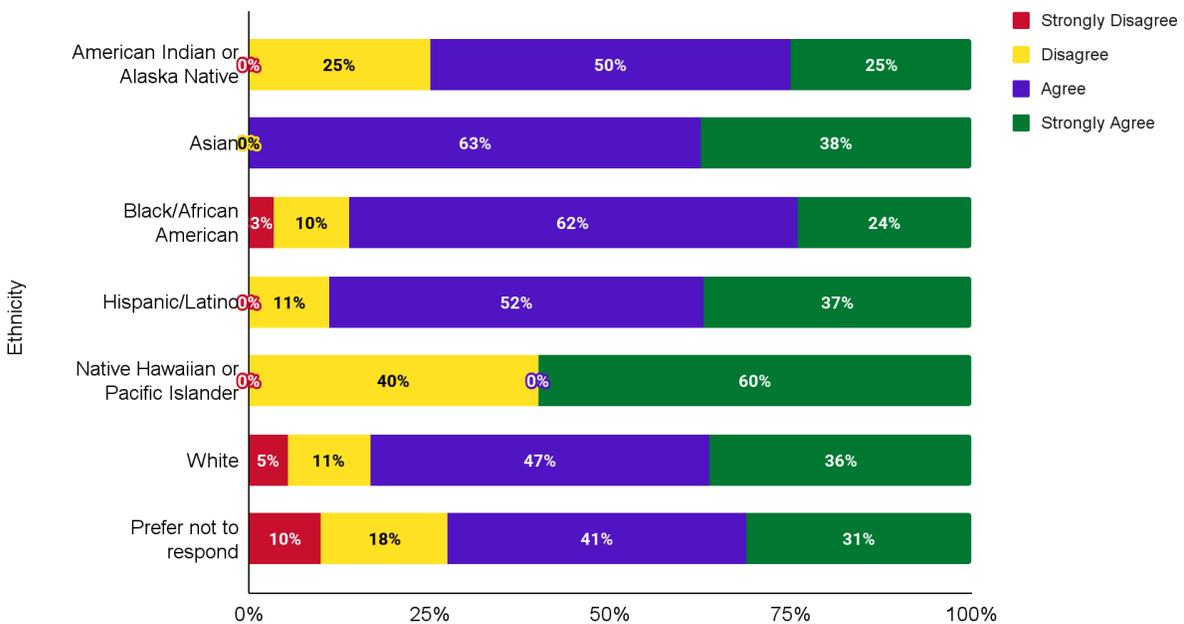
Are you aware that there is a School Resource Officer (SRO) at your student's school?



Ethnicity	Yes	No	Total Responses
American Indian or Alaska Native	9	1	10
Asian	19	7	26
Black/African American	34	7	41
Hispanic/Latino	31	11	42
Native Hawaiian or Pacific Islander	5	0	5
White	766	149	915
Prefer not to respond	103	32	135
Total Responses	967	207	1,174

Families responding that they were aware of the School Resource Officer (SRO) at their student’s school were then presented with the item ‘I feel safer when I visit my student’s school because the School Resource Officer (SRO) is in the building.’ Families reported that they felt safer, 82%, when they visited the school because of the SRO. When reviewing this item by ethnicity the group sizes are so small that drawing meaningful conclusions is difficult based on these data.

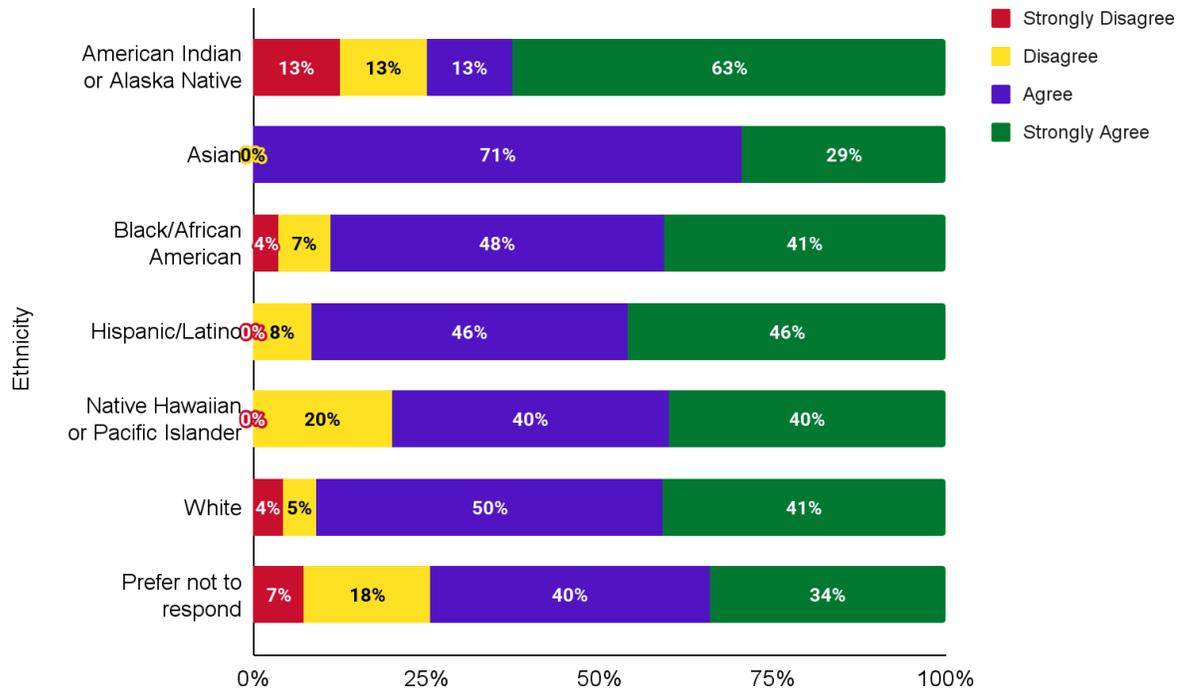
I feel safer when I visit my student’s school because the School Resource Officer (SRO) is in the building.



Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	0	2	4	2	8
Asian	0	0	10	6	16
Black/African American	1	3	18	7	29
Hispanic/Latino	0	3	14	10	27
Native Hawaiian or Pacific Islander	0	2	0	3	5
White	34	73	300	231	638
Prefer not to respond	8	14	33	25	80
Total Responses	43	97	379	284	803

When presented with the item “Overall, my student’s school is safer because the School Resource Officer (SRO) is in our building”, 83% indicated their agreement by marking “Agree” or “Strongly Agree.”

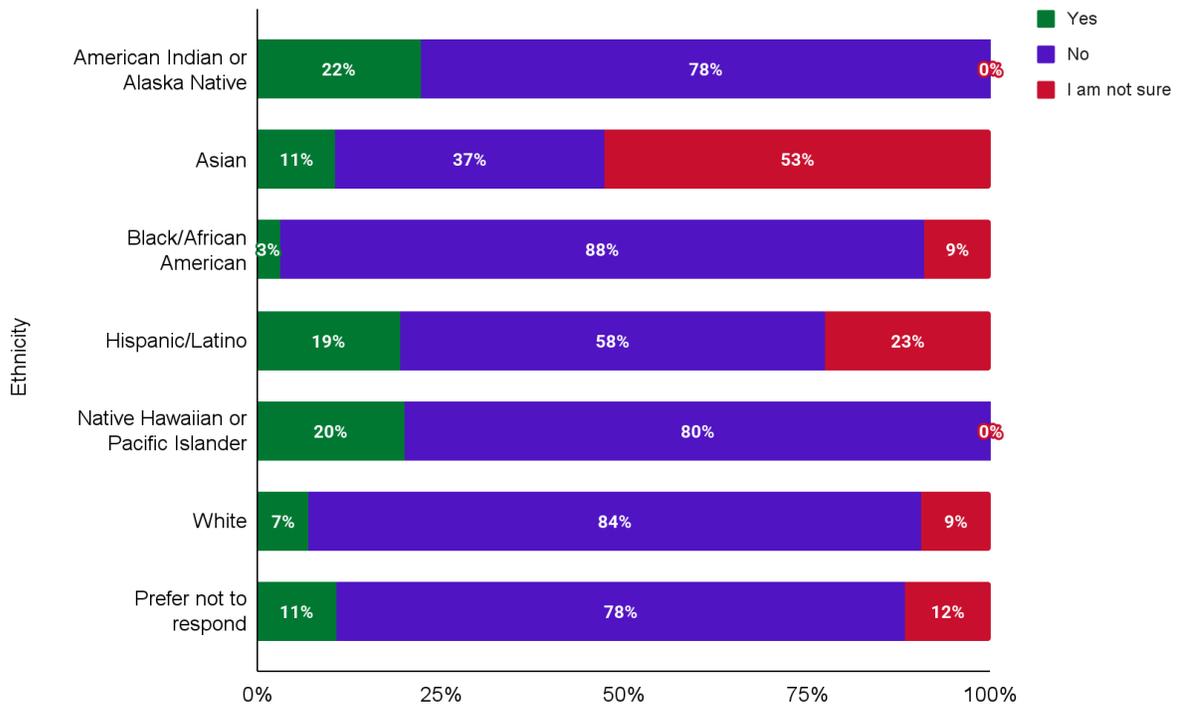
Overall, my student’s school is safer because the School Resource Officer (SRO) is in our building.



Ethnicity	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	1	1	1	5	8
Asian	0	0	12	5	17
Black/African American	1	2	13	11	27
Hispanic/Latino	0	2	11	11	24
Native Hawaiian or Pacific Islander	0	1	2	2	5
White	27	31	315	258	631
Prefer not to respond	6	15	33	28	82
Total Responses	35	52	387	320	794

When asked if the School Resource Officer (SRO) had been in contact with their student during the school year, 8% (75) of the parents said their student had been contacted by the officer for an issue at school.

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



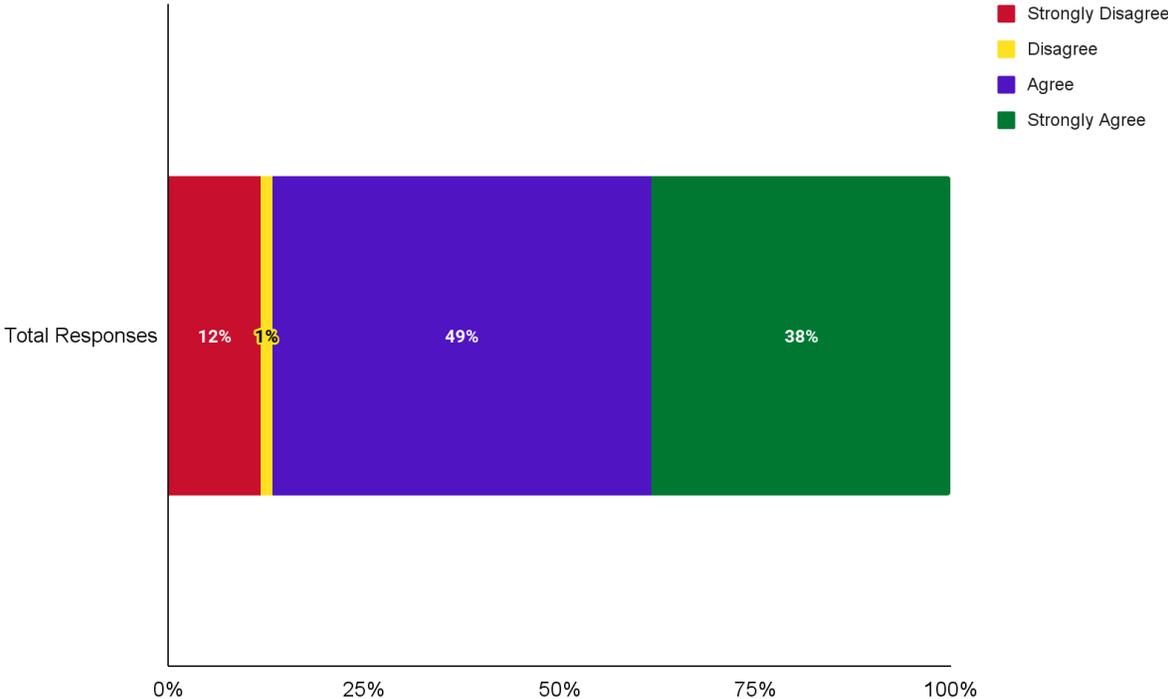
Ethnicity	Yes	No	I am not sure	Total Responses
American Indian or Alaska Native	2	7	0	9
Asian	2	7	10	19
Black/African American	1	29	3	33
Hispanic/Latino	6	18	7	31
Native Hawaiian or Pacific Islander	1	4	0	5
White	53	640	72	765
Prefer not to respond	11	80	12	103
Total Responses	76	785	104	965

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,” 87% 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.

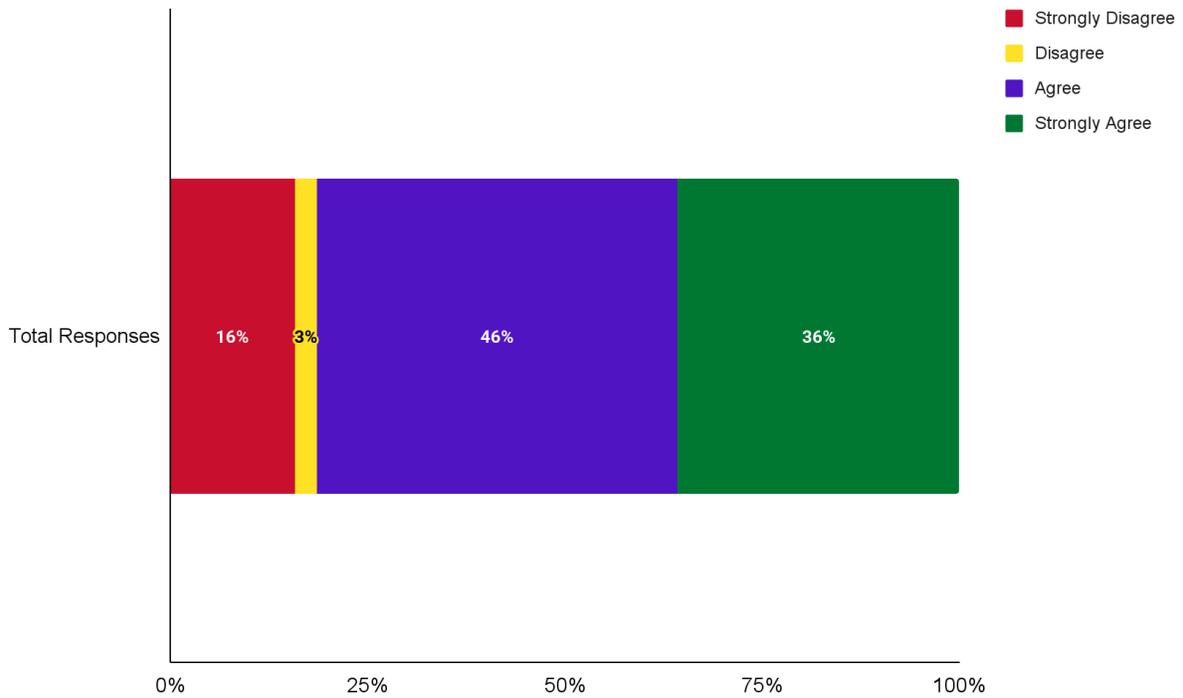


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	8	1	33	26	68

When presented with the item “My student was treated fairly in this situation,” 82% 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.

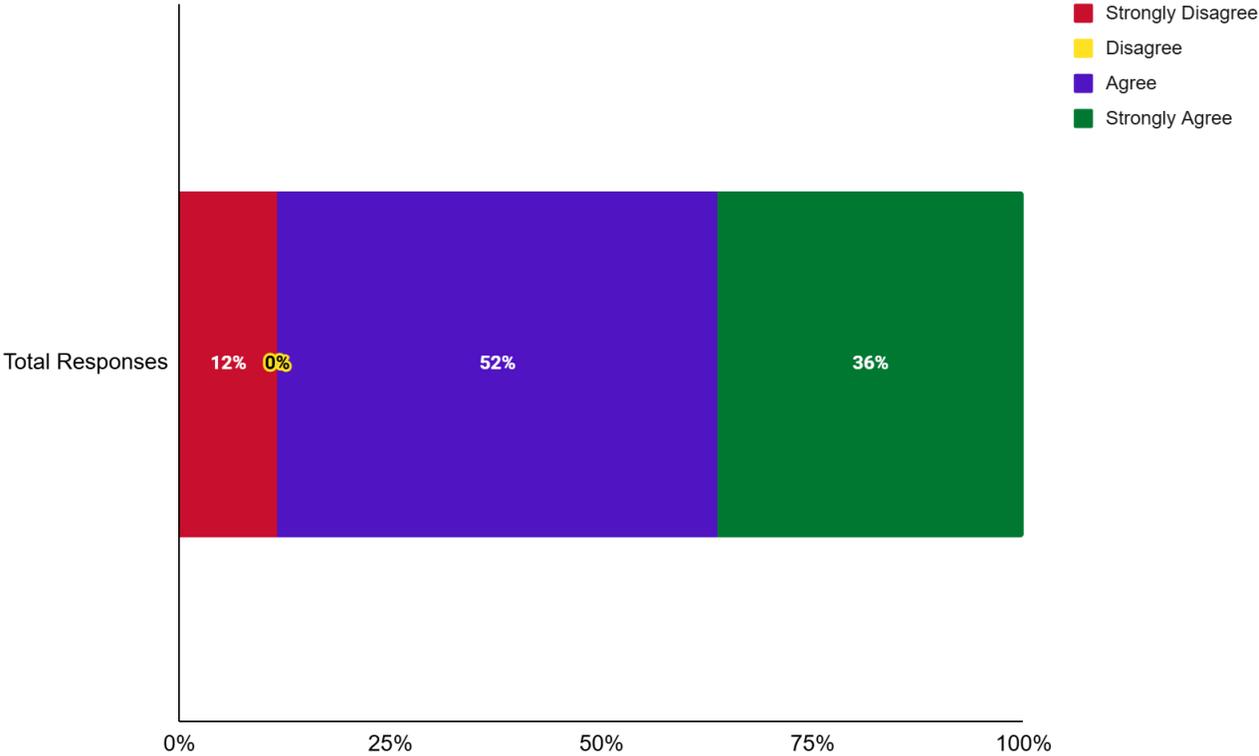


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	11	2	32	25	70

Eighty-eight percent of the parents responding felt their student was treated with respect and 86% indicated that 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.

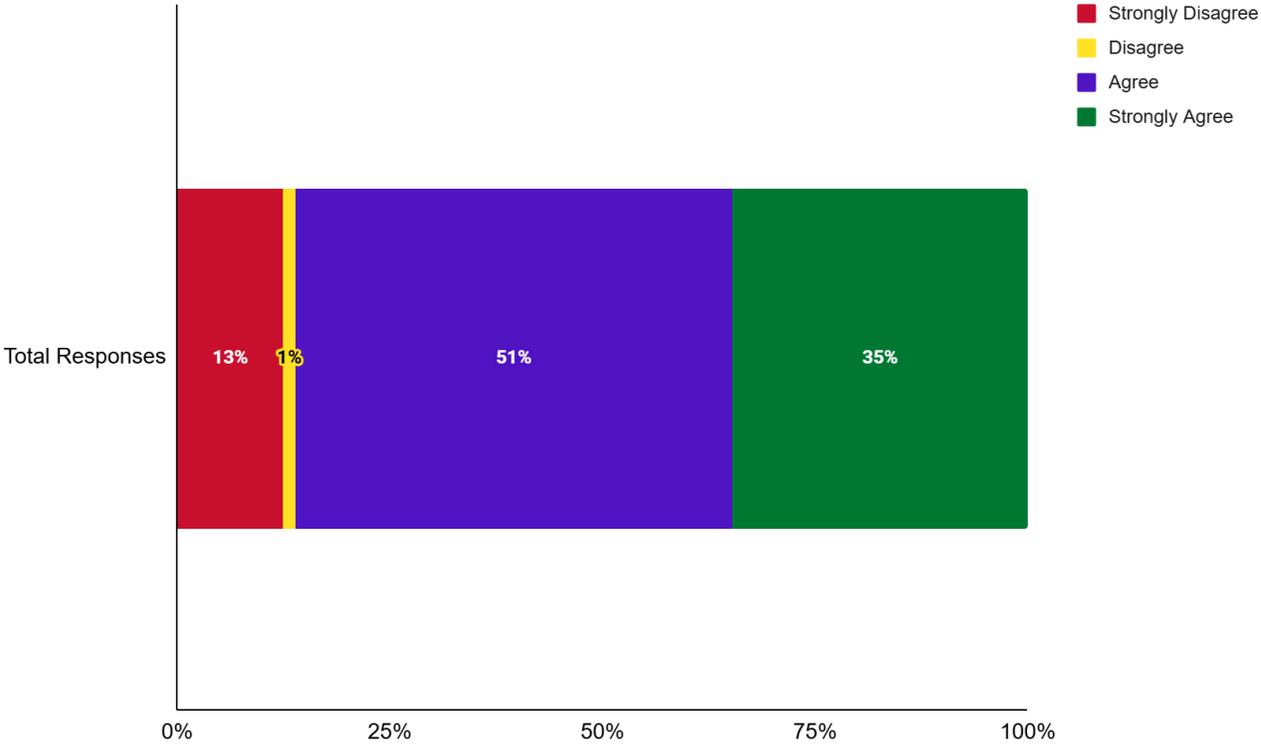
The SRO treated my student with respect.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	8	0	36	25	69

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.

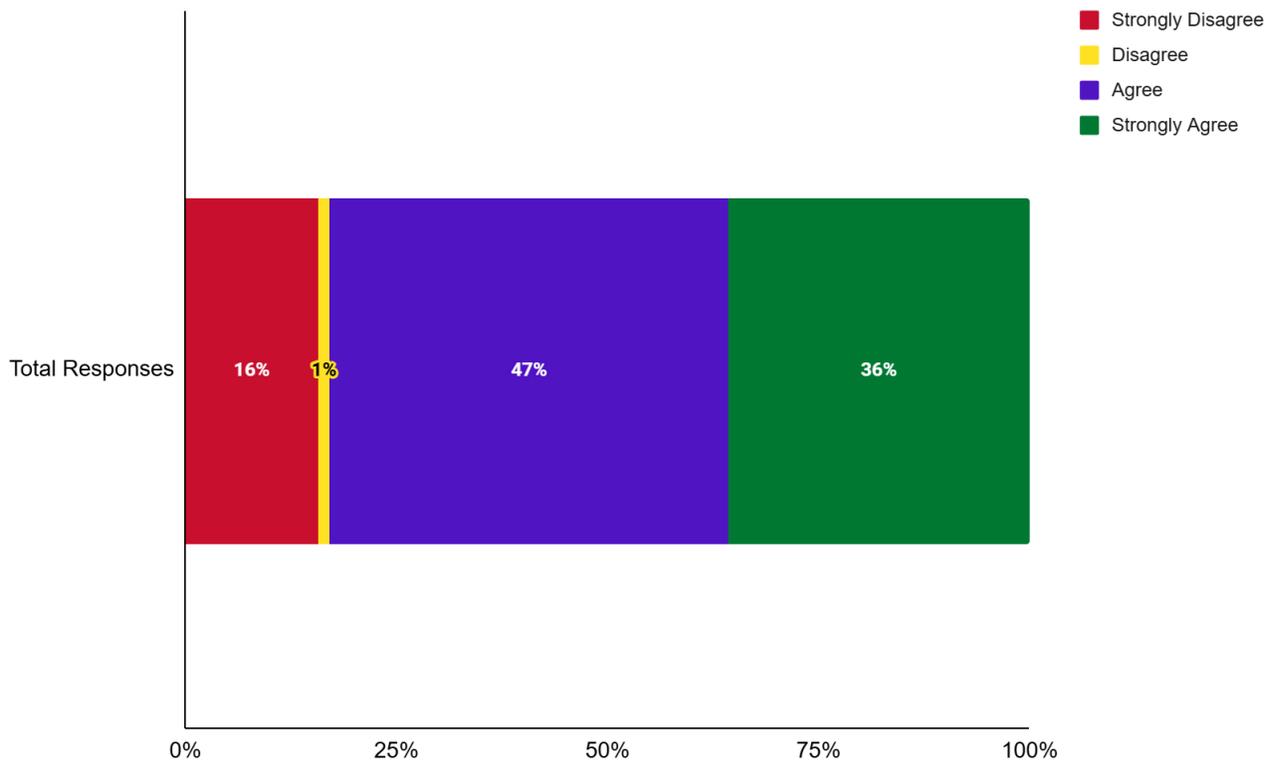


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	9	1	37	25	72

Eighty-three 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.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	11	1	33	25	70

Key Takeaway:

Family Responses on 2024 Spring Perception Survey:

As in previous years,

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 2024-25

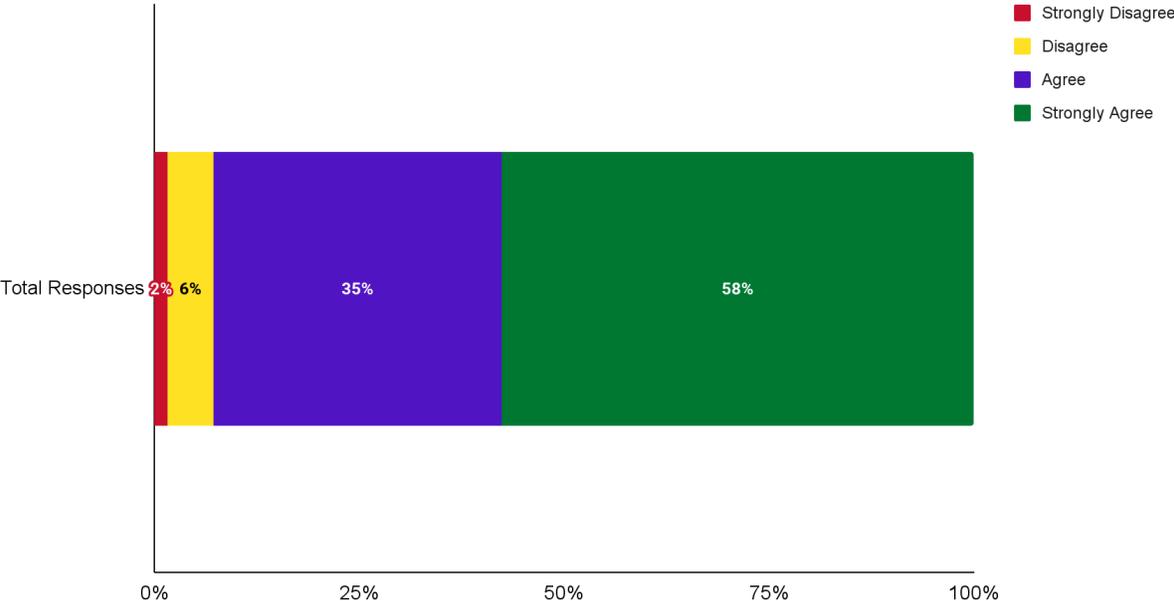
Certified staff were sent an email with a link to respond to the Certified Perception Survey. While the overall perception survey was sent out to all certificated staff, only the responses of secondary staff (middle and high schools) are included in this report, as there are no School Resource Officers (SROs) assigned to elementary schools. The 2025 Certified Perception Survey included 1,305 responses from middle and high school certified staff members. This represents a 10% increase over the 1,197 responses recorded in 2024. This number includes 642 middle school staff and 663 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

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

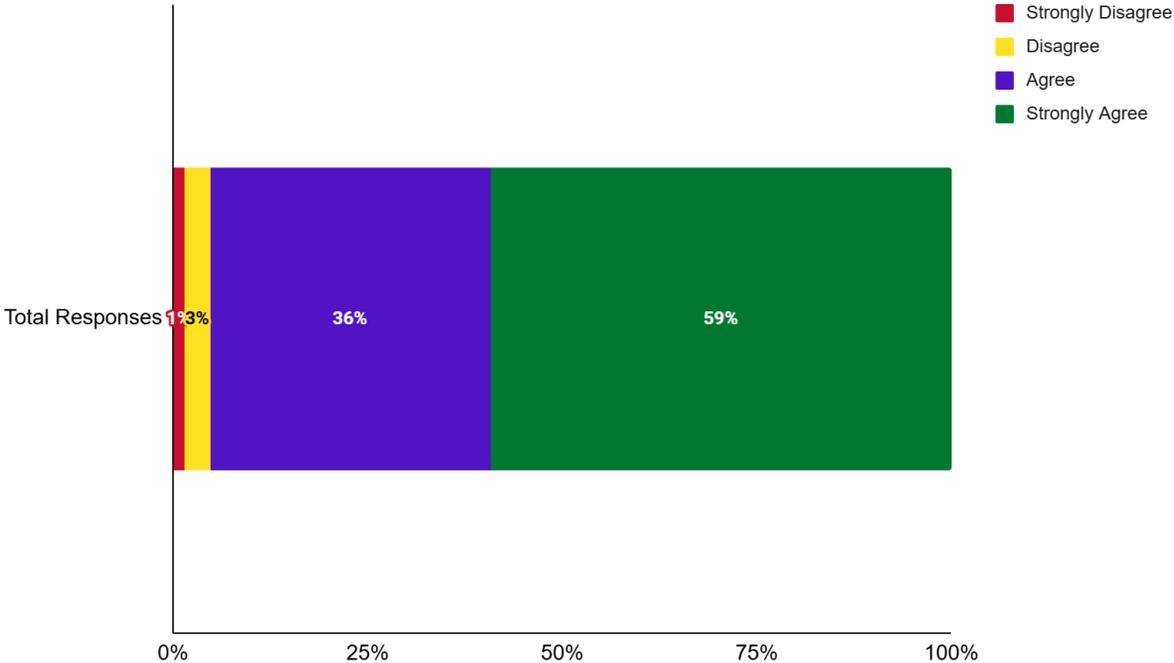
Two items asked staff about their perception of safety. Responses to both items were positive. When presented with the items "I feel safer at school because the School Resource Officer (SRO) is in the building" and "Overall, our school is safer because the School Resource Officer (SRO) is in our building," 93% of the staff responding were in agreement with both items.

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



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	19	63	401	658	1,141

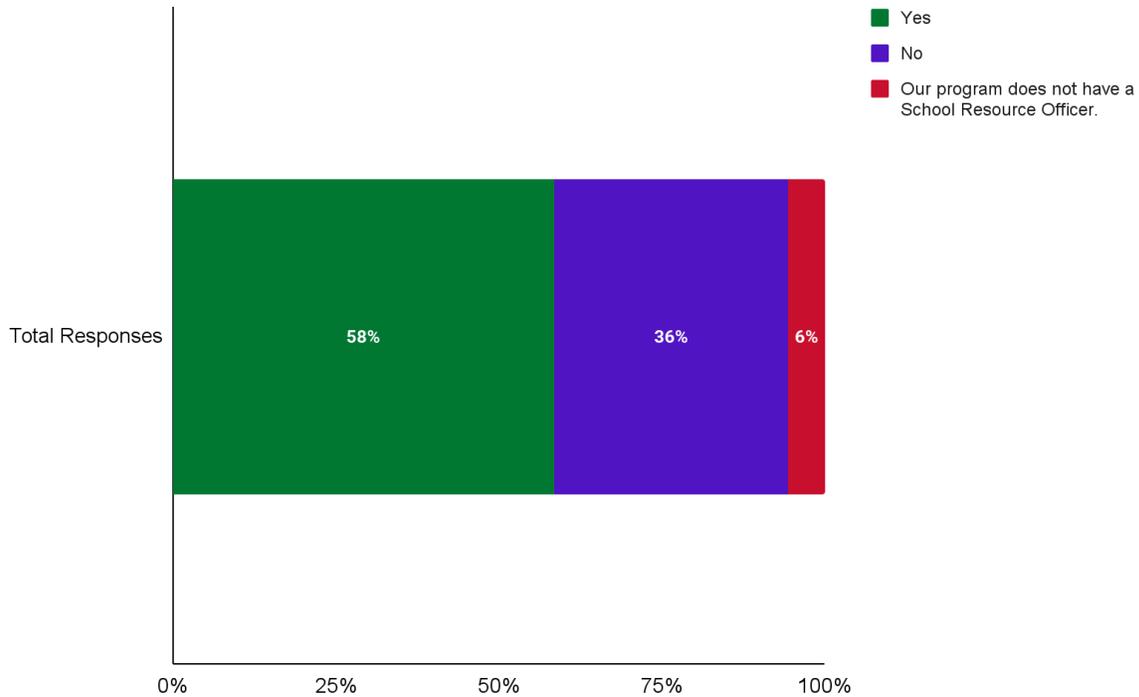
Overall, our school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	16	37	402	662	1,117

Fifty-eight 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?



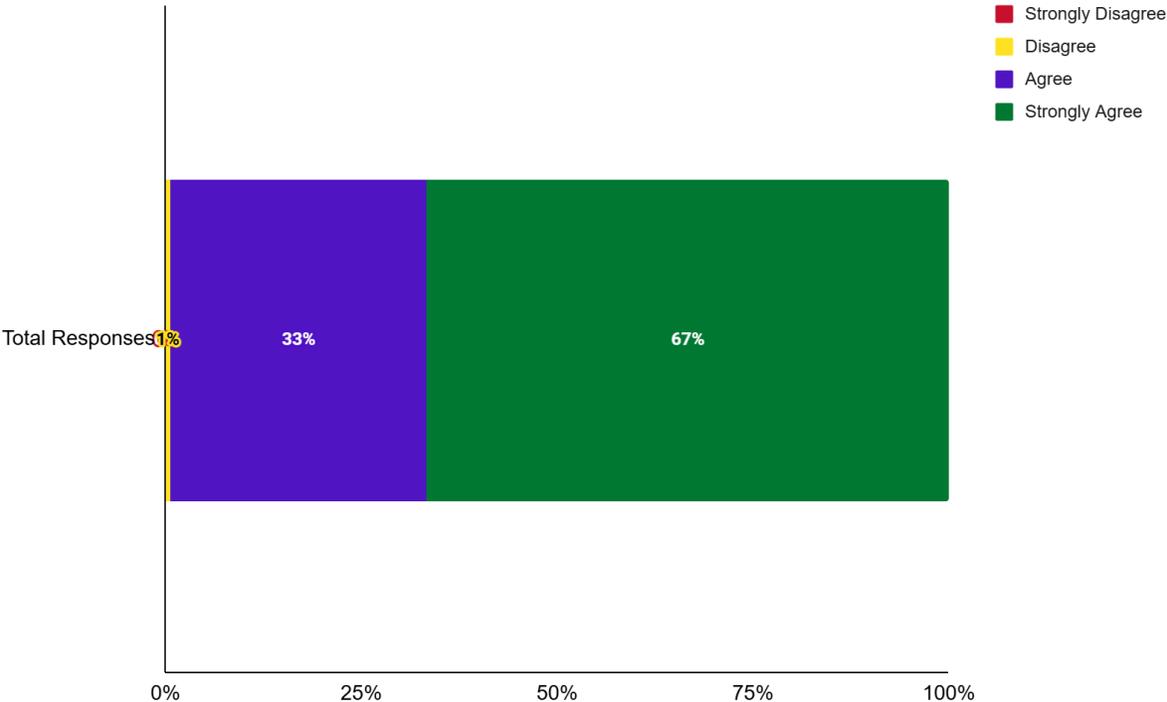
	Yes	No	Our program does not have an SRO	Total Responses
Total Responses	756	466	72	1,294

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 98% and 99% 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.

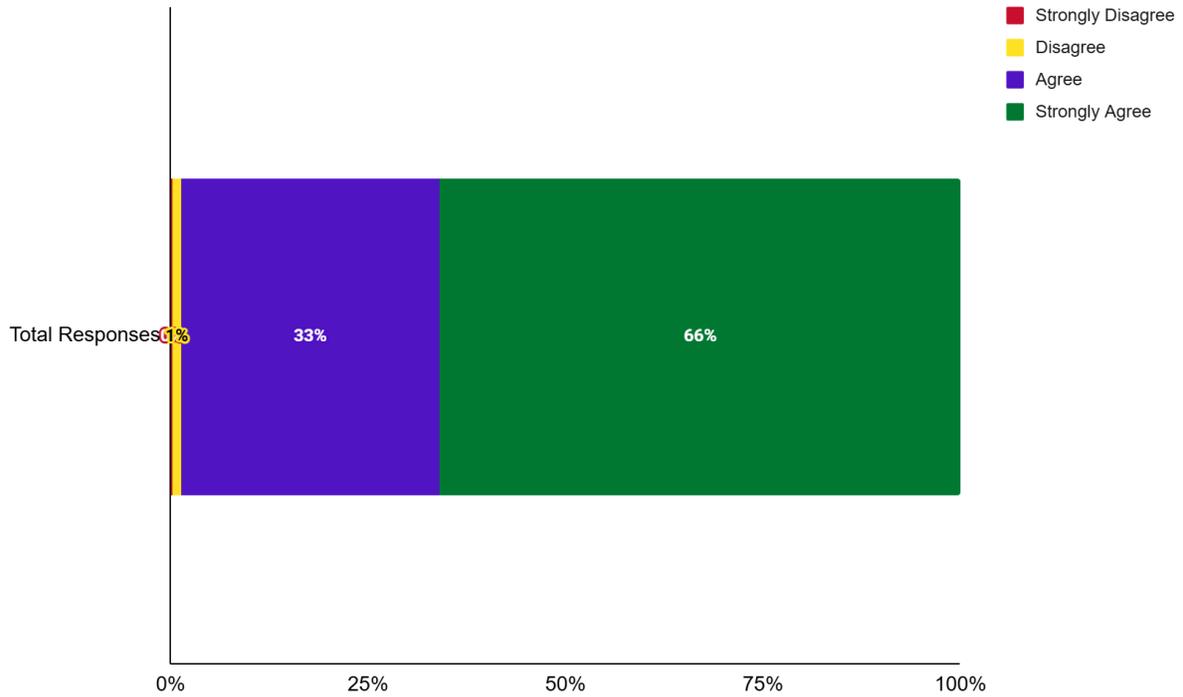
The SRO listens to all individuals when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	0	4	204	415	623

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

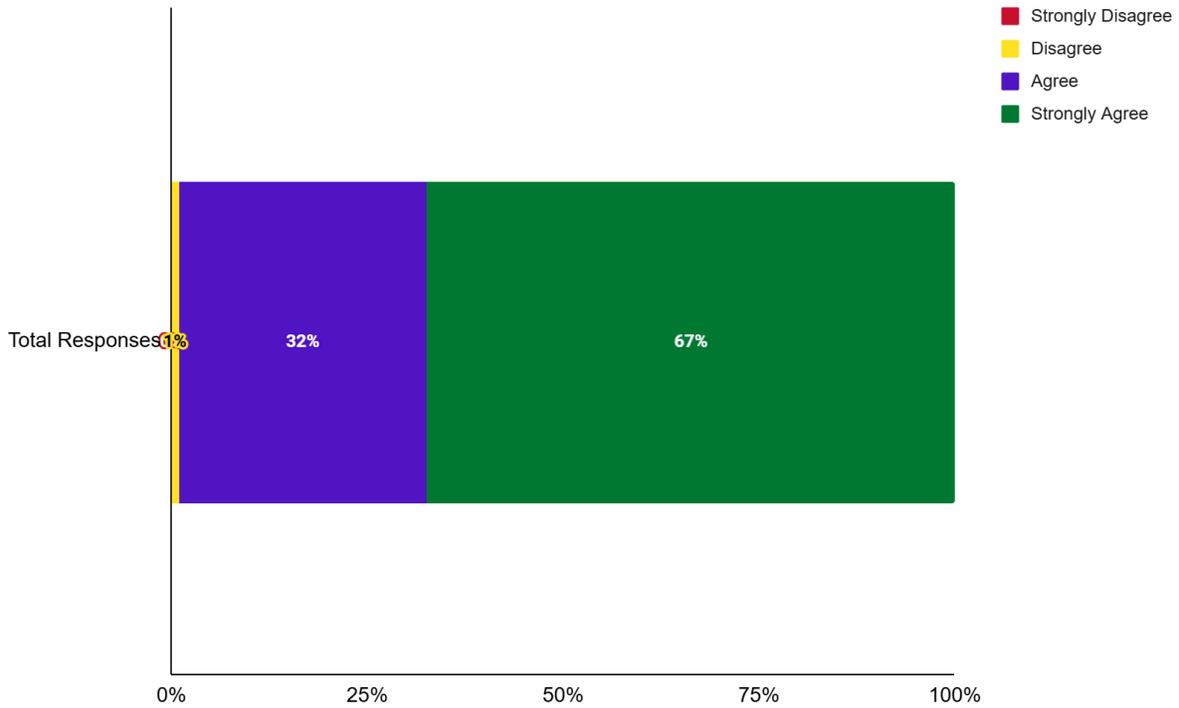
The SRO treats all individuals fairly when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	2	6	208	417	633

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

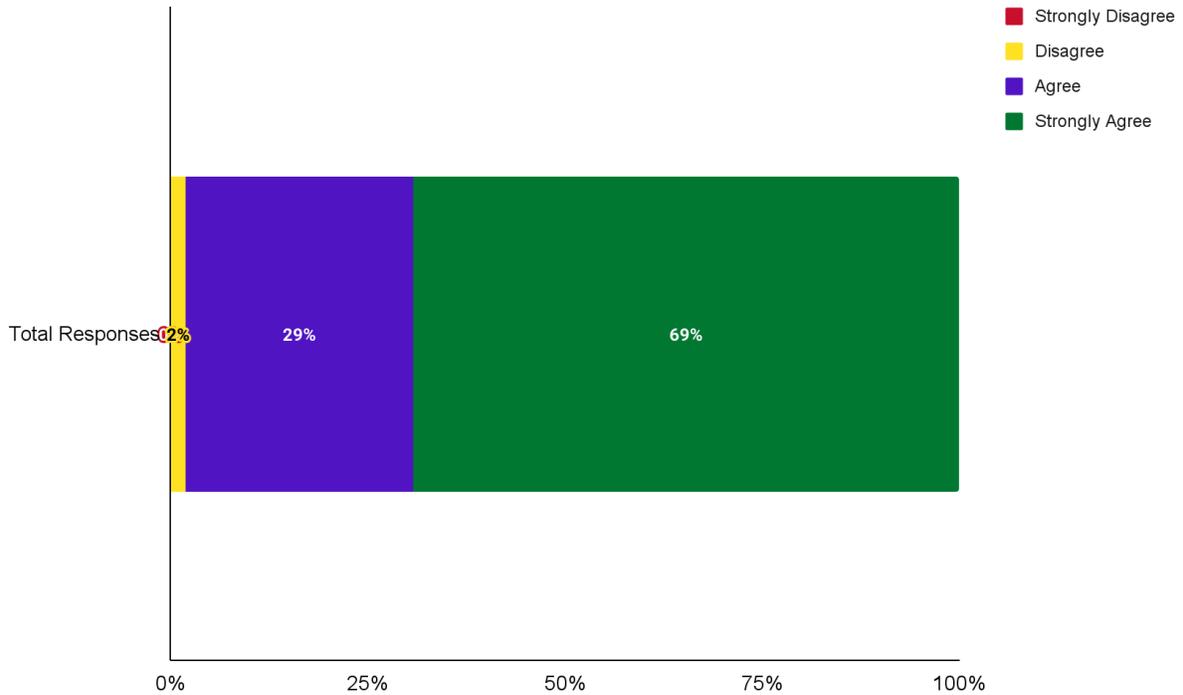
The SRO treats all individuals with respect when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	0	6	204	434	644

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

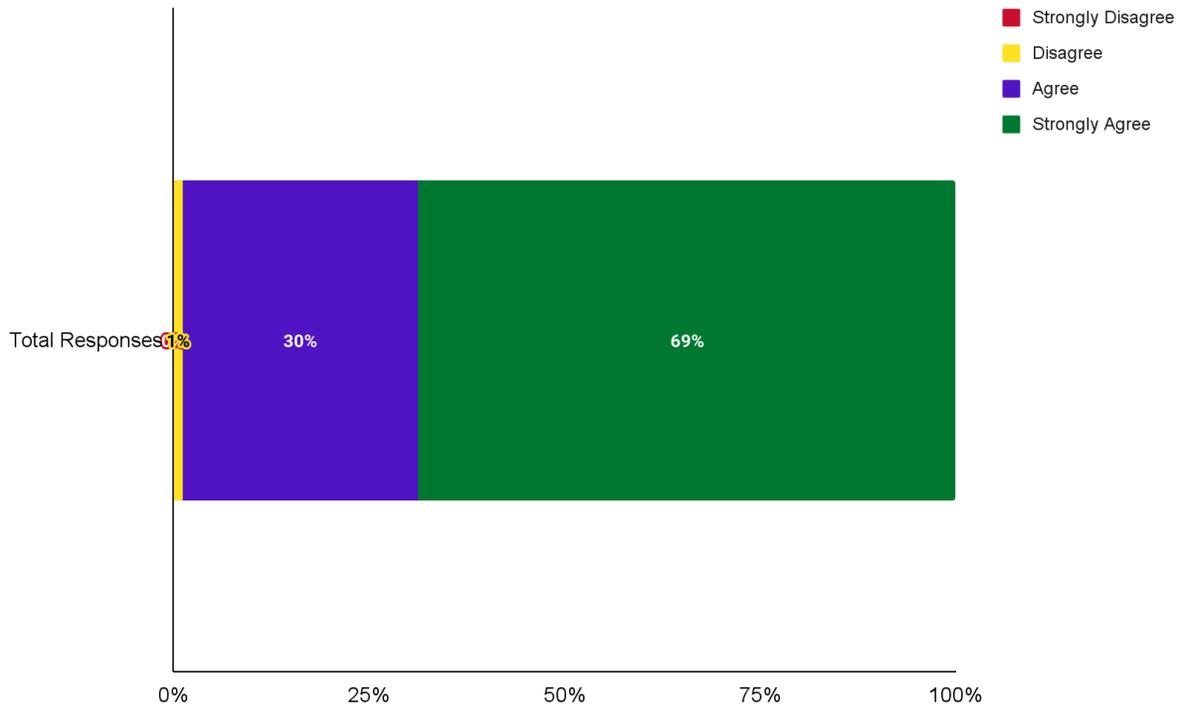
The SRO behaves in a professional manner.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	0	14	208	501	723

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.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	0	8	197	450	655

Key Takeaway:

Certified Staff Responses on 2025 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:

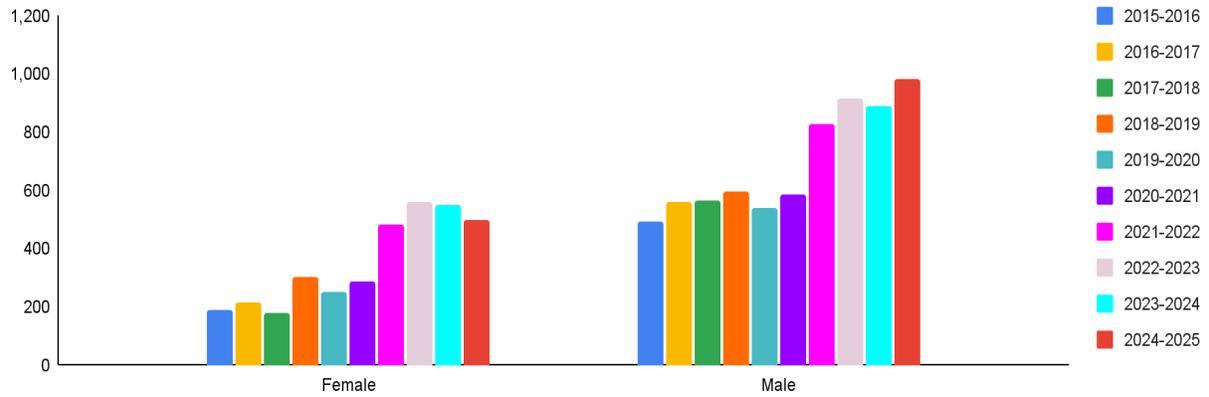
The 1,305 certified staff responses represent a nearly 10% increase over the 1,197 certified staff responses from the 2024 survey.

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.

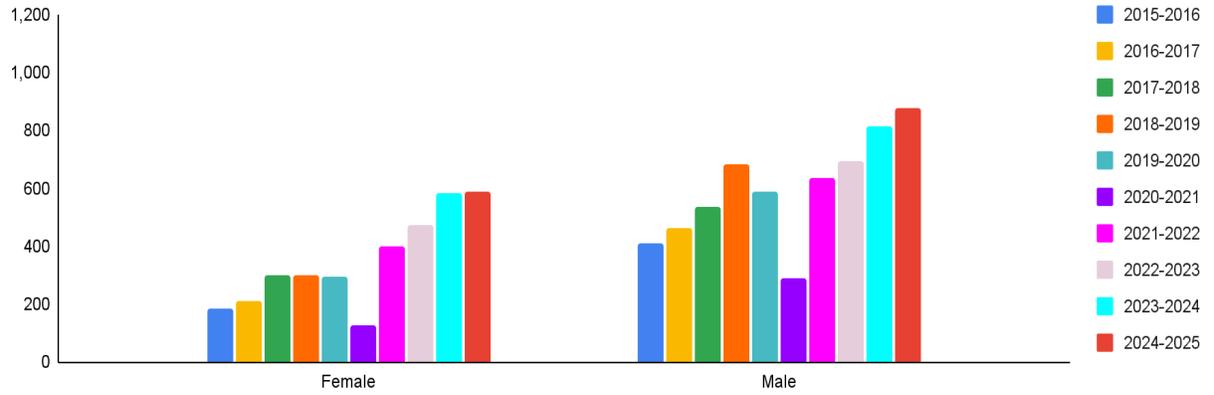
Middle School In-School Suspensions by Gender



Number of In-School Suspension Students

Percentage of Yearly In-School Suspensions		
Year	Female	Male
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%
2024-2025	34%	66%
Overall % of 24-25 Student Population	48%	52%

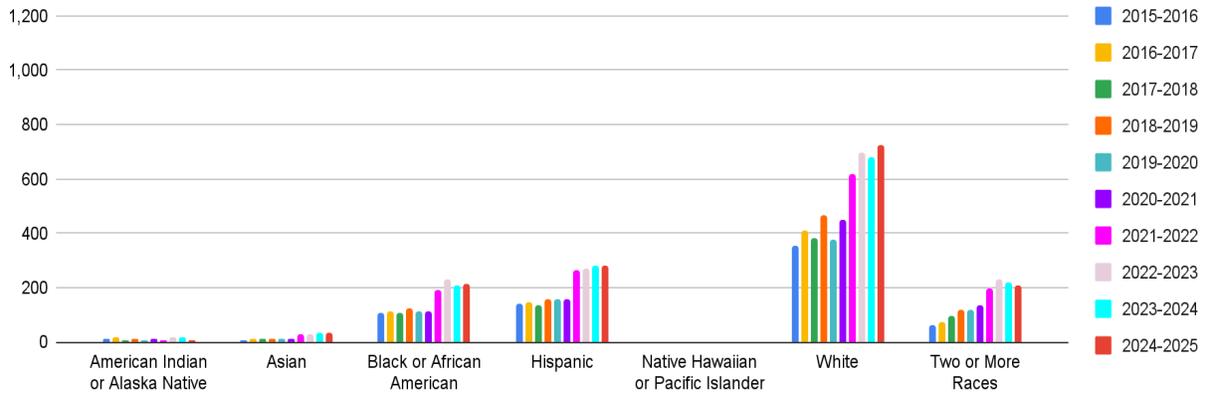
High School In-School Suspensions by Gender



Number of In-School Suspension Students

Percent of Yearly In-School Suspensions		
Year	Female	Male
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%
2024-2025	40%	60%
Overall % of 24-25 Student Population	48%	52%

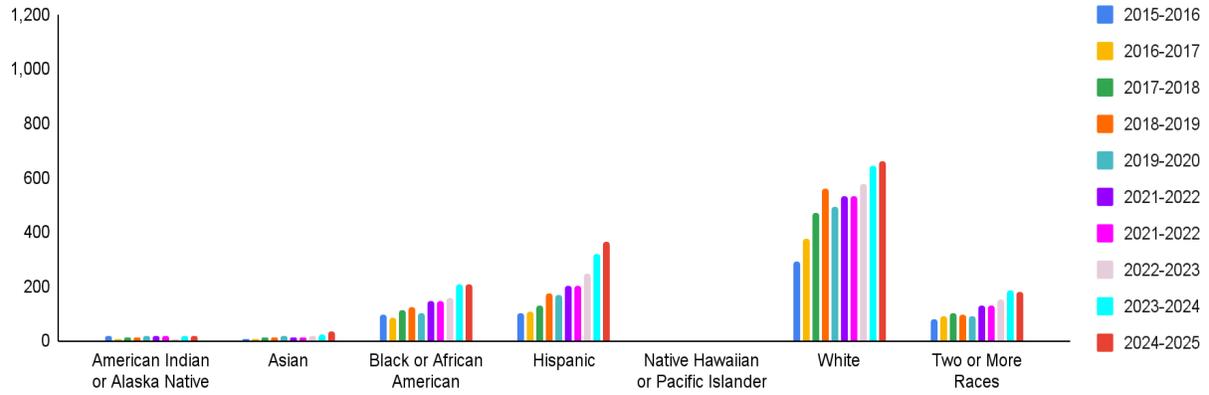
Middle School In-School Suspensions by Race/Ethnicity



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
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%
2024-2025	1%	2%	15%	19%	0%	49%	14%
Overall % of 24-25 Student Population	1%	5%	8%	16%	0%	61%	10%

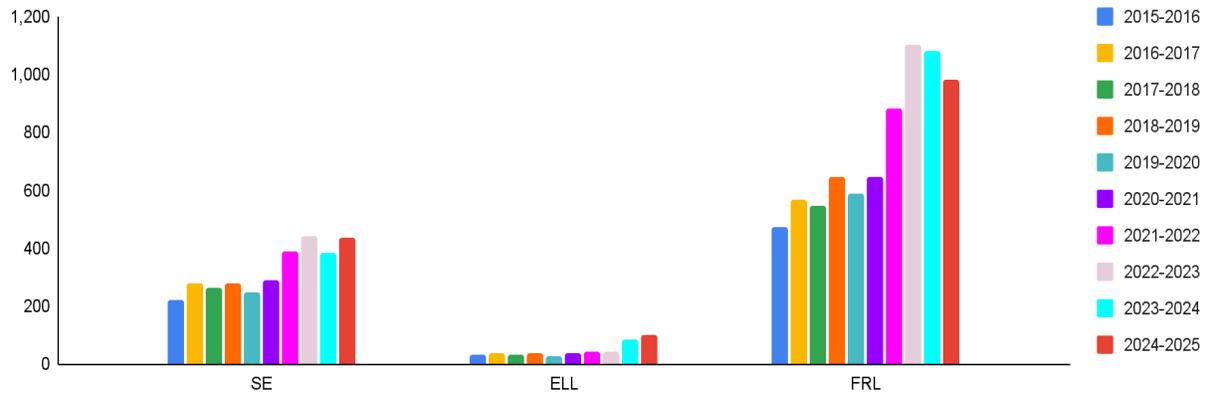
High School In-School Suspensions by Race/Ethnicity



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
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%
2024-2025	1%	2%	14%	25%	0%	45%	12%
Overall % of 24-25 Student Population	1%	4%	8%	18%	0%	60%	9%

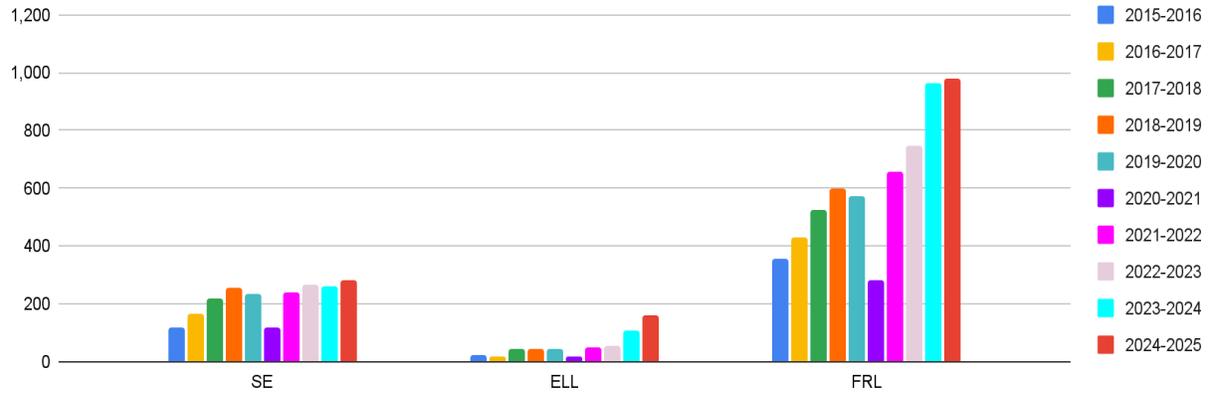
Middle School In-School Suspensions by SE, ELL & FRL



Number of In-School Suspension Students

Percent of Yearly In-School Suspensions			
Year	SE	ELL	FRL
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%
2024-2025	29%	7%	66%
Overall % of 24-25 Student Population	16%	6%	44%

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



Number of In-School Suspension Students

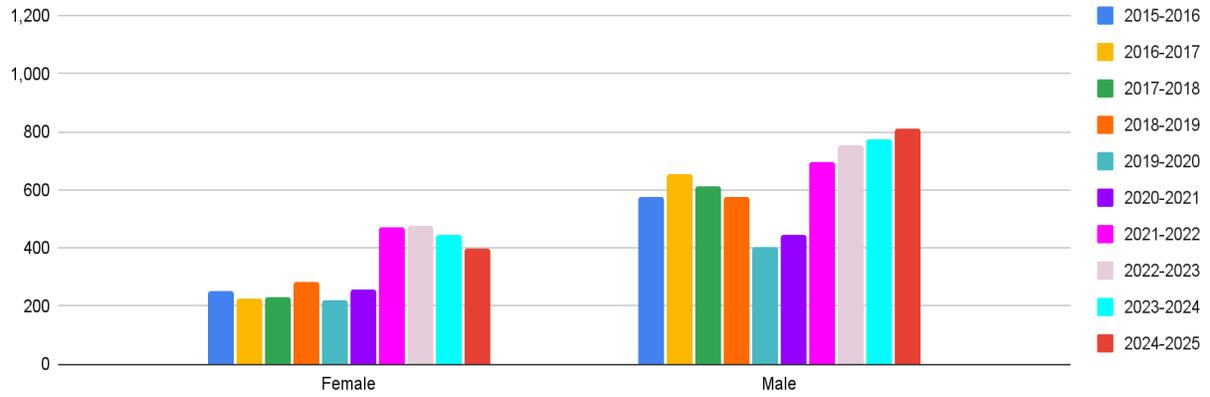
Percent of Yearly In-School Suspensions			
Year	SE	ELL	FRL
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
2021-2022	23%	5%	63%
2022-2023	23%	5%	64%
2023-2024	19%	8%	69%
2024-2025	19%	11%	67%
Overall % of 24-25 Student Population	11%	7%	41%

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 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.

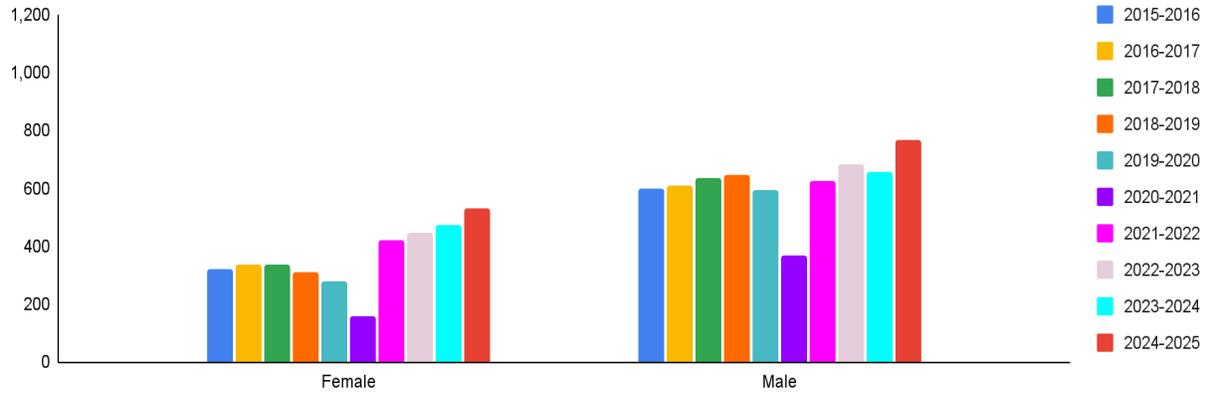
Middle School Out-of-School Suspensions by Gender



Number of Out-of-School Suspension Students

Percentage of Yearly Out-of-School Suspensions		
Year	Female	Male
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%

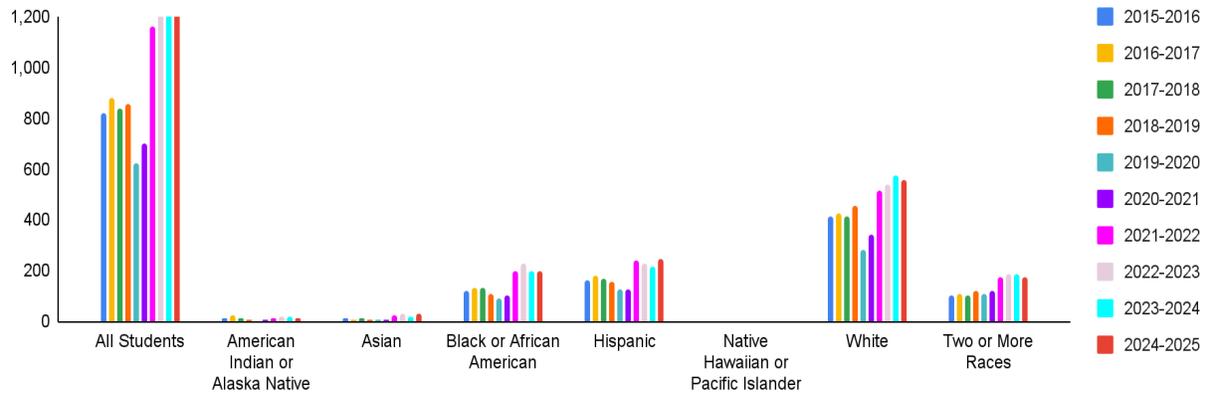
High School Out-of-School Suspensions by Gender



Number of Out-of-School Suspension Students

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%

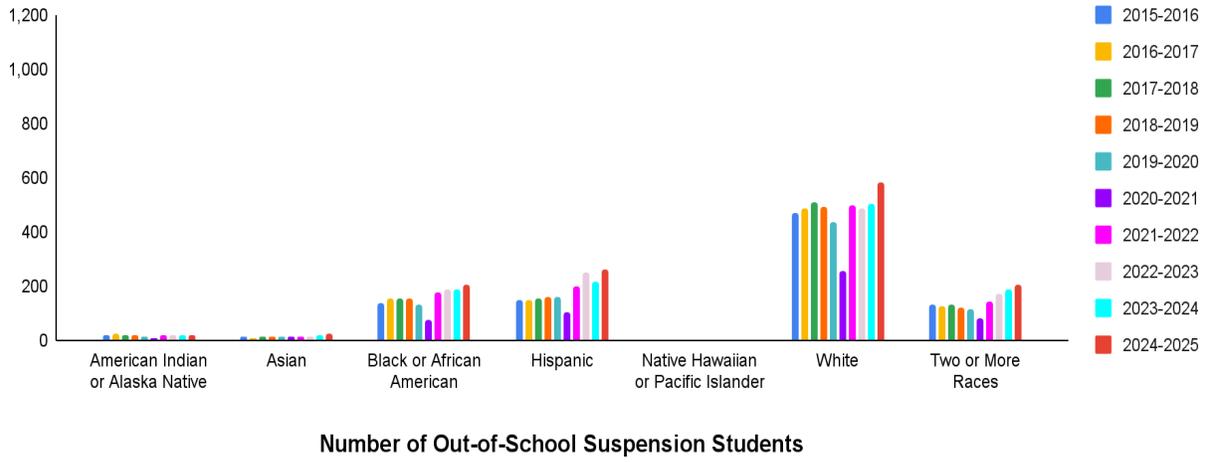
Middle School Out-of-School Suspensions by Race/Ethnicity



Number of Out-of-School Suspension Students

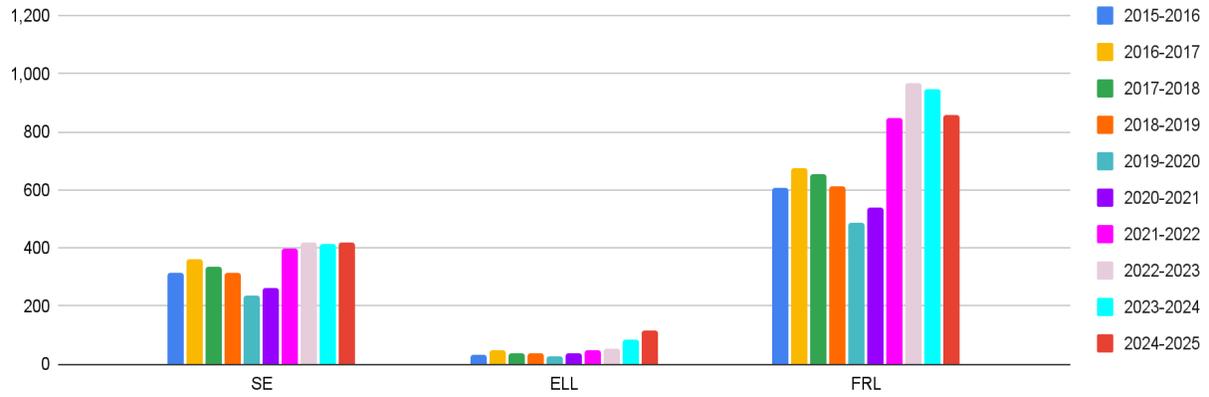
Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2015-2016	2%	2%	17%	19%	0%	48%	13%
2016-2017	1%	1%	15%	20%	0%	50%	12%
2017-2018	3%	1%	15%	21%	0%	48%	13%
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%

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
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%

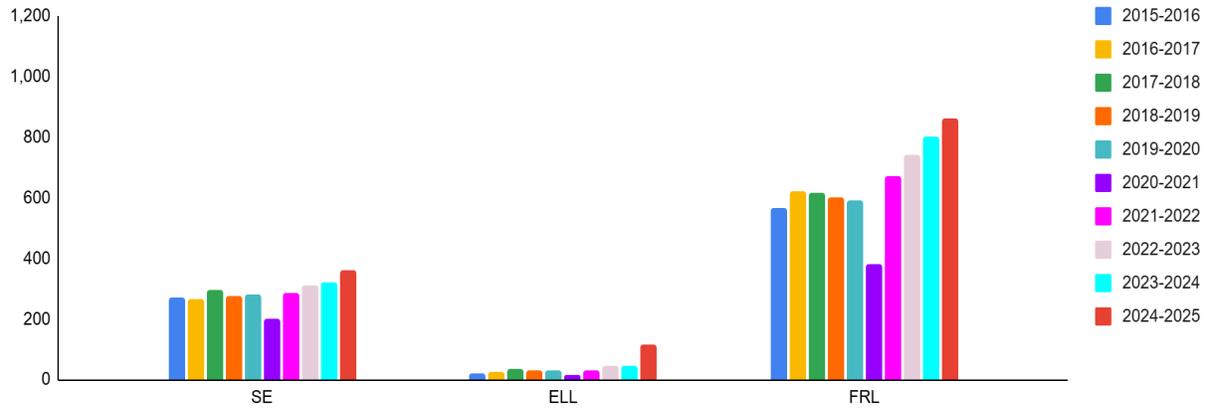
Middle School Out-of-School Suspensions by SE, ELL & FRL



Number of Out-of-School Suspension Students

Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
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%

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



Number of Out-of-School Suspensions Students

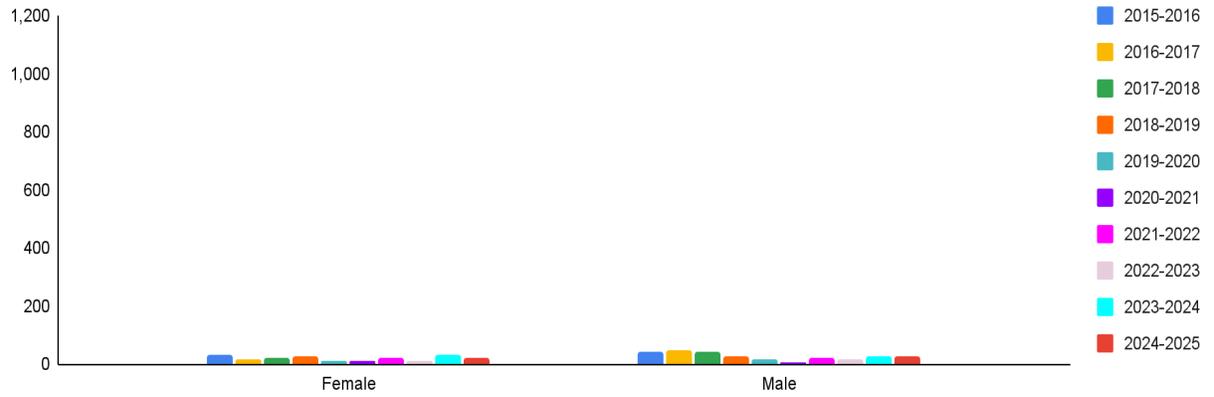
Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
2021-2022	27%	3%	64%
2022-2023	27%	4%	66%
2023-2024	29%	4%	71%
2024-2025	28%	9%	66%
Overall % of 24-25 Student Population	11%	7%	41%

Takeaways: Out-of-School Suspension

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 2024-25 are similar to the rates from the 2023-24 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, ELL and Free/Reduced Lunch. There was a decreased percentage in both middle and high school of students out-of-school suspensions for students receiving Free/Reduced Lunch between 2023-24 and 2024-25.

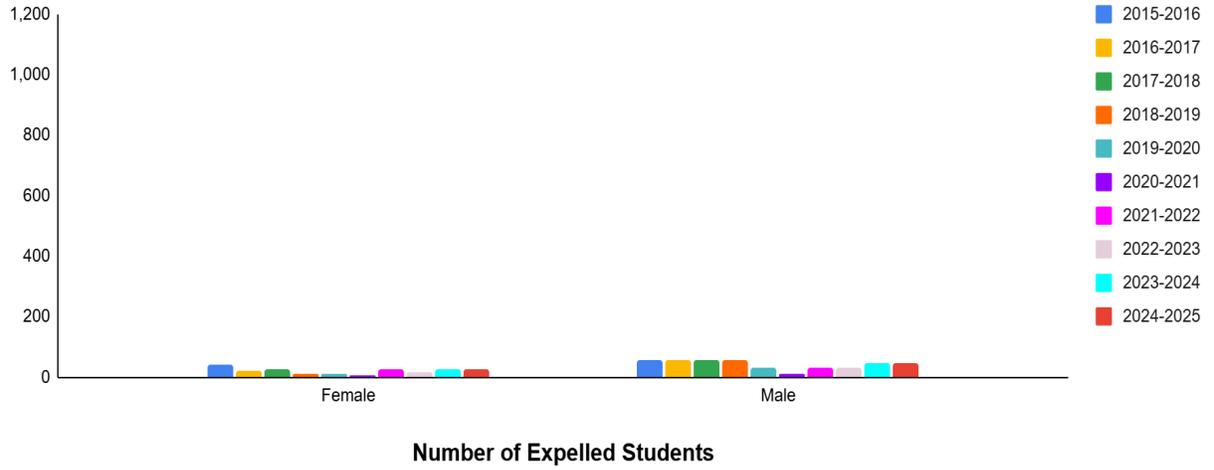
Middle School Expulsions by Gender



Number of Expelled Students

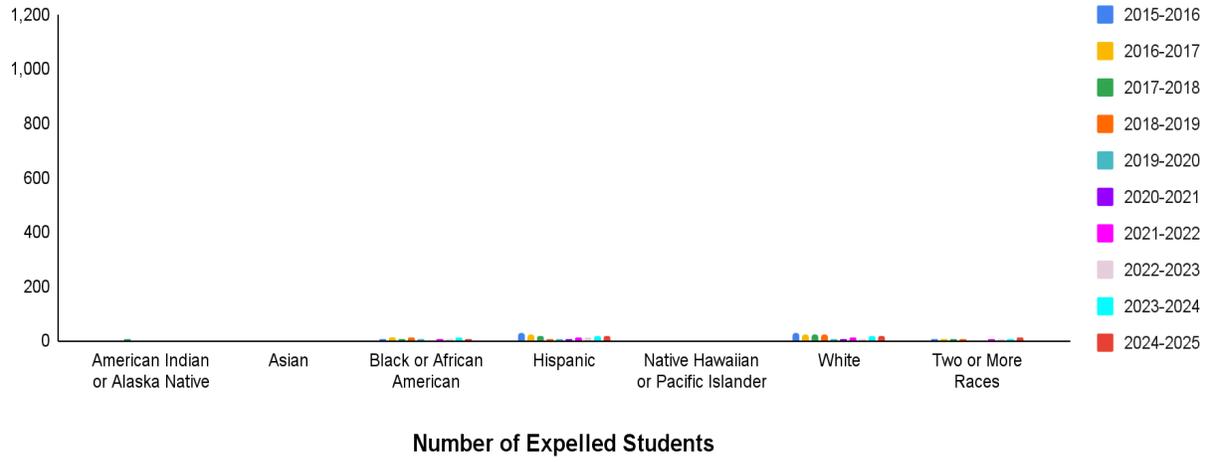
Percentage of Yearly Expulsions		
Year	Female	Male
2015-2016	42%	58%
2016-2017	29%	71%
2017-2018	32%	68%
2018-2019	49%	51%
2019-2020	40%	60%
2020-2021	63%	37%
2021-2022	44%	56%
2022-2023	41%	59%
2023-2024	54%	46%
2024-2025	45%	55%
Overall % of 24-25 Student Population	48%	52%

High School Expulsions by Gender



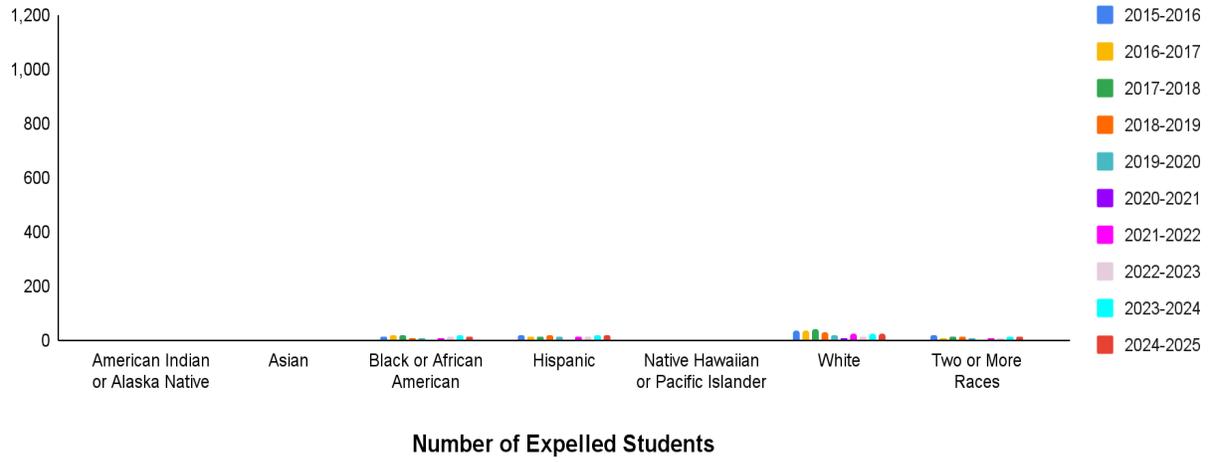
Percent of Yearly Expulsions		
Year	Female	Male
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
2021-2022	44%	56%
2022-2023	33%	67%
2023-2024	37%	63%
2024-2025	35%	65%
Overall % of 24-25 Student Population	48%	52%

Middle School Expulsions by Race/Ethnicity



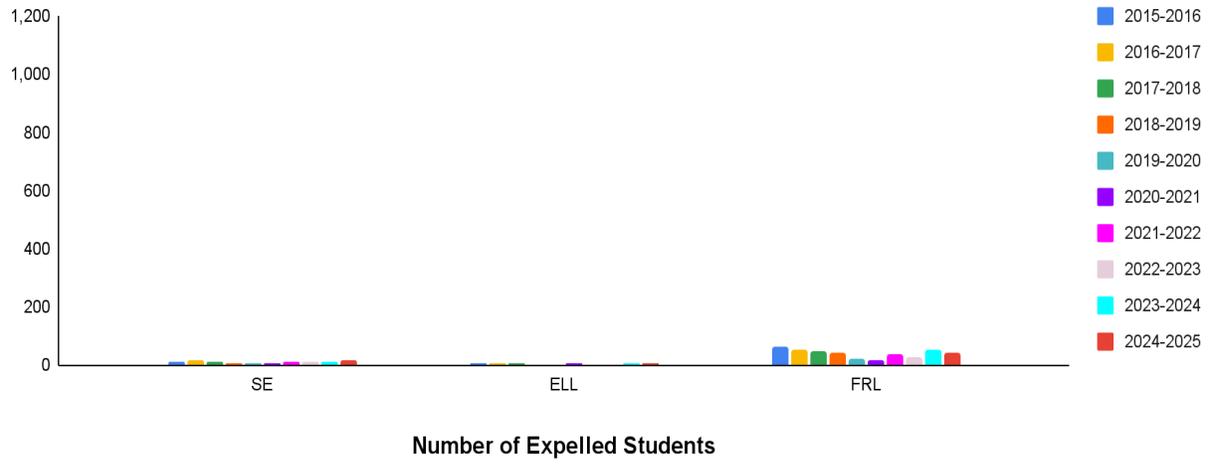
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	27%	0%	40%	11%
2018-2019	4%	2%	20%	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%
2024-2025	2%	2%	15%	28%	0%	32%	19%
Overall % of 24-25 Student Population	1%	5%	8%	16%	0%	61%	10%

High School Expulsions by Race/Ethnicity



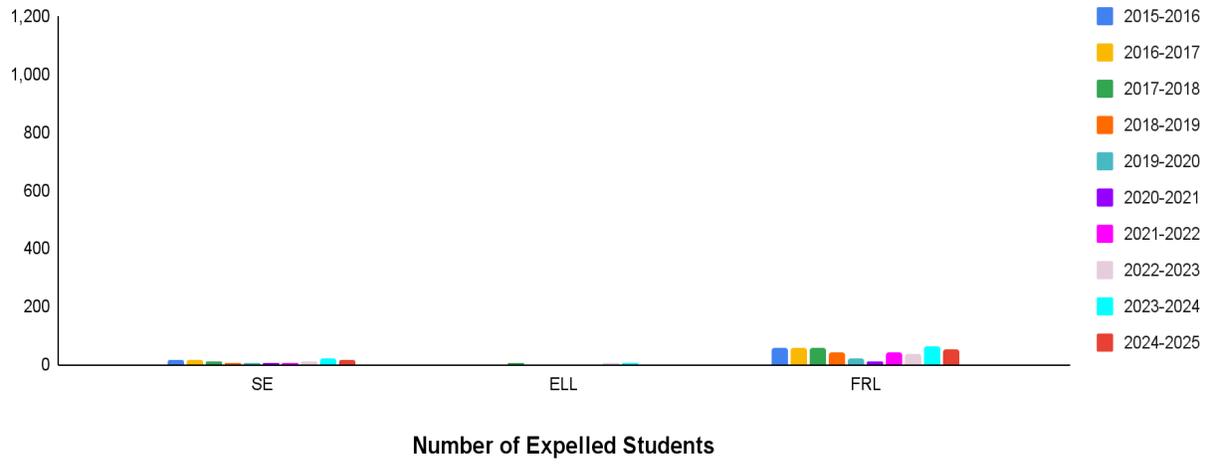
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	49%	15%
2018-2019	1%	3%	9%	28%	0%	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%
2024-2025	4%	0%	21%	27%	0%	31%	17%
Overall % of 24-25 Student Population	1%	4%	8%	18%	0%	60%	9%

Middle School Expulsions by SE, ELL & FRL



Percent of Yearly Expulsions			
Year	SE	ELL	FRL
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%
2024-2025	32%	6%	74%
Overall % of 24-25 Student Population	16%	6%	44%

High School Expulsions by SE, ELL & FRL



Percent of Yearly Expulsions			
Year	SE	ELL	FRL
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%
2020-2021	11%	2%	77%
2021-2022	21%	6%	77%
2022-2023	26%	5%	82%
2023-2024	25%	3%	72%
Overall % of 24-25 Student Population	11%	6%	44%

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 2024-25 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, Black or African American, ELL, and Free/Reduced Lunch 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 Black or African American and Two or More Races 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

2024-2025

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. LPS had 22,652 middle and high school students and in 2024-25, LPD issued a juvenile referral or citation for 152 CFS that occurred at an LPS middle or high school. Of these CFS, one incident resulted in three students being lodged at Youth Services Center. This is a lodge rate of less than 0.65% of CFS resulting in referral and 0.09% of all CFS. These three students represent .01% of all LPS middle and high school students.

The 2025 SSKI planning/reporting team made the decision to report overall takeaways from the 2024-25 data directly related to the original goals of the SSKI agreement to review and measure and review program efficacy and 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.

GOAL #1: TAKEAWAYS

GOAL 1: To create a common understanding that school administrators and teachers are ultimately responsible for school discipline and culture

The 2024-25 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 2024-25:

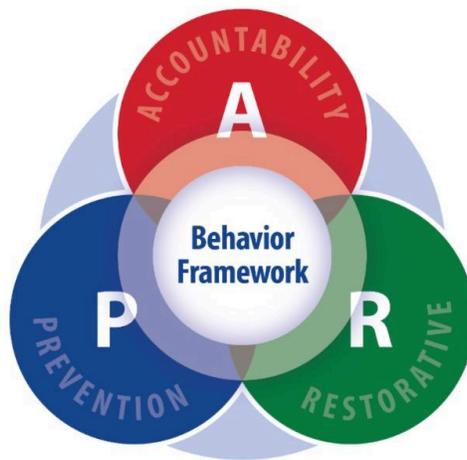
- A CFS is an incident that requires the presence of an officer for assistance. A CFS can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen. The number of CFS dropped 17% from last year and has dropped for 3 consecutive years.
- 14% of CFS resulted in a referral compared to the 4-year average (2015-2019) of 31%.
- The SRO program is not elevating student discipline issues to law enforcement matters.

GOAL #2: TAKEAWAYS

GOAL 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 2023-24 to 2024-25)

It should also be noted LPS utilizes the PAR framework across the district with a new accountability matrix.



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.

GOAL #3: TAKEAWAYS

GOAL 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

GOAL 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

GOAL 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

- 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.

GOAL #6: TAKEAWAYS

GOAL 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.

Overall Recommendation 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.

Overall Recommendation 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

Overall 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.

Overall Recommendation 4:

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/studentservices/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 TheLighthouse 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 2024-25

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. Additional items were added based on feedback from stakeholders.

The 2025 District Perception Survey was conducted March 17, through April 15, 2025.

- Student Perception:
 - 13,084 middle and high school students responded. Based on the LPS fall membership of the 2024-2025 school these numbers represent a 57% response rate for middle and high school students. According to research this is considered a good

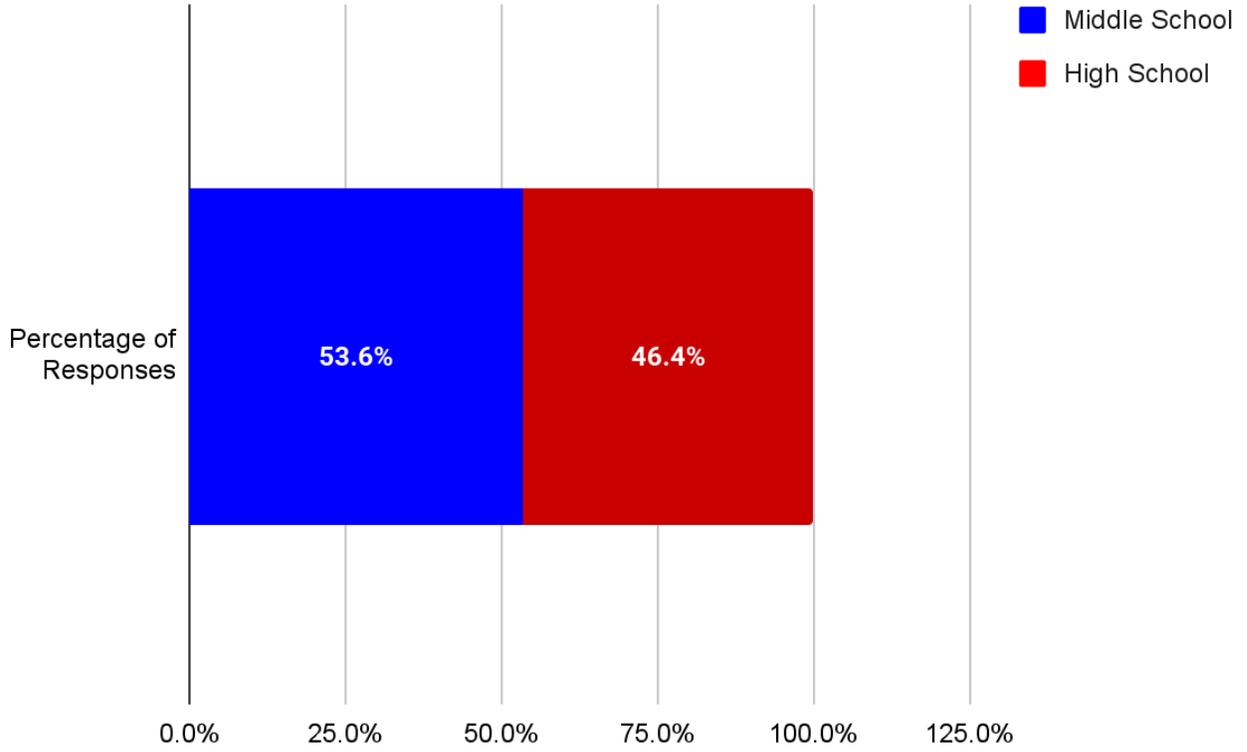
response rate.

- 76% response rate (7,009 out of 9,251) for middle school Excellent
- 45% response rate (6,075 out of 13,401) for high school Good
- Approximately a 5% decrease from the 13, 816 responses received in 2024..
- 1,256 middle and high school families responded, representing about a 40% decrease from the 2,098 responses we received in 2024.
 - 81% indicated that white was part of their ethnic background. Each of the other groups comprised had less than 10% of the responses
- 1,305 certified middle and high school certified staff members responded to the survey. This represents a 7% increase over the 1,218 staff responses collected in 2024.

The results of the 2025 District Perception Survey were similar to those collected in 2024 when the surveys were revised. 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	7,009
High School	6,075

Student - Total Responses

What is your middle school or program?

Response	Count	Percentage
Culler	510	7%
Dawes	262	4%
Goodrich	558	8%
Irving	680	10%
Lefler	406	6%
Lux	468	7%
Mickle	617	9%
Moore	538	8%
Support/Transition	3	0%
Nuernberger Education Center	49	1%
Park	575	8%
Pound	577	8%
Schoo	838	12%
Scott	928	13%
Total	7009	

Student - Total Responses

What is your high school or program?

Response	Count	Percentage
Arts & Humanities Focus Program	89	1%
Bay Focus Program	41	1%
Bryan Community	62	1%
East	924	15%
LPS Graduation Pathways	8	0%
High School Support/Transition	2	0%
Lincoln High	1,144	19%
North Star	645	11%
Northeast	517	9%
Northwest	580	10%
Pathfinder	1	0%
Science Focus Program	60	1%
Southeast	465	8%
Southwest	1,222	20%
Lincoln Standing Bear	217	4%
The Career Academy	78	1%
Yankee Hill Education Center	20	0%
Total	6075	

Student - Responses by Ethnicity

When asked about their racial/ethnic background, students could select as many groups as they felt described their background. The majority of students, 64%, (4,177 middle school and 3,983 high school) identified white as one of their racial/ethnic groups.

The next racial/ethnic group with the most responses was Hispanic/Latino with 16% (1,751) of students indicating that as one of their racial/ethnic groups (1,089 middle and 985 high school). Black/African American was the third most chosen response as students' racial/ ethnic group 14% (978 middle and 773 high school). Asian was the next most often chosen racial/ethnic group with 9% of the responses (657 middle and 515 high school). American Indian or Alaska Native and Native Hawaiian or Pacific Islander had the fewest responses 5% and 2% (371 middle and 230 high school and 150 middle and 84 high school), respectively.

A number of students chose 'Prefer not to Respond' to this question was 10% (881 middle and 370 high school).

School Level

Responses	Middle		High		Secondary	
	N	Percent of Middle School Responses	N	Percent of High School Responses	N	Percent of Secondary Responses
American Indian or Alaska Native	371	4.5%	230	3.3%	601	5%
Asian	657	7.9%	515	7.4%	1172	9%
Black/African American	978	11.8%	773	11.1%	1751	14%
Hispanic/Latino	1,089	13.1%	985	14.2%	2,074	16%
Native Hawaiian or Pacific Islander	150	1.8%	84	1.2%	234	2%
White	4,177	50.3%	3,983	57.4%	8,160	64%
Prefer not to respond	881	10.6%	370	5.3%	1251	10%
	8303		6940		15243	106%

It is understood that school climate might affect how students behave and therefore have an impact on interactions students have with the school resource officers (SROs). The next table looks at the overall school climate items at the secondary level. Both high school and middle school students continue to be less positive about how bullying is addressed in schools. When presented with the item ‘Staff at my school notice bullying when it happens’ 57% of high school students and 41% of middle school students marked ‘Agree’ or ‘Strongly Agree’ with the statement. While 74% of high school and 68% of middle school students marked ‘Agree’ or ‘Strongly Agree’ for the statement ‘When it is reported, staff at my school deal with bullying.’ Respect seems to be another issue that students are less positive about. Respect students have for other students, students have for teachers, and teachers have for students all had low levels of agreement for both high school and middle school students. The full LPS Student Perception by Ethnicity dashboard is provided so it is transparent how students of different ethnicities indicate they experience school. [INSERT REPORT]

School Climate Perception Items that like have Impact on interactions with School Resource Officers (SROs)

		# I Don't know	Agree %	Strongly Agree %	Agree/Strongly Agree
High	Rules for behavior are clear and consistent throughout the building.	242	59%	28%	87%
	My teachers teach and reteach rules for behavior at my school.	325	65%	25%	89%
	My school recognizes positive student behavior.	496	57%	21%	78%
	Staff at my school notice bullying when it happens.	1448	44%	13%	57%
	When it is reported, staff at my school deal with bullying.	1675	56%	19%	74%
	Students treat other students with respect.	566	54%	11%	65%
	Teachers treat all students with respect.	432	58%	23%	81%
	Students treat their teachers with respect.	535	53%	12%	65%
	At least one adult knows me well and shows interest in my learning.	372	50%	40%	90%
	I feel like I belong at my school.	678	61%	24%	85%

	My school has opportunities for me to be actively involved in the school community.	385	60%	33%	93%
	I feel physically safe at school.	**	62%	27%	90%
	I feel emotionally safe at school.	**	60%	23%	83%
	My teachers understand my cultural background may be different from theirs.	**	63%	28%	92%
Middle	Rules for behavior are clear and consistent throughout the building.	489	54%	28%	82%
	My teachers teach and reteach rules for behavior at my school.	455	60%	31%	91%
	My school recognizes positive student behavior.	785	53%	21%	74%
	Staff at my school notice bullying when it happens.	1423	32%	10%	41%
	When it is reported, staff at my school deal with bullying.	1567	47%	21%	68%
	Students treat other students with respect.	888	38%	6%	45%
	Teachers treat all students with respect.	743	52%	22%	74%
	Students treat their teachers with respect.	1020	44%	8%	52%
	At least one adult knows me well and shows interest in my learning.	664	45%	41%	86%
	I feel like I belong at my school.	1151	56%	22%	78%
	My school has opportunities for me to be actively involved in the school community.	871	61%	27%	88%
	I feel physically safe at school.	**	57%	25%	82%
	I feel emotionally safe at school.	**	53%	19%	72%
	My teachers understand my cultural background may be different from theirs.	**	58%	28%	86%

APPENDIX D

Lincoln Public Schools District Perception Survey Results Middle and High School 2024-25

Results of the LPS District Perception Survey are presented here to provide context in which School Resource Officers (SROs) work.

Filters

Year: 2024-25

Grade Level: High, Middle

LPS District Perception

The District Perception Survey was conducted from March 17 through April 15, 2025. The information displayed on this page shows Certified Staff, Family and Student statistics for each item.

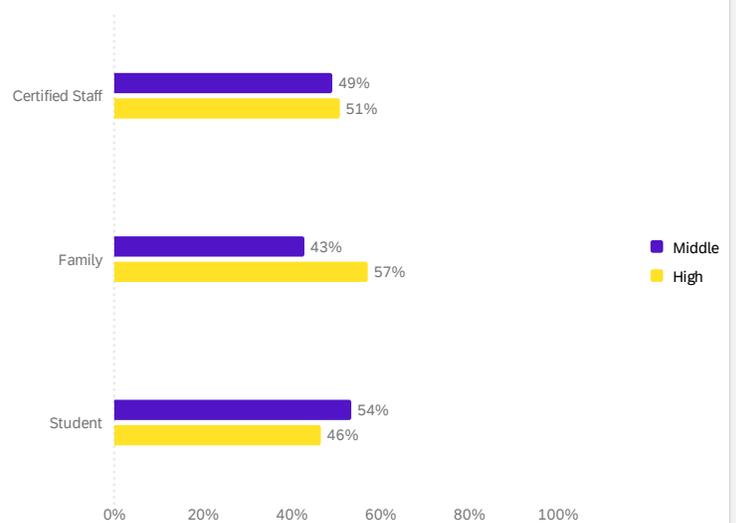
- Item wording on this dashboard matches wording on the staff survey. Exact wording of all items can be found in [Student/Family/Staff Perception Survey 2024-25](#).
- Use the filters at the top of the page to specify a specific grade level, school, or gender (Note: when choosing a school, please choose grade level and then choose your school from the level specific list).
- You will see Bar graphs that represent the frequency of each response for each group.
- Hover over the graph to see how many responses were received from individuals in that group.

IMPORTANT NOTE: If the group size is small, especially if the group is less than 10 individuals, be especially careful interpreting results from that demographic group because responses from a few individuals will dramatically change the percentages of each response.

Total Number of Responses

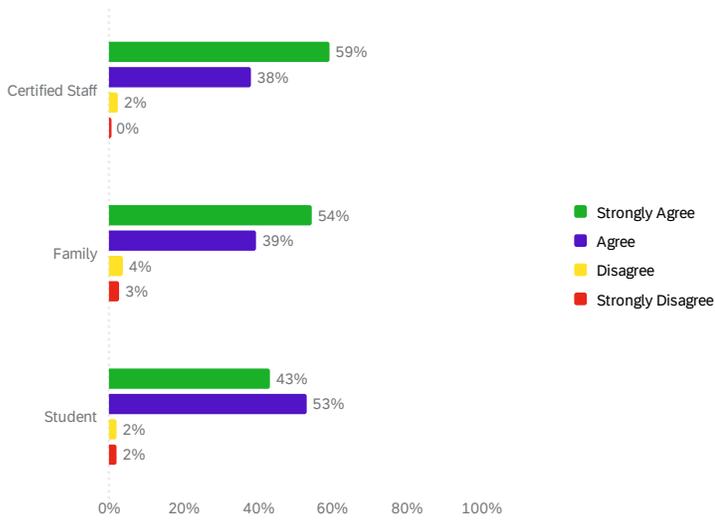


Grade Level 15,645

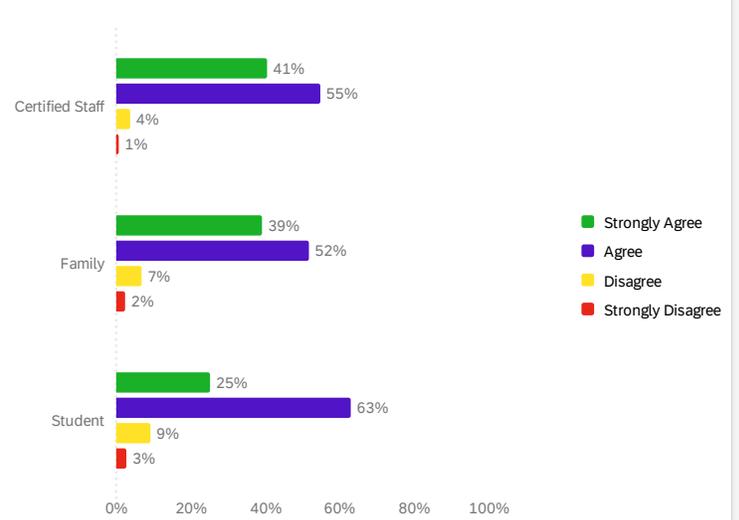


Teaching & Learning

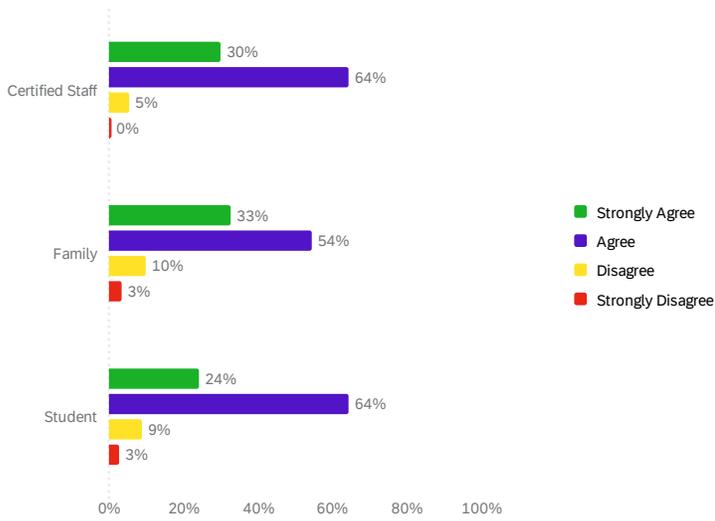
Teachers believe all students can learn. 14,829



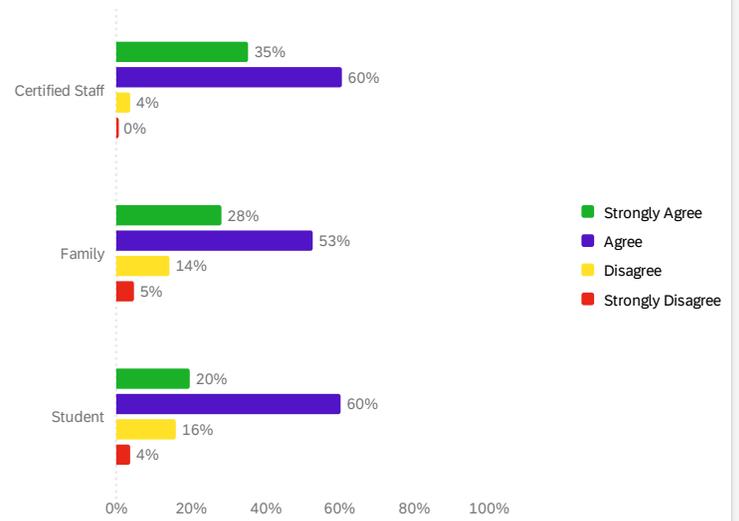
Teachers give students challenging assignments and help them learn. 14,784



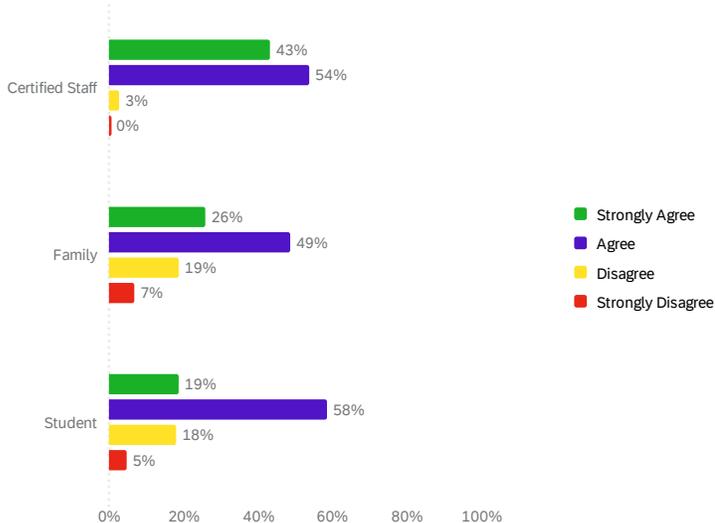
Students understand what teachers want them to learn. 14,743



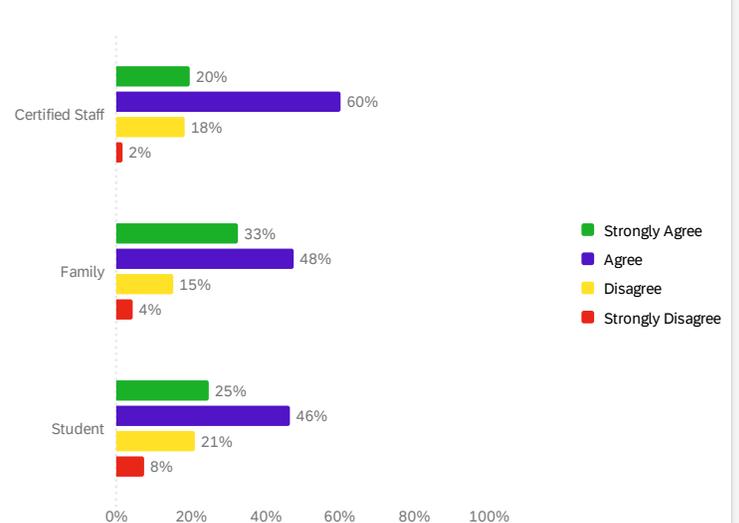
Teachers give feedback that helps students learn. 14,573



Teachers communicate with students about their learning. 14,492

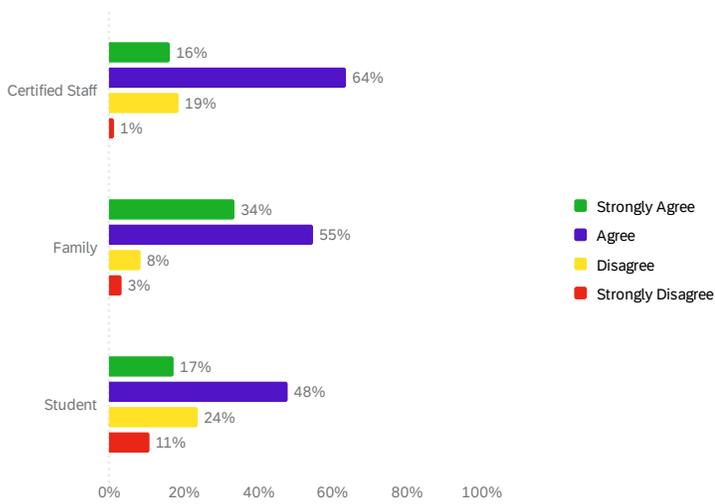


Students' grades accurately show what they know and are able to do. 14,455

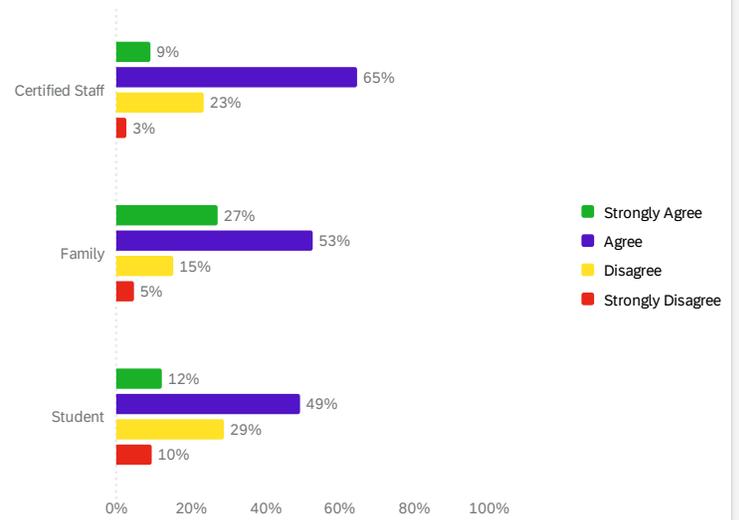


Students understand what they will learn will help them in the future.

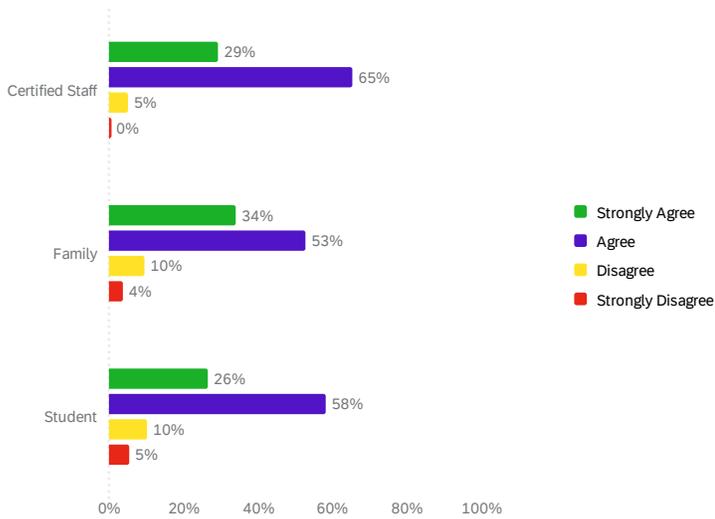
13,527



Students are interested in learning. 14,170

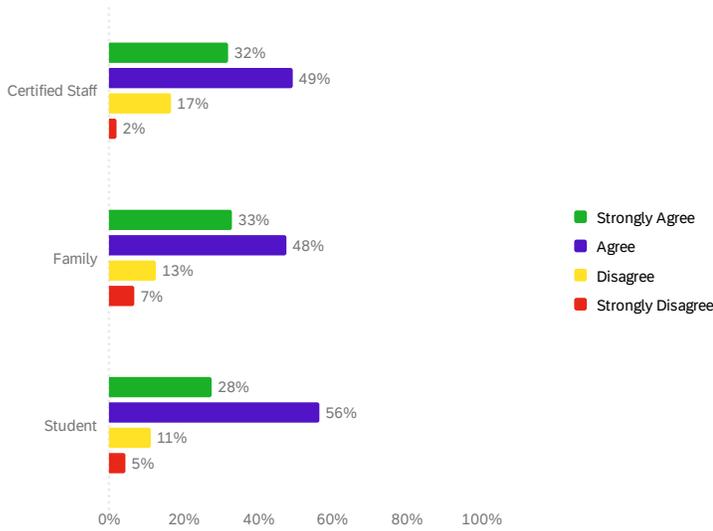


Teachers enjoy teaching. 11,628

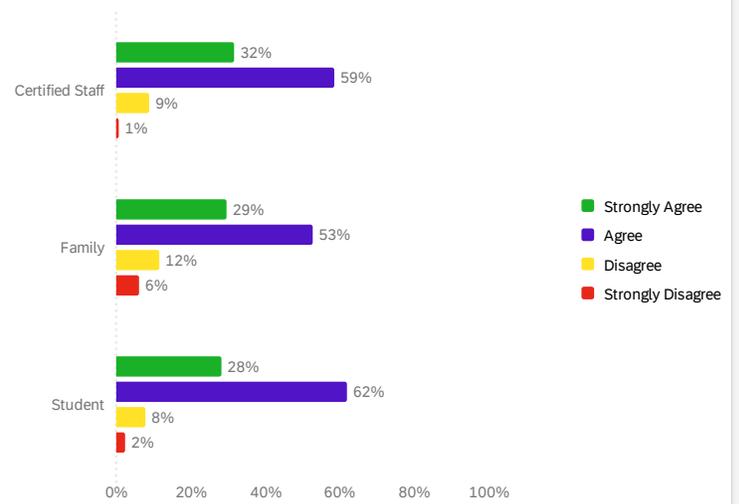


Culture, Climate & Positive Relationships

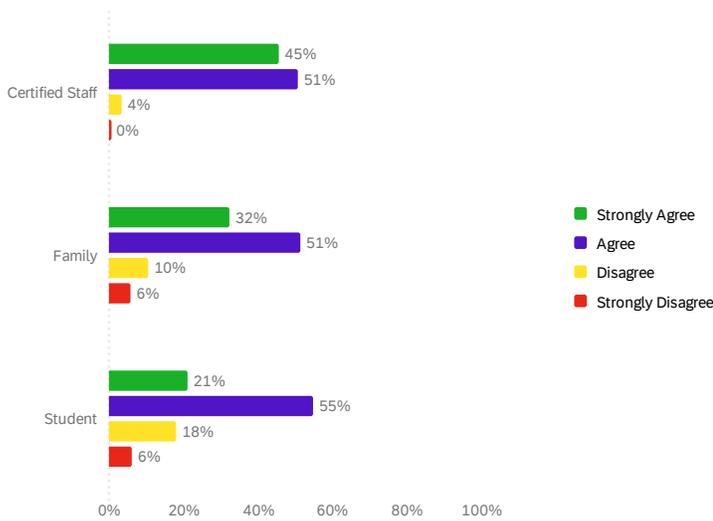
Rules for behavior are clear and consistent throughout the building. 14,450



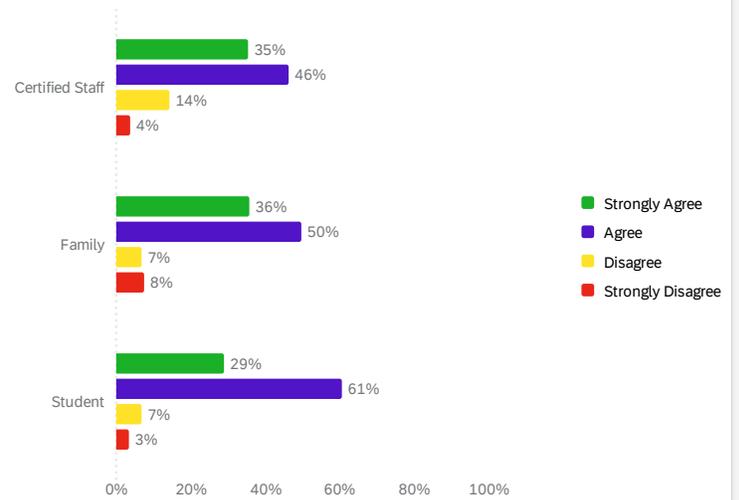
Teachers consistently teach and reteach rules for behavior based on the needs of students. 14,155



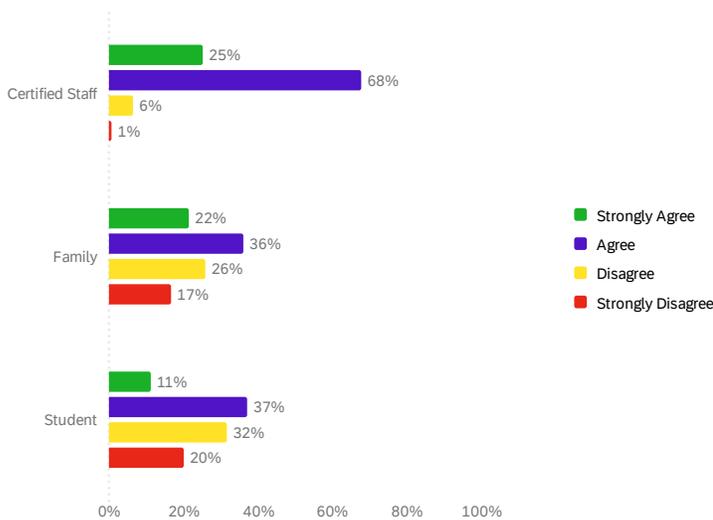
My school recognizes positive student behavior. 13,872



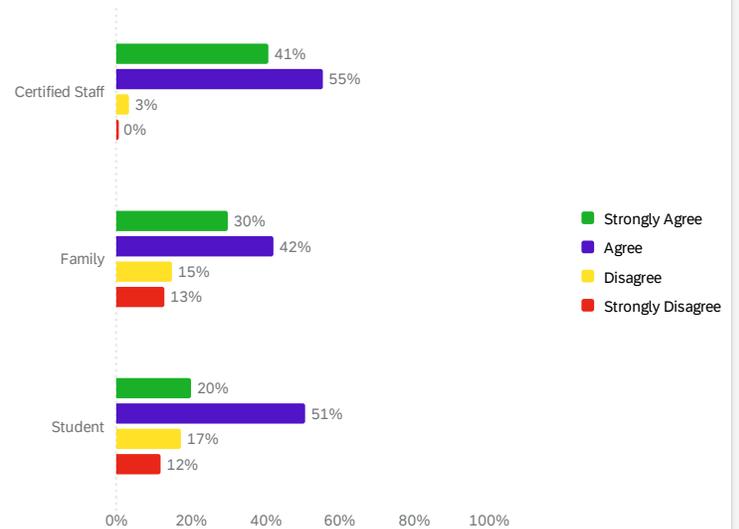
My building's administrators communicate with me regarding the outcome of major behavior incidents. 13,722



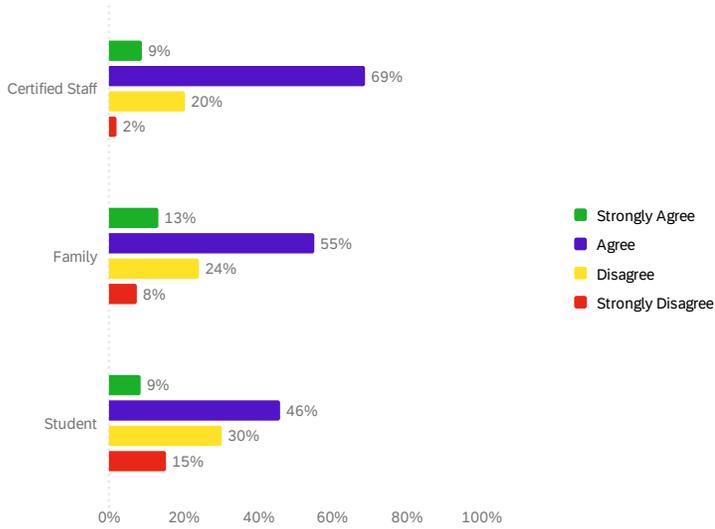
Staff notice bullying when it happens. 11,811



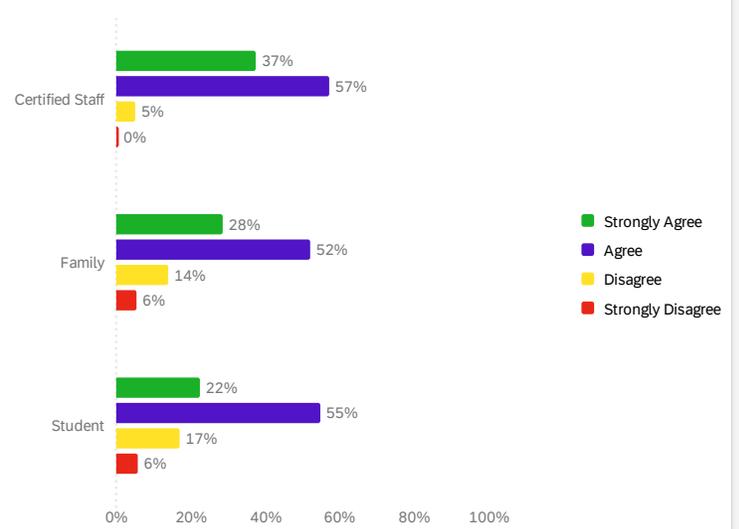
When it is reported, staff deal with bullying. 11,427



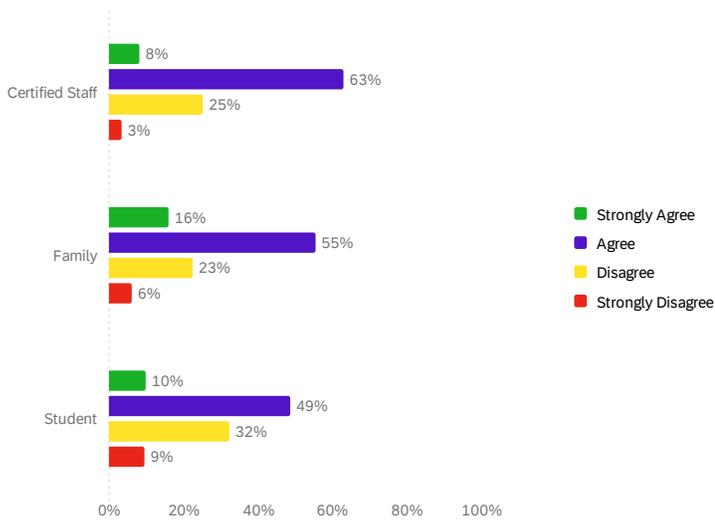
Students treat other students with respect. 13,546



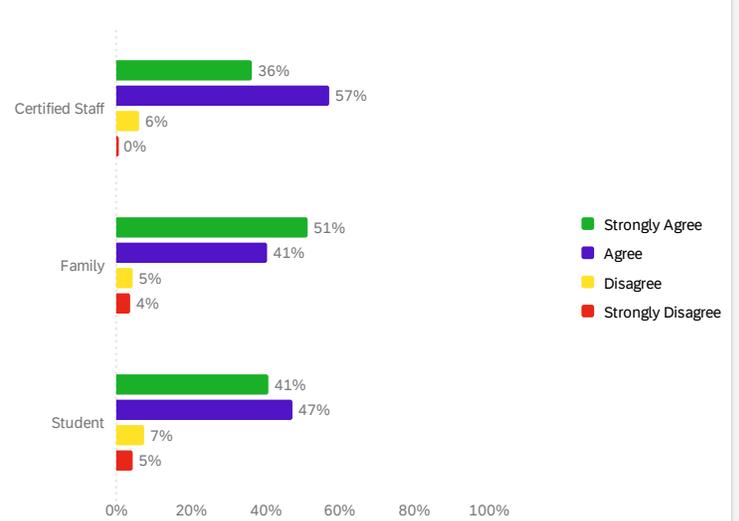
Teachers treat all students with respect. 13,839



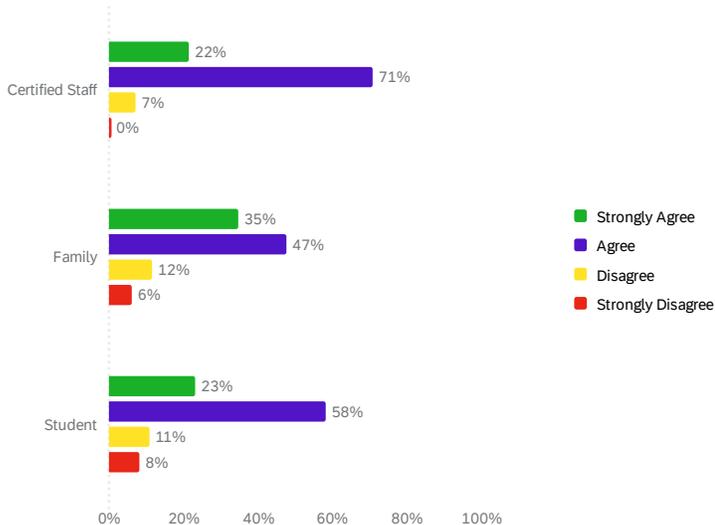
Students treat their teachers with respect. 13,327



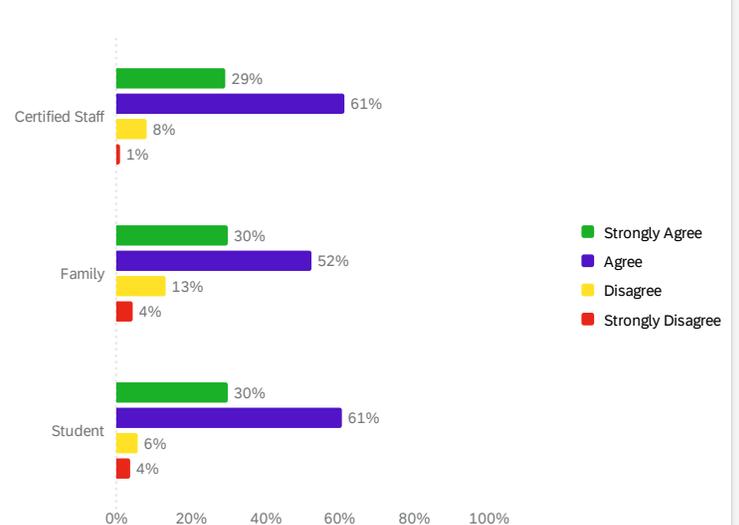
Staff members make sure there is at least one adult who knows each student well and shows interest in their education. 14,016



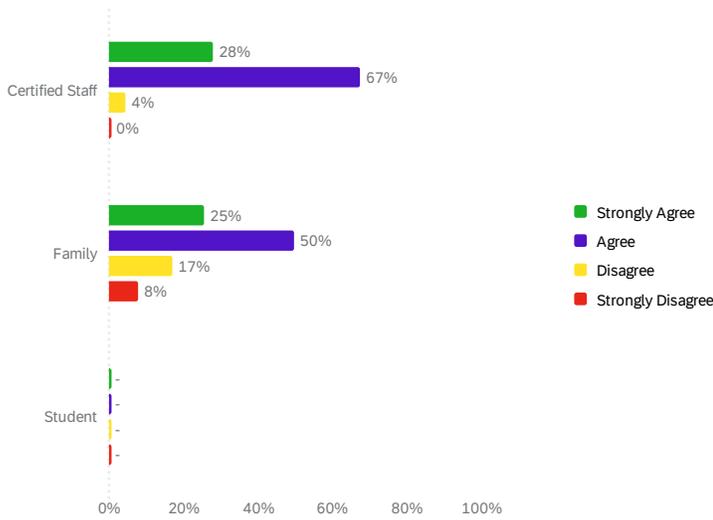
Students feel a sense of belonging at school. 13,252



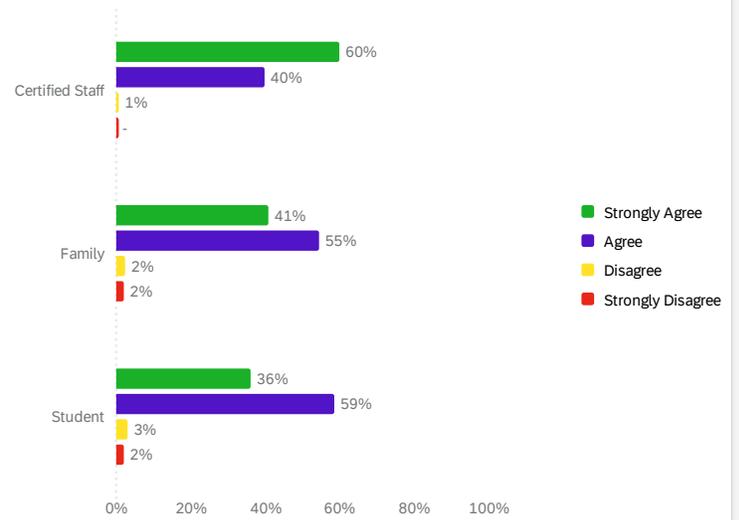
Our school has opportunities for families to be actively involved in the school community. 13,767



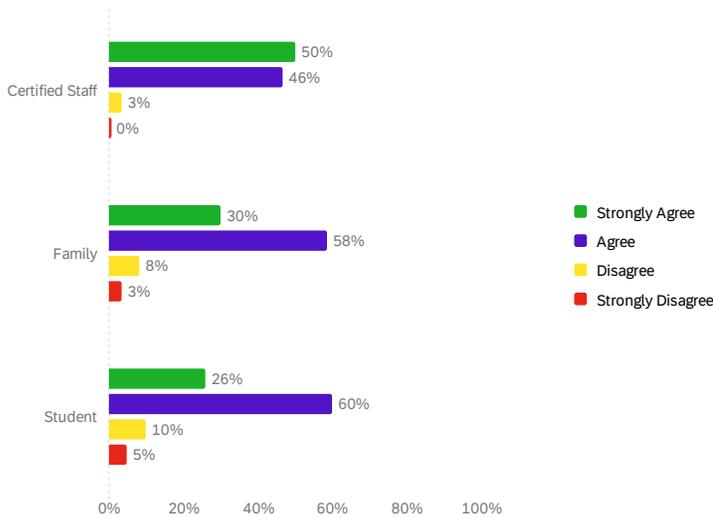
Staff build positive relationships with families. 2,232 ⓘ



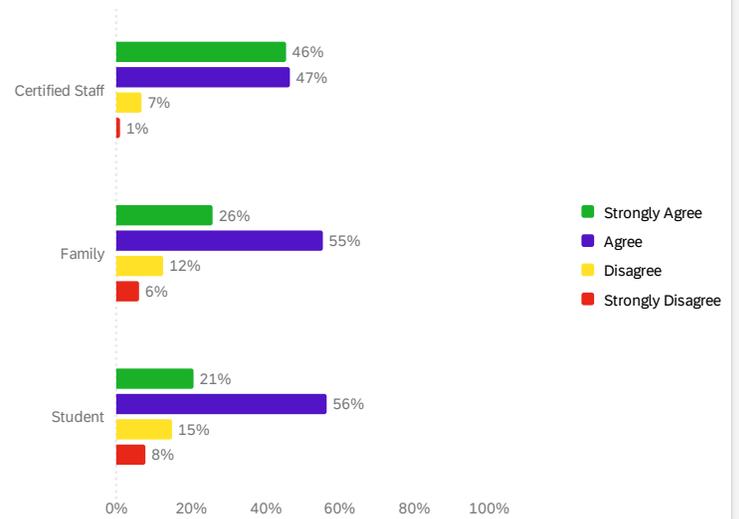
I know what to do in an emergency. 13,467



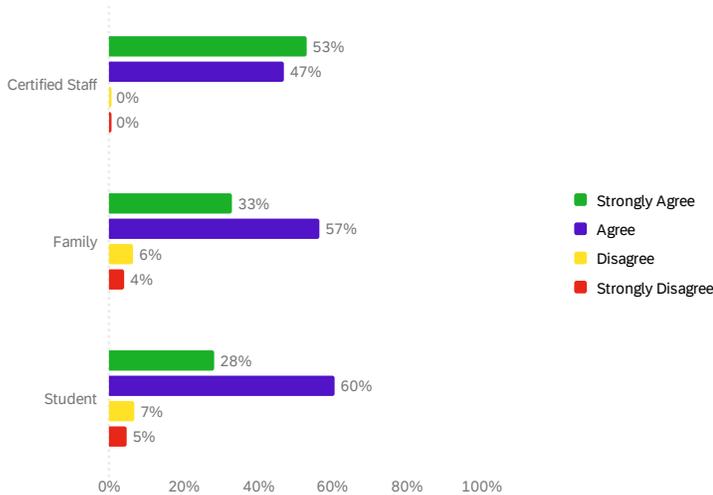
I feel physically safe at school. 13,808



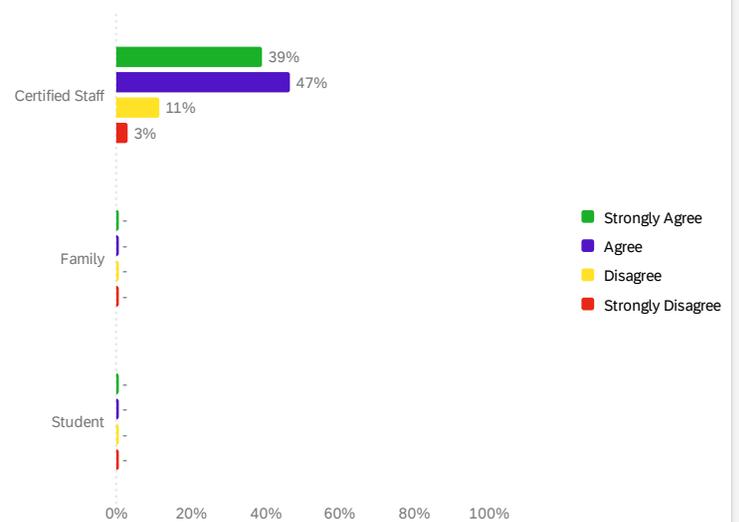
I feel emotionally safe at school. 13,513



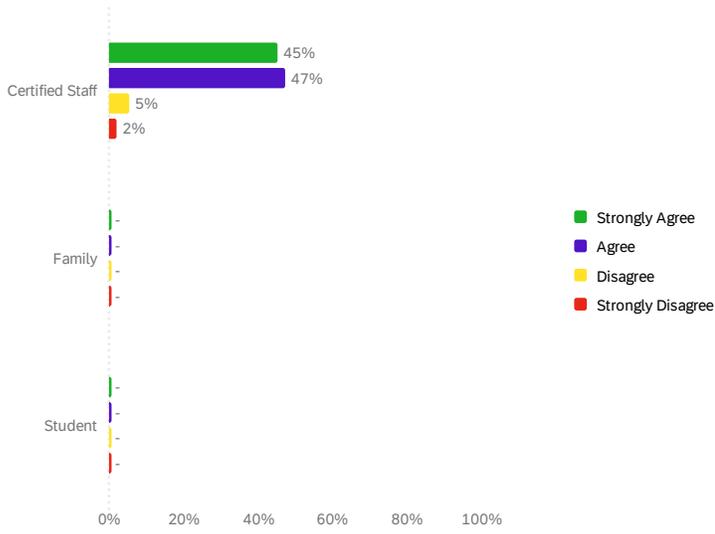
I recognize and consider how my cultural influences affect my interaction with students and families. 12,374



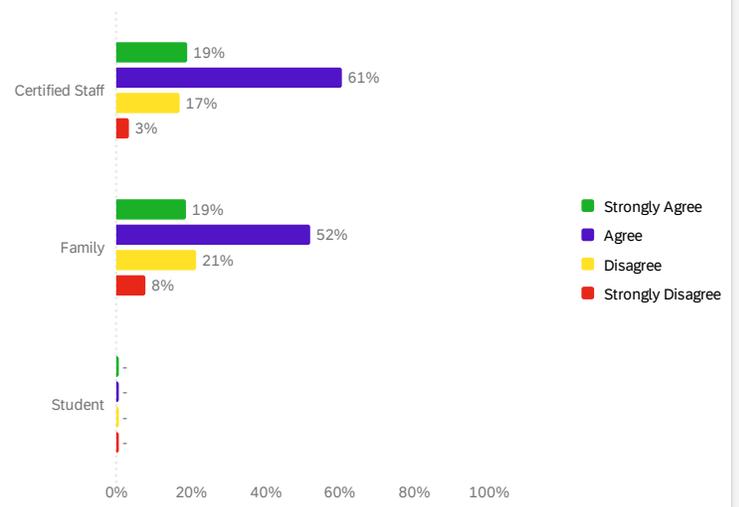
I feel my input is valued. 1,254 ⓘ



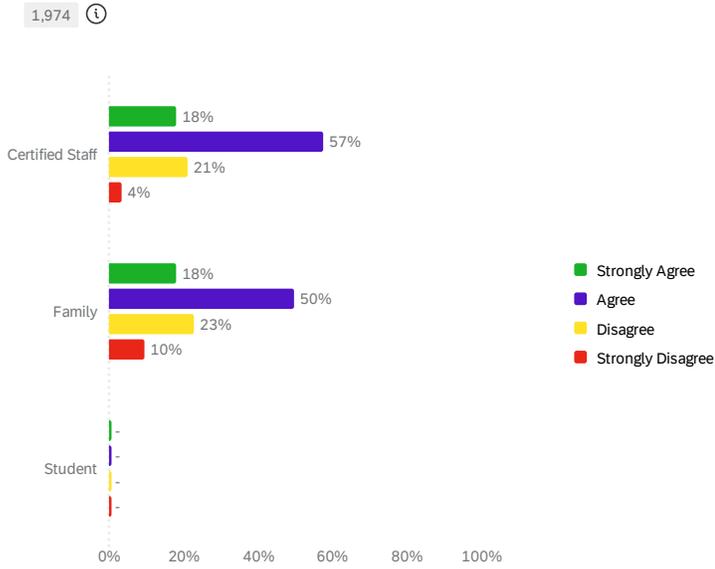
I feel a sense of belonging at our school. 1,265 ⓘ



Lincoln Public Schools provides important information about school and district budgets. 2,024 ⓘ

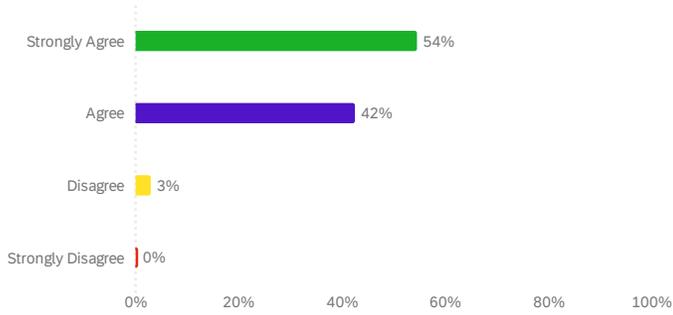


Lincoln Public Schools is transparent about school and district budgets. 1,974 ⓘ

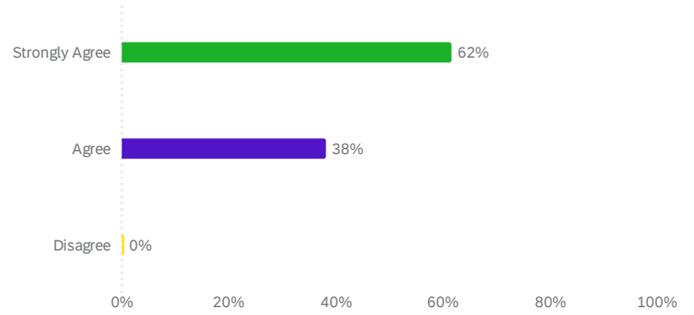


Staff SAS Questions

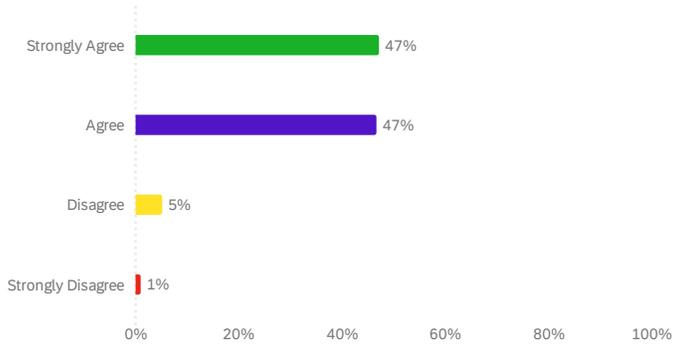
My school has a system for teaching and reteaching school-wide expectations, including booster/reteaching lessons, throughout the entire school year. 1,264 ⓘ



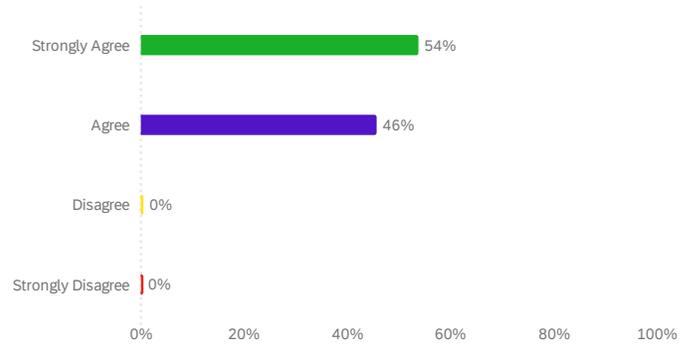
I understand how to utilize active supervision in my classroom and structure the physical environment for the safety and learning of all students. 1,253 ⓘ



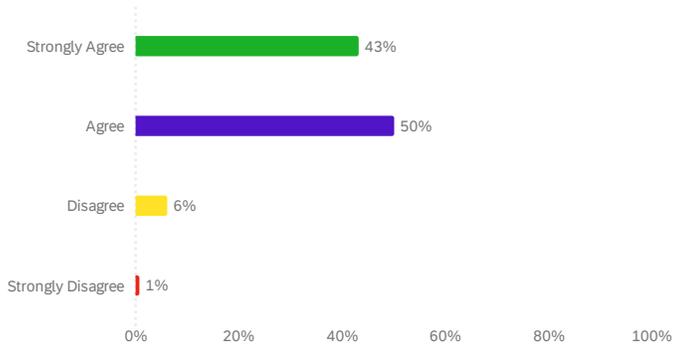
My school has clear distinctions between classroom and office managed behaviors. 1,261 ⓘ



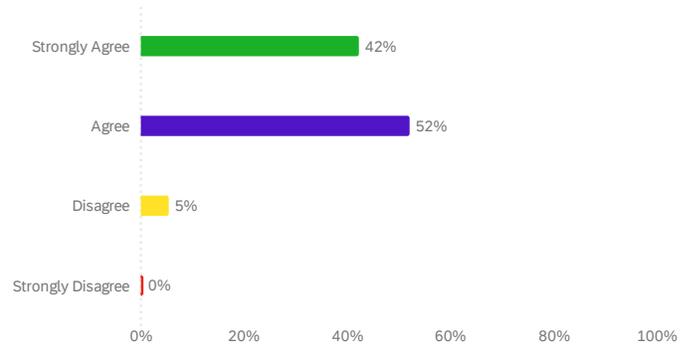
I follow my school's system for responding to classroom and office managed behaviors. 1,254 ⓘ



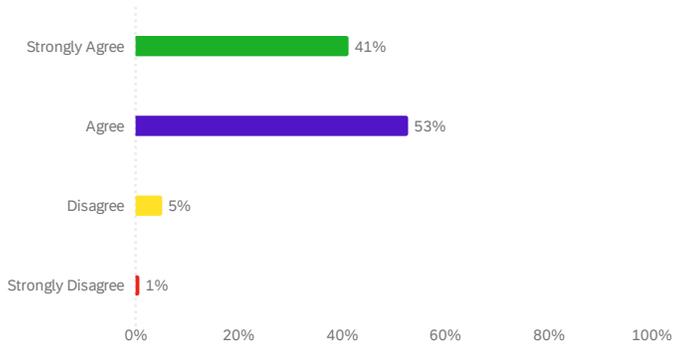
I know the expectations for documenting behavior that is entered into Synergy. 1,252 ⓘ



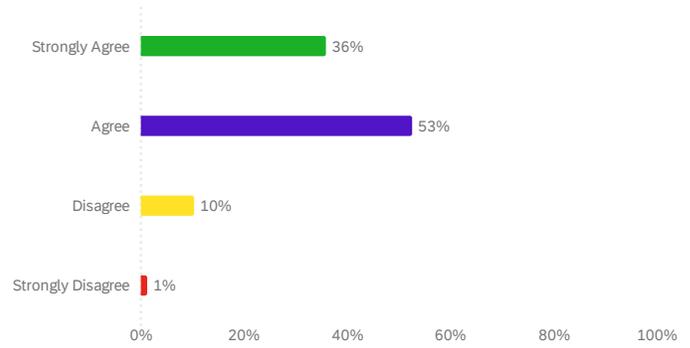
I have regular opportunities to participate in professional learning on positive behavior that can be applied in my classroom. 1,245 ⓘ



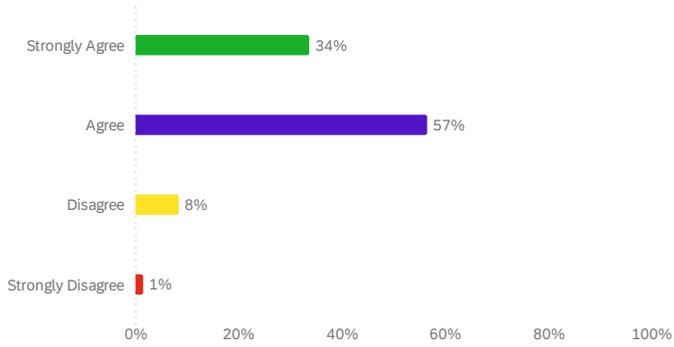
I understand my role in implementing and monitoring Tier 2 behavior interventions that my students receive. 1,256 ⓘ



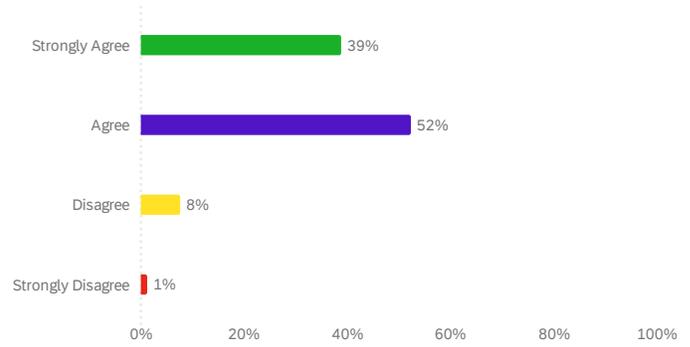
I have been trained on each Tier 2 or 3 behavior intervention I am expected to deliver. 1,231 ⓘ



I understand my role for implementing Behavior Intervention Plans (BIPs) for my students that have them. 1,219 ⓘ



I know which of my students have safety plans and what I need to do in my classroom. 1,245 ⓘ



Demographics

What is your gender? 15,146 ⓘ

Q18 - What is your gender?	Certified	# of Responses	Family	# of Responses	Student	# of Responses
Female	60%	760	70%	802	46%	5,869
Male	32%	399	22%	250	47%	6,003
Other					2%	317
Other (please specify)	0%	1	1%	6		
Prefer not to respond	8%	101	7%	85	4%	553

What is your race/ethnicity? 15,088 ⓘ

Q19 - What is your race/ethnicity? (please choose all that apply)	Certified	# of Responses	Family	# of Responses	Student	# of Responses
American Indian or Alaska Native	0%	6	1%	10	5%	601
Asian	1%	16	2%	27	9%	1,172
Black/African American	2%	26	4%	41	14%	1,751
Hispanic/Latino	3%	43	4%	42	16%	2,074
Native Hawaiian or Pacific Islander			0%	5	2%	234
White	84%	1,065	81%	917	64%	8,160
Prefer not to respond	11%	139	12%	135	10%	1,251

Do you consider yourself Middle Eastern? 15,067

Q21 - Do you consider yourself Middle Eastern?	Certified	# of Responses	Family	# of Responses	Student	# of Responses
Yes	1%	12	1%	16	13%	1,702
No	90%	1,132	88%	1,000	69%	8,766
Prefer not to respond	9%	118	11%	123	17%	2,198

Do you consider yourself a person of color? 15,064

Q22 - Do you consider yourself a person of color?	Certified	# of Responses	Family	# of Responses	Student	# of Responses
Yes	6%	75	7%	76	27%	3,463
No	84%	1,059	81%	927	58%	7,389
Prefer not to respond	10%	128	12%	136	14%	1,811