School Resource Officer Program, School Perception, and Discipline Data Report
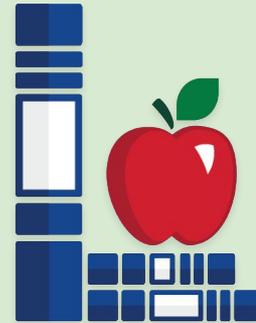
2023-24 School Year

Background

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

- Building positive relationships with students and families,

- Minimizing the loss of instruction time,

- Providing proactive instruction for positive behaviors,

- Offering a wide range of student supports,

- Focusing on de-escalating conflicts and negative behaviors,

- Engaging in only developmentally appropriate and fair processes,

- Assigning developmentally appropriate and fair consequences, and

- Utilizing those consequences and supports to address the root causes of misbehavior

Page: 3

Background

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

- LPS administrators responding to students when they are reported for violating school rules.

- School staff relying on school administrators to serve as the most skilled individuals to determine which issues should be referred to school resource officers.

- School resource officers responding to students when they are reported for violating the law.

- The SRO team joining students parents, behavioral health professionals, and the community as partners in a collaborative effort.

Background

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

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

    - SROs should not be involved in the enforcement of school rules; and

    - A clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review 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.

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History of the Annual SRO Report

- Memorandum of Understanding requires:

- Report sharing measuring progress toward the six SRO program goals - shared with the city of Lincoln, Lincoln Public Schools, and to the extent possible, make it available online.

- Annual review by 2020 created by the Safe and Successful Kids Interlocal Board which includes community stakeholders as part of the regular review of the program goals and relevant data.

- Requirement for LPD and LPS to use the results of annual review to make modifications as necessary to accomplish the stated SRO program goals

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History of the Annual SRO Report

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

- Created through *involvement with community stakeholders

- Conceptualized during a *meeting open to the community.

- Created to measure progress toward the six SRO goals, along with other relevant data, and

- Developed to serve as an annual review to be presented to the Safe and Successful Kids Interlocal Board in partial fulfillment of the required annual report.

*November 8, 2018 at Schoo Middle School

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The Annual SRO Report

To fulfill its purpose, this report includes:
- Data measuring the SRO program in schools,
- Perception data from parents, staff, and students measuring thoughts about their experience with SROs, and
- Discipline data regarding suspension and expulsion of LPS students.

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

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

Guiding Questions for Tonight's Presentation

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

- *Is the SRO program improving the safety of our schools?*
- *Is the SRO program elevating student discipline issues to law enforcement matters—and ultimately contributing to a school-to-prison pipeline?*

Lincoln Police Department Data

Calls For Service (CFS)

- From 2015-16 to 2018-19, LPD responded to an average of 1,310 CFS annually (school year) at LPS middle and high schools.
- In 2022-23, LPD responded to 1443 CFS
- In 2023-24, LPD responded to 1283 CFS
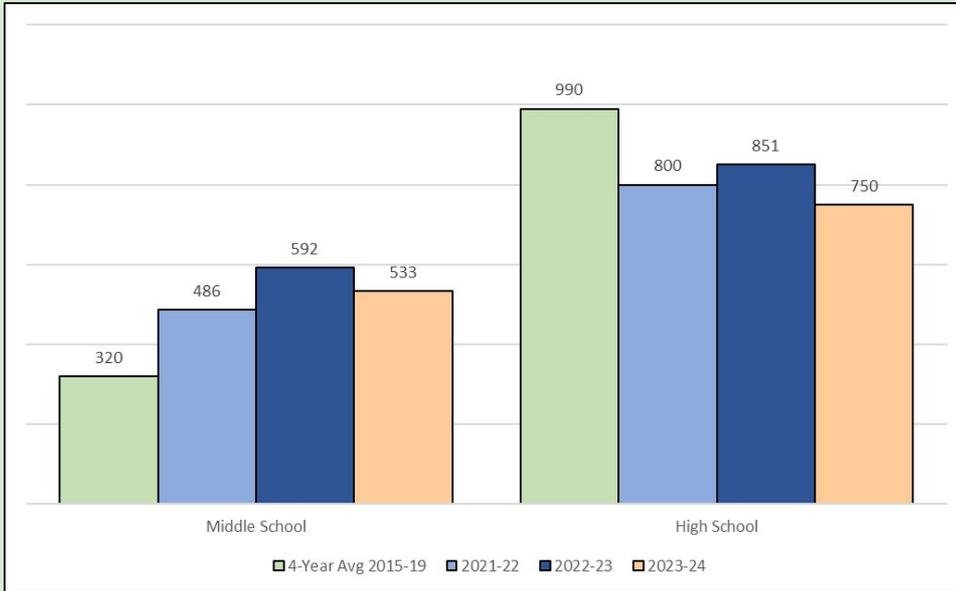
*A CFS is an incident that requires the presence of an officer for assistance. A CFS can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen.

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

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

Page: 7 ← Page #s refer to where the information is included in the full report

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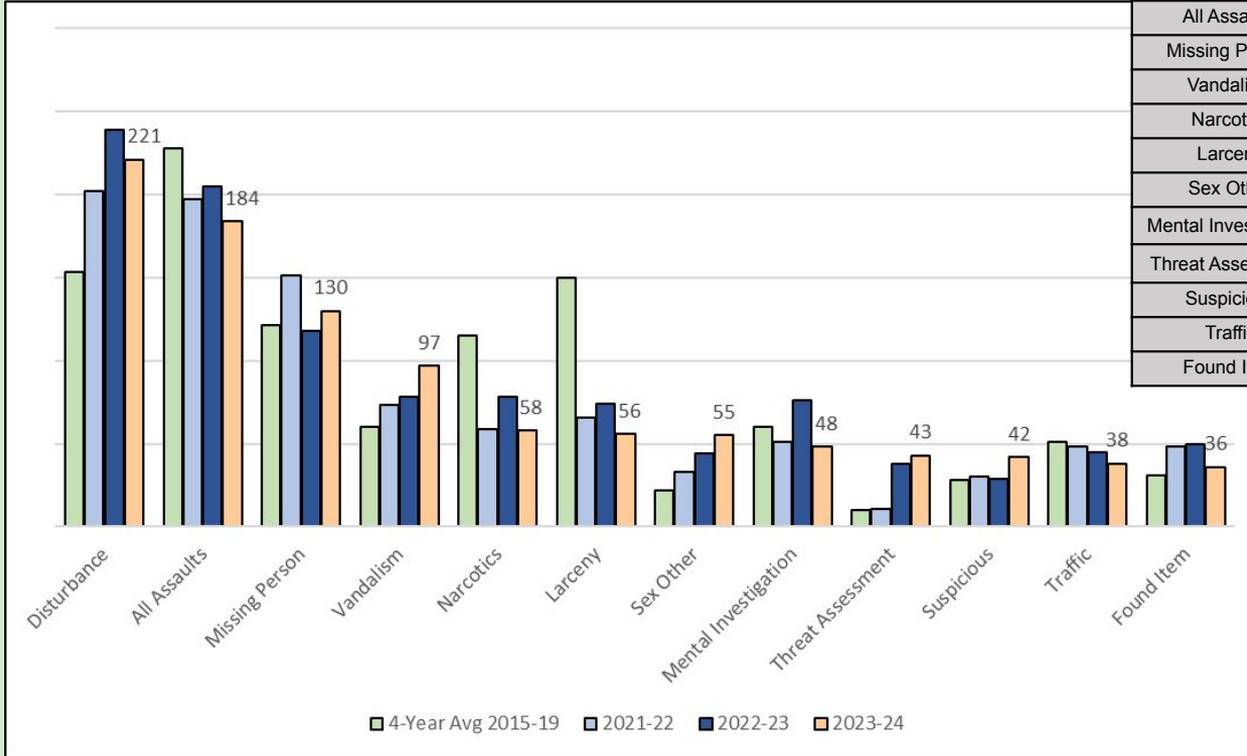
LPS ALL Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	153	202	239	221	44%
All Assaults	228	197	205	184	-19%
Missing Person	121	151	118	130	7%
Vandalism	60	73	78	97	62%
Narcotics	115	59	78	58	-50%
Larceny	150	66	74	56	-63%
Sex Other	22	33	44	55	150%
Mental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

- Top 12 CFS represent **79%** of all CFS in 2023-24

- "Sex Other" includes the offenses of Molest/Fondling, Incest, Sex Offense-Other, and Pornography.

- Threat Assessment Review

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Calls for Service with Referrals

- 185 CFS at LPS schools resulted in juvenile referrals in 2023-24 compared to the 4-year average of 402.
- 14% of CFS resulted in a referral in 2023-24 compared to the 4-year average of 31%.
  - A juvenile referral occurs when an SRO or responding officer has probable cause that a juvenile is responsible for a criminal act and the juvenile is referred to the County Attorney.


The SRO program is not elevating student discipline issues to law enforcement matters.
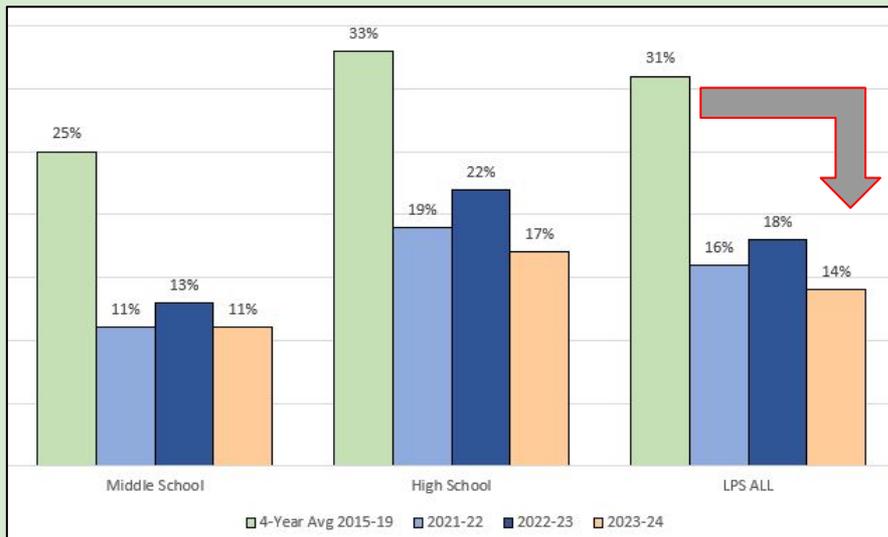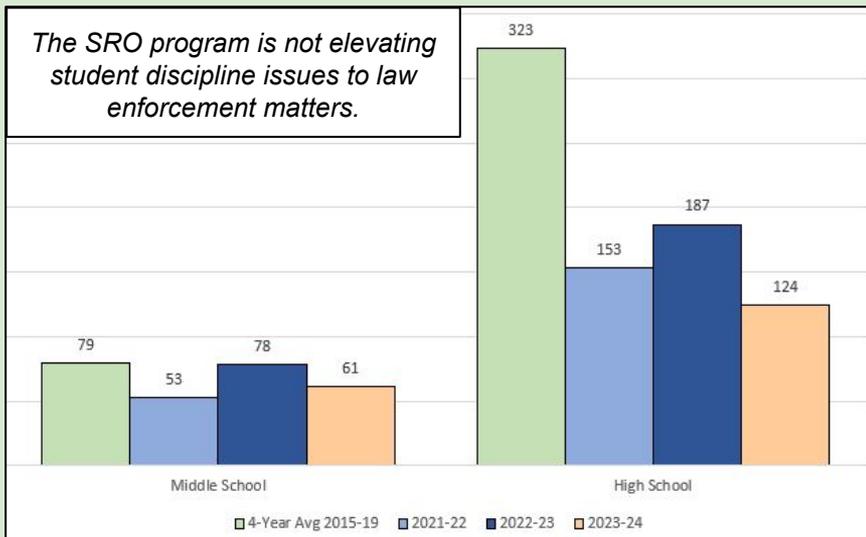
Middle and High School CFS w/ Referral	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Middle School	79	53	78	61	-23%
High School	323	153	187	124	-62%
Total	402	206	265	185	-54%

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

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Who Initiated CFS?

- Historically, Teachers/Staff initiated the highest percentage of CFS.
- That changed in 2023-24 as Administrators initiated the highest percentage of CFS, doubling the percentage from the 4-year average.
 - This is the <u>desired outcome</u> of ongoing training for SROs and administrators.
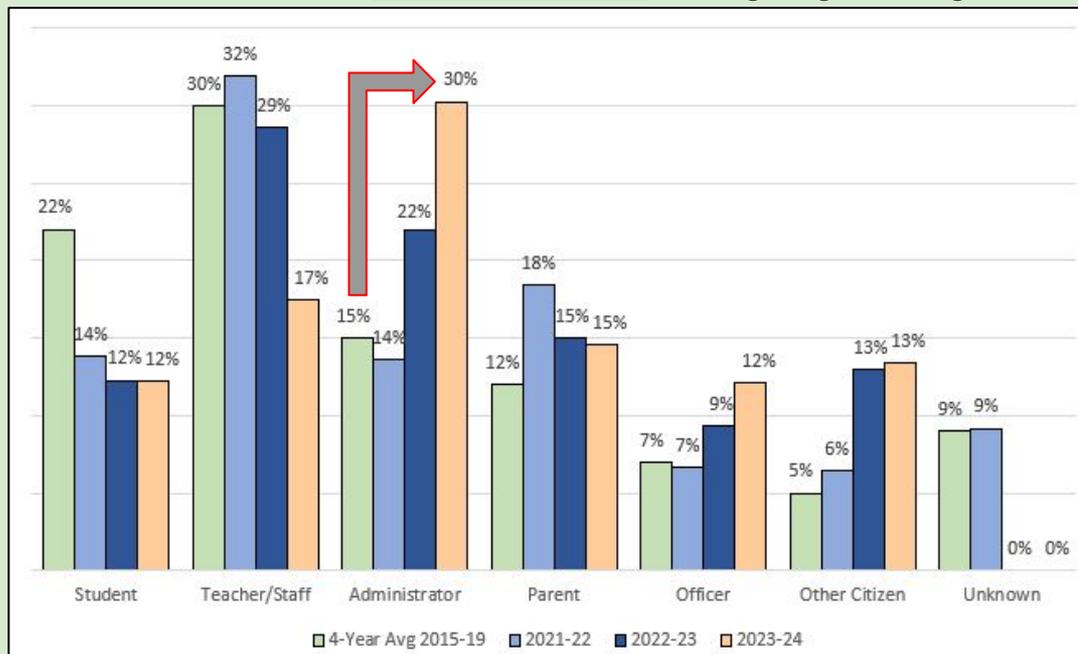
- Of the 155 CFS initiated by Officers, 121 (78%) did not have a party listed.
  - For example: a found item CFS.

- In 2022-23, the "Unknown" and "Other" categories were combined into "Other Citizen"

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

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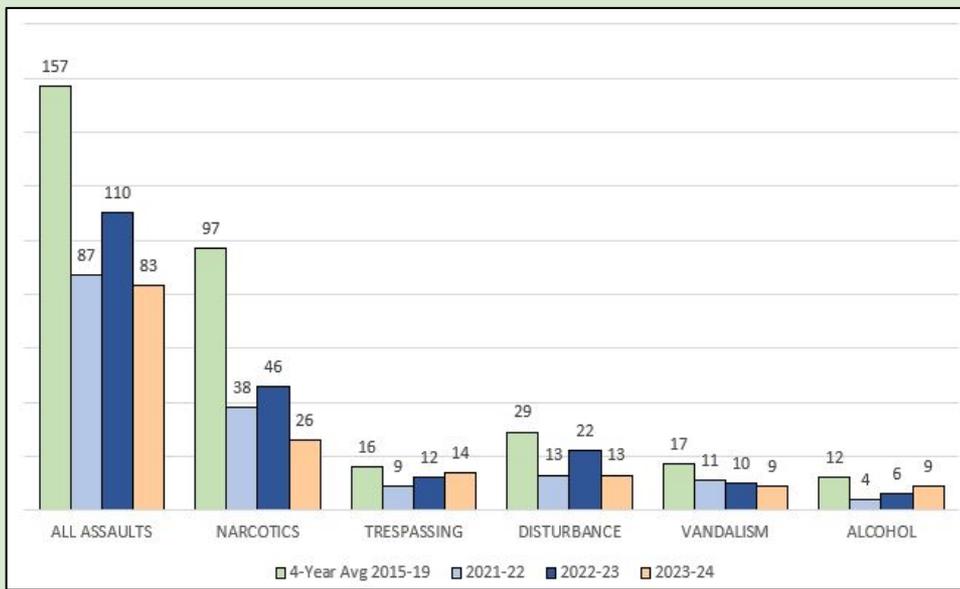
13

Who Initiated CFS that Resulted in a Referral?

- Administrators initiated the highest percentage of CFS that resulted in a referral (53%).
- In 2023-24, SROs or other officers initiated 5% of CFS that resulted in a referral.
- 95% of CFS that resulted in a referral were initiated by a party other than law enforcement.
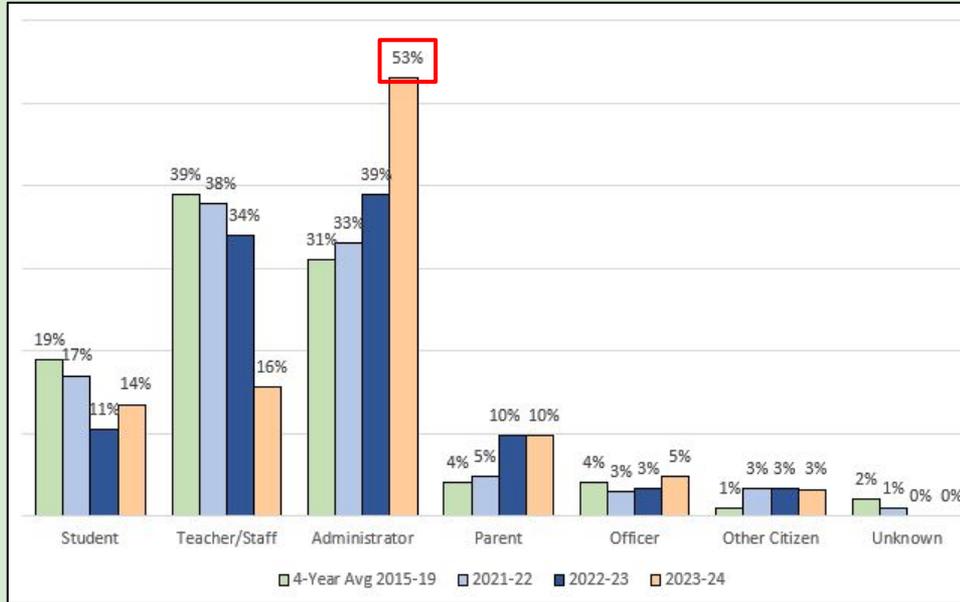
Middle and High Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	19%	17%	11%	14%
Teacher/Staff	39%	38%	34%	16%
Administrator	31%	33%	39%	**53%**
Parent	4%	5%	10%	10%
Officer	4%	3%	3%	5%
Other Citizen	1%	3%	3%	3%
Unknown	2%	1%	0%	0%

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Types of Incidents that Resulted in a Referral

- In 2023-24, Assaults, Narcotic Offenses, Trespassing, Disturbances, Vandalisms and Alcohol Offenses made up 83% of CFS that resulted in a referral.
- There was reduction in CFS with referrals in 2023-24 for these incident types compared to the 4-year average.

Of these Top 6 CFS that resulted in a referral (154)
- Teachers/Staff and Administrators initiated 73% (113).
- SROs or other officers initiated 3% (5).

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

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Who Initiated Assault and Narcotics Referrals?

- In 2023-24, Teachers/Staff and Administrators initiated 67% (55) of Assault CFS that resulted in a referral.
  - SROs or other officers initiated 1% (1).
- In 2023-24, Teachers/Staff and Administrators initiated 92% (24) of Narcotics CFS that resulted in a referral.
  - SROs or other officers initiated 8% (2).

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

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

Assault

Narcotics

LPD Review of Assault Referrals

2023-24 Assault Crime Types Included
Simple Assault: 77
Aggravated Assault: 4
Assault Of Police Officer: 1
Assault - Threaten/Intimidation: 1

20 different schools
Middle Schools: 35 CFS (42%)
High Schools: 48 CFS (58%)

Administrator Notified?
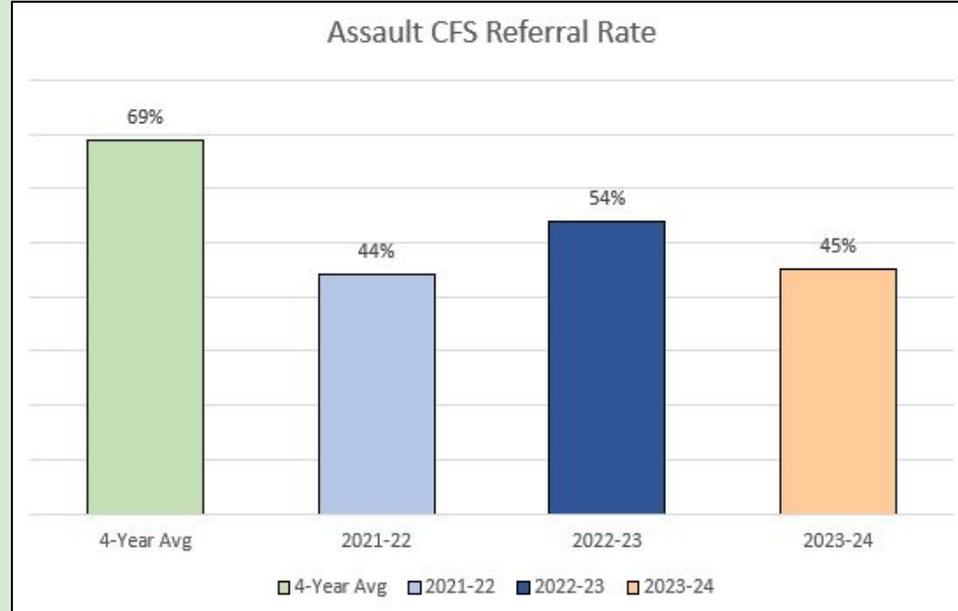Yes: 68 CFS (82%)
Unknown: 15 CFS (18%)

SRO Involved?
Yes: 65 CFS (78%)
Other Officer: 18 CFS (22%)

Unique Juvenile PRs: 99
Unique Juvenile PRs 2+ Times: 6
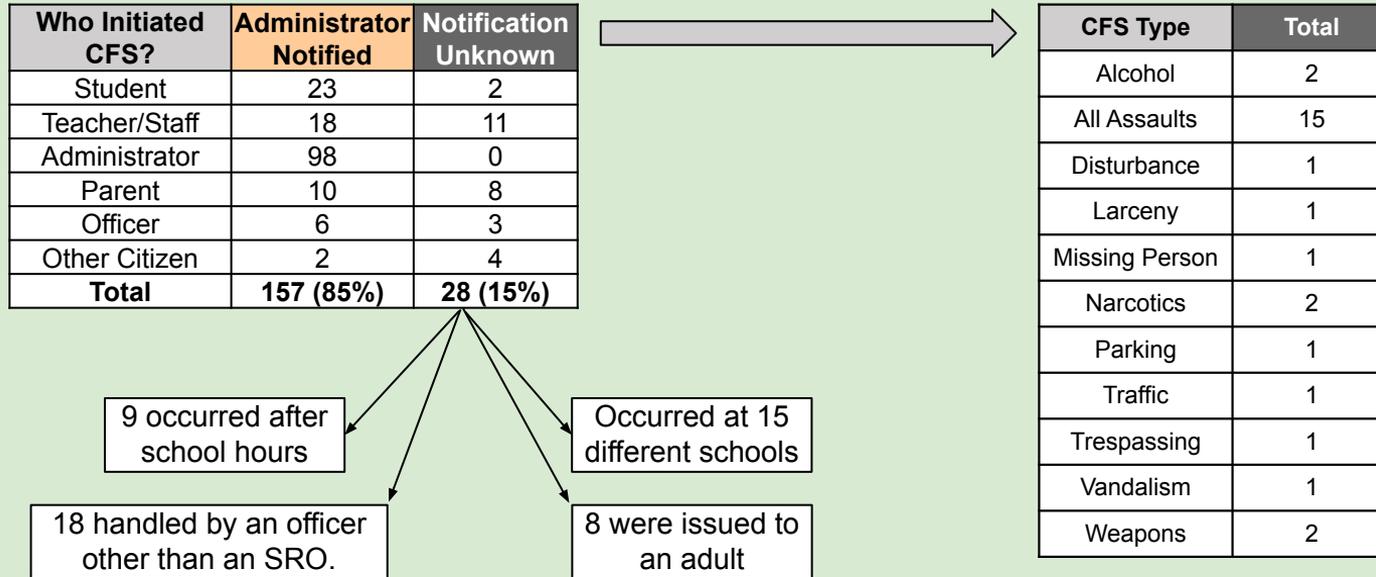62 CFS (75%) involve 2 individuals

Assault CFS Referral Rate

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

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Notification of Administration

- In 2023-24, Administrators were notified during **85%** of all CFS resulting in a referral.
  - There were 28 CFS (15%) resulting in a referral where it is unknown if an administrator was notified.

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

CFS Type	Total
Alcohol	2
All Assaults	15
Disturbance	1
Larceny	1
Missing Person	1
Narcotics	2
Parking	1
Traffic	1
Trespassing	1
Vandalism	1
Weapons	2

9 occurred after school hours

18 handled by an officer other than an SRO.

Occurred at 15 different schools

8 were issued to an adult

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18

PERSONS ANALYSIS

- In 2022-23 a coding change was made to more accurately capture the number of students receiving referrals.
- This was continued through 2023-24. This information was added due to historical questions regarding students who had repeated contacts.
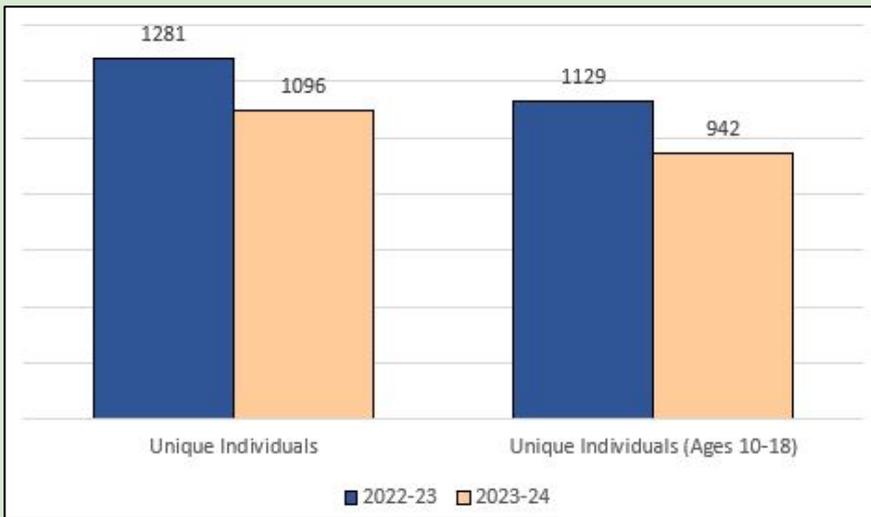
Persons	2022-23	2023-24
Unique Individuals	1281	1096
Unique Individuals (Ages 10-18)	1129	942

← 4% of the student population
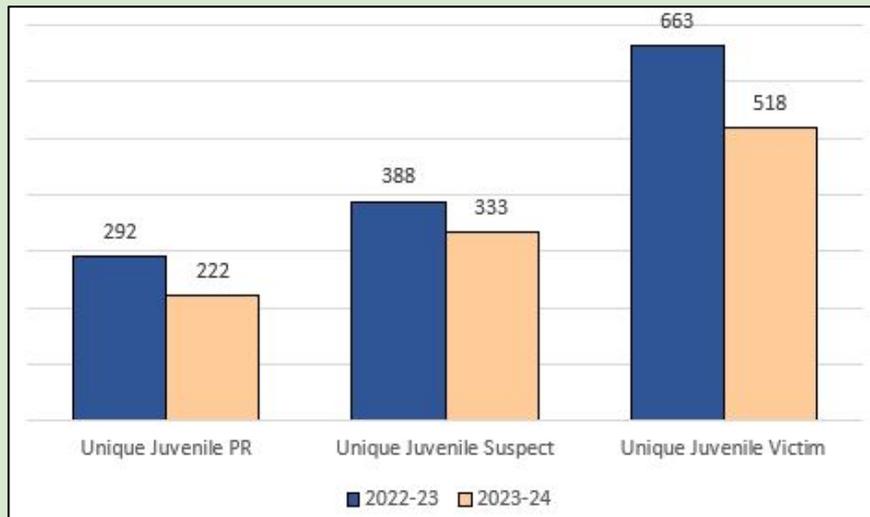
Ages 10-18	2022-23	2023-24
Unique Juvenile PR	292	222
Unique Juvenile Suspect	388	333
Unique Juvenile Victim	663	518

These totals are larger than the total unique individuals because an individual can appear in the data multiple times across party types.

PERSONS ANALYSIS

To answer the question of repeated contacts we looked at how many juvenile individuals appeared in the CFS more than once as <u>any party type</u> and how many individuals appear in the CFS more than once as the <u>same party type</u>.
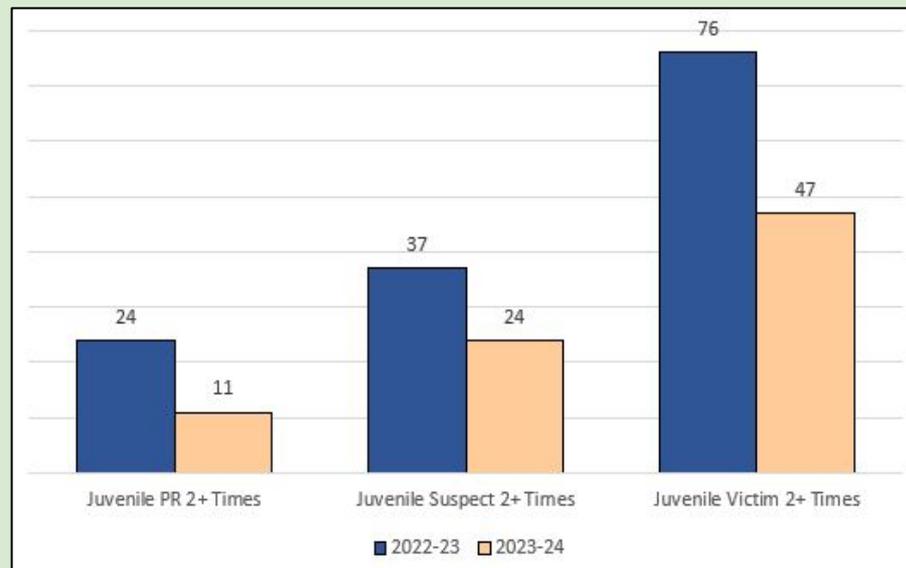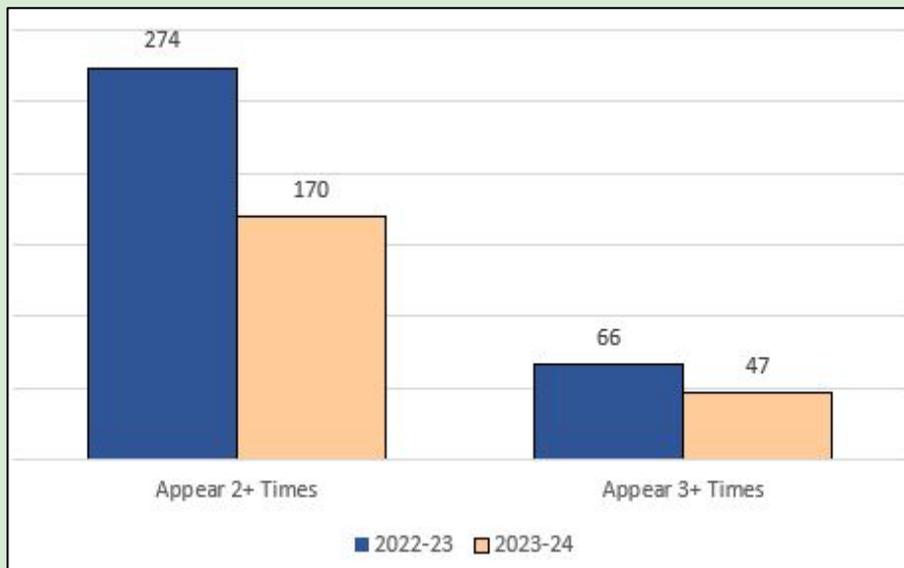
Of the 47 individuals who were listed as a victim 2 or more times, 18 were the result of Missing Persons CFS.

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Middle and High School Student Populations

- In 2018-2021, the race/ethnicity information used for disparity index calculations was identified by LPD and derived from the <u>National Crime Information Center</u>.
- In 2022-23 and 2023-24, the race/ethnicity information was identified by the LPS student information system and derived from the <u>US Census demographic categories</u>.

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

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

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Disparity Index Defined

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

10,000 students in the overall population.
On average, **10%** of students were absent over 5 times.
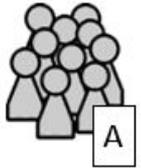
2,000 students in "Group A" demographic group.
200 were absent over 5 times = **10%**
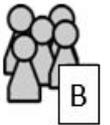
1,000 students in "Group B" demographic group.
200 were absent over 5 times = **20%**

10% versus 20%

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

Students in Group B were overrepresented (index=2.0)

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Victim Disparity Index: Middle and High School

The **red line** shown in the graph represents a disparity ratio of 1.0 indicating no disparity.
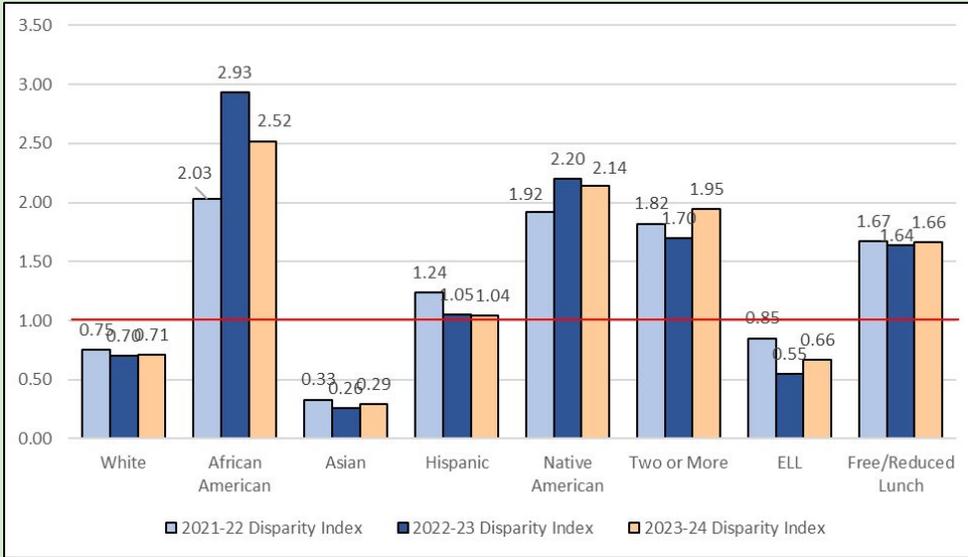Small total population numbers can cause the disparity index to vary greatly
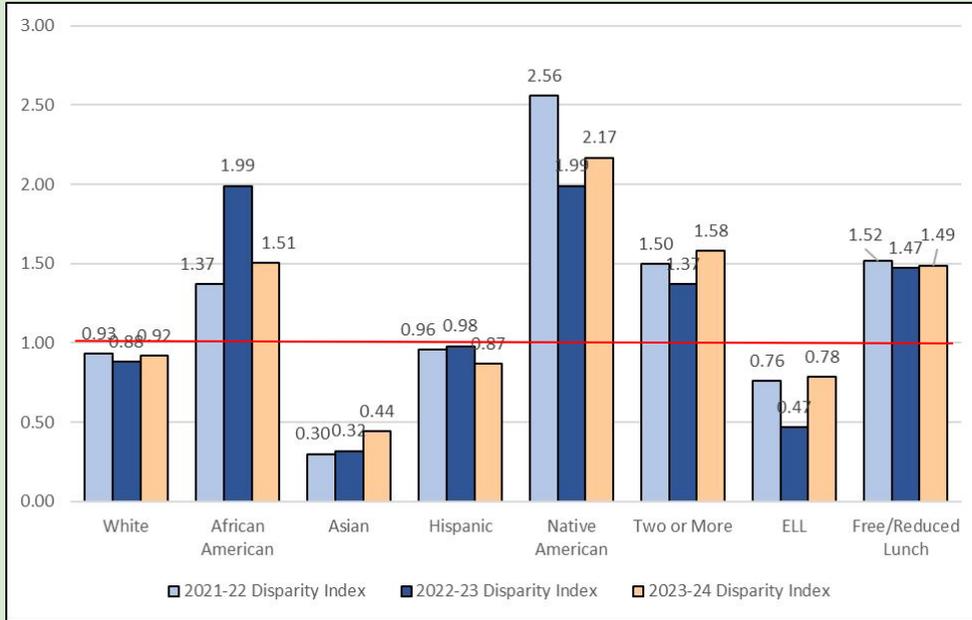
- During a missing person CFS, the missing person is listed as a victim. The overwhelming majority of these cases involve students who willingly abscond and are later located or return home.
- As noted previously, there were 130 missing person CFS in the 2023-24 school year.

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

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Suspect/PR Disparity Index: Middle and High School

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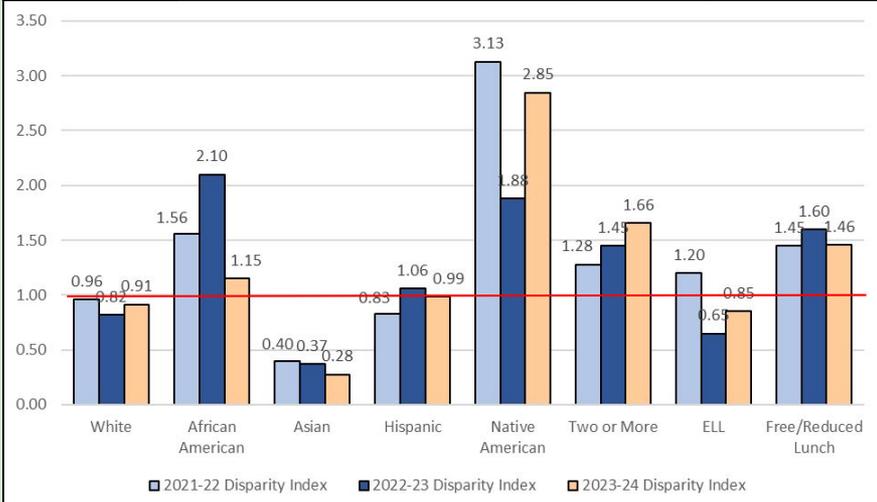Small total population numbers can cause the disparity index to vary greatly

- In the 2022-23 and 2023-24 data, when a juvenile was listed as a <u>person responsible (PR)</u>, it meant there was probable cause to refer the juvenile for a crime <u>and a referral was issued</u>.
- This is a coding change from previous years where a juvenile could be listed as a PR even if no referral was issued.

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

<u>Suspects/PRs have been reviewed together</u>, however, additional analysis will be possible as they are recorded separately moving forward.
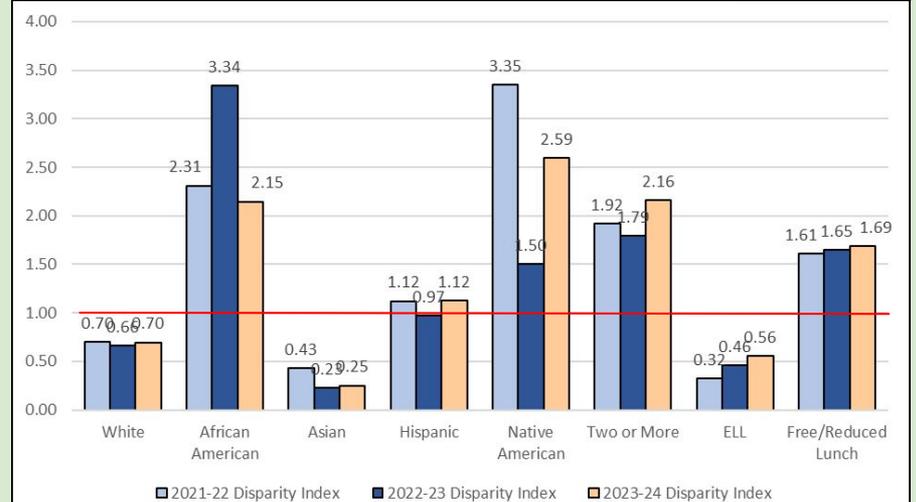
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Disparity Index: Middle School

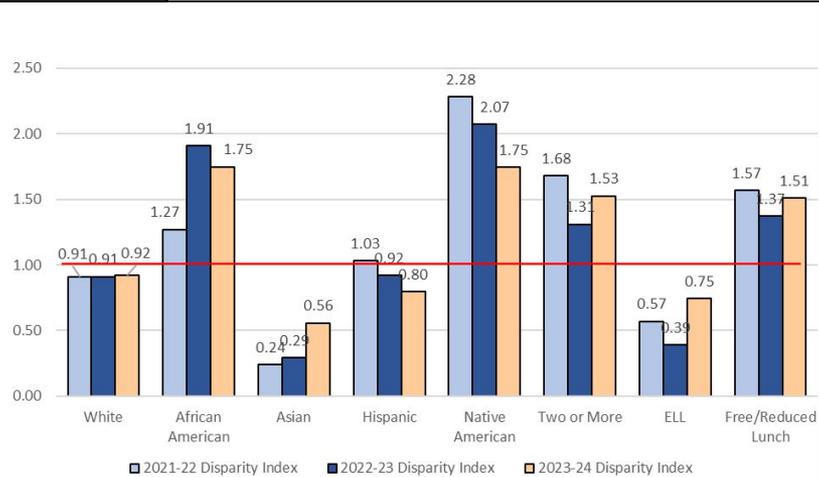| Middle School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	143	0.96	158	0.82	133	0.91
African American	26	1.56	48	2.1	20	1.15
Asian	4	0.4	5	0.37	3	0.28
Hispanic	31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

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

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Disparity Index: High School

Victims

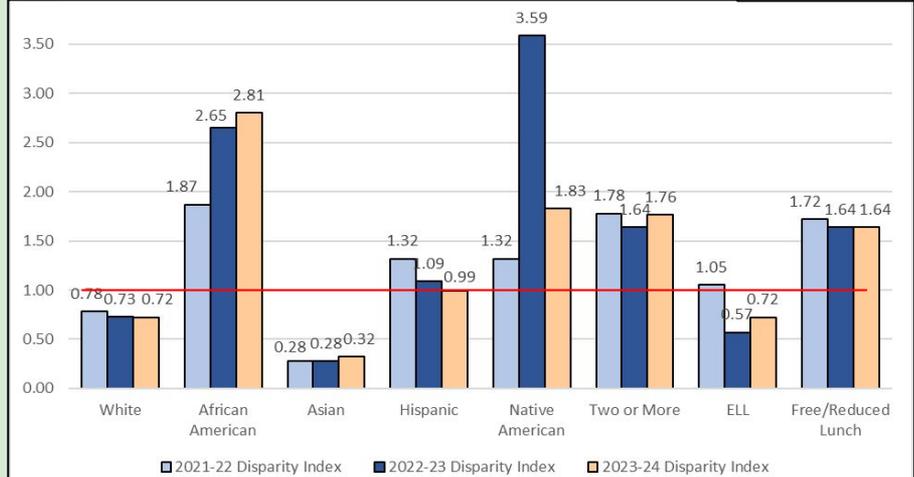| High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	254	0.91	251	0.91	205	0.92
African American	37	1.27	58	1.91	45	1.75
Asian	5	0.24	6	0.29	9	0.56
Hispanic	68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

Suspect/PR

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

Pages: 38-39

Disparity Index Key Takeaway

- As in prior years, African Americans, Native Americans and Two or More were overrepresented among both victims and suspects/persons responsible in 2023-24.

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

Victims

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

Suspect/PR

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

*Small total population numbers can cause the disparity index to vary greatly.

Pages: 34-35

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SRO Specific Information

Complaints:
In 2023-24, LPD investigated one complaint against SROs. This complaint was classified as exonerated.

Commendations:
In 2023-24, SROs received nine commendations for a variety of events.
- One of the commendations was the result of an SRO's quick action performing the Heimlich Maneuver on a choking student.

Training:
In 2023-24, SROs received an average of approximately 52 hours of training that included a variety of topics related to mental health, ethics, diversity and crisis intervention, among others.

Presentations:
In 2023-24, SROs conducted presentations on a variety of topics, including Alcohol/DUI, General Law Enforcement and Internet Safety.

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# Lodges at Youth Services Center (YSC)

- In 2023-24, 1 student was lodged at the Youth Services Center.
- This is a lodge rate of .5% of CFS resulting in a referral, .08% of all CFS, and .005% of the total student population.

The SRO program is not contributing to a school-to-prison pipeline.

Page: 11
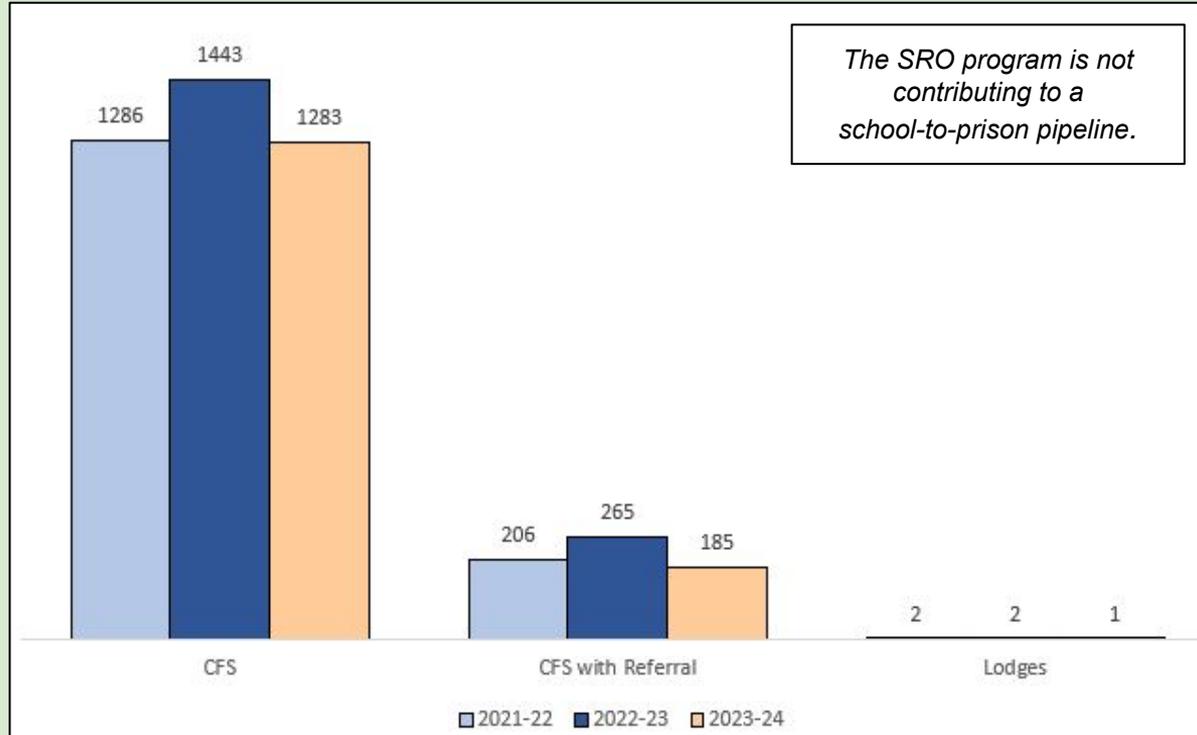
Lincoln Public Schools Data

LPS Board of Education
Strategic Plan 2024-2029: All Means All
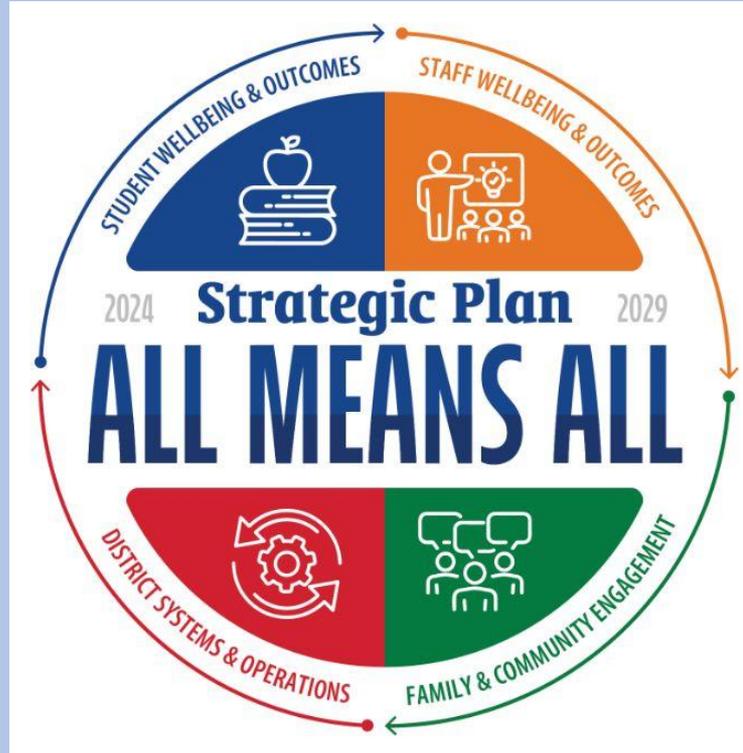
# Lincoln Public Schools
District Perception Survey
2023-24

Student
Perception Survey
2023-24

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

Page: 38

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

**Total Responses
13,798**
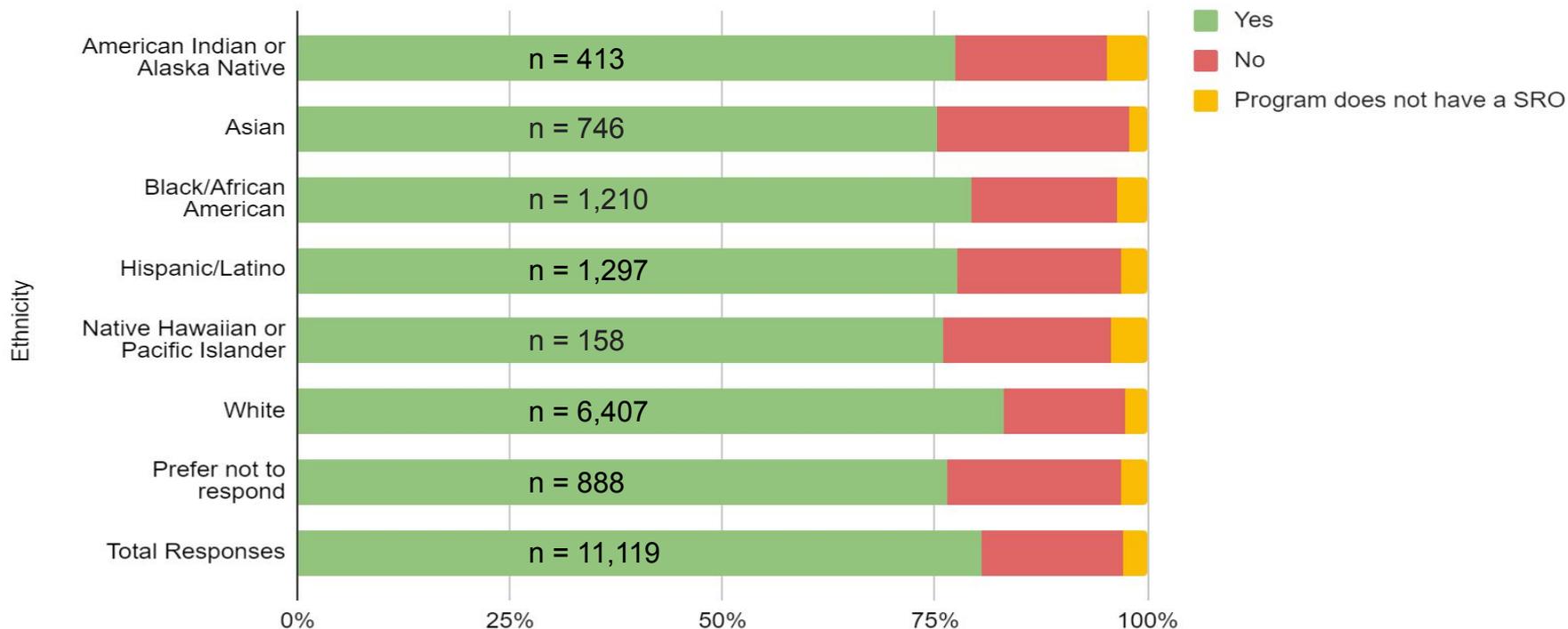
I feel safer at school because the SRO is in our building.

Total Responses
8,984
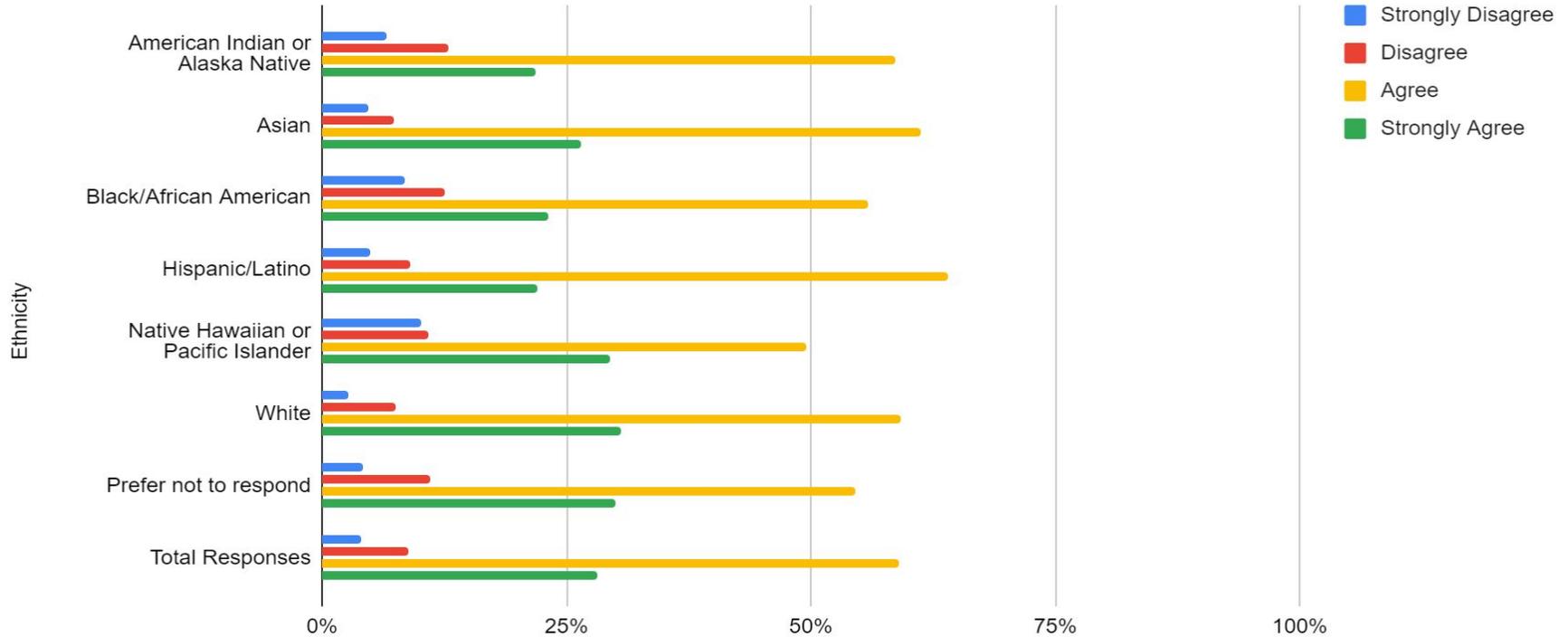
Overall, my school is safer because the SRO is in our building.

**Total Responses
8,532**
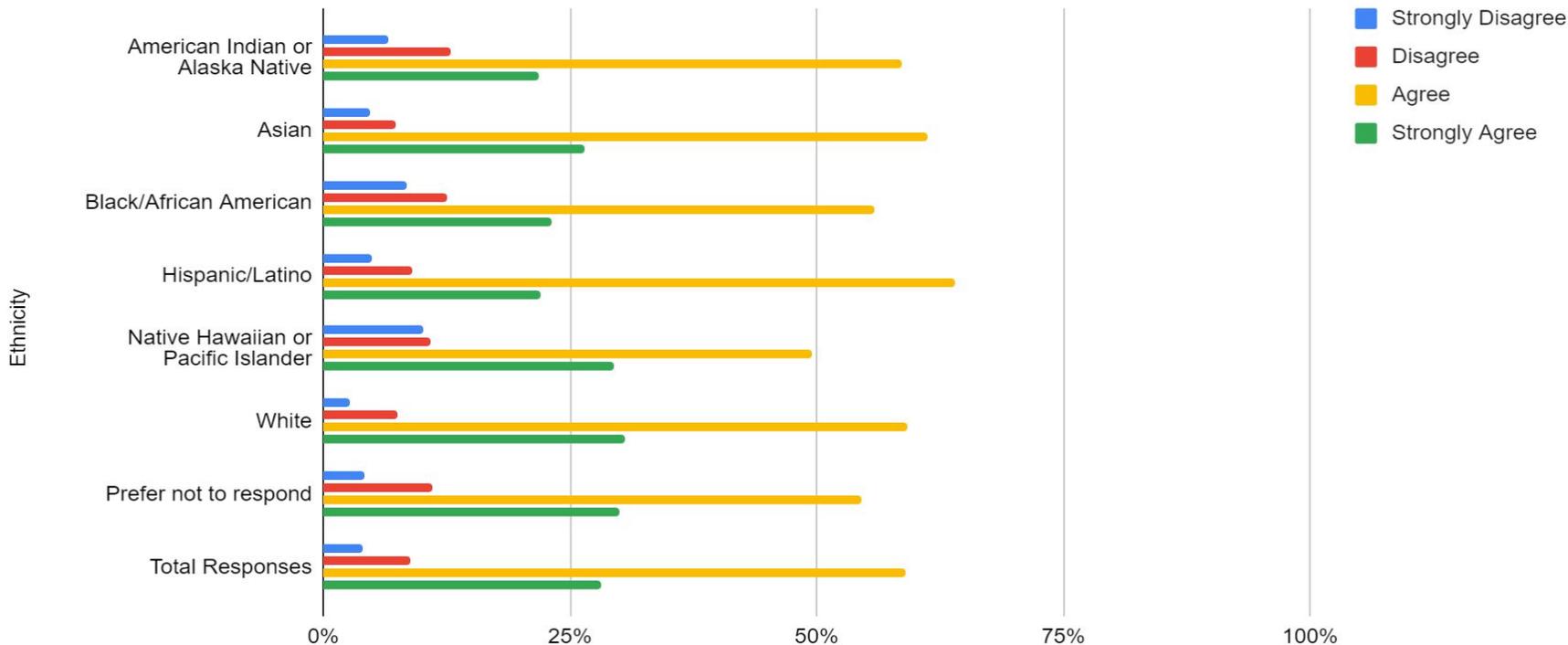
Did the School Resource Officer (SRO) contact you about an issue at school this year?

**Total Responses
11,101**
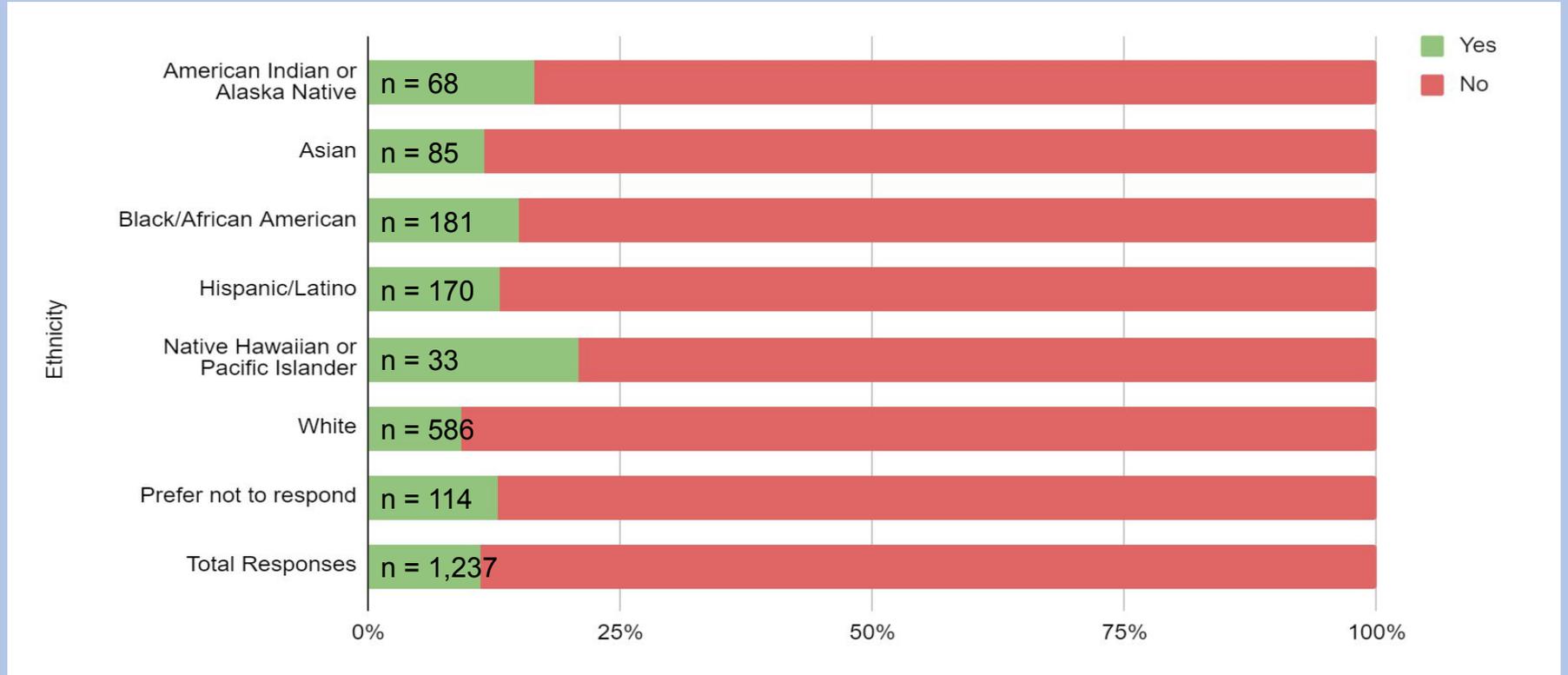
The SRO listened to my side of the story.

**Total Responses
998**
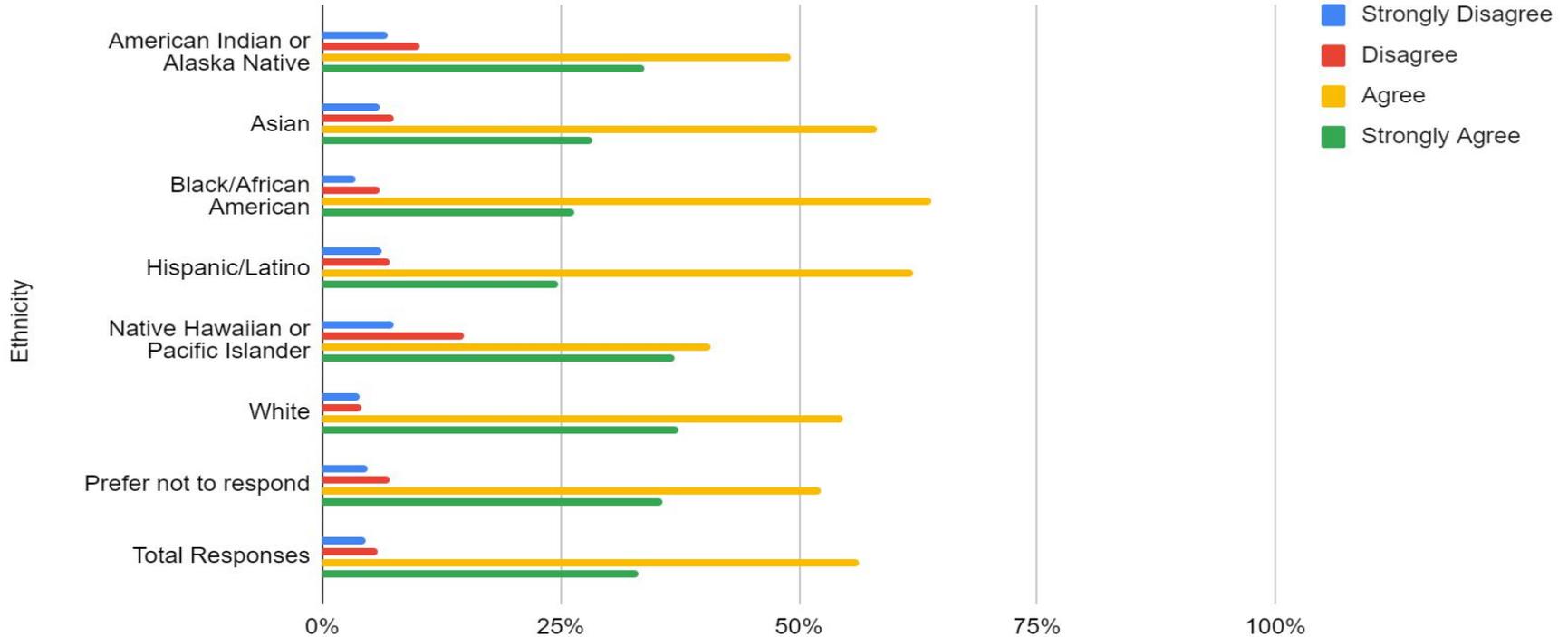
I was treated fairly in this situation.

Total Responses
1,012

40
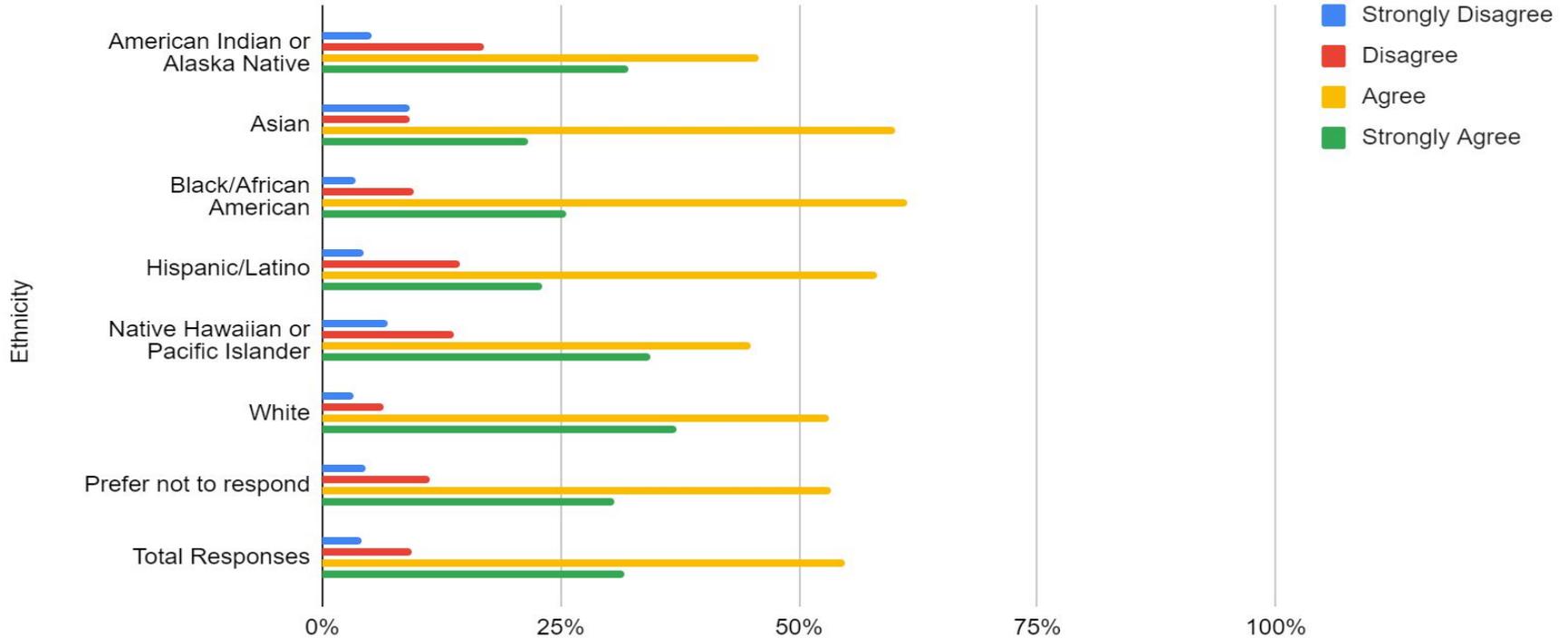
The SRO treated me with respect.
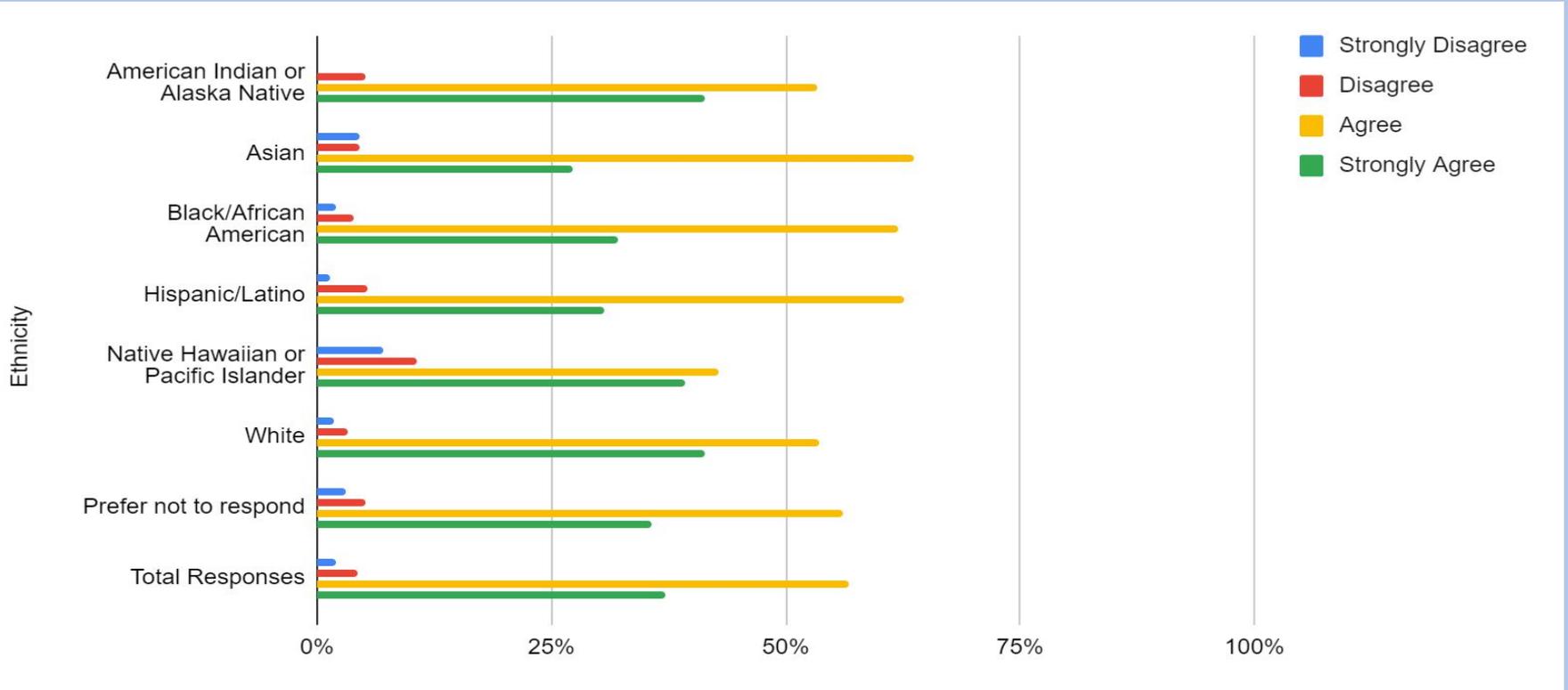
Total Responses
1,063

The SRO behaved in a professional manner.

**Total Responses
1,058**

The SRO did a good job handling this issue.

Total Responses
1,014
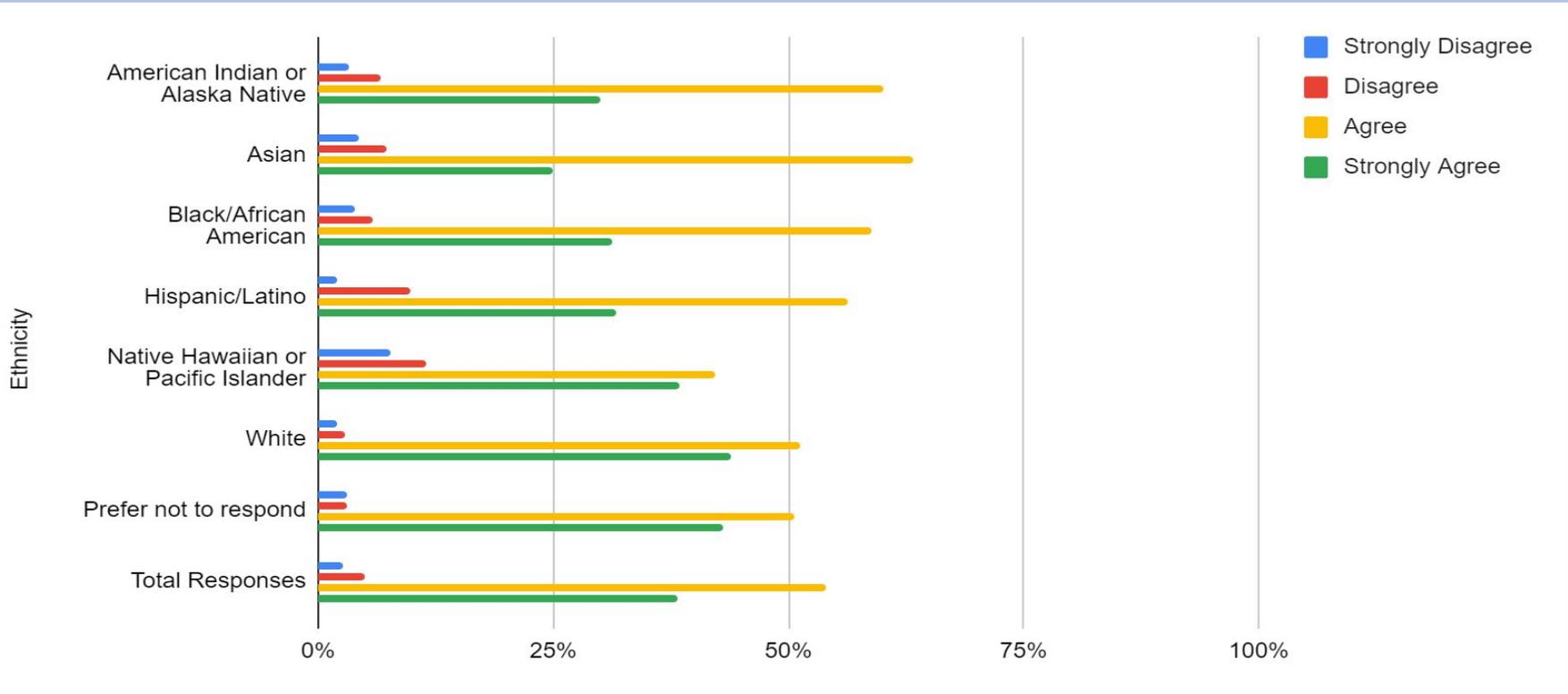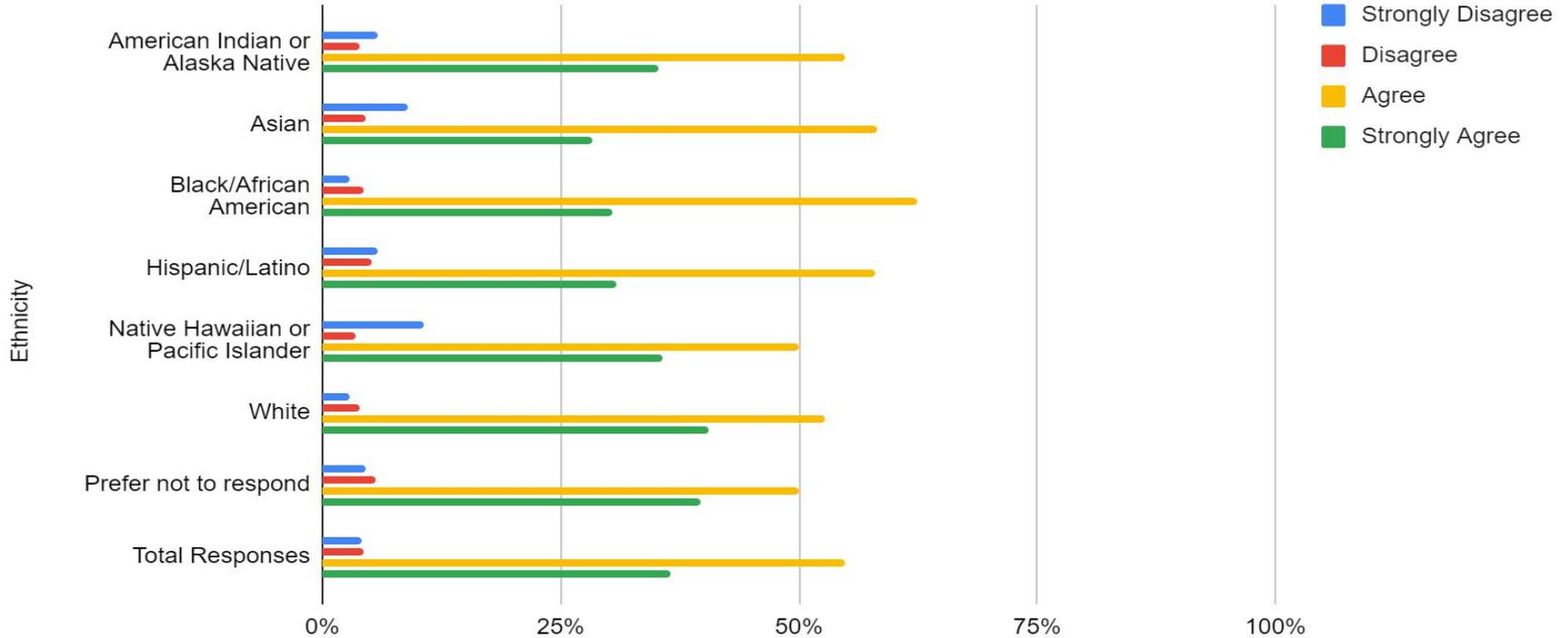
Key Takeaway:

Students reported:
- positive perceptions about School Resource Officers (SROs) on campus
- they felt safer and the school was safer because the SRO was in the building
- those who had interactions with the School Resource Officer (SRO)
  - felt that they were
    - listened to,
    - treated fairly, and
    - respected
  - the School Resource Officer (SRO) behaved in a professional manner
  - the School Resource Officer (SRO) did a good job handling the issue.
- All ethnic groups reported positive perceptions about the School Resource Officer (SRO), in most cases white students were were slightly more positive than other groups. It should be noted that Black/African American students were more positive than they have been in past administrations.

Family
Perception Survey
2023-24

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

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

American Indian or Alaska Native: n = 19
Asian: n = 24
Black/African American: n = 40
Hispanic/Latino: n = 80
Native Hawaiian or Pacific Islander:
White: n = 1,212
Prefer not to respond: n = 192
Total Responses: n = 1,567

Legend: Yes (green), No (red)

Y-axis: Ethnicity
X-axis: 0% 25% 50% 75% 100%

**Total Responses
1,996**
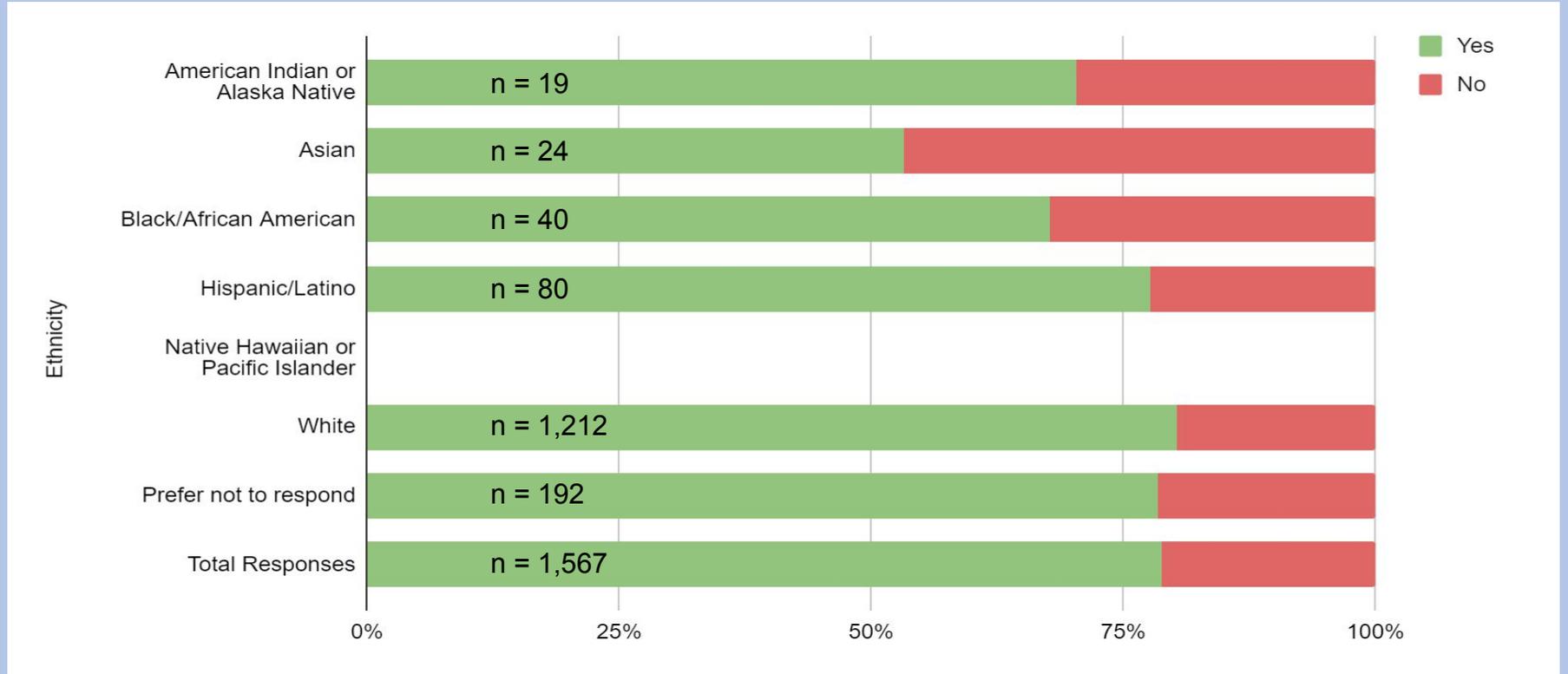
I feel safer when I visit my student's school because the School Resource Officer (SRO) is in the building.

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**Total Responses
1,293**

48
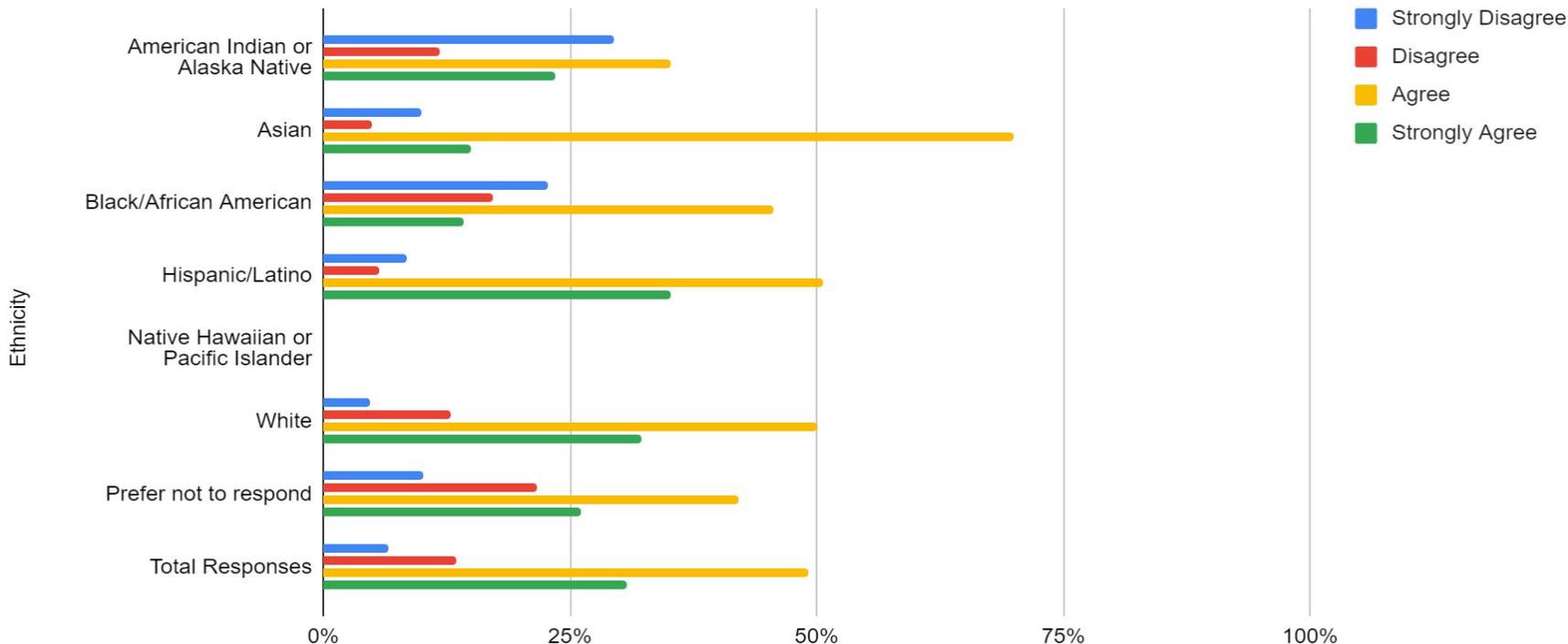
Overall, my student's school is safer because the School Resource Officer (SRO) is in our building.

**Total Responses
1,256**
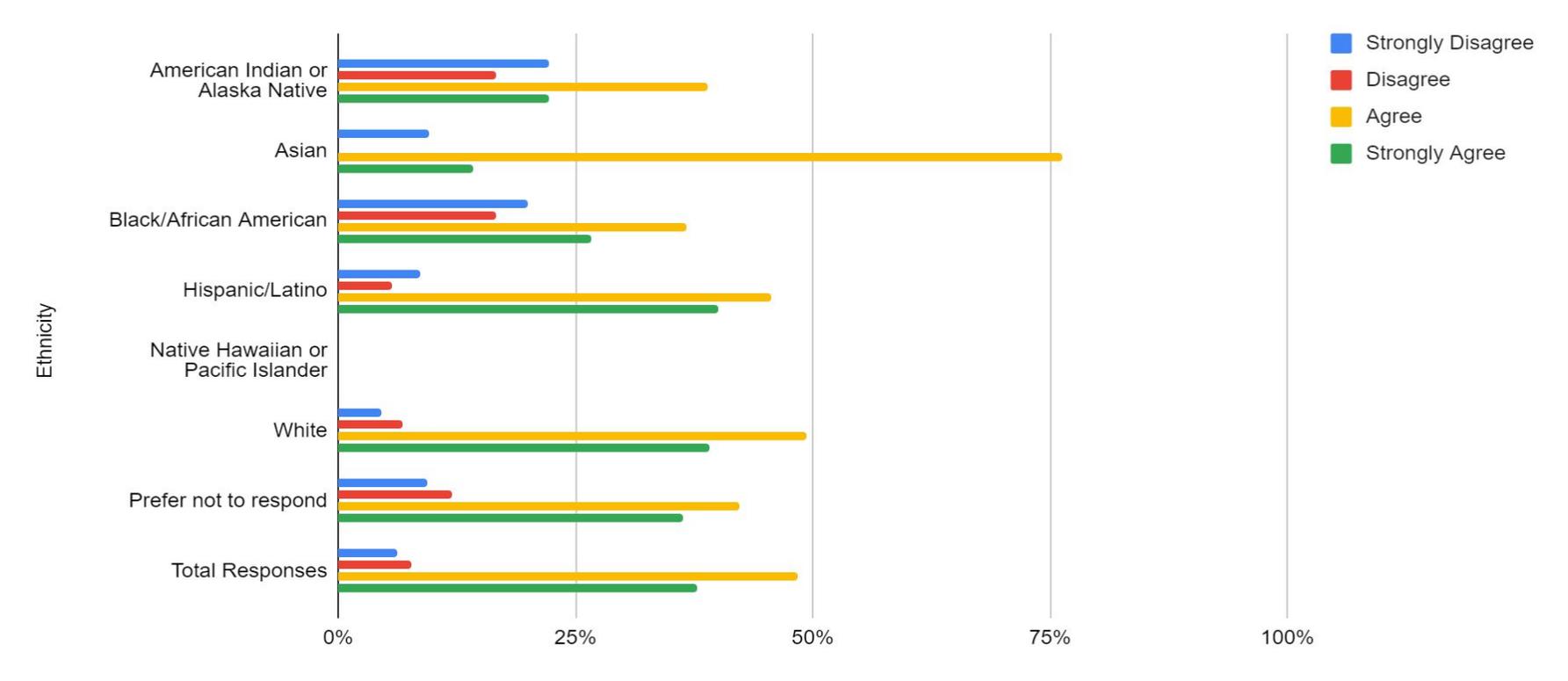
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?

Legend:
- Yes (green)
- No (red)
- I am not sure (yellow)

Ethnicity:
- American Indian or Alaska Native: n = 4
- Asian: n = 1
- Black/African American: n = 9
- Hispanic/Latino: n = 3
- Native Hawaiian or Pacific Islander
- White: n = 77
- Prefer not to respond: n = 12
- Total Responses: n = 106

X-axis: 0%, 25%, 50%, 75%, 100%

**Total Responses
1,571**
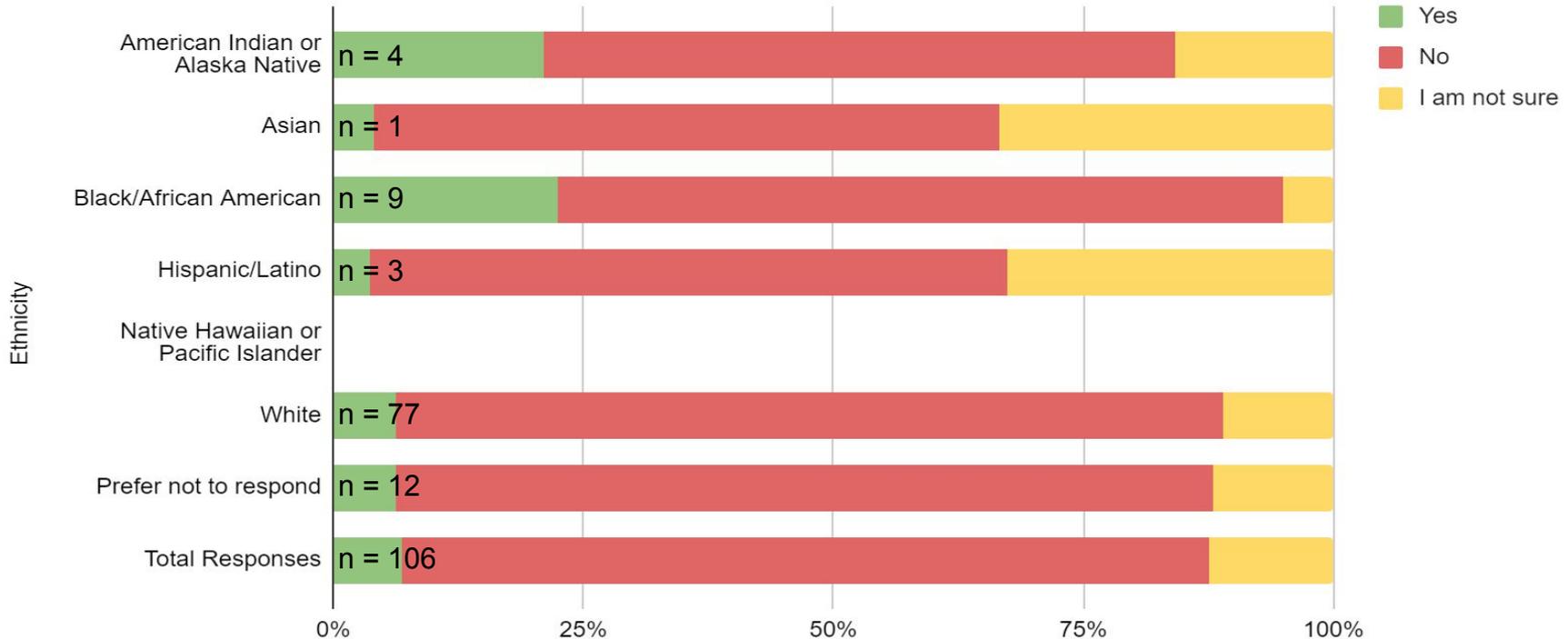
The SRO listened to my student.

**Total Responses
96**
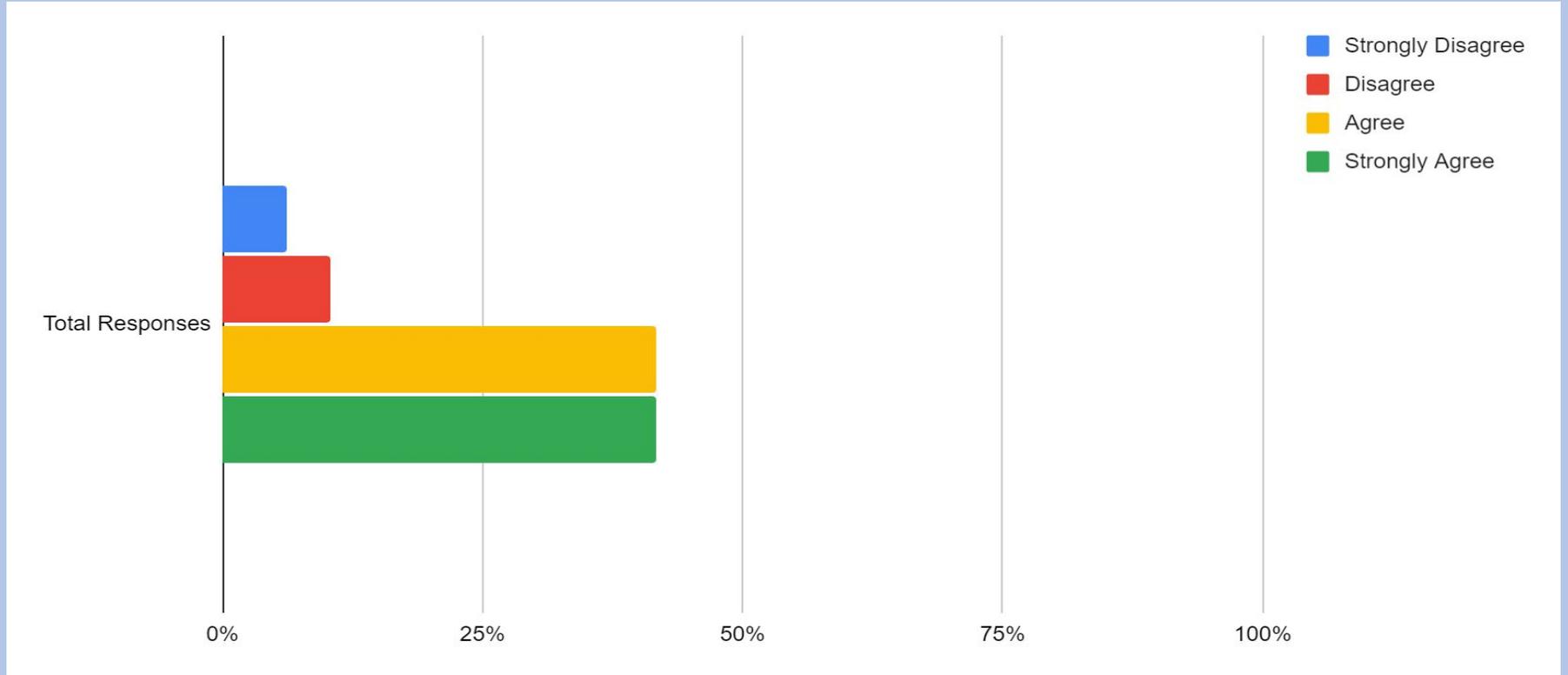
My student was treated fairly in this situation.

Legend:
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**Total Responses
97**
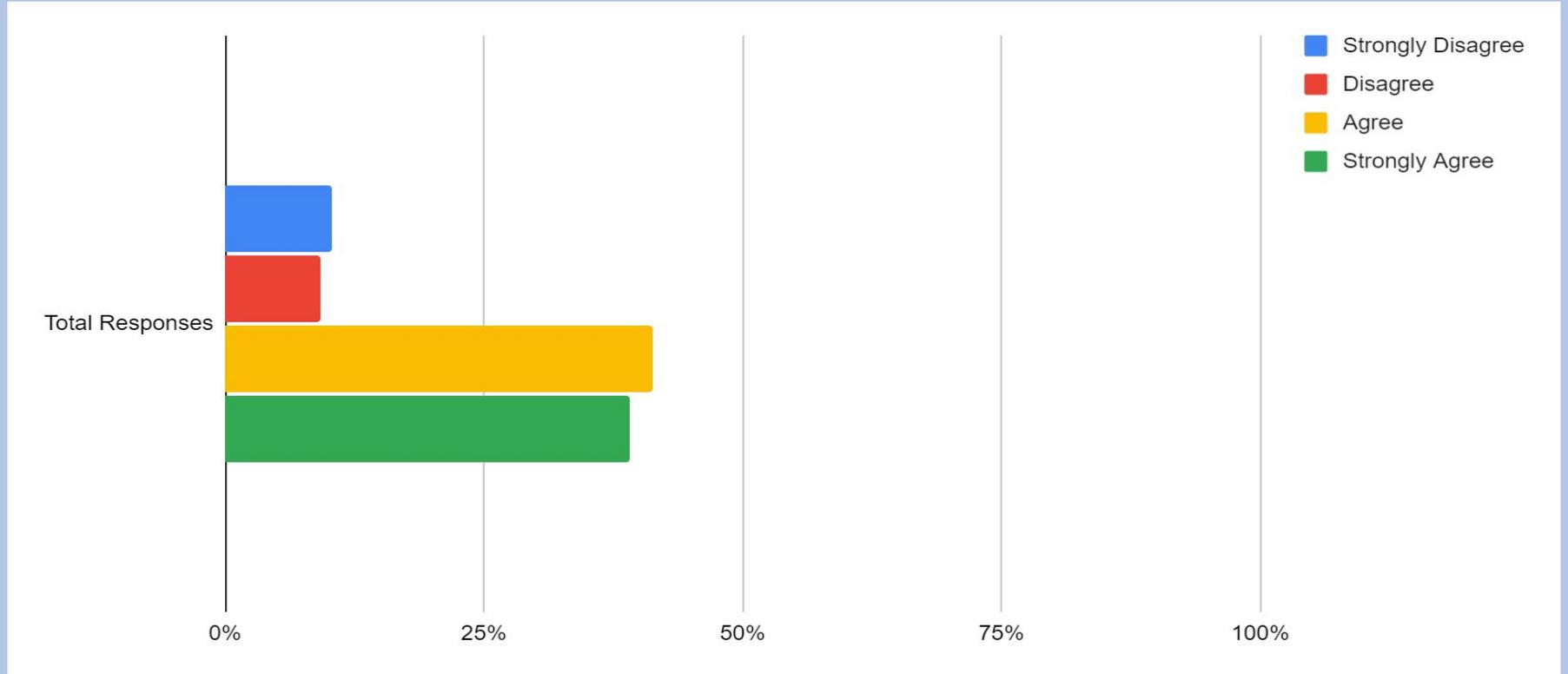
The SRO treated my student with respect.
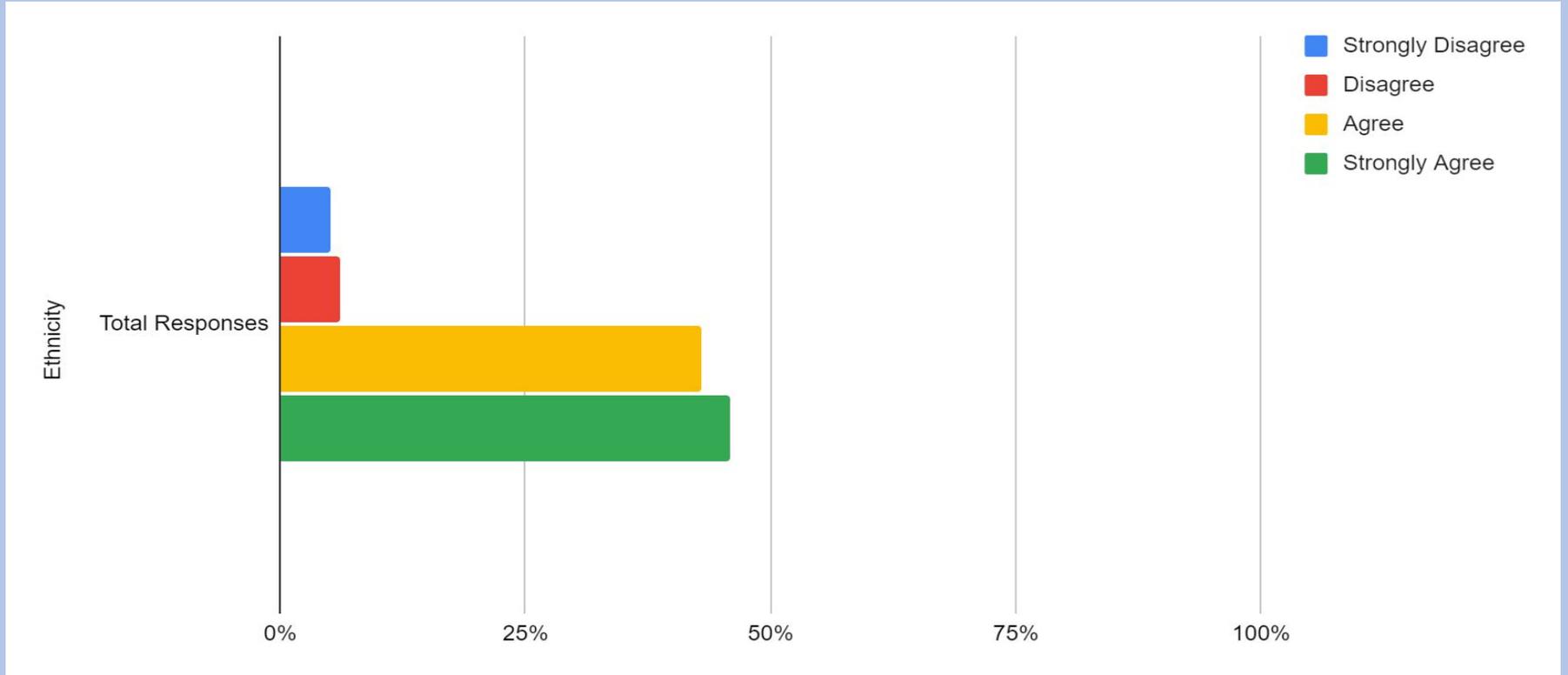
**Total Responses
98**

The SRO behaved in a professional manner.

**Total Responses
98**

The SRO did a good job handling this issue.

**Total Responses
100**
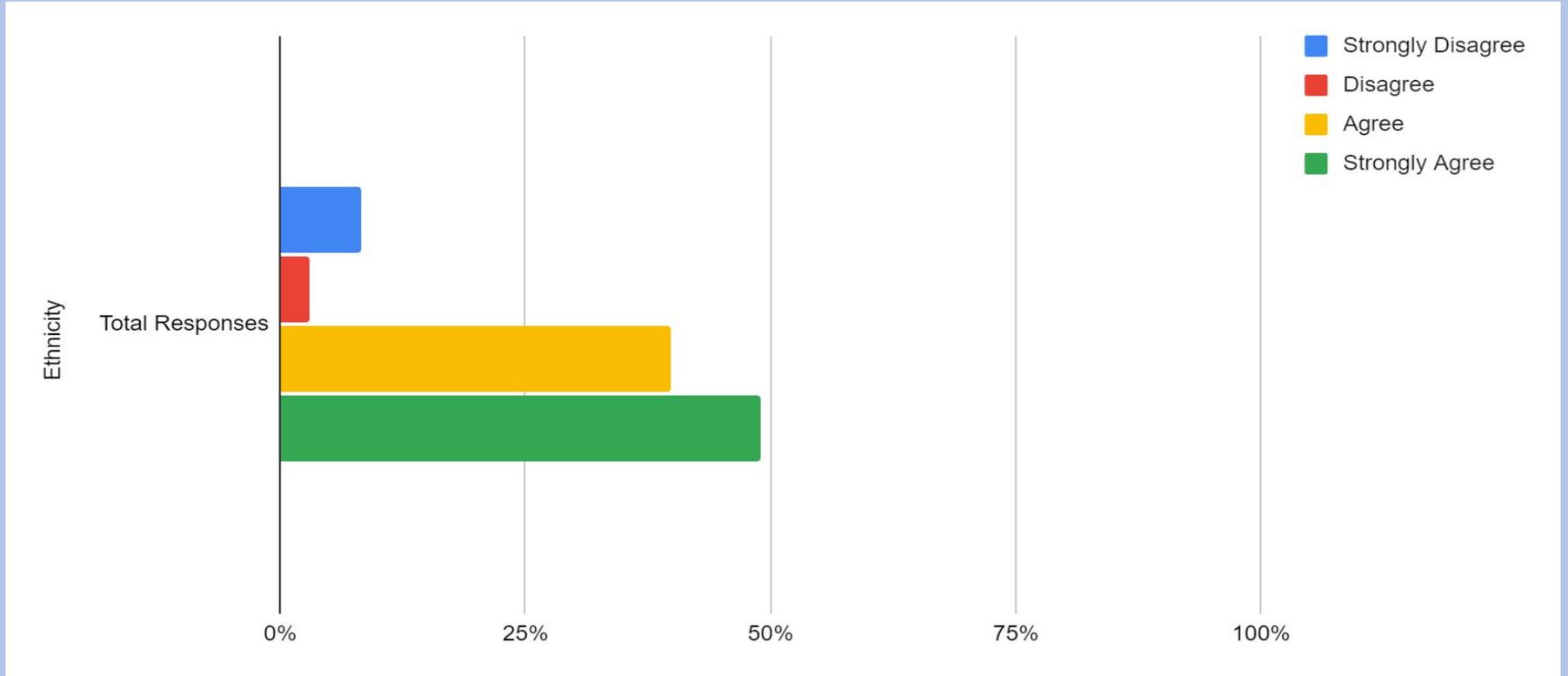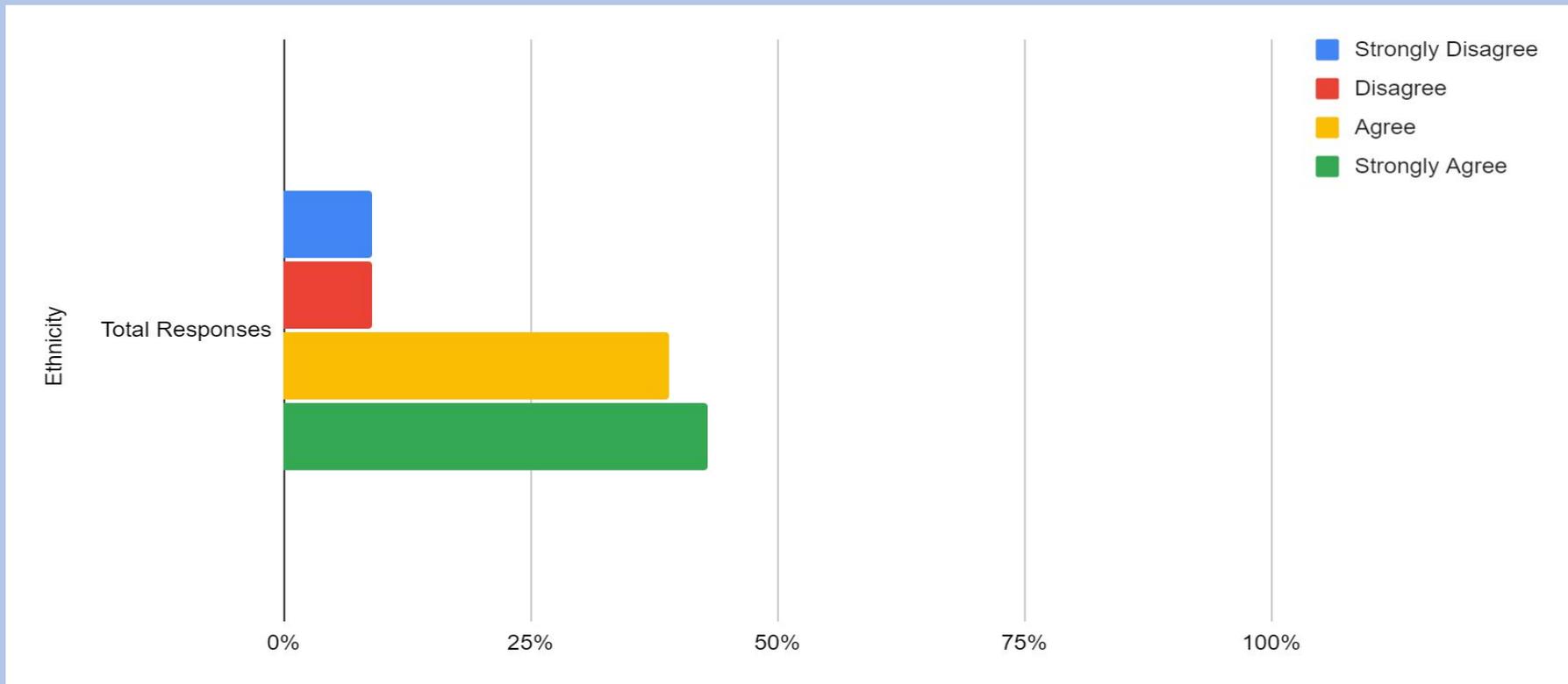
Key Takeaway:

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

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

Certified Staff Perception Survey 2023-24

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

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

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**Total Responses
1,144**
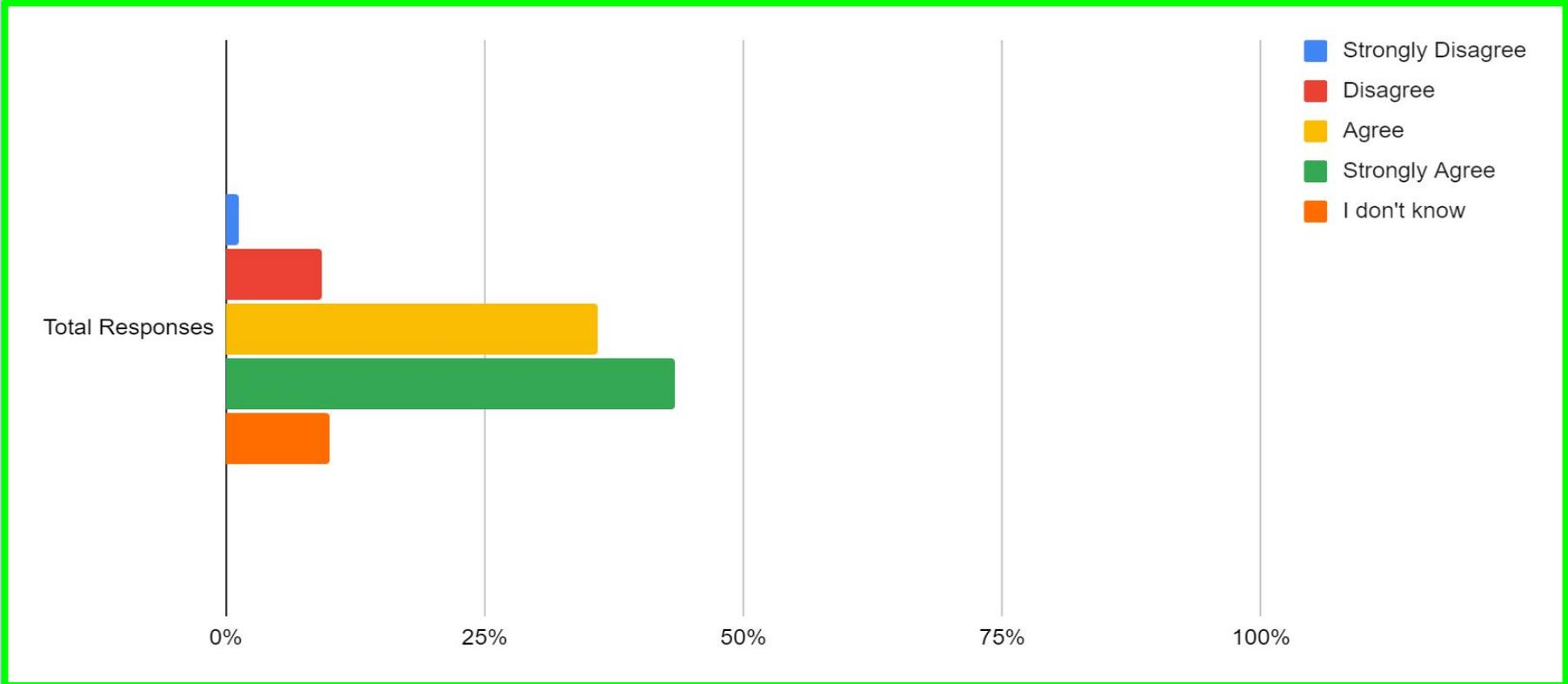
Overall, our school is safer because the School Resource Officer (SRO) is in our building.

**Total Responses
1,144**
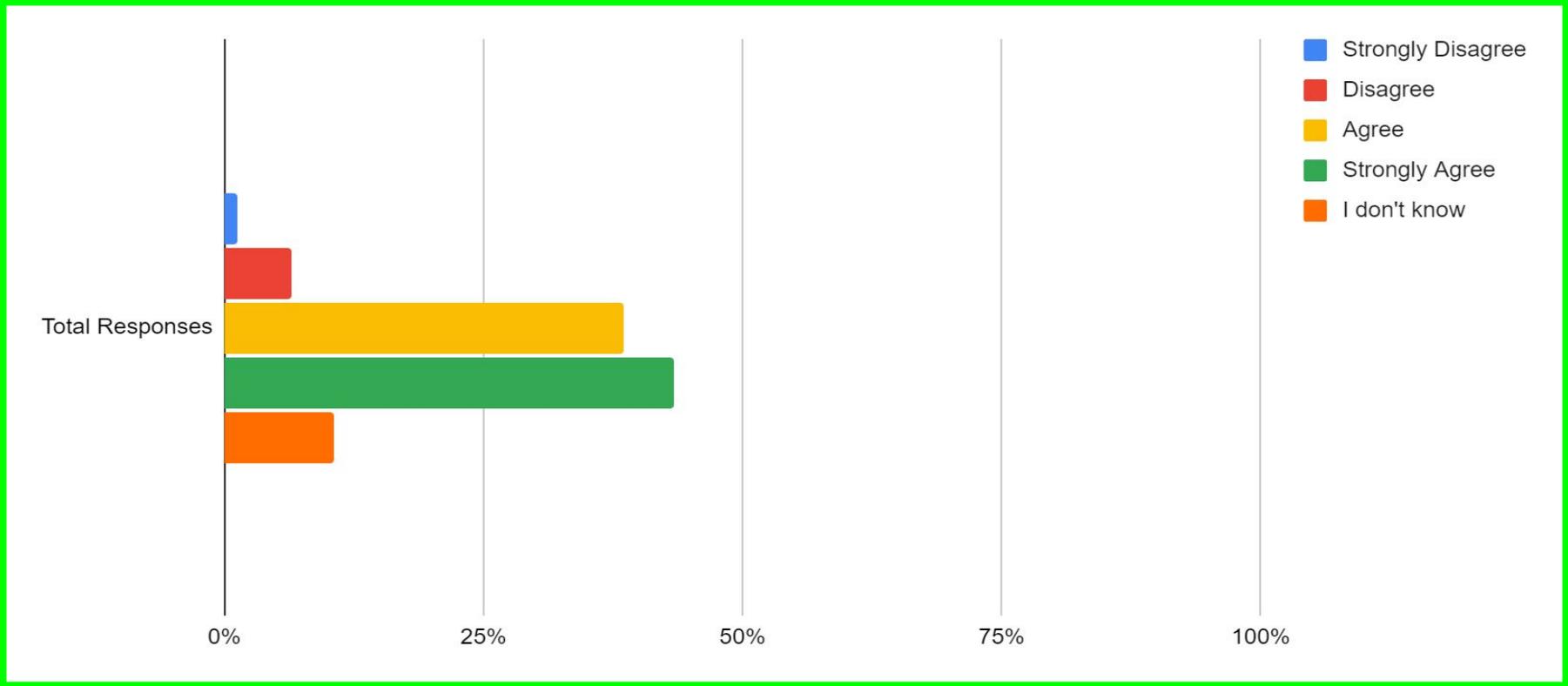
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?

Legend:
- Yes
- No
- Our program does not have a School Resource Officer.

Total Responses: n = 714

Total Responses
1,195
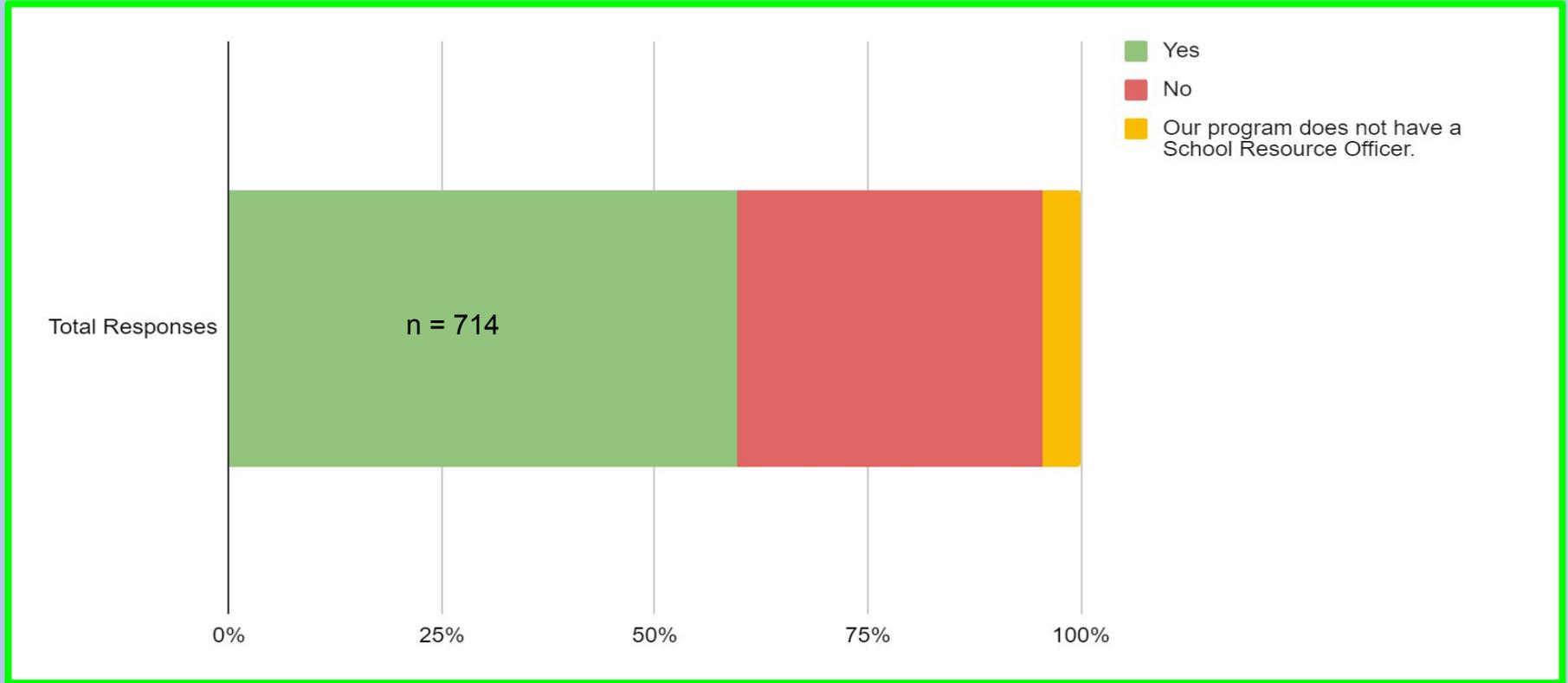
The SRO listens to all individuals when handling an incident.

**Total Responses
561**

62
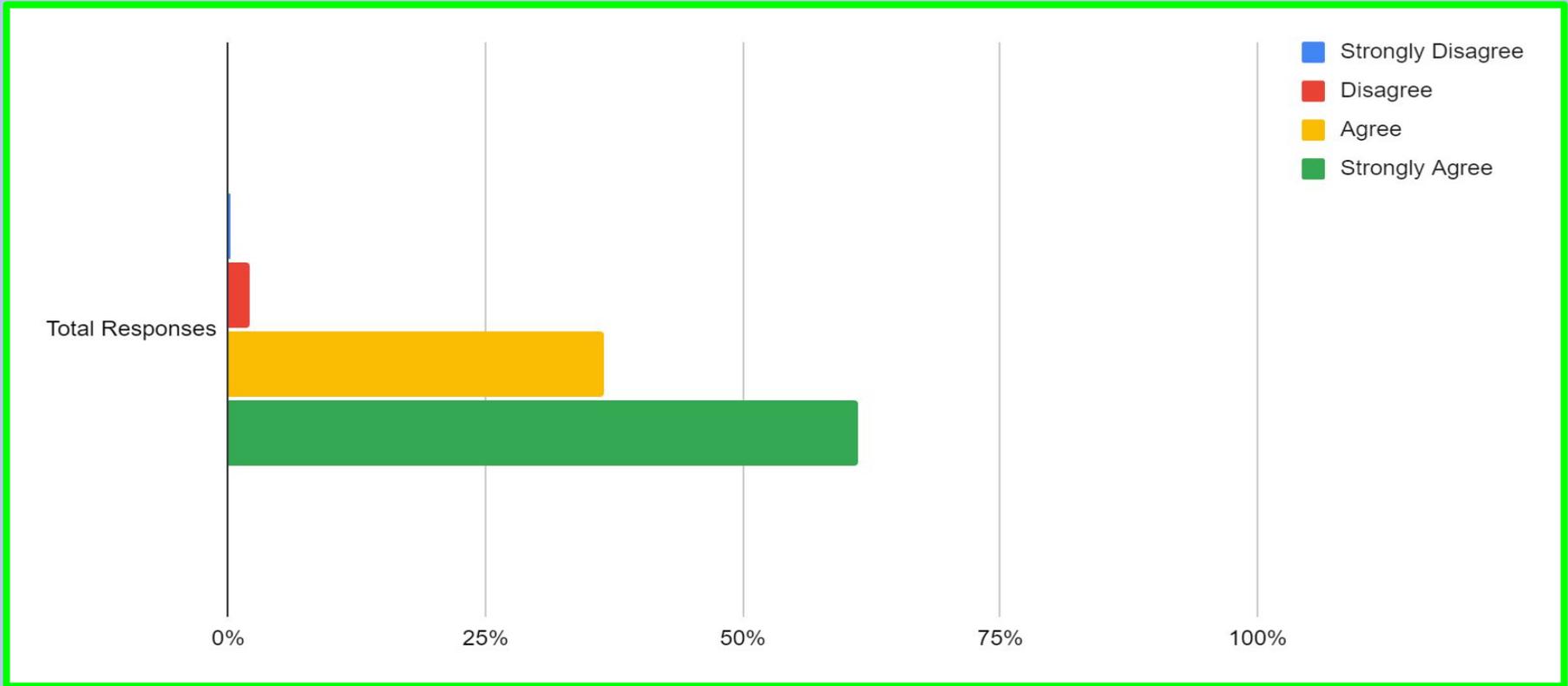
The SRO treats all individuals fairly when handling an incident.

**Total Responses
561**
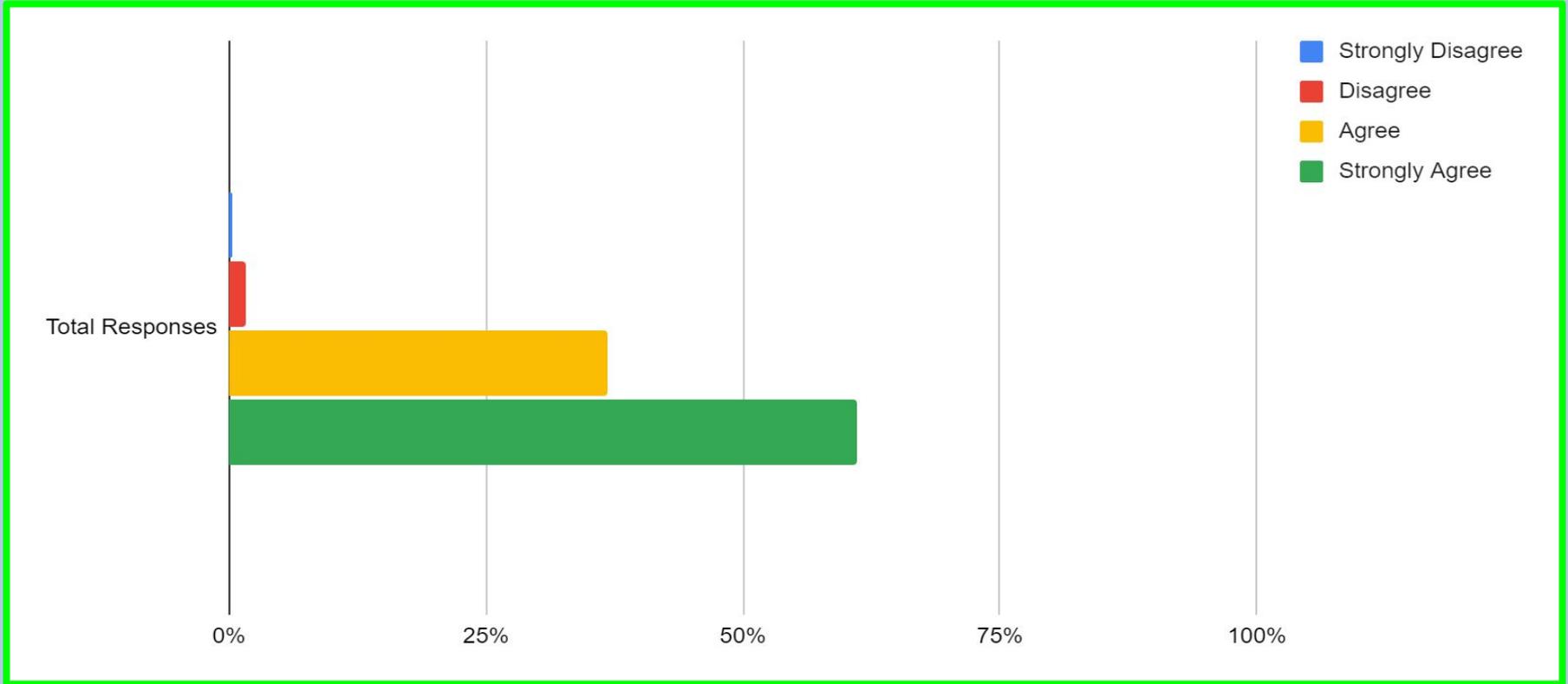
The SRO treats all individuals with respect when handling an incident.

**Total Responses
574**
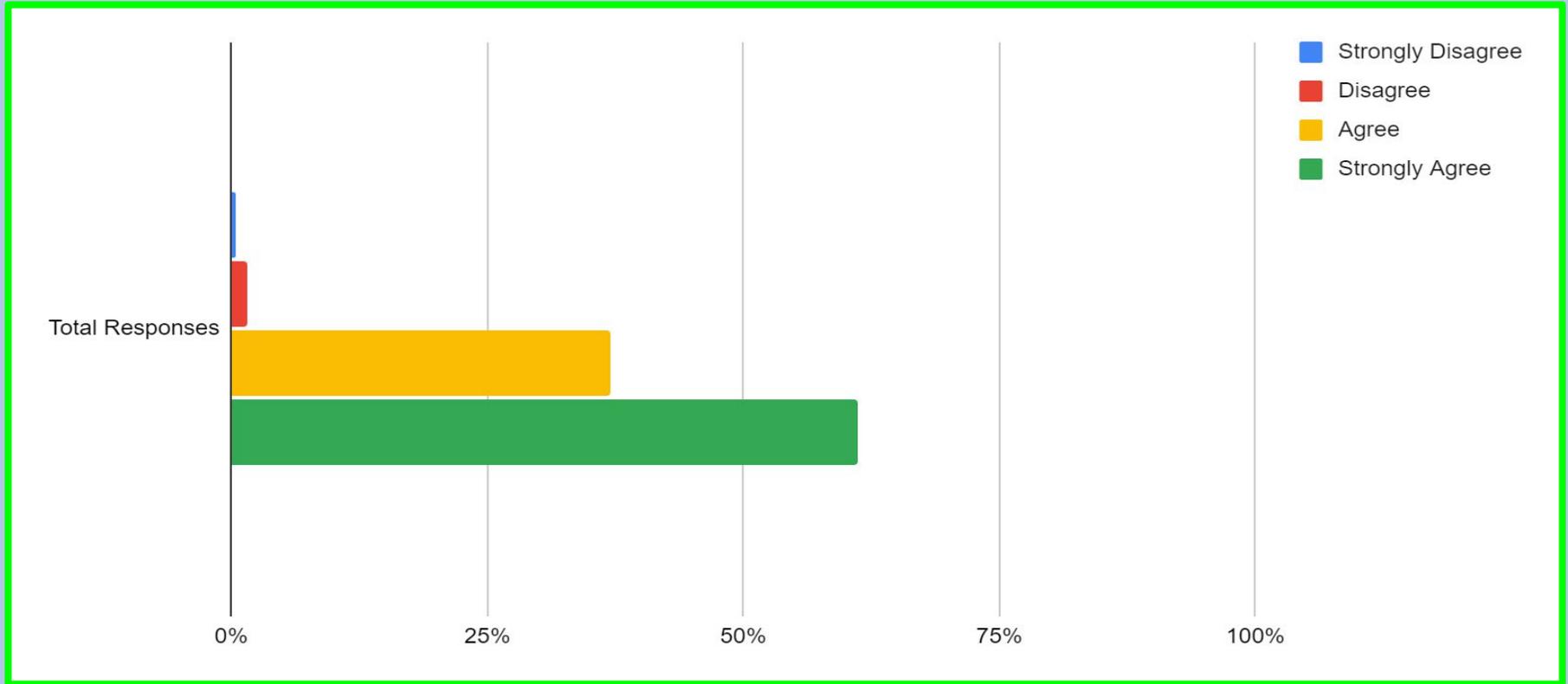
The SRO behaves in a professional manner.

Legend:
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

**Total Responses
669**
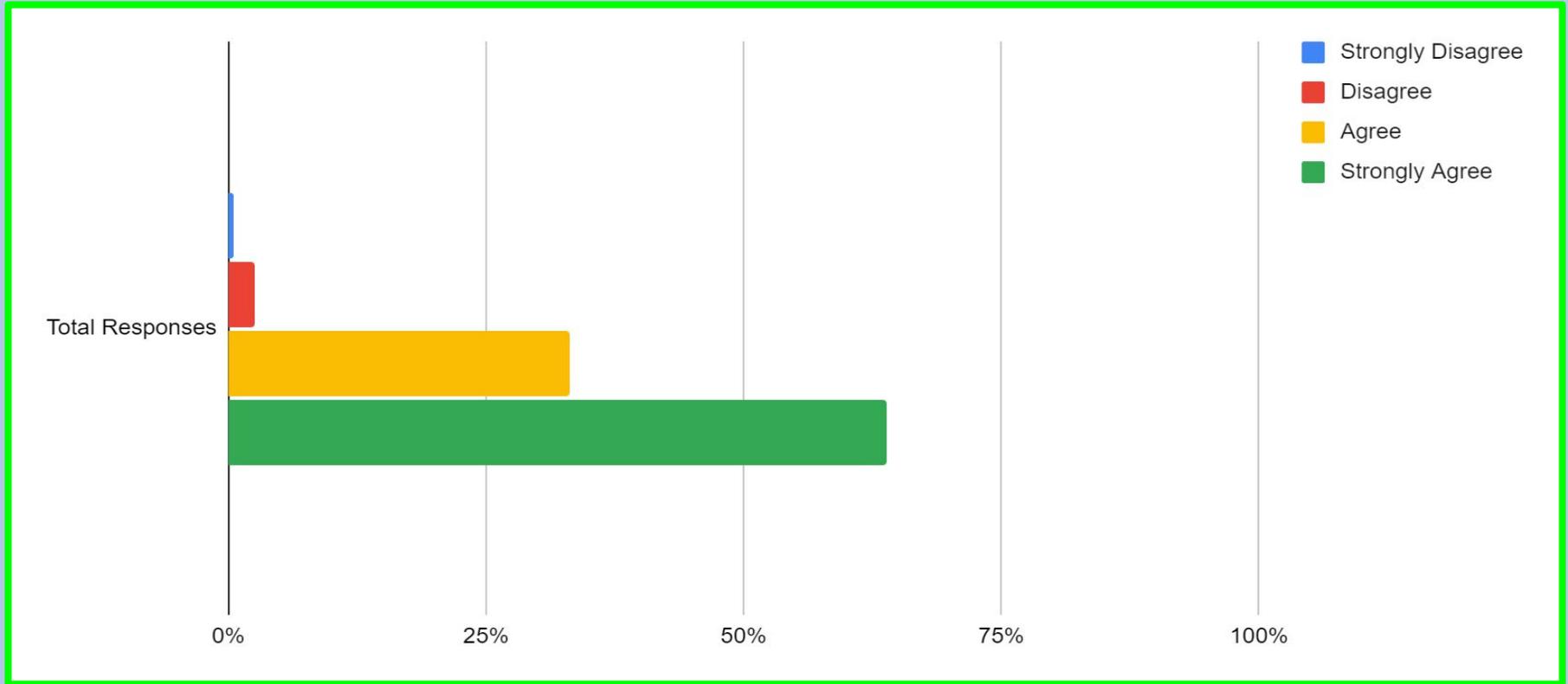
The SRO does a good job of handling these issues

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**Total Responses
597**

66
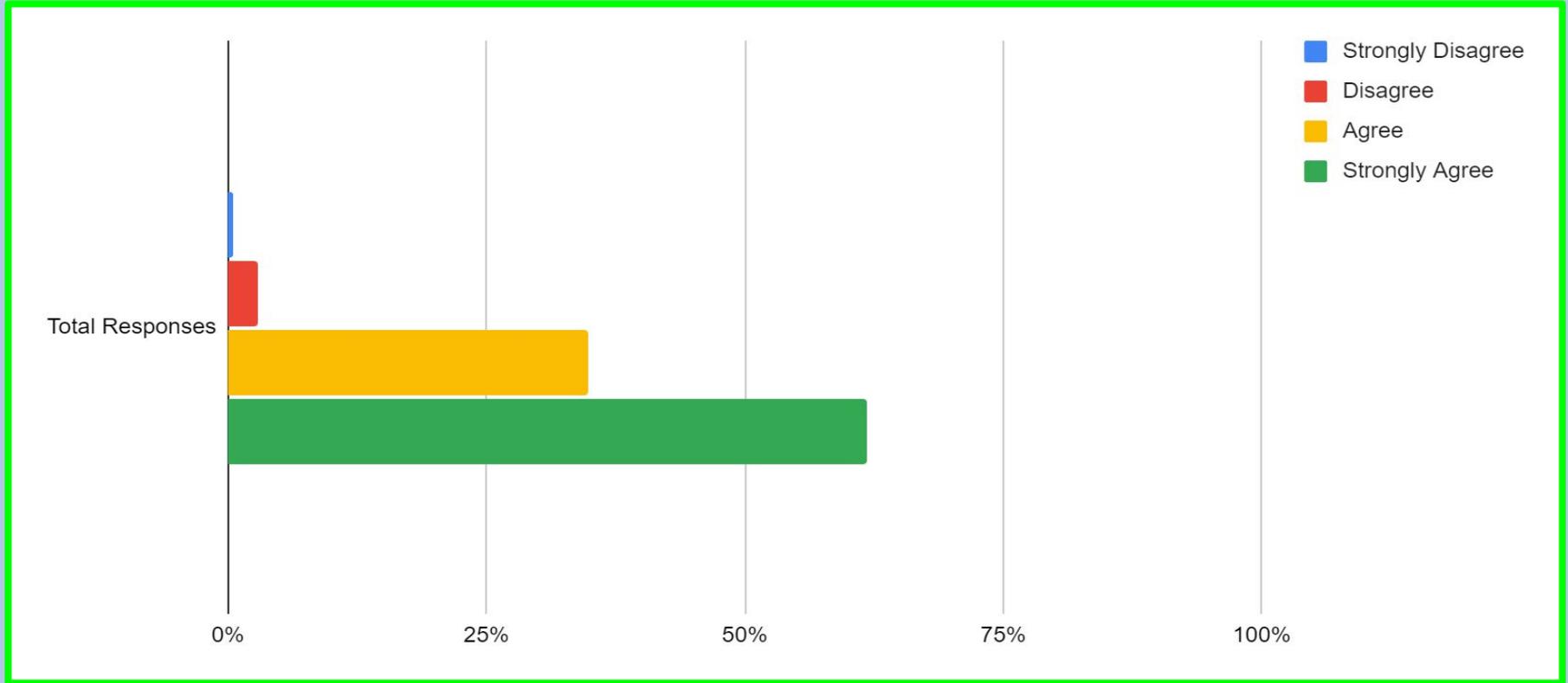
Key Takeaway:

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

Those who observed the SRO interacting with students because of an issue felt students were listened to and treated fairly, and that:
- the School Resource Officer (SRO) behaved in a professional manner, and
- the School Resource Officer (SRO) did a good job of handling the issue.

Notes:
- The 1,197 certified staff responses represent a nearly 52% increase over the 788 certified staff responses from the 2023 administration.
- Because of the low number of diverse staff, data were reported in aggregate.

LPS Discipline Data

Compared to previous years (both pre and during the pandemic), slightly more students experienced in-/out-of-school suspensions (but not expulsions). This increase is generally proportional across demographic groups.

Note about LPS data from the 2023-24 school year

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a "typical" school year, and should not be compared to other school years.
- Note: in the data tables in this section, percentages that indicate "overrepresentation" are highlighted in pink.

In-School Suspensions	behaviors that are repeated, violate school rules, and disrupt the learning environment (e.g. inappropriate language use, minor physical altercation)
Out-of-School Suspensions	behaviors that are repeated, violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, a more serious physical altercation)
Expulsions	the most serious student 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)

In-School Suspensions:
2,837 secondary students (12.1%) experienced at least 1 in-school suspension. This is slightly higher than the previous year (11.4%).

In-School Suspensions by Gender

Middle School

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

High School

Percent of Yearly In-School Suspensions		
Year	Female	Male
2014-2015	34%	66%
2015-2016	31%	69%
2016-2017	31%	69%
2017-2018	36%	64%
2018-2019	31%	69%
2019-2020	33%	67%
2020-2021	31%	69%
2021-2022	39%	61%
2022-2023	41%	59%
2023-2024	42%	58%
Overall % of 23-24 Student Population	48%	52%

Pages: 77-78   **n = 1,441**   **n = 1,396**

In-School Suspensions by Ethnicity

Middle School   High School

Middle School

Percent of Yearly In-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	1%	2%	17%	15%	0%	54%	11%
2015-2016	1%	1%	15%	21%	0%	52%	9%
2016-2017	2%	2%	15%	19%	0%	53%	9%
2017-2018	1%	2%	14%	18%	0%	52%	13%
2018-2019	1%	2%	14%	17%	0%	52%	13%
2019-2020	1%	2%	15%	20%	0%	48%	15%
2020-2021	1%	1%	13%	18%	0%	51%	15%
2021-2022	1%	2%	15%	20%	0%	47%	15%
2022-2023	1%	2%	16%	18%	0%	47%	15%
2023-2024	1%	2%	14%	20%	0%	47%	15%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

High School

Percent of Yearly In-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	3%	1%	15%	18%	0%	51%	11%
2015-2016	3%	1%	16%	17%	0%	49%	13%
2016-2017	1%	1%	13%	16%	0%	56%	14%
2017-2018	1%	1%	14%	16%	0%	56%	12%
2018-2019	1%	1%	13%	18%	0%	57%	10%
2019-2020	2%	2%	11%	19%	0%	56%	10%
2020-2021	2%	2%	6%	16%	0%	64%	10%
2021-2022	2%	1%	14%	20%	0%	51%	12%
2022-2023	1%	2%	14%	21%	0%	49%	13%
2023-2024	1%	2%	15%	23%	0%	46%	13%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%

n = 1,441   **n = 1,396**

Pages: 79-80

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In-School Suspensions by SE, ELL, F/R Lunch

Middle School

Percent of Yearly In-School Suspensions			
Year	SE	ELL	FRL
2014-2015	33%	5%	65%
2015-2016	32%	5%	69%
2016-2017	36%	5%	73%
2017-2018	35%	5%	73%
2018-2019	31%	4%	72%
2019-2020	31%	4%	74%
2020-2021	33%	4%	74%
2021-2022	29%	3%	67%
2022-2023	30%	3%	75%
2023-2024	27%	6%	75%
Overall % of 23-24 Student Population	16%	5%	49%

High School

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

Pages: 81-82   n = 1,441

SE = Special Education
ELL = English Language Learners
F/R = Free and Reduced

n = 1,396

Takeaways: In-School Suspension

2023-24 similar to the rates from the 2022-23 school year
- Similar proportions of students experienced in-school suspensions
- Continued evidence of disproportionality for Male, Black, Hispanic, or Two or more races, and students participating in Special Education services, English Language Learner, and the Free/Reduced lunch program
- Slight **decrease** in disproportionality for students who participate in the Special Education services program
- Slight **increase** in disproportionality for students who participate in the English Language Learner program

Out-of-School Suspensions:
2,348 secondary students (10.0%) experienced at least 1 out-of-school suspension. This is a similar proportion as the previous year (10.1%).

Out-of-School Suspensions by Gender

Middle School

Percentage of Yearly Out-of-School Suspensions		
Year	Female	Male
2014-2015	32%	68%
2015-2016	30%	70%
2016-2017	26%	74%
2017-2018	27%	73%
2018-2019	33%	67%
2019-2020	35%	65%
2020-2021	36%	64%
2021-2022	40%	60%
2022-2023	39%	61%
2023-2024	36%	64%
Overall % of 23-24 Student Population	48%	52%

High School

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

Pages: 84-85   **n = 1,217**   **n = 1,131**

Out-of-School Suspensions by Ethnicity

Middle School   High School

Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
2017-2018	1%	1%	16%	20%	0%	49%	13%
2018-2019	1%	1%	13%	18%	0%	54%	14%
2019-2020	0%	1%	15%	20%	0%	46%	17%
2020-2021	1%	1%	14%	18%	0%	49%	17%
2021-2022	1%	2%	17%	21%	0%	44%	15%
2022-2023	1%	2%	19%	19%	0%	44%	15%
2023-2024	1%	1%	17%	18%	0%	47%	15%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

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

n = 1,217   **n = 1,131**

Pages: 86-87

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

Middle School

Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
2014-2015	40%	4%	73%
2015-2016	38%	4%	74%
2016-2017	41%	5%	77%
2017-2018	40%	5%	78%
2018-2019	37%	4%	71%
2019-2020	38%	4%	78%
2020-2021	38%	5%	77%
2021-2022	34%	4%	73%
2022-2023	34%	4%	79%
2023-2024	34%	7%	78%
Overall % of 23-24 Student Population	16%	5%	49%

High School

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

Pages: 88-89   **n = 1,217**

SE = Special Education
ELL = English Language Learners
F/R = Free and Reduced

n = 1,131

Takeaways: Out-of-School Suspension

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

Expulsions:
132 secondary students (.5 %) experienced expulsion. This is a similar proportion as the previous year (.3%)

Expulsions by Gender

Middle School

Percentage of Yearly Expulsions		
Year	Female	Male
2014-2015	44%	56%
2015-2016	42%	58%
2016-2017	29%	71%
2017-2018	32%	68%
2018-2019	49%	51%
2019-2020	40%	60%
2020-2021	63%	37%
2021-2022	44%	56%
2022-2023	41%	59%
2023-2024	54%	46%
Overall % of 23-24 Student Population	48%	52%

High School

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

Pages: 91-92   n = 56   n = 76

Expulsions by Ethnicity

Middle School

Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	27%	0%	40%	11%
2018-2019	4%	2%	20%	16%	0%	43%	16%
2019-2020	0%	4%	28%	24%	0%	36%	8%
2020-2021	0%	0%	16%	21%	0%	47%	16%
2021-2022	5%	0%	16%	26%	0%	33%	21%
2022-2023	0%	0%	14%	34%	0%	31%	21%
2023-2024	2%	2%	20%	29%	0%	36%	13%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

n = 56

High School

Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	49%	15%
2018-2019	1%	3%	9%	28%	0%	44%	15%
2019-2020	0%	0%	12%	24%	0%	49%	15%
2020-2021	0%	6%	19%	19%	0%	56%	0%
2021-2022	0%	2%	12%	26%	0%	46%	14%
2022-2023	2%	0%	23%	31%	0%	29%	15%
2023-2024	4%	1%	22%	22%	0%	32%	18%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%

n = 76

Pages:93-94

Expulsions by SE, ELL, FRL

Middle School

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

High School

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

Pages: 95-96   n = 56

SE = Special Education
ELL = English Language Learners
F/R = Free and Reduced

n = 76

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Takeaways: Expulsions

2023-24 similar to the rates from the 2022-23 school year
- Small numbers of students experience this most serious discipline consequence.
- Overall trends in expulsion data remain relatively consistent and continue to show evidence of disproportionality.
- Expulsions for middle school students identifying as Male, Hispanic, Two or more races, and students who receive Special Education services may show **decreased** disproportionality, but the overall low number of students who experience expulsion may explain these changes
- Expulsions for high school students who identify Hispanic may show **decreased** disproportionality, but the overall low number of students who experience expulsion may explain these changes

Overall Takeaways

2023-2024

Each year since 2019-20, part of the SRO Program review has included a review of annual calls for service resulting in referrals to juvenile court–and comparing current data to the years before and after the reintroduction of SROs into middle school as part of the Safe and Successful Kids Interlocal Agreement. This is one measure of providing insight as to whether the addition of SROs increased student involvement in the juvenile justice system.

Revisit Questions framing tonight's presentation

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

- *Is the SRO program improving the safety of our schools?*
- *Is the SRO program elevating student discipline issues to law enforcement matters—and ultimately contributing to a school-to-prison pipeline?*

Overall Takeaways

2023-2024

This is an issue of concern that has been mentioned on a perennial basis. Of the top six incident types (assaults, narcotics, trespassing, disturbances, alcohol, and vandalism) constituting over 80% of the calls for service resulting in a referral, referrals were all down in 2023-24, when compared to the prior year. Referrals resulting in calls for service for all six incident types also show a substantial percentage decline when compared to the four-year average. In addition, total calls for service during 2023-24, as compared to 2022-23, were (1) down 59 at the middle school level, and (2) down nearly 100 at the high school level.

These measures noted in the slide and the others mentioned point to clear, appropriate and procedurally correct delineation of duties between LPS administrators and LPD law enforcement.

Overall Takeaway 1:

SSKI Data consistently point to program efficacy, goal alignment

The original memorandum of understanding formulated in 2018 between the City of Lincoln and Lincoln Public Schools, and reaffirmed numerous times since, identified the following as the first goal of the SRO program: "To create a common understanding that: (a) school administrators and teachers are ultimately responsible for school discipline and culture; (b) SROs should not be involved in the enforcement of school rules; and (c) a clear delineation of the rules and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential."

The broader stated concern related to the potential blurring of delineation of duties of law enforcement from those of administration, and the potential for school based disciplinary proceedings to be handled as criminal violations leading to a substantial increase in students who are subsequently in the juvenile justice system as offenders. **The 2023-24 data, as well as the four-year lookback data, provide evidence that the above stated concerns have not manifested themselves in the City of Lincoln - Lincoln Public Schools SRO program.**

Overall Takeaway 1:

SSKI Data consistently point to program efficacy, goal alignment

More specifically, the data demonstrate that in 2023-24:
- Only 14% of calls for service resulted in a referral to county attorney, as compared to the four year average of 31%.
- Of these calls for service that resulted in a juvenile referral, only one student was lodged at the Youth Services Center.
- Total juvenile referrals issued were 185, compared to the four-year average of 402.
- Total calls for service declined at both the middle and high school level.

In addition, administrators initiated the highest percentage of calls for service that resulted in a juvenile referral.

PAR FRAMEWORK
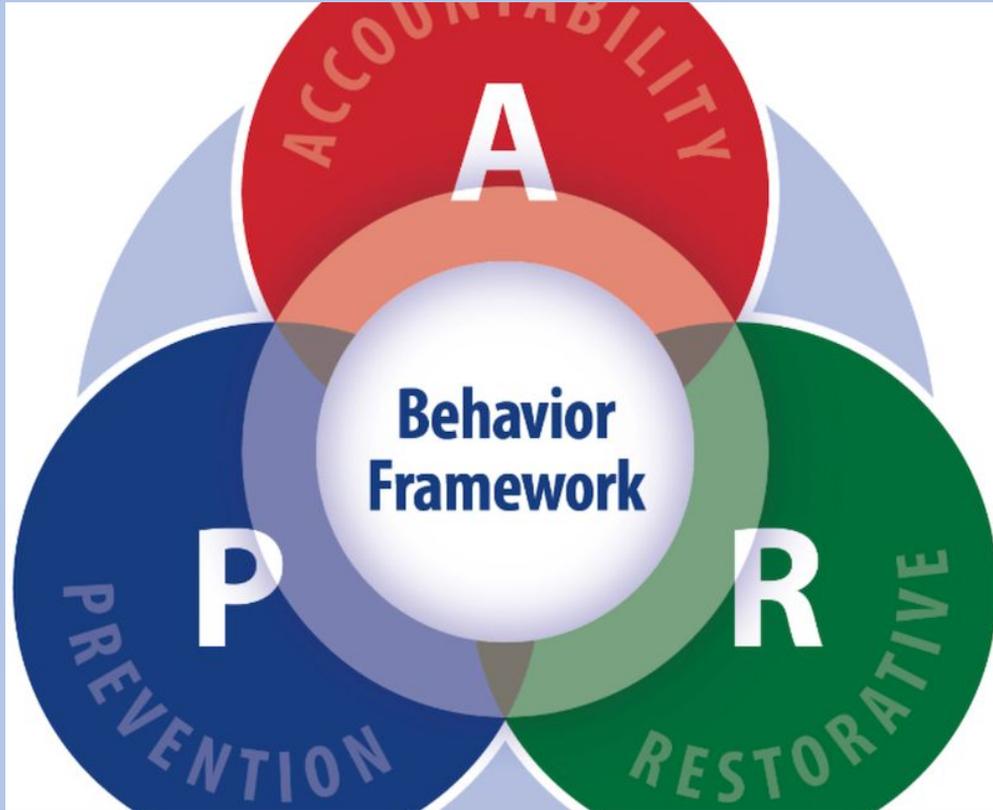
With regard to the PAR framework, there are strong connections to the student well-being and outcomes as well as staff well-being and outcomes target areas. PAR asserts positive expectations for behavior, coupled with resources and support which creates a positive school culture for both students and staff to feel safe, respected and valued. The framework reinforces positive behavior and it includes a matrix for accountability that promotes consistency, communication and opportunities for teaching, re-teaching and growth when unwanted behaviors occur.

Overall Recommendation 1:

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

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

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

Overall Takeaway 2:

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

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

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

Overall Takeaway 2:

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

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

Overall Recommendation 2:

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

While survey respondent rates were substantially higher for the 23–24 school year, LPS should continue to strive for higher response rates year over year to ensure that the perceptual data accrued is authentically reflective of the diversity of students, families, and staff, in order to fulfill our commitments to just, fair, and equitable treatment of all.

Overall Recommendation 2:

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

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

Overall Takeaway 3:

Threat Assessment is an essential component of SSKI

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

Overall Recommendation 3:

Continue to build on and enhance capacity of Threat Assessment Team

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

Questions / Comments