

# Safe and Successful Kids Interlocal Board

Annual SRO Program Review Summary Document  
November 3, 2022



This document serves as a one-page summary of the full SRO Program Report that can be found at this QR code or at this URL: <https://app.lincoln.ne.gov/city/sskib/>. The website also includes contact information if you have questions.

## History

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

## SRO Goals:

1. To create a common understanding that school administrators and teachers are ultimately responsible for school discipline and culture; SROs should not be involved in the enforcement of school rules; and a clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system;
3. To promote effectiveness and accountability;
4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals;
5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

## SRO Facts:

- SROs receive an average of approximately 49 hours of training that included a wide variety of topics related to mental health, threat response, adolescent development, cultural awareness, and de-escalation, among others. SROs also participate in collaborative professional development with LPS administrators
- SROs conducted a total of 117 presentations reaching 3,301 students for a total of 5,059 minutes
- SROs received three complaints through LPD complaint process. Two were noted as exonerated and one resulted in a warning.
- SROs received a total of five commendations

## Representative Graphs and Overall Takeaways

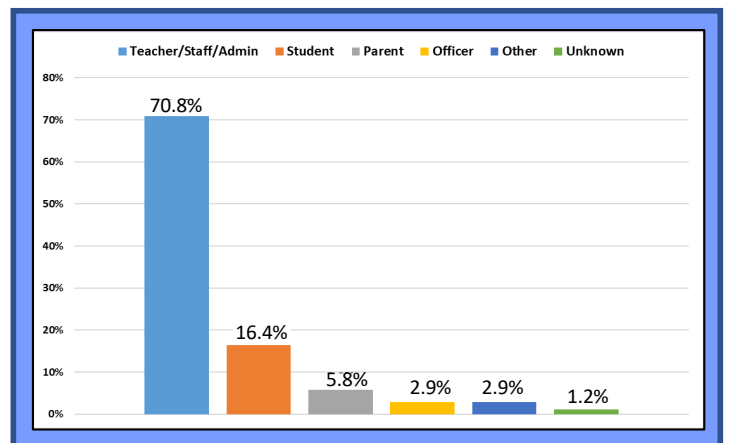
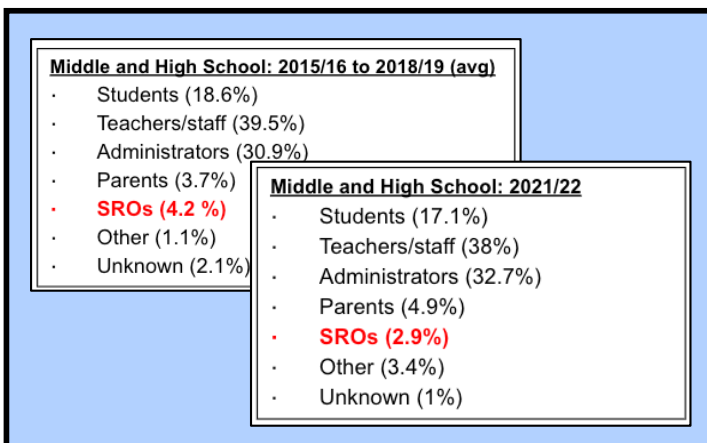
The full SRO program report includes 150 pages of data, analysis and recommendations. The graphs, takeaways and recommendations in this summary document are a very small representative snapshot of this report. The information provided was selected to demonstrate the key data used to measure the goals established for the SRO program. To gain a full understanding of the SRO program review for 2020-21, individuals should read the entire report.

### SRO Initiated Calls for Service\* Leading to Referrals#

In 2021, SRO only initiated 2.9% of Calls for Service that resulted in referrals. Others who initiated calls for service made up 97.1 percent of referrals.

### Other Calls for Service Leading to Referrals

Administrators were part of all 97.1% of calls for service initiated by anyone other than the SRO regardless of the role of the person listed as the initiator.



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

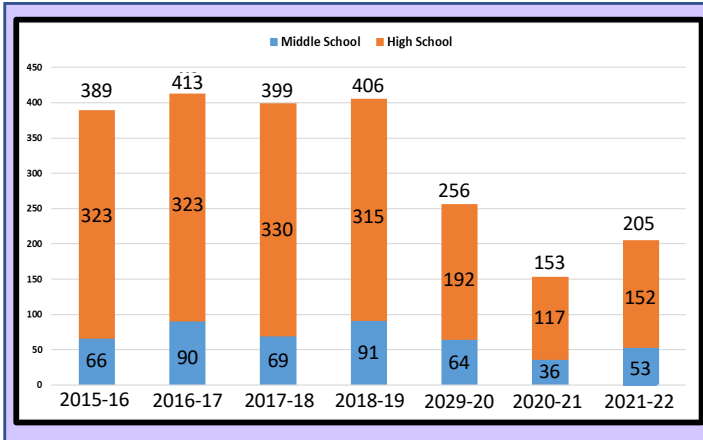
#Referrals of juveniles occur after an investigation has been completed by the SRO. A referral is usually delivered verbally to the student and parent or over the phone. A referral does not require the student to be out of school.

+Race/ethnicity/demographic categories used in this report align with federal demographic categories and guidance (based on decisions made during the 2010 US census) used in many other kinds of educational reports. These categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds.

# SSK Interlocal Board Annual SRO Program Review Continued

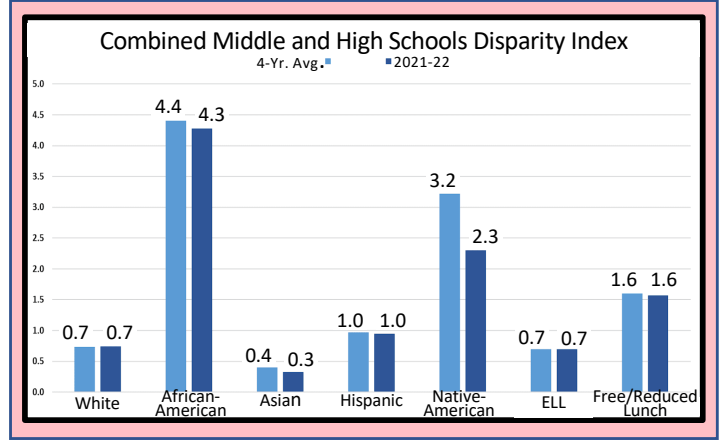
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## Representative Data and Takeaways



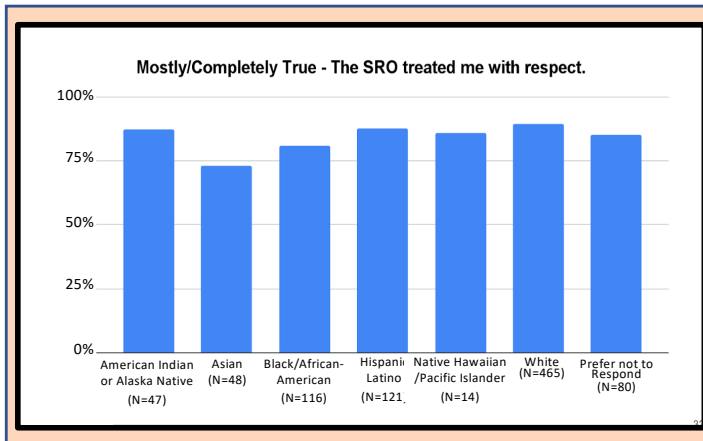
### Calls for Service

In 2020-21, the overall number of calls for service resulting in referrals has declined significantly from the four-year average. Three years after re-introducing SROs to middle schools, the number of calls for service leading to referrals has also dropped.



### Student Referral Disparity Index Comparison

While the overall disparity has declined from the 4-year average to the end of the 2020-21 school year, the decline is mostly attributed to improvements in the high school. The disparity index in middle school remains about the same.



### Perception of SROs Takeaway

Although the overall and demographic group+ responses were generally positive, responses from individuals of color were slightly less positive. This included responses from students, parents, and certified staff who had contact with SROs regarding an incident.

Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or 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%
<b>Overall % of 21-22 Student Population</b>	<b>1%</b>	<b>5%</b>	<b>7%</b>	<b>16%</b>	<b>0%</b>	<b>64%</b>	<b>8%</b>

### Suspension/Expulsion Takeaway

While the number of suspensions and expulsions grew measurably in 2021-22 as students returned full-time to school buildings following more than two years of disruption during the pandemic, the disparity index increased by 1-2 percentage points in four important demographic groups+.

## Recommendations

**A.** LPS and LPD should continue professional development to reinforce the separation of law enforcement and student discipline, and it should focus on professional development such as restorative practices and trauma-informed approaches that decrease the need for referral of students to SROs. Following some of the restrictions of the pandemic, having students participate in some of the training to provide their perspective may be especially valuable.

**B.** LPD and LPS must continue to work together and with other agencies on existing restorative and trauma informed practices and programs such as RESTORE, as these have demonstrated their effectiveness in reducing disparity. It would be redundant to try and carve out separate new initiatives for the Safe and Successful Kids Interlocal with the initiation of the LPS All Mean All Action Plan. It is recommended that LPD and LPS administrators coordinate with the work of the All Mean All Action Plan to address disparity concerns expressed in this report. Goals 4 and 5 of the All Means All Action Plan are directly tied to this work.