

Lincoln Safe and Successful Kids Interlocal
Board
Thursday, March 21, 2019, 7:30 AM
County-City Building 555 South 10th Street
Lincoln, NE

1. Call to Order; Recognition of Open Meetings Act
2. Roll call of members present
3. Approval of Minutes from November 8, 2018 Meeting
4. Public Comments for items not listed on the agenda
5. Presentation by Kristin Nelson regarding Youth Beta Training
6. First reading and presentation of Evaluation Plan for Protective Programming/SRO Program with first report to be presented to the Interlocal Board in October 2020 for the 2019-2020 school year. Action by the Interlocal board is planned for the next Board meeting on April 18 with additional opportunity for public comment.
7. First reading and introduction proposed Lincoln Safe and Successful Kids Interlocal Budget for FY 2019-2020. Public hearing and action on the proposed budget are planned for the next Interlocal Board meeting on April 18.
8. Adjournment
*Next Meeting: Thursday, April 18, 2019 at 7:30 a.m. in the Lincoln Public Schools Boardroom at the Lincoln Public Schools District Office.

MINUTES

Lincoln Safe & Successful Kids Interlocal Board

Lincoln Public Schools Boardroom, LPS District Office, 5905 O Street
Thursday, November 8, 2018 ~ 7:30 a.m.

Board Members Present:

Chris Beutler Lanny Boswell Kathy Danek
Connie Duncan Cyndi Lamm

Board Members Absent:

Bennie Shobe

Staff Members Present:

Lynn Johnson, Parks & Recreation Director Dr. Steve Joel, Lincoln Public Schools Supt.
Jocelyn Golden, Assistant City Attorney Nola Derby-Bennet, LPS CLC Director
Holly Lewis, LPR Asst. Director John Neal, LPS Asst. to Superintendent
Denise Pearce, Mayor's Office Jeff Bliemeister, Police Chief
Rick Hoppe, Mayor's Office Angela Chesnut, SSKIB Secretary

Call to Order & Recognition of 'Open Meetings Act': As per law, Chairman Lanny Boswell announced that the Board follows the regulations of the Open Meetings Act, and called the meeting to order at 7:35 a.m. Roll was called by Angela Chesnut.

Approval of Minutes: A correction was requested within the discussion of the evaluation plan for protective programming development process in the third paragraph, stating that "Connie Danek" made an inquiry, which should be Connie Duncan. A motion was made by Kathy Danek and seconded by Connie Duncan to approve the minutes of the October 18, 2018 SSKI Board meeting as corrected. Upon roll call vote members voted as follows: **"Yes": Chris Beutler, Lanny Boswell, Kathy Danek, Connie Duncan, Cyndi Lamm. "No": None. Motion carried.**

Public Comment:

No one from the public requested to speak with the Board.

Report Regarding Community Learning Center Initiatives

Nola Derby-Bennett, Lincoln Public Schools CLC Director, provided an informative presentation regarding Community Learning Center Initiative for fiscal year 2017-18 (copy of PowerPoint attached to official minutes on record). Ms. Derby-Bennett highlighted full service goals of academics, youth development, family support, health and social services, and community development. There are 26 CLC sites with 10 lead agencies leading those sites, which are operated by Memorandum of Understandings renewed each year. Student demographics were reviewed showing annual growth, free and reduced lunch percentages, and it was noted that the before and after school program clubs are free, with scholarships available to the core program.

Discussion topics among Board members and Ms. Derby-Bennet regarded bilingual translation of information to parents; use of academic performance success data and success of the CLC students; improvement surveys from teachers, students, and parents; number of CLC clubs available; mental health services access and community response awareness for prevention outreach; positive effects on students and their families, neighborhoods, and the community as a whole; and funding sources. It was also suggested that Board members participate in a CLC tour during end of semester “showcases”, or at any other time convenient to them.

Initiation of School Resources Officers in Middle Schools

Lincoln Police Chief Jeff Bliemeister reported that six new middle school resources officers will begin their duties on November 15th. Nineteen officers competed for these six positions. All officers have participated in 40 hours of training sponsored by the National Association of School Resource Officers, with an additional 8 hours training session with the middle school building administrators working through a clear delineation of roles. Ongoing training is scheduled with situational scenarios working with LPS building administrators, as well as training in behavioral health focused specifically on juveniles. Introduction of SRO’s in the middle schools will be announced publicly, information will be sent to school students and families, along with numerous other means of communication.

Community Learning Centers Board of Directors Report

John Neal from Lincoln Public Schools Superintendent’s Office informed Board members that the Lincoln Community Learning Centers Board accepted and approved the amended bylaws at their previous meeting. An additional meeting has been added to the LCLC Board will be held on December 6th for members to learn more in depth details of CLC’s prior to the budget process. The LCLC Board is also reviewing the possibility of adding three new CLC’s to be located in high schools.

Board Chairman Boswell reminded attendees of the upcoming public open house and facilitated discussion forum

There being no further business before the Board the meeting was adjourned at 8:32 a.m.

Frequently Asked Questions Re: SRO Evaluation Proposal

(Compiled from public feedback during November 8, 2018 community event and follow up feedback)
February 2019

Background/General

- Why/how did we get to this point?
 - During the spring of 2018 the City, Lincoln Public Schools (LPS), and our nonprofit partners came together to support a package that would increase funding in three primary areas—for our community learning centers, student behavioral health services, and the school resource officer—or SRO—program. This package, the Safe and Successful Kids Initiative, ultimately evolved into an interlocal agreement that both the LPS Board of Education and City Council adopted in May 2018. The agreement included funding for seven additional police officers—six SROs who would primarily serve our twelve middle schools and a threat assessment officer who would focus on school-connected threats. During the public conversation regarding the Safe and Successful Kids Initiative, both the LPS Board of Education and the City Council heard from many people regarding the SRO program. These discussions ultimately resulted in an Memorandum of Understanding (MOU) between the City and LPS. This MOU sets forth the broad parameters governing SROs, including six main program goals. The MOU also directs LPS and the City to come up with way to measure the success of the SRO program.
- If there are already protocols in place governing the SRO program, why is there a need to create an evaluation plan?
 - Many people in the community asked for such a plan developed with public input and made available in written form, better enabling the public to understand how the SRO program functions and providing the framework for evaluating the program’s impact going forward.
- How will the SROs time be split at the middle school level (currently, one SRO is assigned per two middle schools)?
 - Allocation of SRO time will be determined by the needs of the building; the goal is that an SRO's time is split as evenly as possible between buildings.
- Who hires and supervises the SROs?
 - The Lincoln Police Department (LPD) hires SROs, with advice from Lincoln Public Schools. SROs are LPD employees.
- How does the amount of resources spent on SROs compare to the resources spent on mental health counselors in our schools?
 - Lincoln Public Schools (LPS) has partnered with the Lincoln Police Department (LPD) to provide 12 SROs in LPS schools for approximately \$1.2 million dollars. LPS employs 95 school counselors, 41 social workers, 44 school psychologists, and 11 therapists. Through the Safe and Successful Kids Interlocal Agreement, an additional \$400,000 dollars is dedicated to mental health services for LPS students. In addition to these resources, LPS also coordinates with local mental health service providers to meet with students and families at school so that students miss less school while attending appointments.
- Is the SRO Memorandum of Understanding (MOU) between Lincoln Public Schools and the City comprehensive?

The MOU is intended to outline the broad policy goals of the SRO program. The SRO Evaluation Plan is intended to provide a means to analyze all aspects of the SRO program.

- The MOU outlines six goals for the SRO program. Can these goals be modified and if so, how?
 - Yes, these goals can be modified. The Safe and Successful Kids Interlocal Board can recommend changes to these goals, which both the LPS Board of Education and City Council would then need to approve.
- Does the SRO Evaluation Plan represent the entire agreement between Lincoln Public Schools and the City?
 - No. The Safe and Successful Kids Initiative includes several agreements that are available on the Safe and Successful Kids Interlocal Board webpage.
- Why was there a rush to get SROs into the middle school buildings before the SRO Evaluation Plan was finalized and implemented?
 - When the Safe and Successful Kids Interlocal Agreement was adopted in May 2018, the City and Lincoln Public Schools (LPS) expected that SROs would be in our middle schools by no later than January 2019. Officers were identified and trained as SROs by fall 2018 and were ready to begin their work in our middle schools by mid-November 2018. These six new SROs joined the six SROs who have served our six public high schools for a number of years. Parents received information about the SRO program and law enforcement in their summer mailings from LPS and on November 8 via email from LPS. On November 8, middle school staff received information about the SROs arriving in their schools. The SRO Evaluation Plan that will be adopted by the Safe and Successful Kids Interlocal Board in the spring of 2019 will be utilized during the 2019-20 school year.

Communication with Students and Families

- What information regarding the SRO program has been shared with students, parents, and staff, and when was such information shared?
 - Parents received information about the SRO program and law enforcement in their summer mailings and on November 8 via email. On November 8, middle school staff also received information about the SROs arriving in their schools.
- What if someone has a concern regarding an interaction with an SRO—who should they approach with that concern and how will they know who to approach?
 - Lincoln Public Schools (LPS) will include a section on this topic in its Important Information Booklet, which is sent out to families annually. LPS will encourage families to raise the issue with building administrators, who will then forward the concern on to the Lincoln Police Department (LPD). LPS will also ensure that building administrators are advised of this process.
 - In addition, students, parents, and guardians may file a complaint about an SRO with the SRO's supervisor, the LPD's Internal Affairs Unit, and the Citizens' Police Advisory Board. LPD publicizes the process of how to make a complaint, including frequently asked questions, on its website.
- How will students know the difference between a casual conversation with an SRO and an official police inquiry concerning an incident?
 - The SRO will tell the student that the SRO is speaking to the student about a legal matter or criminal incident. In addition, before a student aged 15 or younger is

interviewed by an SRO, parents will be notified. Parents may be notified before a student aged 16 and over is interviewed. Lincoln Police Department (LPD) policy also requires that when LPD officers (including SROs) investigate calls for service at a school, they must first make contact with the principal or school representative, unless immediate intervention is needed.

- How are students and families advised about school discipline, the role of SROs, and when an SRO will become involved in an incident?
 - This information will be included in Lincoln Public Schools Important Information Booklet, which is sent out to families annually.
- The SRO Evaluation Plan includes a reference to a document for Lincoln Public School that contains information about the role of SROs. Does a document currently exist?
 - No, but this document will be created through the evaluation process.

Data Collection

- What kind of data will be collected from onset?
 - The Draft Evaluation Plan for the School Resource Officer Program (“SRO Evaluation Plan”), which can be found on the Safe and Successful Kids Interlocal Board website, describes both the data to be collected and the method of analysis. In general, evaluators will collect data about Lincoln Police Department calls for service at schools, incident outcomes, Lincoln Public Schools discipline, and survey data regarding student, teacher, and parent perceptions of SROs.
- How often will data be collected?
 - Evaluators will collect Lincoln Police Department and Lincoln Public Schools data daily. Evaluators will also conduct a large-scale survey annually.
- Will the context of a contact between a student and SRO be reported and reviewed, rather than simply reporting the result of the contact?
 - Evaluators will examine documented contacts between SROs and students to analyze the nature of the contact, who initiated the contact, the outcome of the contact, and any possible demographic disproportionality, among other variables.
- What demographics will be considered in collecting and analyzing data?
 - Evaluators will analyze the following demographics for incidents that result in a Lincoln Police Department (LPD) report, LPD citation, LPD juvenile referral, Lincoln Public Schools (LPS) discipline referral, LPS suspension, or an LPS expulsion: gender, race/ethnicity, ELL status, special education status, and free/reduced lunch status. The purpose of analyzing demographic information is to identify possible disparity among groups in certain outcomes or contexts. Evaluators will analyze long-term trends for potential demographic disproportionality.
- Can the data collected be disaggregated by English Language Learner (ELL) status, by gender non-conformity, by sexual orientation, and by disability status?
 - Evaluators will analyze the following demographics for incidents that result in a Lincoln Police Department (LPD) report, LPD citation, LPD juvenile referral, Lincoln Public Schools (LPS) discipline referral, LPS suspension, or an LPS expulsion: gender, race/ethnicity, ELL status, special education status, and free/reduced lunch status. The purpose of analyzing demographic information is to identify possible disparity among groups in certain outcomes or contexts. Evaluators will analyze long-term trends for potential demographic disproportionality. Neither LPS nor LPD can require students to

divulge private information, such as that related to sexual orientation, gender nonconformity, or disability status. Some information about additional demographics may be captured in survey data, but it will not be systematic.

- Does exposure to SROs change student perceptions of police?
 - This is an ancillary research question that we may not be able to answer. To do so, baseline data about students who progressed through Lincoln Public Schools (LPS) without SROs would be needed to make a comparison to students who progressed through LPS schools with SROs.
- How does Lincoln Public Schools (LPS) disaggregate its discipline data?
 - LPS disaggregates its discipline data based on the following demographics: gender, race/ethnicity, ELL status, special education status, and free/reduced lunch status.
- What are schools doing about individual teacher Office Discipline Referral (ODR) data and how are administrators responding to such data/reviewing such data with teachers?
 - Lincoln Public Schools (LPS) has adopted the Positive Behavior Interventions and Support (PBIS) framework to guide the selection and implementation of practices to improve student outcomes. This framework includes a robust data collection component, including disciplinary referral data. LPS tracks referrals by teachers at both the building and district level, and this data is reported biennially to the federal Office of Civil Rights. This data is also used to guide professional development and adjustments to the PBIS system.
- Can the data collected be sorted by violations by code violation and then by demographics?
 - Evaluators will analyze demographic data concerning Lincoln Police Department (LPD) reports, LPD citations, LPD juvenile referrals, Lincoln Public Schools (LPS) discipline referrals, LPS suspensions, and LPS expulsions. This method includes analyzing demographic data concerning violations by type of incident (or code violation).
- Can the data be sorted by the reason for the law enforcement criminal justice referral and then by demographics?
 - Yes. Evaluators will examine documented contacts between SROs and students to analyze the nature of the contact, who initiated the contact, the outcome of the contact, and any possible demographic disproportionality, among many other variables.
- Will student discipline data be analyzed along with SRO criminal justice referral data?
 - Yes. Evaluators will analyze and compare student discipline data with SRO criminal justice referral data. The analysis and findings will be published in the annual report to the Safe and Successful Kids Interlocal Board.
- Will student perception survey data be disaggregated for students who have and have not had direct interactions with SROs?
 - Evaluators will conduct annual surveys designed to measure students, teachers, and parents' perceptions of SROs. Evaluators will disaggregate the data according to several variables, including having interacted with an SRO.
- Will data collection include descriptive narratives of contacts?
 - Descriptors of the context of SRO contacts and criminal justice referrals will be collected via incident reports as they occur and will be checked for quality daily.
- What type of narrative data is collected regarding criminal justice referrals?
 - Criminal justice referrals issued by an SRO are accompanied by detailed investigative reports. These are reviewed through formalized internal processes at the Lincoln Police Department and by the juvenile division of the Lancaster County Attorney's Office.

- Do Lincoln Public Schools (LPS) and the Lincoln Police Department have access to data about who enters the prison pipeline post-graduation from LPS?
 - This is an ancillary research question that we may not be able to answer. To do so, additional research partners, data, and resources would be needed to analyze the question.
- Is the data Lincoln Public Schools (LPS) and the Lincoln Police Department (LPD) will collect similar to that collected by other school districts with SROs?
 - Every other year, LPS (like all other public school districts) is required to submit data to the federal Office of Civil Rights. This data relates to disciplinary actions and criminal justice referrals and is disaggregated on basis of gender, race/ethnicity, ELL status, special education status, and free/reduced lunch status. In addition, LPD has surveyed its benchmark cities regarding data collection involving students. Two cities have indicated they collect data regarding SROs, and the data is very basic—for example, the type of calls for service involving SROs. (The Benchmark Cities Survey was designed in 1997 by a group of police chiefs from across the country. It is intended to provide a measurement tool to ensure law enforcement departments are providing the best service possible within their respective communities.)
- Is there SRO survey data that pre-dates the 2018 agreement between Lincoln Public Schools (LPS) and the City?
 - LPS and the Lincoln Police Department have some previous survey data, but it does not align with the new goals outlined in the Memorandum of Understanding (MOU) adopted in May 2018. The new surveys are aligned directly with the goals stated in the MOU.
- How will the time SROs spend in the classroom be tracked and reported?
 - Yes, it is being tracked by number of presentations given and number minutes in the classroom.

Evaluation

- Is the SRO Evaluation Plan based on a logic model?
 - Yes. A logic model is a visual way to represent and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. Logic models are typically used as a framework for evaluating programs. Most logic models begin with a delineation of the program objectives or goals. The logic model for the SRO Evaluation Plan begins with the six stated goals of the program and then addresses the analyses and data associated with each goal.
- Will the SRO Evaluation Plan evolve (at this point, it appears to be a general outline)?
 - This is an initial proposal for an evaluation tool. The SRO Evaluation Plan will evolve before it is submitted to the Safe and Successful Kids Interlocal Board for its consideration. It is also anticipated that the Evaluation Plan will be updated regularly going forward. Lincoln Public Schools and the City will continue to seek the public's input regarding the Evaluation Plan. The data collected via this Plan will then form the basis for the annual SRO program report submitted to the Safe and Successful Kids Interlocal Board.
- Who is involved in the review of the SRO program?

- Evaluators from the Lincoln Police Department and Lincoln Public Schools will conduct an annual analysis of the data and submit an annual report to the Safe and Successful Kids Interlocal Board for review.
- How often will the SRO program be evaluated?
 - The Safe and Successful Kids Interlocal Board will review the SRO program once a year.
- Is there a "red flag" system that will alert Lincoln Public Schools (LPS) and/or City officials if program issues surface between annual reviews?
 - Evaluators from the Lincoln Police Department and LPS will conduct an annual analysis of the data and submit an annual report to the Safe and Successful Kids Interlocal Board for review. It is important to allow sufficient time to pass before analyzing the impact of the SRO program. Otherwise, issues such as small samples sizes and outliers may give rise to erroneous and invalid findings. That being said, descriptors of the context of SRO contacts and criminal justice referrals will be collected via incident reports as they occur and will be checked for quality daily.
- What happens if/when the data indicate the SRO program is not working and/or that adjustments to the SRO program need to be made?
 - Evaluators will conduct an annual analysis of the data and submit an annual report (including both positive and negative results) to the Safe and Successful Kids Interlocal Board, which will review the report and determine the next steps for the SRO program. This information will also be shared with the Lincoln Public Schools Board of Education and the City Council.
- Will the SRO program evaluation process include a review of trend data?
 - Evaluators will analyze the following demographics for incidents that result in a Lincoln Police Department (LPD) report, LPD citation, LPD juvenile referral, Lincoln Public Schools (LPS) discipline referral, LPS suspension, or an LPS expulsion: gender, race/ethnicity, ELL status, special education status, and free/reduced lunch status. The purpose of analyzing demographic information is to identify possible disparity among groups in certain outcomes or contexts. Evaluators will analyze long-term trends for potential demographic disproportionality. Evaluators will also examine documented contacts between SROs and students to analyze the nature of the contact, who initiated the contact, the outcome of the contact, and any possible demographic disproportionality, among many other variables.
- Are Lincoln Public Schools and the Lincoln Police department continuously reviewing SRO interactions in our schools?
 - Descriptors of the context of SRO contacts and criminal justice referrals will be collected via incident reports as they occur and will be checked for quality daily. In addition, evaluators will conduct an annual analysis of the data and submit an annual report to the Safe and Successful Kids Interlocal Board (SSKIB). The SSKIB will then determine what changes need to be made to the SRO program, based on its evaluation of the annual report.
- Will each school host parent/student roundtables focused on SRO Evaluation Plan?
 - Although individual schools may choose to organize roundtable discussions, the Safe and Successful Kids Interlocal Board has focused its effort on community-wide data and discussions.

Reporting

- Will the number of complaints and commendations regarding SROs be published? If so, how often?
 - Yes. Evaluators will conduct an annual analysis of the data (including SRO complaints and commendations) and submit an annual report to the Safe and Successful Kids Interlocal Board (SSKIB), which will review the report and determine the next steps for the SRO program. Historical data will be archived on the SSKIB website.
- Will the data be reported on a district-wide basis or by individual school?
 - Data will be reported on a district-wide basis to avoid inadvertently identifying students.
- The SRO Evaluation Plan includes several references to “comparison to five year trend.” Does this mean the Safe and Successful Kids Interlocal Board (SSKIB) will wait five years to analyze the data?
 - No. This language reflects the direction to evaluators to analyze long-term trends for potential demographic disproportionality. Evaluators will conduct an annual analysis of the data and submit an annual report to the SSKIB. The SSKIB will then determine what changes need to be made to the SRO program, based on its evaluation of the annual report. It is also important to note that descriptors of the context of SRO contacts and criminal justice referrals will be collected via incident reports as they occur and will be checked for quality daily.
- How available will the data be to the public?
 - Evaluators will conduct an annual analysis of the data and submit an annual report to the Safe and Successful Kids Interlocal Board (SSKIB), which will review the report and determine the next steps for the SRO program. Historical data will be archived on the SSKIB website.
- When will the data collected regarding the SRO program be reviewed?
 - Evaluators will conduct an annual analysis of the data and submit an annual report to the Safe and Successful Kids Interlocal Board (SSKIB). The SSKIB will then determine what changes need to be made to the SRO program, based on its evaluation of the annual report. It is also important to note that descriptors of the context of SRO contacts and criminal justice referrals will be collected via incident reports as they occur and will be checked for quality daily.
- Will the annual report regarding the SRO program be shared with the public, and will the public have an opportunity to offer feedback on the report?
 - Yes. The annual report will be discussed during the Safe and Successful Kids Interlocal Board’s (SSKIB) March meeting. All of the SSKIB’s meetings are open to the public. The annual evaluation results will also be posted on the SSKIB’s website.

SRO Responsibilities; Discipline v. Enforcement

- What are the roles and responsibilities of SROs?
 - SROs spend most of their day building positive relationships with students and staff and acting as ambassadors of the Lincoln Police Department (LPD). When SROs have expertise in a specific area, they may serve as a curriculum aid in classrooms. For example, recently at a middle school, a local sheriff worked with a math class in applying their math skills to see how such skills are used in accident investigations by law enforcement. SROs should not be involved in the enforcement of school rules, as disciplining students is the responsibility and authority of LPS, school administrators, and parents. Law enforcement is the responsibility of LPD.

- What are examples of behavior referred to law enforcement versus behavior that is handled by Lincoln Public Schools as disciplinary matters?
 - Lincoln Public Schools' (LPS) regulations provide that "Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported to law enforcement includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or wellbeing of students or others in school programs and activities and conduct that the legal system is better equipped to address than school officials." Conduct not generally reported to law enforcement, and handled via the disciplinary process, includes typical adolescent behavior that can be effectively addressed by school administrators. In deciding whether to involve law enforcement, LPS administrators consider the student's maturity, mental capacity and behavioral disorders, where applicable, as well as the wishes of any victims involved.
- How does Lincoln Public Schools (LPS) ensure accountability with respect to disciplinary referrals (i.e. what if a particular teacher is "over disciplining"—how is that determined/handled by building administrators)?
 - Lincoln Public Schools (LPS) has adopted the Positive Behavior Interventions and Support (PBIS) framework to guide the selection and implementation of practices to improve student outcomes. This framework includes a robust data collection component, including disciplinary referral data. LPS tracks referrals by teachers at both the building and district level, and this data is reported biennially to the federal Office of Civil Rights. This data is also used to guide professional development and adjustments to the PBIS system.
- Under what circumstances can a teacher involve an SRO in an incident? What role, if any, do SROs play in classroom discipline?
 - Generally speaking, building administrators, not teachers, make the decision to involve an SRO in an incident. A teacher's role regarding discipline and classroom management will not change with the addition of SROs. That is, teachers will continue to utilize effective classroom management strategies in accordance with Lincoln Public Schools (LPS) policies and procedures regarding discipline, without involving SROs. However, any law enforcement officer, including SROs, may take a report regarding an alleged law violation from any student, parent, administrator, or teacher (e.g., an alleged theft or vandalism). In addition, Lincoln Public Schools (LPS) regulations require that student conduct "that may constitute a felony" and conduct "which may constitute a threat to the safety or wellbeing of students or others in school programs and activities" shall be reported to law enforcement. Depending on the circumstances of the incident, a teacher may make such a report. It is important to remember that even in those limited circumstances when a teacher involves an SRO in an incident, the SRO will still evaluate whether the circumstances merit enforcement action or if LPS is better equipped to address the incident.
- What factors does an SRO consider when determining whether to make a criminal justice referral?
 - Lincoln Public Schools (LPS) regulations provide that "Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported to law enforcement includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or wellbeing of students or

others in school programs and activities and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported to law enforcement includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report [to law enforcement], consideration should be given to the student's maturity, mental capacity and behavioral disorders, where applicable."

- Similarly, SROs also give consideration to a student's maturity, mental capacity, and behavioral disorders, as well as to the nature and severity of the offense and input from the victim, when deciding whether to refer a student to the criminal justice system. Lincoln Police Department (LPD) officers weigh many of these same mitigating factors when deciding to issue a citation to students involving non-school incidents as well. Moreover, SROs, in conjunction with administrators, will evaluate whether LPS administrators are better equipped to address a student's behavior. It is also important to note that an SRO may issue a criminal justice referral to a student, but then recommend that student for a diversion program, such as SAMI or RESTORE (see discussion below). The goal of a referral is not to punish the student, but to connect the student with appropriate resources, guidance, and supervision to correct the behavior, as well as to maintain the safety and security of all students.
- Do SROs consider trauma in a child's life when determining whether to refer a child to the criminal justice system?
 - Yes. SROs received advanced training in mental health, behavioral health, and interactions with juveniles. LPS administrators have also had trauma training and extensive training on behavior prevention and response.
- Who is initiating the contacts with SROs that ultimately lead to criminal justice referrals?
 - The annual report to the Safe and Successful Kids Interlocal Board will analyze who is initiating reports that lead to criminal justice referrals.

Training

- What training are SROs provided?
 - Those who earn the opportunity to serve as SROs are veteran Lincoln Police Department (LPD) officers who display a passion to serve and protect our children. SROs are required to complete extensive training. Selected candidates complete training from the National Association of School Resource Officers, with an emphasis on the topics of effective relationship building and working with teenagers. In partnership with Region V Systems, SROs receive an additional forty hours of Behavioral Threat Assessment Training, as well as another 8 hours of training specifically on youth behavioral health, threat assessment and management. All SROs also receive training on response to active threats in the school environment. In addition, per LPD's General Orders, SROs (like all Lincoln police officers) complete annual mandatory training concerning implicit bias, cultural competency, and de-escalation. SROs complete collaborative training with school administrators on a regular basis as well. Upcoming trainings include 40 hours focused on strategies for youth, which is scheduled for the summer of 2019. LPD and Lincoln Public Schools will continue to seek out training opportunities for SROs.
- Who conducts the SRO training?
 - The Lincoln Police Department (LPD), working jointly with Lincoln Public Schools, identifies training opportunities for SROs. Some training sessions are conducted by LPD;

others are conducted by outside professionals with expertise in training police officers to communicate and interact with students.

- Are middle school students, parents, and school staff prepared for the arrival of SROs in middle school buildings?
 - The public process leading to the Safe and Successful Kids Interlocal Agreement provided opportunities for input and candid discussion. Lincoln Public Schools (LPS) and the Lincoln Police Department have partnered to provide training for the existing SROs and building administrators. Middle school leadership and the new SROs participated in this eight-hour collaborative training. (See above for additional training SROs receive.) In addition, LPS will provide training and information to all of its staff about the role of SROs, their roles with respect to SROs, and how to incorporate SROs in the classroom. In short, there has been active communication about SROs among the schools, the parents and most importantly, the students.
- What trainings do teachers and staff receive about the role of SROs?
 - Lincoln Public Schools will provide training and information to all of its staff about the role of SROs, how to incorporate SROs in the classroom, their roles with respect to SROs, and their roles in relation to disproportionality.
- Could some schools serve as “mentor schools” based on their handling of challenging disciplinary and/or criminal justice referral situations?
 - Possibly, depending on a review of the data.
- Can the community offer feedback on potential new training for SROs, building administrators, and/or school staff?
 - Yes. Such feedback can be offered several ways, including via the Comment Now button on the Safe and Successful Kids Interlocal Board webpage.

Student Rights

- How will students know what their rights are (including the right against self-incrimination) when interacting with SROs who are conducting investigations?
 - SROs follow the same written directives or guidelines in protecting student rights as any other law enforcement officer.
- How will students know the difference between a casual conversation with an SRO and an official police inquiry concerning an incident?
 - The SRO will tell the student that the SRO is speaking to the student about a legal matter or criminal incident. In addition, before a student aged 15 or younger is interviewed by an SRO, parents will be notified. Parents may be notified before a student aged 16 and over is interviewed. Lincoln Police Department (LPD) policy also requires that when LPD officers (including SROs) investigate calls for service at a school, they must first make contact with the principal or school representative, unless immediate intervention is needed.

Lincoln/Lancaster County Formal Diversion Options: General Background Information

Truancy Diversion: Comprehensive program for students who would otherwise have a truancy adjudication in juvenile court. Participants have regular appearances before the designated Judge/County Attorney and Principal at their school outside of regular school hours. The truancy team is comprised of the County Attorney’s Office, Private Defense Attorney, Juvenile Court, Lincoln Public

Schools, and Treatment Providers that are working together and committed to encouraging and supporting the youths' participation in pro-social activities and positive behavior in school.

RESTORE: Diversion from court involvement for students ages 11 to 17 who would otherwise be referred to the County Attorney for an assault or disturbing the peace inside any LPS school. This 60-day program holds youth accountable for their behavior through restorative justice practices and encourages behavior change through interventions and referrals to appropriate programs. Upon successful completion, the arrest will be removed from the youth's record and no further legal action will be taken.

SAMI: School-based Alcohol and Marijuana Intervention diversion program provides an opportunity for LPS high school students who would otherwise be referred to the County Attorney for alcohol and/or marijuana possession offenses. Participants in this program complete an online drug and alcohol course and receive a drug and alcohol evaluation. Upon successful completion, the arrest will be removed from the youth's record and no further legal action will be taken.

Juvenile Diversion: Alternative to traditional justice proceedings for youth ages 11 to 17 who have committed certain types of legal violations. After the early assessment process (interview with youth and family) is completed, the County Attorney determines eligibility for the program. Program components include: restitution, pro-social activity, community service, educational component, drug and/or alcohol testing as needed and treatment, and a \$60 fee.

Intensive Diversion: Youth referred to Intensive Diversion are given the opportunity to participate in diversion for a second time. Youth must have a minimum of a nine-month lapse between the date of successful completion of regular diversion and the date of the new offense. Program requirements are similar to regular diversion with additional community services hours, family engagement and \$100 program fee.

FACTSHEET

SUBJECT: Approval of the evaluation plan for Protective Programming

STAFF RECOMMENDATION: Approval

LINCOLN COMMUNITY LEARNING CENTERS BOARD

STAFF CONTACT PERSON: John Neal

RECOMMENDATION: No action.

ATTACHMENT: Draft Protective Programming / SRO Program Evaluation Matrix

REASON FOR ACTION

The Safe and Successful Kids (SSK) Interlocal Board is being asked to approve the evaluation plan for Protective Programming / SRO Program.

DISCUSSION / FINDINGS OF FACT:

The MEMORANDUM OF UNDERSTANDING BETWEEN CITY OF LINCOLN AND LINCOLN PUBLIC SCHOOL REGARDING SCHOOL DISCIPLINE AND SCHOOL RESOURCE OFFICERS (MOU) approved in May, 2018 includes the development of a Protective Programming/SRO program evaluation process to be in place in time for the start of the 2019-2020 school year (Section 4.).

The six goals for school discipline and law enforcement included in the MOU (Section 1.) are as follows:

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.

The SSK Interlocal Board approved the process for development and approval of the evaluation process at their November 18, 2018 meeting as follows:

- A. LPS and LPD staff have come together to create a matrix that aligns the six goals with existing data sources and proposed new data sources to fill in any gaps.
- B. LPS and LPD staff held a public meeting facilitated by Leadership Lincoln on November 8 to receive feedback in small groups on the evaluation plan matrix and its components.
- C. Opportunities were be available to share ideas regarding the evaluation plan online using the LPS Let's Talk system.
- D. Based on feedback from the community, LPS and LPD staff have made adjustments to the evaluation process matrix and components.
- E. The draft of the plan was presented to the LCLC Board at their February 28, 2019 meeting for feedback.
- F. A final draft will be presented to the SSK Interlocal Board at the March 21, 2019 meeting for approval.

POLICY OR PROGRAM CHANGE: ___ Yes X No

OPERATIONAL IMPACT ASSESSMENT: Staff from LPD and LPS will work cooperatively to collect and report data based on the program evaluation matrix.

FACTSHEET PREPARED BY: Lynn Johnson

DATE: March 12, 2019

Action:

Date:

SRO Evaluation Plan – March 14, 2019

Program Goals	Analysis	Data	Who
<p>1. To create a common understanding that: (a) school administrators and teacher 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.</p>	<p>(1.1) Develop a document for LPS staff that contains information about the role of the SROs <i>(new data collection)</i></p> <p>(1.2) Create a dissemination plan for this document <i>(new data collection)</i></p>	<p>(1.1) LPS SRO Document</p> <p>(1.2) Dissemination Plan for SRO Document</p>	<p>LPS</p> <p>LPS</p>
<p>2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system.</p>	<p>(2.1) Outcome of citations/referrals generated by incidents that occurred on LPS school property</p> <ul style="list-style-type: none"> ● Analysis of trend data (2015-2018, and future) 	<p>(2.1) LPD citation/referral data</p> <p>(2.1) Diversion program data</p>	<p>LPD and Juvenile Justice</p> <p>LPS</p>
	<p>(2.2) The number of calls for service that occur on LPS school property during regular school hours</p> <ul style="list-style-type: none"> ● Description of types of incidents ● Frequency of incidents ● Analysis of trend data (2015-2018, and future) 	<p>(2.2) LPD calls for service data involving LPS school property during regular school hours</p>	<p>LPD</p>
<p>3. To promote effectiveness and accountability.</p>	<p>(3.1) Student and staff perceptions about safety and security at school</p>	<p>(3.1) Perception Survey</p>	<p>LPS</p>
	<p>(3.2) Student/parent/staff awareness of SROs and perceptions of SRO actions regarding resolution of issues. <i>(new data collection)</i></p>	<p>(3.2) Perception Survey</p>	<p>LPS</p>

<p>(3.3) Number of complaints involving SROs during the school year</p> <ul style="list-style-type: none"> • Types of complaints involving SROs • Analysis of trend data (2015-2018, and future) <p>(3.4) Number of commendations involving SROs during school year</p>	<p>(3.3 and 3.4) LPD complaint and commendation data</p>	<p>LPD</p>
<p>(3.5) Educational presentations conducted by SROs for LPS students</p> <ul style="list-style-type: none"> • Number and type of presentations 	<p>(3.5) LPD presentation data</p>	<p>LPD</p>
<p>(3.6) The number of calls for service that occur on LPS school property during regular school hours</p> <ul style="list-style-type: none"> • Description of types of incidents • Frequency of incidents • Analysis of trend data (2015-2018, and future) 	<p>(3.6) LPD calls for service data involving LPS school property during regular school hours</p>	<p>LPD</p>
<p>(3.7) Annual number of LPS students cited/referred by LPD officers for incidents on LPS school property.</p> <ul style="list-style-type: none"> • Analysis of trend data (2015-2018, and future) 	<p>(3.7) LPD citation and juvenile referral data</p>	<p>LPD</p>
<p>(3.8a) Types and frequencies of offenses on LPS school property associated with student citation/referral</p> <p>(3.8b) Person who initiated call for service associated with student citation/referral (SRO vs. another individual, such as a student, staff member, administrator, parent, or citizen)</p> <p>(3.8c) Relationship between types and frequencies of offenses on LPS property associated with student citation/referral and who initiated the call for service</p> <ul style="list-style-type: none"> • Types and frequencies of offenses associated with LPS discipline • Analysis of trend data (2015-2018, and future) 	<p>(3.8a) LPD citation/referral data</p> <p>(3.8b) LPD citation/referral data</p> <p>(3.8c) LPD citation/referral data and LPS discipline data</p>	<p>LPD</p> <p>LPD</p> <p>LPS</p>
<p>(3.9) Diversion outcomes of citations/referrals generated by incidents that occurred on LPS school property</p> <ul style="list-style-type: none"> • Analysis of trend data (2015-2018, and future) 	<p>(3.9) LPD citation/referral data, Project Restore/SAMI (diversion program) data, and LPS discipline data</p>	<p>LPD, Juvenile Justice, and LPS</p>

<p>4. To provide training as available to SROs and appropriate LPS school administrators on effective strategies to work with students that align with program goals.</p>	<p>(4.1) Annual number of hours of training provided to SROs</p> <p>(4.2) Description of the types of training that SROs receive and the alignment of this training to program goals</p>	<p>(4.1 and 4.2) LPD training files</p>	<p>LPD</p>
<p>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.</p>	<p>(5.1a) Demographic breakdown of students cited/referred by LPD officers for incidents on LPS school property.</p> <p>(5.1b) Comparison of the demographic breakdown to overall demographics of LPS students</p> <ul style="list-style-type: none"> ● Comparison of the demographic breakdown to LPS students discipline records ● Analysis of trend data (2015-2018, and future) 	<p>(5.1a) LPD citation and juvenile referral data</p> <p>(5.1b) LPS Statistical Handbook (Student Section) and LPS student discipline data</p>	<p>LPD</p> <p>LPS</p> <p>LPS</p>
<p>6. To utilize best practices for training and oversight with the goal of reducing disproportionality.</p>	<p>(6.1a) Demographic breakdown of students cited/referred by LPD officers for incidents on LPS school property</p> <ul style="list-style-type: none"> ● Analysis of trend data (2015-2018, and future) <p>(6.1b) Comparison of the demographic breakdown to overall demographics of LPS students</p> <ul style="list-style-type: none"> ● Comparison of the demographic breakdown to LPS students discipline records ● Analysis of trend data (2015-2018, and future) <p>6.2) Outcome of citations/referrals generated by incidents that occurred on LPS school property during regular school hours.</p> <p style="padding-left: 40px;">Analysis of trend data (2015-2018, and future)</p>	<p>(6.1a) LPD citation and juvenile referral data</p> <p>(6.1b) LPS Statistical Handbook (Student Section) and LPS student discipline data</p> <p>(6.2) LPD citation/referral data, Project Restore/SAMI data, and LPS discipline data</p>	<p>LPD</p> <p>LPS</p> <p>LPD, Juvenile Justice, and LPS</p>

FACTSHEET

SUBJECT: Introduction of Proposed Safe and Successful Kids
Interlocal Funding for FY 2019-20

LINCOLN COMMUNITY LEARNING CENTERS BOARD
RECOMMENDATION: Pending meeting on March 21, 2019

STAFF RECOMMENDATION: Introduction and initial questions at the
March 29 meeting. Recommendation to include proposed funding in
Lincoln Public Schools and City of Lincoln FY 2019-20 budgets

STAFF CONTACT PERSONS: John Neal – (402)436-1608,
Lynn Johnson – (402)441-8265

ATTACHMENT: Proposed Safe and Successful Kids Interlocal Funding for FY 2019-20

REASON FOR ACTION

Pursuant to Article V of the Interlocal Cooperation Agreement between Lincoln Public Schools and City of Lincoln for Lincoln Safe and Successful Kids an operating budget is to be submitted to each of the interlocal agreement participants by May 1 of each year for inclusion in budgets for the next fiscal year.

DISCUSSION / FINDINGS OF FACT:

Article III 1. The budget annual increase for funding support for Purpose and Programs may be up to 5%. The proposed budget increase is 4% consistent with the anticipated increase in School Resource Officer and Threat Assessment Officer salaries (Protective Programming) and benefits. The proposed Safe and Successful Kids combined appropriations from LPS and the City is \$2,184,000.

Article III 2.c.i and ii. The funding allocation for the net operating cost of the City's CLC sites may increase from actual expenditures by not more than the Wages and Salaries Employment Cost Index for wages and salaries for state and local government workers as prepared by the United States Department of Labor Bureau of Labor Statistics for the most recent fiscal year. The increase in employee benefits is to be the actual projected cost of benefits. The calculated maximum increase in cost for the City's CLC sites cannot be more than \$625,751. The actual proposed budget amount is \$607,457.

Article III 3.a. The funding allocation for Protective Programming may be up to 30% of Net Program Funding (total funding minus the funding for the City's CLC sites). The proposed funding for Protective Programming is \$472,963, which is 30% of the Net Program Funding.

Article III. 4.a. The funding allocation for Proactive Programming may not be less than 40% of Net Program Funding. The proposed funding for Proactive Programming is \$685,580, which is 43% of the Net Program Funding.

Article III 5.a. There are not parameters for the funding allocation for Preventive Programming. The proposed funding for Preventive Programming is \$416,000, which is a 4 % increase from the prior fiscal year.

Article IV 2. The Interlocal Board may approve administrative costs including professional fees for legal and accounting services for the Nonprofit Board. The proposed funding for these administrative costs is \$2,000.

POLICY OR PROGRAM CHANGE: Yes No

OPERATIONAL IMPACT ASSESSMENT: LPS and the City would each fund \$1,092,000 for a total of \$2,184,000 to support the FY 2019-20 Safe and Successful Kids Interlocal budget.

FACTSHEET PREPARED BY: Lynn Johnson

DATE: March 11, 2019

Action:

Date:

Safe and Successful Kids Interlocal Board Budget Allocation						
FY 2018-19 Current and F& 2019-20 Proposed						
March 14, 2019	FY 18-19 APPROVED					FY 19-20 PROPOSED
Sources						4% increase
LPS SSK Interlocal Agreement Appropriation	\$1,050,000					\$ 1,092,000
City SSK Interlocal Agreement Appropriation	\$1,050,000					\$ 1,092,000
Total Agreement Funding	\$2,100,000					\$ 2,184,000
City Funding for portion of SRO training expenses	\$40,892					
TOTAL Sources	\$2,140,892					\$ 2,184,000
			FY 18-19 EXPENDED thru Jan. 31	FY 18-19 PROJECTED Feb.1 thru Aug. 31	FY 18-19 TOTAL	FY 18-19 Notes
Uses						
Net Cost of City CLC sites	\$ 620,773	City Parks & Recreation Department	\$ 257,527	\$ 337,537	\$ 595,064	vacancy savings of \$21,246
Net Program Funding	\$ 1,520,119					\$ 1,576,543
Protective Programming	Cost	Managing Org.				
Threat Assessment Officer, Sept. 2018 - Aug. 2019	\$66,438	City Police Department				\$ 69,846
School Resource Officers, Sept. - Dec. 2018	\$106,831	City Police Department				\$ 403,117
School Resource Officers, Jan. - Aug. 2019	\$296,850	City Police Department				
Subtotal SSK Interlocal Funding	\$470,119				\$ 470,119	\$ 472,963
Percentage of Net Subtotal	31%					30%
Preventive Programming	Cost	Managing Org.				
Social Worker	\$ 100,000	LPS Student Services Department				\$ 104,000
Contracted Behavioral Health Services	\$ 300,000	LPS Student Services Department				\$ 312,000
Subtotal SSK Interlocal Preventive Funding	\$ 400,000					\$ 416,000
Percentage of Net Subtotal	26%					26%
Proactive Programming	Cost	Managing Org.				
Community Learning Centers Initiative Leadership Staff	\$ 218,480	LPS CLC	\$ 41,966	\$ 176,514	\$ 218,480	\$ 240,900
Community Learning Centers Programming	\$ 211,520	LPS CLC	\$ 2,326	\$ 264,193	\$ 266,519	\$ 239,680
CLC STEAM Programming	\$ 130,000	LPS CLC		\$ 130,000	\$ 130,000	\$ 145,000
Scholarships; family learning support and services; and SCCs at future CLC sites.	\$ 84,000	LPS CLC	\$ 431	\$ 28,569	\$ 29,000	\$ 60,000
Subtotal SSK Interlocal Proactive Funding	\$ 644,000	LPS CLC	\$ 44,723	\$ 599,276	\$ 643,999	\$ 685,580
Percentage of Net Subtotal	42%					43%
Nonprofit Board Legal and Financial Costs						
Legal	\$ 3,000.00	LPS Contractual				\$ 2,000
Financial	\$ 3,000.00	LPS Contractual				
Subtotal SSK Interlocal Funding	\$ 6,000.00					\$ 2,000
TOTAL USES SSK Interlocal Funding	\$2,140,892					\$ 2,184,000
Managing Organization Expenses						
LPS	\$ 1,050,000					\$ 1,103,580
City	\$1,090,892					\$ 1,080,420
	\$ 2,140,892					\$ 2,184,000