

# **School Resource Officer (SRO) Program Evaluation: Final Report for the Calgary Police Service (CPS)**

August 2021



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# Executive Summary

The School Resource Officer (SRO) program was established in Calgary in 1976 with the goals of:

- **Maintaining a safe and secure environment** within the schools to support a positive atmosphere for education.
- **Promoting awareness of the role of the police in society** through engagement with students in both formal and informal activities.
- **Establishing and maintaining a relationship** with school personnel and students to prevent criminal involvement.
- **Bridging the gap between police officers and students** to promote positive attitudes towards law enforcement and reduce youth involvement in crime.

The program currently serves 450 schools in each of Calgary's four school boards. In 2020, the CPS called for an independent review of the program in response to changing conversations about the role of policing in schools, and to fulfill its commitments to an anti-racism lens through its programming. They brought in Argyle, a third-party organization, to conduct background research, an environmental scan, and public engagement during spring 2021 to understand what the program is achieving, where there are gaps, and how the program can be adjusted or improved to address those gaps. Argyle collaborated with ActionDignity, a community-based organization, to design engagement and facilitate interactive student webinars, recognizing their expertise in working with Calgary's ethno-cultural communities on initiatives related to full civic participation.

Argyle (referred to as "we" throughout this report) designed the various engagement tools to answer the following research questions:

- Is the program achieving positive outcomes for students, families, schools and community members/partners?
- What value does it provide for each of these groups?
- How is the program perceived by each of these groups?
- Where are the gaps and risks to clients, stakeholders and to CPS?
- Are the services provided by the program equitable, inclusive and appropriate for students representing diverse communities?
- How can the program be improved?

With this engagement, the CPS sought to hear from students in Calgary schools, as well as those with direct experience with the SRO program. This report is a first look into the SRO program based on feedback from students, parents/guardians, school staff, teachers, CPS staff and SROs, and community members.

Altogether, we heard from over 1,900 participants via two online surveys, interviews, interactive webinars, an online portal for written and visual feedback, and email submissions. Based on feedback from engagement, we identified these emerging themes:

- General support for the program's continuation due to positive impacts and testimonials from students, parents/guardians, teachers, school staff, and CPS staff (including SROs).
- Identification of program delivery gaps and suggestions to address them.
- Desire for more training, resources, and supports for SROs to enable them to better carry out their duties – particularly for junior high and high schools.
- Identification of structural concerns and suggestions to reform the program, ranging from officer conduct changes to resourcing and programmatic changes.

- Concerns about negative program impacts, particularly for racialized students, and associated desire to explore alternative models to supportive safe and secure school environments without having a regular police presence in schools.

These themes informed a set of recommendations for the CPS to consider as they explore next steps with the SRO program. These recommendations centre on ensuring the SRO program is meeting its goals and being applied in a way that is equitable and inclusive, and that recognizes many different lived experiences and perspectives. Key recommendations include:

#### **Short- to medium-term:**

- Explore SRO program adjustments, such as in-classroom curriculum, presentations, and leisure-based programming to support proactive communication with students and staff.
- Implement embedded, continuous engagement, feedback, and reporting to inform program improvements over time: convene an advisory group consisting of students, parents, teachers, school staff, school board representatives, community leaders, and CPS representatives to oversee program outcomes. Ensure that the advisory group includes individuals who identify as Black, Indigenous, and/or People of colour (BIPOC) in order to continually assess the program, particularly as it relates to maintaining a safe and secure environment for BIPOC students.
- Enhance existing Professional Development opportunities for SROs, including guided and self-directed specialized EDI- training led by BIPOC trainers that is focused on positive relationship-building with students and staff.
- Enhance existing annual mandatory training with both guided and self-directed modules relating to childhood and youth issues, such as bullying, cyber safety, and mental health.
- Increase promotional opportunities to share the positive outcomes from the program with students and community members.
- Provide opportunities for new SROs to shadow experienced SROs to ensure that they are equipped for their roles and able to respond to the most pressing issues in the communities they serve. Work with the Executive Leadership Team (ELT) and Senior Leadership Team (SLT) to explore adjustments to tenure practices for SROs to reflect the need for on-the-job mentorship for newer officers.

#### **Long-term:**

- Evaluate SRO program funding to allocate one or more SROs for each school in Calgary's four school districts to improve consistency, relationship-building, and resourcing.
- Depending on the outcomes of the continuous engagement described in the recommendations above, explore working with an EDI-focussed program evaluator to address key areas for program improvements that fulfill the CPS' commitment to anti-racism.
- Adjust recruitment, hiring, and training practices using an EDI lens to ensure that every SRO is equipped to fulfill the program goals of maintaining a safe and secure environment for all students. Build demographic considerations into SRO assignments so that, as much as possible, officers reflect school and community demographics.
- Implement accountability mechanisms for reported incidents of racism or discrimination so that students, parents/guardians, teachers, and school staff clearly understand how they can report incidents and what action will be taken.
- Continue to explore community partnerships to support program delivery in a way that is culturally relevant and reflective of Calgary's diverse communities.



- Implement an annual SRO training review to verify that all training is up-to-date and reflective of current issues facing children and youth in Calgary schools.

Together, these recommendations will support the CPS as it explores future strategies for the SRO program.

# Introduction

School Resource Officers (SROs) are sworn law enforcement officers with the Calgary Police Service (CPS) who are placed in schools. The program has been running since 1976 and currently has 36 SROs across Calgary, in all levels of education, in the following school boards: Palliser School Division, Conseil scolaire FrancoSud, Calgary Board of Education and Calgary Catholic School District. Key program goals include providing a visible and positive image of law enforcement, mentoring students, providing advice and guidance, and assisting in instances of bullying and school violence.

As part of the CPS Commitment to Anti-racism, Equity & Inclusion response to Notice of Motion published in September of 2020, the CPS has committed to responding to the lack of evaluation data on whether or not the SRO program is achieving positive outcomes for all students. Recognizing community conversations about the roles of SROs in schools and broader conversations about policing in society, the CPS commissioned an independent review of the SRO program, including key findings and recommendations. After issuing a competitive bidding Request for Proposals process, CPS contracted Argyle Communications Inc. as a neutral, third-party organization to conduct this evaluation, with direction to collect input from students and stakeholders in the City of Calgary. Argyle has no affiliation to the CPS or any Calgary school board.

The purpose of this evaluation was to better understand how the SRO program is experienced by students and school communities across Calgary, whether it is achieving positive outcomes for all students, where gaps exist, and how the program could be adjusted or changed to address those gaps. The CPS sought to collect data from students, parents/guardians, teachers, school staff, and other community members to identify opportunities, challenges, and gaps in the program, from the perspective of program delivery (CPS staff and SROs) and experience (students, parents/guardians, school staff, and community members).

In consultation with the CPS, Argyle implemented a robust engagement program from March to May 2021. Engagement was grounded in background research, an environmental scan, and current public discourse, as well as an intention to invite feedback from students who self-identified as BIPOC, to ensure that any recommendations reflect how diverse groups understand, perceive, and experience the program. Ensuring that groups who experience systemic racism, marginalization, and/or negative experiences have their voices amplified was important, because knowing what is urgent and important for them will also support students more broadly. Crucial to this goal was collaborating with ActionDignity, a community-based organization that works closely with Calgary's ethnocultural communities towards civic participation and integration. Engagement findings were used to answer a series of research questions to help the CPS assess how well the program is meeting its goals and how it could be adjusted or improved.

These findings demonstrate the crucial and nuanced conversations that must continue between CPS and the populations they serve through the SRO program. As the CPS looks to advance anti-racism initiatives, inclusive practices, and determine possible changes or adjustments to the SRO program, the emerging themes and suggestions from this report should be considered and contextualized by further dialogue with students and the broader communities in Calgary.

# Project background

## About the SRO program

The SRO program has been operating since 1976. In 2020, the program was in **450 schools**, including all of Calgary's publicly funded schools. SROs are trained to perform three roles: law-related educator, law-related counselor, and law enforcement. They aim to use a proactive lens to provide a continuum of services and supports to prevent students' involvement in criminal behaviour. The program's goals are:

- **Maintaining a safe and secure environment** within the schools to support a positive atmosphere for education.
- **Promoting awareness of the role of the police in society** through engagement with students in both formal and informal activities.
- **Establishing and maintaining a relationship** with school personnel and students to prevent criminal involvement.
- **Bridging the gap between police officers and students** to promote positive attitudes towards law enforcement and reduce youth involvement in crime.

To achieve these goals, SROs work closely with school administrations on a day-to-day basis to provide support across all developmental levels from Kindergarten through Grade Twelve. The following is a breakdown of the SROs within schools in Calgary in 2020:

- **Elementary - 12 officers:** Kindergarten through Grade Six (or Kindergarten through Grade Four if Junior high starts at Grade Five).
  - Use the *Start Smart Stay Safe program (S4)* which aims to support resilience of students in schools and communities. The program has four themes: Safety and Significance in the Community, Mastering Skills for Success, Self-Awareness and Choice, and Living in Service to Others.
- **Junior High/Middle school – 8 officers:** Grade Seven through Nine (or Grade Five through Eight)
  - Provide a visible image of law enforcement, mentor students, provide advice and guidance, assist in instances of bullying and school violence, administer presentations, and provide programming throughout the year.
- **Senior High – 18 officers:** Grade Ten through Twelve (or Grade Nine through Twelve)
  - Provide a visible image of law enforcement, mentor students, provide advice and guidance, assist in instances of bullying and school violence, administer presentations, and provide programming throughout the year.

The CPS allocates \$3,960,000 annually to fund the SRO Program. Currently two school boards (CBE and CCSB) contribute funding for SRO training, primarily at the senior high level. For the CPS, this cost is offset by the reduction in calls for service to the frontline patrol as there is an officer assigned and onsite if minor criminal incidences were to occur on school grounds.

SROs undergo **mandatory, annual training**. Additionally, they receive non-mandatory opportunities for professional and personal development. Training opportunities include:

- Annual Mandatory Training: includes rapid intervention training, and *Orientations* which are designed to incorporate topics specific to the needs and trends that will impact the role of SROs.
- A 100 Best Practice Checklist for Proactive Engagement with Schools. This is a checklist for SROs to ensure they are proactively engaging with their assigned schools. The checklist emphasizes the relationship between SROs and the school community.

- A SRO-100 Handbook – Foundations: An Introduction to Community Policing in Schools. The handbook serves as a manual that outlines the purpose and role of SROs, as well as the primary frameworks in which they are meant to work within and offer support, including resilience theory and strength-based approaches. These approaches recognize students' existing strengths, capabilities and resources and focus on positive relationship-building with caring adults.
- Non- mandatory Professional Development opportunities, facilitated during team days, team meetings, or offered as custom designed info sessions. Topics are relevant to their roles in supporting schools.
- Personal Development opportunities, included self-directed learning.
- Non-mandatory training offered through "Chief Crowfoot Learning Centre".
- Non-mandatory training offered through the "Forensic Child Interviewing Course" within the Child Abuse Unit.
- Instructor Development.
- Mandatory "Train the Trainer" session that SROs are expected to go through prior to facilitating sessions at school, to school staff, students, and to each other.

## About the SRO program evaluation

### Previous evaluation

In 2011 CPS did an evaluation of the SRO program with a "...focus on ensuring the continuing relevance of the program". The evaluation framework sought to determine if the program has contributed to three core tenets: crime prevention and education, crime reduction and treatment, and enforcement. The following is a summary of the results of this evaluation pertaining to students, parents, and staff.

- The results of this evaluation showed that the majority of students did not know the SRO in their school, and that they had hardly interacted with the SRO during the year. Students generally expressed satisfaction with the quality of services SROs provided to their school, however, they had not experienced any change which could be attributed to the SRO being at their school. Results showed that students also generally perceived the SRO as someone who is to ensure safety in the school.
- Results also showed that the majority of parents had not interacted with the SRO during the year of review, and that they perceive the SRO's role to be largely related to maintenance of law and order and school safety. Parents also did not perceive the SRO to impact cyber-bullying, bullying, or parent-police relations, however, they perceive the SRO to positively impact student-police relations.
- Results relating to staff at schools showed that the majority understand the role of SROs and knew the SRO assigned to their school. They also demonstrated a high level of willingness to interact with the SRO. Staff indicated that SROs highest impacts were on bullying, cyber-bullying, and graffiti.

Leadership of the School Resource Officer program changed hands in 2018 and a concerted effort was made at that time to address the recommendations in the 2011 report. This included:

### SRO improvement

- Improved hiring practices including pre-screening and ride-a-longs to filter skill sets.
- Training improvements including a yearly SRO100 refresh, access to multiple internal and external courses including autism in youth, suicide awareness and mental health supports.
- Improved working relationships with school administrations to discuss and improve officer performance.
- Training on indigenous smudging, sacred spaces and reconciliation.

### Program improvement

- Program development, review, and trials.
- Conducting regular audits on existing tools and completing new tool assessments.
- Improved communication with District Commanders and Crime Management Strategies.

### Relationship improvement

- Actively engaged in school, sporting and charity events, religious celebrations.
- Embedded in school programs such as CALM, GSAs and coaching teams and clubs.

### Collaboration improvement

- Improved working relationships with school administrations to discuss and improve the program, student needs and school community needs such as planning and coverage for events that draw large crowds.
- Improved collaboration with CPS units for support and guidance.
- Provide SRO training to officers from multiple nearby communities.
- Work collaboratively with internal and external youth-focused groups including RCSD, Child Advocacy Centre, and district threat assessment teams.

It is important to note that the following program changes have not been done:

- No access to analytical support for data collection and analysis.
- No yearly crime/disorder management planning.
- No access to funding for training supports.
- No access to additional staffing to facilitate new programs.

This subsequent program evaluation provides further findings and recommendations to the CPS, building on the previous findings and program improvements described above.

### Issues scan

We recognize ongoing conversations around policing in schools and communities, as well as systemic concerns about racism and discrimination experienced by BIPOC communities. To better understand these conversations, we researched how diverse communities in Canadian jurisdictions have experienced SRO/SLO programs and why there have been calls to remove officers from schools in 2020 and 2021. Key issues include:

- Continual calls to dismantle policing institutions: [Black activists across the prairies are calling for defunding of police: is anyone in power listening?](#) (CBC Saskatoon, April 25, 2021)
- Anti-Black racism in criminal justice systems – report prepared by the Canadian Association of Black Lawyers: [Little done to stop anti-Black Racism in Policing, Criminal justice in last 25 years: Ontario Report](#) (Global News, February 16, 2021)
- Concerns about Black youth being pushed out of schools and into the criminal justice system – research initiative led by the Black Legal Action Centre: [New initiative aims to tackle 'school-to-prison pipeline' Black students face in Ontario](#) (CityNews March 3, 2021)
- Concerns about discrimination and racism and a call to review the role of VPD and RCMP officers in Vancouver schools: [Anti-racism advocates call for VSB to act on promise to review role of police in schools](#) (CBC British Columbia, October 15, 2020)

- Links between educational institutions and the criminal justice system: [Students, officers, community members debate future of the VPD in Vancouver schools](#) (CBC British Columbia, March 9, 2021)
- Concerns about Edmonton's SRO program representing active policing, and misrepresentation of the program as being about relationship-building and student engagement: [Motion to remove police resource officers from Edmonton public schools narrowly defeated](#) (CBC Edmonton, June 24, 2020)
- Calls from community groups to remove police officers from schools in Manitoba to advance healthy, equitable, and anti-racist schools: [Winnipeg School Division budget cuts police from schools 'solely for financial reasons'](#) (CBC Manitoba, March 9, 2021)
- Concerns about systemic racism and disproportionately punitive effects on Black and Indigenous students: [Peel Regional Police end school resource officer program after community consultation](#) (Global News, November 19, 2020)
- Concerns about anti-Black racism and desire to dismantle systemic barriers to higher education experienced by Black students: [Canada's largest school district ended its police program. Now Toronto may be an example for U.S. districts considering the same](#) (Chalkbeat, June 19, 2020)

Within Calgary, we also noted several related actions and initiatives to consider as part of the backdrop of this program evaluation, including:

- [Petition: Reallocate the Calgary Police service budget and re-invest in our Communities Now](#)
  - This petition makes calls to reduce CPS budget by 30%, reallocated and reinvested throughout the community to rebuild trust and rectify systemic racism.
- [Black Queer Leadership in the #DefundthePolice Movement](#)
  - Workshop hosted by Calgary Pride and local community organizers.
  - Part of a broader series of online workshops open to the public on diverse topics geared towards effective allyship within LGBTQ2S+community.
- [August 2020: Rally organized advocating to defund police and show solidarity with black trans rights](#)
  - Organized by Defund YYC, Black Lives Matter Calgary, Idle No More and Land Black movement.

These events add provide important context for this program evaluation, with a focus on exploring concerns related to racism and discrimination, and finding out whether the current SRO program is advancing the CPS' Commitment to Anti-racism, Equity & Inclusion (detailed below).

### **The CPS' Commitment to Anti-racism, Equity & Inclusion**

As part of the CPS Commitment to Anti-racism, Equity & Inclusion response to Notice of Motion published in September of 2020, the Service has committed to dismantling systemic racism. CPS shared in this document that there has been a lack of evaluation data on the effectiveness of the SRO program in achieving positive outcomes for all students. CPS acknowledges that questions from the community have come up, about whether SROs are appropriately trained to address student issues, about the prioritization of SROs over other health and mental health supports that are currently under-resourced in schools, and about the perception that SROs do not make BIPOC students feel safe. The CPS aims to be a leader in responding to community dialogue regarding EDI and to engage with their SRO-associated school communities to understand their perspectives on the SRO program, and do so in an equitable way – which led them to commission an external program evaluation.

While there are many perspectives about the SRO program in Calgary and across Canada, this evaluation aimed to hear from the voices of those who may be most affected by the SRO program, including students, parents/guardians, school administration and those who identify as BIPOC. Ensuring that groups who experience more systemic racism, marginalization, and/or negative experiences have their voices amplified is important, because knowing what is urgent and important for them will also support students in general.



While evidence in Canada is lacking, research into SRO programming in the United States showed that similar programming can lead to more arrests for discretionary issues like disorderly conduct, as well as more arrests of socioeconomically marginalized or ethnic minority students. The efficacy of SRO programming, its relevance, and its utility appear to be a function of one's demographic background and positionality within the educational and legal systems. In order to better situate CPS throughout Canada, consider broad Canadian context, and lay a foundation for this evaluation, we completed an environmental scan, which offers possible pathways to address concerns and gaps in SRO or SLO (School Liaison Officer) programs elsewhere in Canada.

## Environmental scan

The purpose of this environmental scan was to understand how school districts in jurisdictions both within and outside of Alberta have responded to community interest in evaluating their School Resource Officer (SRO) or School Liaison Officer (SLO) programs. Environmental scans are a useful tool for mapping the current landscape of research evidence and community resources that inform project context. We collected this information from online media scans, further research into school board and various city police service websites, and previous projects; this scan is intended to give a snapshot of parallel evaluation programs and is not an exhaustive review of programs in jurisdictions across Canada. Given that many school districts have reviewed or are in the process of reviewing SRO/SLO programs, it was important to understand potential options for exploring changes or adjustments to the CPS SRO program to best meet the needs of the Calgary students and school communities.

Exploring jurisdictions that have, or are, considering similar program reviews across Canada offers an understanding of the environment that the CPS SRO program is being evaluated within. From this environmental scan we can ensure that the work of other jurisdictions on this topic are not only considered in their specific jurisdiction but work to inform the collective systems of policing and education. In order to utilize the research that other school boards, police services, and community groups have done, we paid particular attention to what actions each jurisdiction took, how they responded to community interest in SRO/SLO programs, and what other factors informed their decisions. Please see Table 1 for a list of jurisdictions and the actions they have taken to adjust, change, or keep their SRO/SLO programs.

The environmental scan demonstrates that many school boards and police services are undergoing similar evaluations and reviews as the CPS has engaged in. A majority of these have occurred after George Floyd's death in May 2020 and the subsequent increase in media coverage on issues surrounding Black Lives Matter and systemic racism in police services. For jurisdictions who have either cancelled, suspended, or reformed their programs, changes include:

- Redeploying SROs, and their program funding, to a ["youth enhanced deployment \(YED\) model"](#) which uses officers trained to work with students to be deployed on a non-emergency police line where one can request a YED officer, instead of having them positioned at schools (Edmonton, AB).
- Redefining relationships between school boards and police departments (Municipal Services and RCMP) to provide emergency support and educational materials in lieu of having officers stationed in schools; exploring a new relationship with police to develop trauma-informed approaches to working with children and youth (Vancouver, BC).
- Moving to a collaborative model where officers will support school boards to respond to any incident that threatens school safety in lieu of having officers stationed in schools (Toronto, ON).
- Exploring alternative partnership models between school boards and police departments to support positive relationship-building (Hamilton, ON).

- Reviewing specific features of the program, such as the carrying of arms (Winnipeg, MB).
- Reallocate SRO officers and SRO funding to be part of a hiring 'Safety Coaches' - people who work with youth, have cultural sensitivity and anti-racism training, and experience in risk assessment and suicide prevention (Edmonton, AB).
- Engaging provincial school board associations on curriculum design on the topic of including police in schools (Edmonton, AB).

**Table 1: Environmental scan for SRO and related programs in Canadian jurisdictions**

Jurisdiction	School board and number of schools	Action	Year	Next steps
Alberta				
Edmonton	Edmonton Catholic Schools (12 junior and senior high schools)	In review – not suspended	2020	<ul style="list-style-type: none"> <li>Edmonton Catholic Schools will be <a href="#">Evaluating the SRO program</a> this school year, “to assess the program’s strengths and areas for growth”, while it continues to run.</li> </ul>
Edmonton	Edmonton Public Schools (19 junior and senior high schools)	In review – suspended during review	2020	<ul style="list-style-type: none"> <li>Suspended its SRO program for the 2020-2021 school year while under review.</li> <li>In the interim, moved the 17 school resource officers previously assigned to the school district to the <a href="#">“youth enhanced deployment (YED) model, which uses officers trained to work with young people. Officers will not be assigned to or stationed at a particular school. Schools will need to call the non-emergency police line to request a YED officer.”</a> Funds from 2020-2021 school year were redirected to the YED program.</li> <li>School division is looking to hire ‘<a href="#">Safety Coaches</a>’ for fall 2021 - people who work with youth, have cultural sensitivity and anti-racism training, and experience in risk assessment and suicide prevention.</li> </ul>
British Columbia				
New Westminster	New Westminster Schools (8 elementary, 3 middle, and one secondary school)	Cancelled	2021	<ul style="list-style-type: none"> <li>New Westminster Schools called for a <a href="#">“redesign of the relationship”</a> with the New Westminster Police Department.</li> <li>The New Westminster Police Department will <a href="#">“continue to work with youth, their youth-at-risk officer, and with the school district on what it might look like in the new school year as far as whatever training or programs need support.”</a></li> </ul>
Vancouver	VSB (18 secondary schools)	Cancelled	2021	<ul style="list-style-type: none"> <li>The VSB says that they <a href="#">“will continue to work with Vancouver police and RCMP to establish communication protocols to deal with emergencies, lockdowns and violent threats, and determine processes to ask for help with information sessions to deal with gang prevention, restorative justice, “stranger danger” and internet safety.”</a></li> <li>Vancouver Police Department says that they are <a href="#">“open to an evolving relationship that could include roles for plainclothes officers in city schools.”</a></li> <li>VSB says that it has <a href="#">“proposed a new relationship with police to develop trauma-informed approaches to working with children and youth.”</a> This could include exploring alternative models to communication, including restorative justice.</li> </ul>

Manitoba				
Winnipeg	Six school divisions Louis Riel, Pembina Trails, River East Transcona, St. James-Assiniboia, Seven Oaks and Winnipeg (78 schools)	Renewed	2020	<ul style="list-style-type: none"> <li>Winnipeg's city council opted to renew a contract with The Winnipeg School Division and the Pembina Trails School Division and the Winnipeg Police Service; officers will remain in schools in six school districts in Winnipeg. There was no review or evaluation that took place before this <a href="#">decision was made</a>.</li> <li>Community groups such as Police-Free Schools continue to call for the program to be ended, referring to concerns that marginalized students are being negatively affected. <a href="#">They have sent letters to suggest a review but the Winnipeg School Division said they haven't had an opportunity to discuss the issue yet</a>. The Superintendent of the Seven Oaks School Division says they might review the carrying of arms in schools, but has not confirmed.</li> </ul>
Ontario				
Hamilton	Hamilton-Wentworth District School Board (HWDSB) (38 secondary schools and 158 elementary schools)	Cancelled	2020	<ul style="list-style-type: none"> <li><a href="#">HWDSB is currently exploring</a> program gaps and planning community outreach around safe and inclusive programming drawing from the knowledge and experience of a 12-member working group.</li> <li><a href="#">HWDSB trustees voted to end their partnership with Hamilton police's school liaison program in favour of searching for an alternative to "fill the gap."</a></li> <li>Trustees from the Hamilton-Wentworth District School Board (HWDSB) sent a <a href="#">letter to the province</a> asking it to review and replace police liaison programs across Ontario.</li> </ul>
Ottawa	Ottawa Carleton District School Board (OCDSB) (two high schools and their feeder schools)	Cancelled	2021	<ul style="list-style-type: none"> <li>OCDSB trustees voted to <a href="#">cancel their SRO program</a> after many months of public consultation and debates. The public consultation and report on the SROs, conducted by the school board's office of the human rights and equity officer, highlighted the concerns of marginalized students.</li> <li>Trustees also voted to issue a formal apology to the communities and students harmed by the SRO program, as well as ask the city to redirect the money saved from ending the SRO program to develop alternative approaches to crisis intervention for youth.</li> </ul>
Ottawa (led by the Ottawa Police Service)	All school boards: Ottawa-Carleton District School Board, Ottawa Catholic School Board, Conseil des écoles publiques de l'Est de l'Ontario,	Cancelled	2021	<ul style="list-style-type: none"> <li>Following Ottawa Carleton District School Board (OCDSB) canceling their SRO program (see above), the <a href="#">Ottawa Police Service discontinued the SRO program altogether</a> in order to allocate resources elsewhere.</li> </ul>

	Conseil des écoles catholiques de langue française du Centre-Est (117 elementary schools 25 high schools 5 secondary alternative sites)			
Peel (led by Peel Regional Police)	Peel District School Board (five high schools) and Dufferin-Peel Catholic District School Board (26 high schools)	Cancelled	2020	<ul style="list-style-type: none"> <li>Peel Regional Police say they will continue to fulfil their role in the Region of Peel's Community Safety and Well-Being Plan, which <a href="#">"includes a specific commitment to partner with their community and advance the social development, safety, and overall success of youth."</a></li> </ul>
Toronto	Toronto District School Board (TDSB) (113 high schools)	Cancelled	2017	<ul style="list-style-type: none"> <li><a href="#">Trustees voted</a> to have staff continue to work in partnership with Toronto Police to maintain positive working relationships that will ensure a safe, welcoming and inclusive culture in every school. The Toronto Police will continue to respond to any incident that threatens the safety of students, staff, and school communities.</li> <li>The TDSB says that they continue to be guided by the Police-School Board Protocol (PR698) which <a href="#">"encourages a positive relationship between school communities and police officers and establishes guidelines for these relationships."</a></li> <li><a href="#">Program cancellation</a> was tied to widespread concerns about human rights and anti-Black racism, linked to acts of discrimination and violence in schools.</li> <li><a href="#">Positive results from program cancellation</a> include: 25% reduction in suspensions and 50% reduction in expulsions; these positive impacts are also tied to broader conversations around equity in schools and an increased focus on early literacy and academic streaming.</li> </ul>
Waterloo	Waterloo Region District School Board (121 schools)	Cancelled	2021	<ul style="list-style-type: none"> <li>Trustees with the Waterloo Region District School Board <a href="#">voted to cancel</a> the school resource officer program</li> <li><a href="#">The program was paused</a> in June 2020 after the African, Caribbean and Black Network of Waterloo Region and other groups called for police defunding and an end to the school program and a community outreach program with Waterloo regional police.</li> </ul>

- The Waterloo Region District School Board [did not consult students](#) as a means to reduce risk of harm to students.

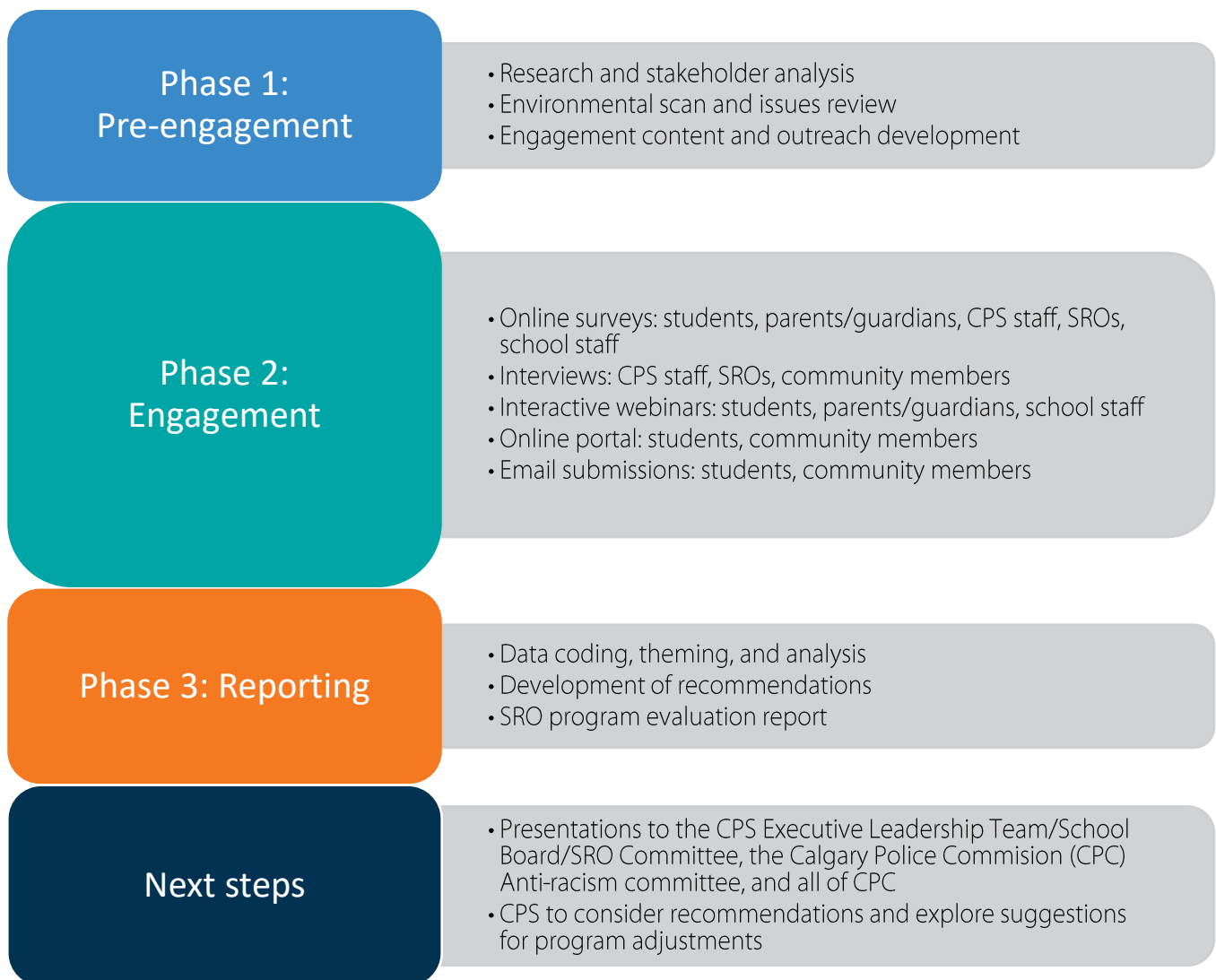


# Engagement process

## Engagement timeline

Given the purpose and scope of the engagement program as well as the social context described above, we developed a methodology consisting of three phases: pre-engagement, engagement, and reporting (outlined in Figure 1, below). Together, these phases informed possible next steps for the CPS. Phase 1 and 2 were supported by ongoing research and participant communication to inform adjustments and adaptations throughout. This helped us to iteratively make our outreach and engagement approach reach more students and young people. Each phase of engagement informed the next; these are detailed in Table 2 in the next section.

**Figure 1: Phases of engagement**



## Target audiences

Below is a list of target audiences for this project. CPS recognized that students were the primary stakeholder for this project, with an additional focus on amplifying under-represented, equity-seeking, or quieter voices within



student populations. An important aspect of engagement was reaching out to specific groups within Calgary school communities and ensuring that communications materials were designed and shared appropriately to connect to those groups:

- Students from elementary, middle, and secondary schools
- Individuals who self-identify as BIPOC, in the 2SLGBTQ+ community, and/or in the disability community within Calgary schools
- Parents and guardians
- School staff
- CPS staff and SROs
- Community partners with knowledge of and/or experience with the program

## Engagement approach

To ensure the engagement program was inclusive and available to all of the groups listed above, we developed five streams of engagement that built upon each other, in order to invite and collect input from different groups. These are shown in Table 2, below. We used an iterative approach to reach more students and offer additional engagement tools as the engagement progressed. To this end, we collaborated with ActionDignity to design and facilitate the student webinars in order to reach a broader audience. All sources of data collection were directed to Argyle, and no member of CPS had access to data. Please see Appendix C for engagement tools and communications.

**Table 2: Engagement and outreach tactics**

Engagement and outreach tactics	Students	Parents/ guardians	School staff	CPS staff/SROs	Community
 <b>Internal and external surveys:</b> In order to collect feedback from targeted stakeholder groups in an anonymous and convenient manner we launched two online surveys. One survey was made available to students*, parents/guardians, community members, and school employees at the four public and Catholic school boards: Palliser School Division, Conseil scolaire FrancoSud, Calgary Board of Education and Calgary Catholic School District. This survey was distributed through school board leads, school counselors, community liaisons, and community stakeholder representatives. Another survey tailored to SROs and CPS staff was distributed through CPS channels. All surveys were available online from March 3 to 31, 2021.	✓	✓	✓	✓	
 <b>Interviews:</b> To hear directly from SROs and CPS staff, we conducted short interviews to get an in-depth understanding of their experiences with the SRO program, impacts on schools in the four Calgary public and Catholic school				✓	✓

districts, and suggestions to adjust or improve the program. These interviews informed our understanding of how the program is experienced in different contexts (e.g. elementary, middle, secondary, and Outreach Program schools).



**Interactive webinars:** We offered interactive webinars to allow for more collaborative engagement opportunities for student groups, parent and guardian groups, and school employee groups. We offered separate webinars for each group and used the online tool Mentimeter for real-time engagement to foster virtual conversations in a facilitated, safe and welcoming space\*\*. After the initial round of engagement (the aforementioned online survey and one webinar per group) we added two webinars specifically for students. The webinars were promoted through the initial surveys, outreach from school boards, and outreach with evaluation program partner ActionDignity.



**Online engagement portal:** A user-friendly webpage on the City of Calgary's website acted as a central hub for students and youth to share their experiences and feedback. This mechanism was designed to build off the webinar, survey, and interview results. We tailored it to students and youth by offering multiple prompting questions, easy to use polling, and opportunities for people to submit feedback in the form of written text or drawings – allowing opportunities for students of all ages be involved in a safe and secure way.\*\*\*



**E-mail submissions:** We created a confidential Argyle email inbox to offer an additional outlet for any individual or group to provide input, with the option for writers to be anonymous. We shared the email address as part of the survey and during the webinars. All feedback was included in analysis, with a focus on reviewing submissions from students. Submissions are included in full in Appendix D.



**One-pager for Phase 1 surveys:** The initial survey link that was sent out to schoolboards, school counselors, community liaisons, and community stakeholder representatives to distribute, was accompanied by a one-pager that included survey description and instructions in English, Punjabi, Arabic, Spanish and French. This one-pager also explained how to complete the survey in those languages by using Google



Translate and Simple Survey in tandem. We also let survey participants or stakeholders know that they could contact us at [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com) with feedback.

**Communications for Phase 2 engagement:** We sent out additional communication to all school boards to inform them of survey deadline extension. For communications about the webinar and engagement portal we distributed information directly via email through the four school boards. We also partnered with ActionDignity to send the webinar and portal information registration links out through their channels. Finally, we directly contacted via email those who had participated in the survey to inform them of the future engagement opportunities.



*\*For those who identified as students, the community survey directed participants to a series of demographic questions that allowed them to identify their ethnocultural background, whether they are part of the 2SLGBTQ+ community, in the disability community, and/or any other intersecting identities they felt pertinent to disclose. This allows us to understand if certain segments of the student community are experiencing the program differently.*

*\*\* We planned and facilitated webinars in consultation with ActionDignity – previously the Ethno-Cultural Council of Calgary – to better reach students, including those who identified as BIPOC.*

*\*\*\* The portal was shared with students via a private link, and outreach was done through school boards. To maintain safe and secure virtual spaces, people had to register to use the portal; once verified, they received a password to login, share their feedback, and view others' comments. The team moderated each comment to ensure that nothing discriminatory or offensive appeared.*

## A flexible and adaptable approach to engagement

With input from the CPS, Argyle implemented an engagement program to reach key populations, with a focus on students. It is important to note that this is not the same as scientific research. While Argyle's engagement strategies are systemic and apply scientific standards, we use tactics to reach and centre the voices of specific populations – in this case, students and individuals who may be most impacted by the SRO program – rather than collecting data from a representative sample to make conclusions about a population. **Therefore, the evaluation presented here should not be generalized to represent all students across the City of Calgary, but rather represents a snapshot of what we have heard from those who elected to take part in engagement.**

To achieve the goal of hearing from specific people, we used communications and engagement tactics including: school board-based communications to reach students, iterative approaches to student engagement (i.e., developing further tools to add to what we heard in the online survey), and posing optional demographic questions to get a sense of who we were hearing from (please see Appendix B for a summary of who we heard from based on self-reported identities). To ensure that we were reaching students from diverse ethnocultural backgrounds, we collaborated with ActionDignity to share information and develop interactive student webinars. During webinars, we used active listening, discussion prompts, and Google Jamboards to make sure that quieter voices were heard.

In the data analysis and reporting process, we continued to highlight the voices of students and those who may be directly impacted by the program. For example, we selected quotes to illustrate emerging themes to convey the breadth of perspectives within each theme. Where applicable, we highlighted open-ended responses from sub-populations i.e., students who identified as being Black and/or Indigenous. **Ensuring that groups who may face systemic racism, marginalization, and/or negative experiences have their voices amplified was important, because knowing what is urgent and important for them will also support all students.**

We initiated engagement with a survey distributed through Calgary's four school boards - this had the goal of reaching students in schools across the city. The initial survey link that was sent out to schoolboards to distribute, and was accompanied by a **one-pager** that included survey description and instructions in the **five languages** of English, Punjabi, Arabic, Spanish and French. This one-pager also explained how to complete the survey in those languages by using Google Translate and Simple Survey in tandem.

In order to hear from students who may have direct experience with the program, we worked alongside ActionDignity to develop three interactive webinars in order to hear from a larger group of students. To offer different options for engagement we also added in a user-friendly online portal to engage more youth in the project, as well as adding in the opportunity for people to submit written letters via email for us to include in our analysis. By partnering with ActionDignity, we were able to send the webinar and portal information out through their channels, as well as have their input on the webinar facilitation and reporting. **These approaches added an additional 163 contributions from youth and provided poll-based and anecdotal information to answer the research questions.**

## Limitations to engagement approach

We identified a few limitations to our engagement approach. The main limitation was working within a virtual environment. This posed challenges with recruiting participants to complete the online survey and take part in interactive webinars – particularly students. Without the ability to connect with students in a classroom setting, there were limited opportunities to share information directly, answer students' questions about engagement, and provide support for them to participate.

A related limitation was a lack of knowledge and awareness about the SRO program among students, which may have reduced their interest and ability to engage. For example, during the interactive webinars, a few

students indicated they did not know who their SRO was or what the SRO program was meant to achieve. This limited their ability to give feedback on the program and to answer the research questions: *Is the program achieving positive outcomes for students, families, schools and community partners? What value does it provide for each of these groups? How can the program be improved?*

Finally, we faced limitations in reaching a diverse segment of Calgary's population. We asked a series of optional demographic questions (per the City of Calgary's standard approach to engagement) in the school and community survey, including a question about ethnocultural identity; however, only 15% of respondents chose to answer this question (with 52% of those respondents identifying as BIPOC – not including those who said they preferred not to answer). With this small group, it is difficult to make definite conclusions about the program's impact on students who identify as non-White. This impacted our ability to answer the research question: *Are the services provided by the program equitable, inclusive and appropriate for students representing diverse communities?*

Due to these limitations, we were able to reach a relatively small group of students. This means that the engagement findings can only be attributed to those who elected to participate and cannot be generalized across Calgary's population. These limitations and the steps we took to address them are explained further in Table 3, below.

## Challenges and mitigation strategies

Given the sensitive nature of the SRO program and public discourse on the subject, several key considerations were reflected through engagement planning. Our team took great care to ensure that all participants were treated with respect. We also sought to make space for all voices to be heard, understanding that some individuals and organizations may prefer not to take part in the engagement. We also tailored our approach to students by using many types of data gathering techniques for a wide range of literacy and ability levels.



**Table 3: Challenges and mitigation strategies**

Challenge	Description	Mitigation strategy
Different levels of understanding	Participants had different understandings of the SRO program. Some stated discomfort with taking part in engagement without enough knowledge, while others perceived the engagement process to be driven by the CPS, leading to possible discomfort and distrust.	Argyle prepared a summary of background information on the program so that all stakeholders came into engagement on a level playing field. We clearly communicated our role as a neutral, third-party organization with no affiliation to the CPS in order to address concerns about who was leading engagement.
Reaching participants in a virtual setting	Without existing relationships in place, it was difficult to reach students who identify as BIPOC and/or have direct experience with the SRO program. It was also challenging to build rapport with students given that all engagement was done online, limiting our ability to connect with students.	Argyle took time in the pre-engagement phase to research and understand stakeholder dynamics. We met early and often with CPS and often consulted with ActionDignity to understand how best to communicate and engage with students and equity seeking groups. We connected with school board leads, school counselors, community liaisons, and community stakeholder representatives to distribute the survey, webinar invitations, and portal link.
Reaching younger students	Given that communication and outreach happened virtually, it was challenging to ensure the younger students or students with different literacy needs would have enough opportunity to engaged.	Engagement opportunities were adapted throughout the project to ensure that multiple types of engagement were offered, and that options for those who couldn't write had methods of participation. For example, in the online portal we created spaces for students to upload photos they drew, and in the webinars we used images where students could click on the image to identify their emotions.
COVID-19 and online engagement	An online engagement program brought challenges related to adapting to technologies, screen fatigue, and competing responsibilities at home.	Argyle designed online discussion groups to be engaging and to allow for both verbal, written, and drawn feedback, which included Mentimeter (an easy-to-use polling tool) to offer engaging screen activities to garner feedback.
Other outreach challenges	Reaching key stakeholders was challenging due to time constraints, engagement fatigue, and language barriers. We understood that sometimes those with the most direct personal experience may not wish to share, especially if there is a risk of being re-traumatized.	Whenever possible, Argyle offered many ways for participants to engage and ensured supports were in place to create a safe and welcoming environment. One example of this was having an ActionDignity representative with experience working with youth to co-create and facilitate the student webinars.

## Removing barriers to participation

In addition to the challenges and mitigation strategies identified above, we strove to remove barriers to participation in order to reach as many individuals as possible within the engagement timeframe. This was to understand how the program is being experienced by different groups and identify possible program gaps. Our strategies for removing barriers to participation were informed by the CPS' priority to hear from a diverse segment of Calgarians. We took several measures to address these barriers, including offering different ways to engage (e.g., survey, interactive webinars, written submissions, online portal),

building technology supports into webinars, collaborating with ActionDignity to co-create and facilitate student webinars, translating communications materials into Punjabi, Arabic, Spanish and French, and distributing information through school boards to encourage student participation.

# Data collection

Our data collection followed the engagement approach outlined above. Each data collection tool used a variety of question types, which are described below:

**Table 4: Data collection tools**

Data collection tool	Data type
Surveys	Likert Scale questions (used to collect attitudes and opinions), multiple choice questions, open ended written responses
Interviews	Transcriptions for open ended verbal conversations (15 – 30 minutes)
Workshops	Facilitator notes and Mentimeter data: word clouds, ‘choose what represents your emotion’ images where people could choose a spot on an image that best described how they felt, chat box responses, open ended written responses
Online engagement portal	Polling, open ended written responses or drawn responses
Email feedback	Written open ended feedback (emails, Word documents, PDFs) sent to the CPS SRO engagement email address

## Analysis approach

Our data analysis approach was to separate data by population for key questions relating to experiences, ideas, and suggestions for the SRO program, so that we could dive deeper into understanding the perspectives of different stakeholder groups (students, parents/guardians, school staff, broader community members, and CPS staff including SROs). For each stakeholder group, we drew out themes, sub-themes, and supporting quotes from the raw data from the engagement tools described above.

In order to understand and analyze the open-ended questions, we identified themes directly from the data, and then categorized each response to those themes – this is an iterative approach where we explore the nuance within the themes and focussed on understanding participants’ experiences, ideas, and suggestions. These final themes are captured in the ‘Engagement results’ section of this report and are the basis for our summaries and suggestions to the CPS based on the feedback received through engagement.

**This type of engagement is not intended to be generalizable, but rather to make space for a range of experiences and viewpoints. While the analysis below provides the top themes for each question, we also included notable themes that were less common (by frequency of comments) but that are important for the CPS to consider as part of this program evaluation.** Ensuring that groups who experience more systemic racism, marginalization, and/or negative experiences have their voices amplified was important, because knowing what is urgent and important for them will also support students in general.

## Collecting demographic data

The online survey was the first engagement tool used, and the only tool where we opted to collect demographic data. Demographic data was only collected for students who participated in our online survey, as they were the target audience. The survey was set up so that, if someone identified as a student, they were directed to the demographic questions at the end of their survey. If they identify as any other category (i.e., school staff,

community partner, parent/guardian) their identity factors were not collected. All demographic questions were optional, following the City of Calgary’s standard process for surveys.

By gathering voluntary identification data, we are better able to understand and hear from the voices of students who are BIPOC, LGBTQ2S+ and/or those with disabilities. The collection of demographic data was done in order to understand if people who self-identify as part of these groups experience think about the SRO program differently than other segments of the population. This will help us to provide more fulsome understanding for CPS to consider, in the spirit of elevating equity-seeking voices. It is important to note that our findings for focus communities are not necessarily representative, since self-identification was always optional (with 91% of respondents choosing to answer at least one demographic question).

Who we reached

Our engagement program reached approximately 1,900 individuals, including students, teachers, parents/guardians, school staff, CPS staff (including SROs), and community members. This includes our count of participants for each engagement method described above. We ensured there were many ways to share input, including 1:1 interviews, interactive webinars, online surveys, and an online engagement hub (with options to contribute text, drawings, and photos). **In particular, we offered many engagement tools for students to encourage them to share their feedback in a way that felt safe, comfortable, and convenient.** Please see Appendix C for engagement tools and communications that were used to share information and let people know how they could participate.

Figure 2: By the numbers: who we reached



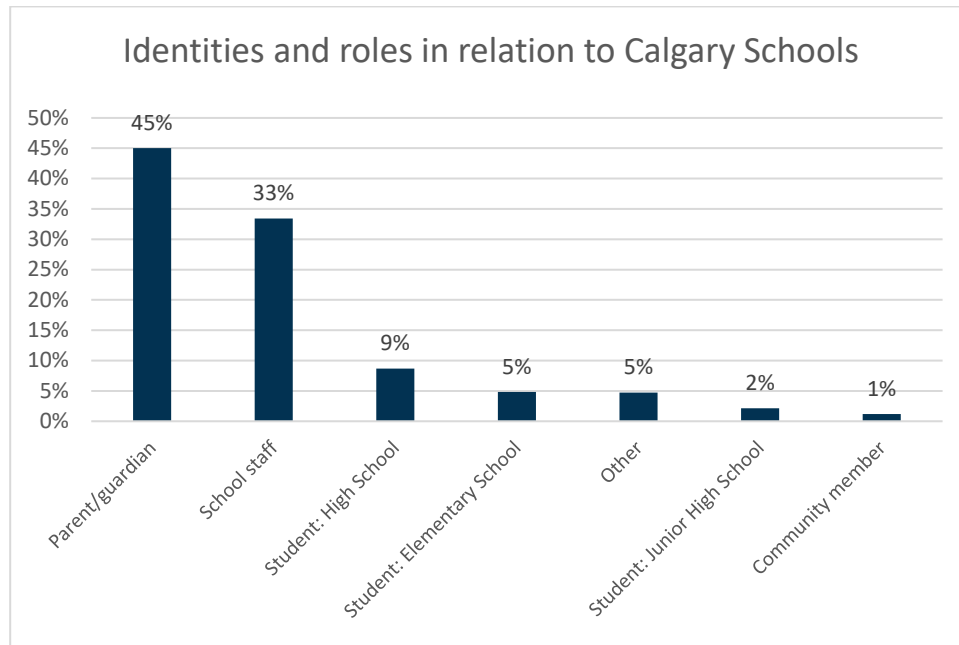
We asked a series of optional demographic questions in the survey to understand who we were hearing from, and to allow us to tailor communications about further engagement to ensure we were reaching key populations. This included questions about participants’ roles and identities in relation to the Calgary school community, LGBTQ2S+ identities, disability identities, ethnocultural identities, and where they live in the city.

In total, 16% of school and community survey respondents identified as students (with 9% high school, 2% junior high school, and 5% elementary school), meaning that we heard from at least 200 students across Calgary schools. For LGBTQ2S+ identity, 11% said they identified as being a member of those communities. Nine percent of respondents shared they identified as being a person with a disability. When responding to the question about ethnocultural identity, 34% of respondents were White, 9% as Black, 4% as Indigenous, and 39% as People of

Colour\*. In terms of geographic representation, 63% of respondents told us they lived in North East Calgary, with 54% in the South West, 51% in the South East, 34% in the North West, and 2% Downtown.

Please see Appendix B for a full demographic summary from the school and community survey.

*\*This term includes those who identified as being part of one or more of these ethnocultural groups: South East Asian, South Asian, Middle Eastern, Hispanic, East Asian, and Oceanian, and who did not also identify as being Black or Indigenous.*



## What we asked

While the overall engagement goals were to hear experiences and ideas about the SRO program, we tailored the set of engagement questions to each population. We used this approach to ensure that messaging was relevant to each group and that questions were posed to make space for participants to share at a level that felt comfortable to them. For example, we used a mix of open-ended and Likert Scale (ranking of agreement to statements) questions in the online survey to collect both qualitative and quantitative feedback; for the student webinars, we posed open-ended and prompting questions to encourage students to reflect and share, drawing from their personal experience and what they were hearing from their peers. For each engagement mechanism, we also included a general “anything else you’d like to add” question to allow for emerging issues, themes, and ideas.

Broadly, engagement questions included:

### Program familiarity

- How familiar are you with the SRO program?
- If unfamiliar, what role do you think police should have in schools? What programs/activities should the police be involved in within schools?

### Achieving program goals

- Do you think SROs contribute to a sense of safety in schools?

- Do you think SROs help build a positive relationship between police and students?
- Do you think SROs contribute to a positive sense of community in schools?
- Please describe your own personal experience(s) with the SRO program.
- Please describe what you think the role of a School Resource Officer is or should be.
- Tell us about your most recent interaction with your School Resource Officer.

### **Program adjustments or changes**

- Thinking about your own personal experience(s), how do you think the SRO program could be changed or improved?
- What is one thing that should be changed about the SRO program?
- What is one thing that should stay the same?
- What is one thing that should be stopped?
- What is one thing that should be added to the SRO program?
- Which of the following changes to the SRO program are you most comfortable with? (Choose up to 3 from list of multiple options).
- Which types of training or learning would make SROs better at their job? (Select multiple options).

### **Webinar-specific questions**

- How do you feel coming into this discussion?
- How does it feel when you see, interact with or think about a police officer at school? / How do you think your child feels when they see, interact with or think about a police officer at school?
- Please use one or two words to explain your experience or thoughts about the SRO program
- Why did you choose these words?

### **CPS staff and SRO experiences**

- What is your role as part of the SRO program?
- How does it feel to be an SRO in a school building? Why?
- Please describe your relationship with the students in your school.
- Please describe your relationship with the staff and administration in your school.
- How would you characterize your experiences (e.g., positive, neutral, negative, unsure)?
- Do you feel like you are given adequate training, resources and support to fulfill your role? How could training be complemented or enhanced?
- How could training be complemented or enhanced?
- Please describe what you think the role of a School Resource Office is or should be? Do your current work functions align with these expectations?
- Does the program contribute to a sense of safety in schools?



- Does the program help build a positive relationship between police and students?
- Does the program contribute to a positive sense of community in schools?
- Does the program contribute to promoting awareness of the role of the police in society?
- Does the program contribute to bridging the gap between police officers and students?
- Thinking about your own personal experience(s), how do you think the SRO program could be changed or improved?
- Thinking about your own personal experience(s), are there changes to the program that would ensure that all students regardless of background or identity (e.g., race, LGBTQ2S+, disability) have the opportunity to benefit from the program?

Please see Appendix A for a list of questions posed for each engagement method.

## Engagement results

The results presented in this document represent the information we received from those who chose to participate in this engagement. We shared information broadly through Calgary's school boards and other networks, and reached out to specific participants to meet the CPS' engagement goals (including hearing from students and individuals who identified as BIPOC) and therefore did not use a random sampling process to obtain statistically significant results. Generalizing the results for the whole city or any other population from this pool of respondents would not be appropriate. Rather, the analysis below is intended to give a snapshot of how participants are experiencing the program at this moment in time.

### Top themes overall

Throughout engagement, we aimed to answer the following research questions:

- Is the program achieving positive outcomes for students, families, schools and community partners?
- What value does it provide for each of these groups?
- How is the program perceived by each of these groups?
- Where are the gaps and risks to clients, stakeholders and to CPS?
- Are the services provided by the program equitable, inclusive and appropriate for students representing diverse communities?
- How can the program be improved?

Table 5 presents the key findings for each research question:

**Table 5: Top themes by research questions**

Research question (abbreviated)	Findings
<b>Positive outcomes of program</b>	The program is overall achieving positive outcomes. The most valued aspects include relationship-building, providing mentorship/support, contributing to safety/security in schools, supporting teachers, administration, and school staff. Many students see their SRO as a positive presence who helps them feel safer and to whom they can go to when

	they are facing challenges. Other positive outcomes include sports-related programs which support students' sense of community and belonging at school.
<b>Value provided by program</b>	Significant value in supporting safe/secure school environments, including being a support for teachers, administration, and school staff, providing safety training and drills, and SROs being a positive representation of the CPS within schools.
<b>Perception of program</b>	Perception often depends on respondents' identities (e.g., elementary/junior high/high school student) and experiences with the program. Generally, younger students were not as knowledgeable about the program or who their SRO was, whereas older students shared specific experiences which affect their perceptions, ranging from positive to neutral/uncertain to negative. Overall, perceptions were positive, with a smaller number of participants sharing negative perceptions and concerns about the program.
<b>Program gaps and risks</b>	The main gap from both service delivery and experience is a lack of a consistent SRO in each school – which was noted as a concern for high schools and high-needs schools in Calgary. Many respondents said they would like one or more SROs assigned to each high school to support positive relationship-building. A second gap was regular and mandatory training for SROs, specifically for working with children and youth and supporting mental health. Associated risks from these two gaps are a lack of capacity and resources for SROs to effectively do their jobs, and challenges to prioritize proactive work when they must respond to issues in a reactive way.
<b>Achieving program goals: equitable, inclusive, and appropriate</b>	Overall agreement that students are benefitting regardless of their background or identity, particularly from the perspective of SROs. SROs felt they had strong relationships and positive interactions with students of different ethnocultural backgrounds and LGBTQ2S+ orientations. None of the comments referenced interacting with students with disabilities. Recommendations to ensure the program is equitable, inclusive, and appropriate included more resourcing and capacity for SROs to participate in programs for specific student communities (e.g., LGBTQ2S+ youth).
<b>Program improvements</b>	Program improvements spanned minor adjustments to programming changes to larger/structural changes. Minor adjustments included: officer presentation changes (e.g., non-uniformed officers, not carrying arms, not arriving in police cars), more training for SROs, including mandatory and module-based training (e.g., diversity, equity, and inclusion training, youth mental health training), and including accountability mechanisms. Programming changes included: more awareness and communication, greater focus on relationship-building, more educational and activity programming (in addition to the existing sports-based programming), and more resources/supports for SROs (e.g., adjust assignments to have more SROs in schools to build capacity and foster stronger relationships). Structural changes centred on shifting the roles of SROs to support education rather than enforcement, for example by having SROs collaborate with teachers to offer curriculum lessons in addition to safety drills and training, particularly for elementary and junior high schools.

**Other**

A smaller percentage of responses to questions about program changes/improvements referenced interests in larger program changes, including: replacing SROs with other supports, (e.g., more counsellors and mental health professionals), exploring alternative models, (e.g., a responsive model in which police officers with youth-centered training are available for deployment instead of being stationed at schools), and a desire to remove the program due to concerns about certain student populations being disproportionately targeted and historical relationships between educational institutions and policing structures.

In the detailed analysis that follows, we elected to represent themes by group, given that the various audiences included in engagement had different understandings of and experiences with the SRO program, and their feedback should be considered accordingly. These group-based findings are reflected in the recommendation section.

Overall, the major themes we heard throughout engagement were:

- **Students** had both positive and negative experiences and emotions relating to the SRO program. The survey results from students demonstrated more positive experiences, while the workshops and online portal showed negative to neutral perceptions and experiences of the program.
  - Negative data cited: fear, systemic issues about policing being integrated with schooling, systemic violence, unprofessional behavior from SROs, harmful behaviors towards BIPOC students, and inciting negative emotions, such as fear, anxiety, and discomfort.
  - Positive data cited: mentorship, community resources, providing education, and protection from external violence.
  - BIPOC students were similarly split, with some suggesting that police do not have a role in schools, but others suggesting that the SROs add to their feeling of safety. BIPOC students were more likely to cite discomfort with SROs based on the increased socio-political awareness about systemic racism in policing as well as specific experiences in school – either first or secondhand.
- Program suggestions from **students** included:
  - Bringing more awareness to and communication about the SRO program to support safety and comfort.
  - Having more SROs in schools/having more time with SROs to support positive relationships.
  - Implementing more training for SROs, specifically for youth issues, mental health support, and de-escalation.
  - Having more educational and leisure-based programming rather than reactive or safety-oriented activities (e.g., lockdowns, hallway patrolling).
  - Desire for accountability mechanisms so that students know how they can report negative incidents with SROs.
  - Replacing officers with other supports in schools, such as counselors or social workers, or having SROs play a more minor role in schools (e.g., be available on-call rather than stationed in schools).
  - Removing the SRO program altogether, citing negative feelings and concerns about the role of SROs in schools.

- **Parents:** a large number of parents were concerned about the necessity of the program and spoke to their worries of the impact that the program would have on children – particularly children who are BIPOC. Some parents spoke to the kinds of changes they wanted to see to the program, including the need for more SROs and relationship building between them and the school community. Overall, parents had mixed views on the SRO program.
- **Community members,** including those who identified as being teachers, school staff, community members, had split feelings. Many called for removal of the program, citing concerns over safety and the intimidating presence of officers for youth. However, many others vocalized the need for more SROs, and the continuation of the program to meet its goals of providing safe and secure environments in schools. Teachers were strongly in favor of continuing the program and increasing the number of officers. An important question that came up was how SROs could be better connected to BIPOC students and how they could be matched with schools based on demographics in specific communities.
- **SRO and other CPS staff** indicated that the program has positive outcomes and is overall working very well. Most SROs felt they had positive relationships with both students and school staff. Suggestions on how to make improvements for the program included: having more officers, reducing the number of schools per officer, and additional training including mentorship/shadowing, strategies for working with children and adolescents, and diversity and cultural training.

The following charts show feedback heard from teachers, staff, students and parents as part of the school and community survey; please refer to the section on CPS staff and SROs for a summary of their feedback.

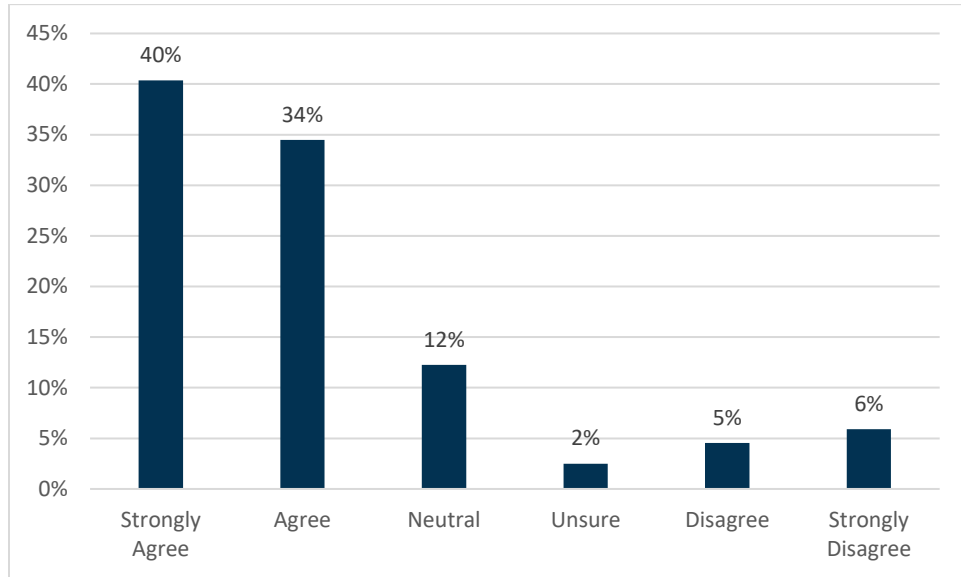
**Research question: Is the program achieving positive outcomes for students, families, schools and community members/partners?**

Overall, we heard that SROs are contributing to a sense of safety, building positive relationships between police and students, and contributing a positive sense of community.

To answer this research question, we asked respondents to share their level of agreement with several statements. Their responses are presented in the following graphs. The data present represents all responses across all demographics, and these questions were asked to determine a general sentiment that the Calgary school community has towards SROs.

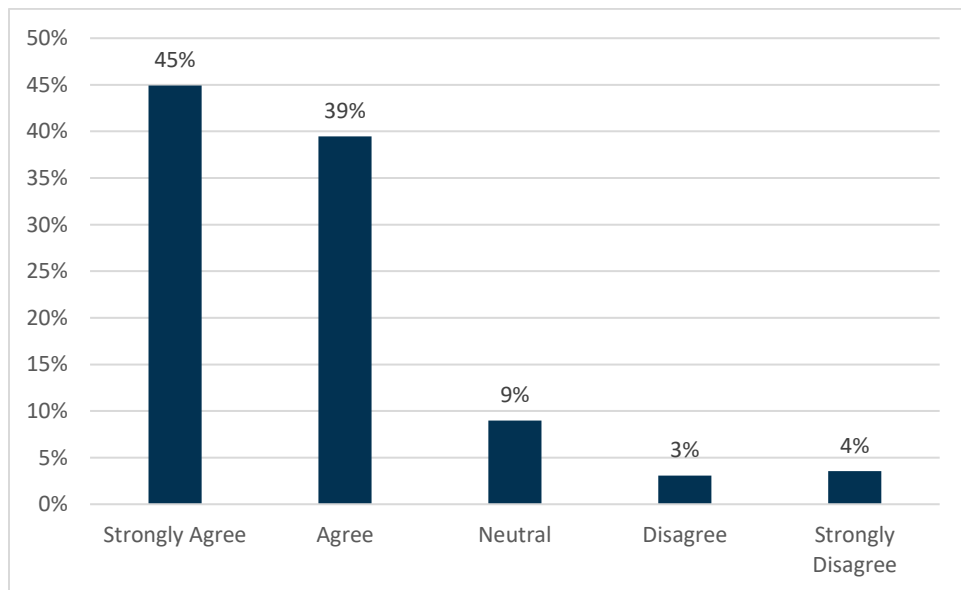
***Question: I think a police officer at school would contribute to a sense of safety in schools***

A large number of respondents shared that they either agree or strongly agree with this statement. Several responded with neutral, unsure, and disagree or strongly disagree.



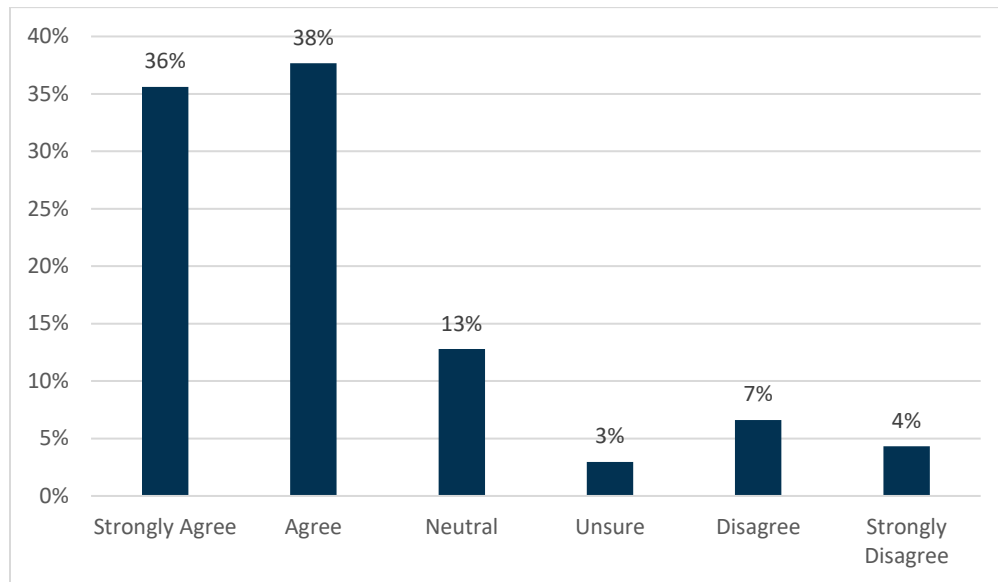
**Question: I think a police officer at school would help to build a positive relationship between police and young people.**

Many respondents shared that they strongly agree or agree with this statement. Fewer respondents shared that they are neutral, disagree, or strongly disagree with this statement.



**Question: I think a police officer at school would contribute to a positive sense of community in schools:**

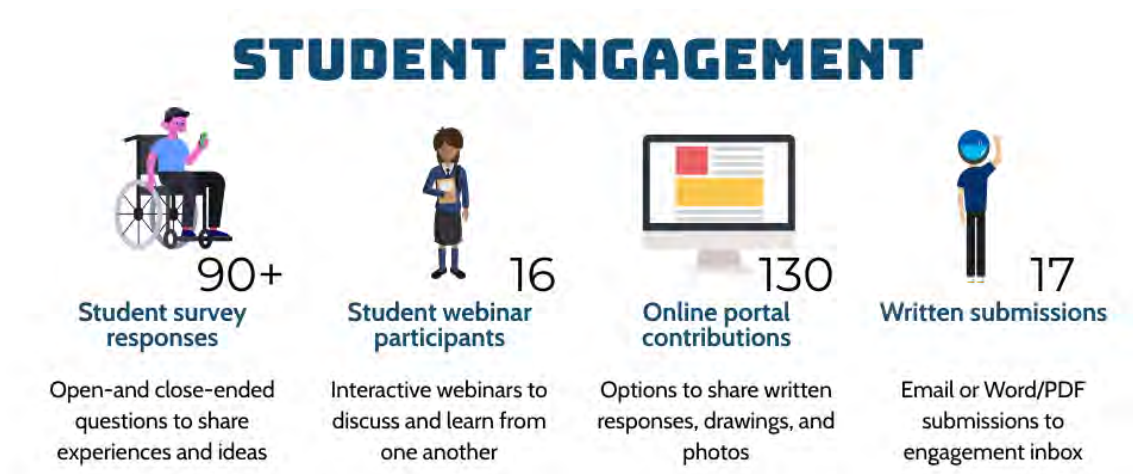
Many respondents share that they agree with this statement, while a similar number shared that they strongly agree. Several respondents shared that they were neutral, unsure, disagree, or strongly disagree with the statement.



## Students

We engaged with **120+ students across the Calgary school district**, about their thoughts and experiences regarding the SRO program. The following visual graphic represents the number of contributions we received, broken down by engagement method.

**Figure 3: By the numbers: student engagement**



While students shared a range of experiences and thoughts about the SRO program, the overall theme we heard from students is that it is time for a change. This theme came through in the school and community survey, student webinars, and online engagement portal. Using a combination of engagement methods allowed us to hear diverse experiences and perspectives about the program and both depth and breadth of student responses.

## Student webinars: overview

Student comments from the webinars skewed towards negative sentiments, with few comments leaning towards positive or neutral sentiments. A large number of students cited concerns around systemic violence, and that they

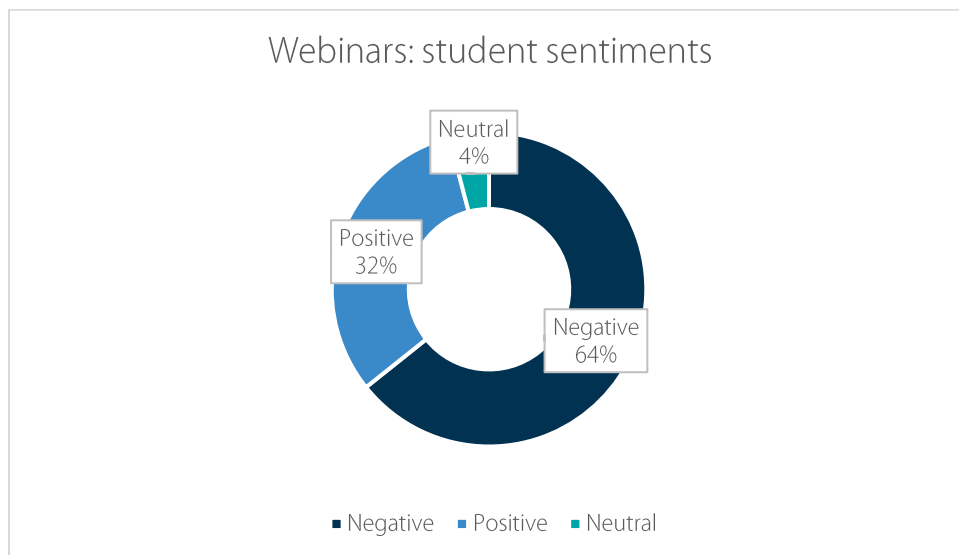
would prefer for the program to be removed and/or replaced with other supports. Others shared that they enjoy the program and appreciate the presence of an officer at their school.

#### Research question: How is the SRO program perceived by students?

To answer this question, we asked students to share how they experienced the program using a variety of tools. Overall, we heard a mix of responses, with the majority telling us they felt negative about the program (see Figure 4). These sentiments were qualified by emotions such as: angry, nervous, sad. However, some participants expressed neutral-to-positive emotions such as: unsure, calm, safe, excited, and happy. We also asked students to share their emotions coming in the webinar by typing out short answers and respond to polls using Mentimeter (an easy-to-use polling tool).

The figure below is a visual representation of how many comments were categorized under the overarching themes of **negative, positive, and neutral sentiment**. It is important to note that some comments overlapped with more than one sentiment, and that this chart does not capture the complexity of what students have to say about the SRO program. For more detail, Table 6 showcases what we heard regarding each sentiment, organized by 'question asked', 'top themes', and example quotes pulled from the data.

**Figure 4: Student sentiments expressed in webinars**



Although the sample size was small, this breadth of responses suggests that students are perceiving the SRO program in different ways, and that responses tend to be negative, neutral, or unsure, with a smaller number of positive responses. Please see Appendix D for more visual examples of responses heard during student webinars.

When asked what they wanted to stay the same with the program, respondents tended to value the relationship-building aspects of the program, including supporting students and helping them to solve problems. When asked about changes they would like to see with the program, students indicated (1) a desire to remove the program and replace it with other supports and (2) to raise awareness about the program. When asked what should be stopped, responses ranged from "end the program altogether" to "expand the program" by having more officers in schools.



**Table 6: Student webinars: themes and quotes**

Question	Top themes	Quotes
Q1. Please use 1 or two words to explain your experience.	Negative sentiment	<i>"Punitive Ineffective"</i> <i>"Oppressive unsafe"</i> <i>"racist"</i> <i>"scary"</i> <i>"Judgemental"</i>
	Positive sentiment	<i>"Positive Beneficial"</i> <i>"Comfortable Knowledge"</i>
	Neutral sentiment	<i>"Okay fine"</i> <i>"Okay not felt"</i>
Q2. Why did you choose these words?	Harmful to BIPOC students	<i>"Police in schools contribute to the school-to-prison pipeline and especially harm students of color"</i> <i>"as a person of color I do not feel safe with cops in a safe place where I'm supposed to learn"</i>
	Inciting fear/nervousness	<i>"I have never even heard about the SRO program before a few weeks ago. The only officers we see at school is during practice lockdowns. Whenever police officers are seen at my school is usually a very nerve-wracking thing."</i> <i>"Many of the students in my school are on edge about our SRO and they don't help or engage with the students."</i>
	Sense of safety and support from SRO	<i>"I feel comfortable around the SRO and I feel that they are there to help and support us. I think that them being around helps gain more knowledge help prevent crime, and spread positivity."</i>
Q3. What is one thing that should be changed about the program?	Remove the program and replace with other supports	<i>"it should be replaced with more fitting programs focusing on mental health and resources like that, helping students instead of criminalizing"</i> <i>"get rid of the program completely as it's caused more harm than good"</i>
	Raise awareness of the program	<i>"The SRO should have a change in approach. They should understand identity, mental health and communicate with individual students. They should make videos and or posters to spread awareness that they are there for them when they need help."</i> <i>"keep the candy/treats, it attracts attention and thats how kids know about the SRO program"</i>
Q4. What is one thing about the SRO program that	Nothing; abolish the program	<i>"nothing. the entire system needs to be taken down to address the systemic harm police in schools do to our young people"</i> <i>"there could be a student resource person in schools as long as it isn't an officer as they have a reputation to intimidate and actively cause harm"</i>

should stay the same?	Keep building relationships with students	<i>"Keep building relationships with individual students. serve valuable resources to students. Continue helping solve problems."</i>
Q5. What is one thing about the program that should be stopped?	Remove the program	<i>"Stop the whole program to be honest." "the program itself." "all of it" "the things that should be stopped, such as racial discrimination, violence, and intimidation, is fundamentally integral to the system. There is no way to stop the bad parts if not all parts are stopped"</i>
	Expand	<i>"Nothing. Increase police presence in schools and communities. They are there to keep us all safe."</i>
Q6. What is one thing that should be added to the program?	Remove the program and replace with other supports	<i>"instead of adding to a harmful program, more attention and more importantly, funding, should be given to actual education, and other mental health support that's not run by and intimidating authority" "nothing. Different needs of students can be taken care of by different supportive programs, not just police. They do not need more burdens"</i>
	More interactions with officers	<i>"There should be a day where school resource officers go to all kinds of schools and teach all about the different resources provided." "More engagement and having the officers being more open-minded to helping students"</i>
Q7. Is there anything else that you would like to tell us about the SRO program?	Systemic issues	<i>"The SRO program is largely ineffective, has caused active harm to my fellow students, and there are many kids antagonize police in their schools. This program needs to be discontinued, not 'reformed'. You cannot reform institutional corruption." "Its useless for the people and serves only to try and intimated people into service the broken system"</i>
	Continue to improve the program	<i>"I think it is important to select the SRO wisely. Some officers are more interested in youth than others and have a passion for working with youth so those should be selected to be a SRO than other randomly selected officers who aren't interested." "I think it's a decent program but it need a major updating. This program is useless if students can't talk to their SRO in a safe matter"</i>

## School and community survey: overview

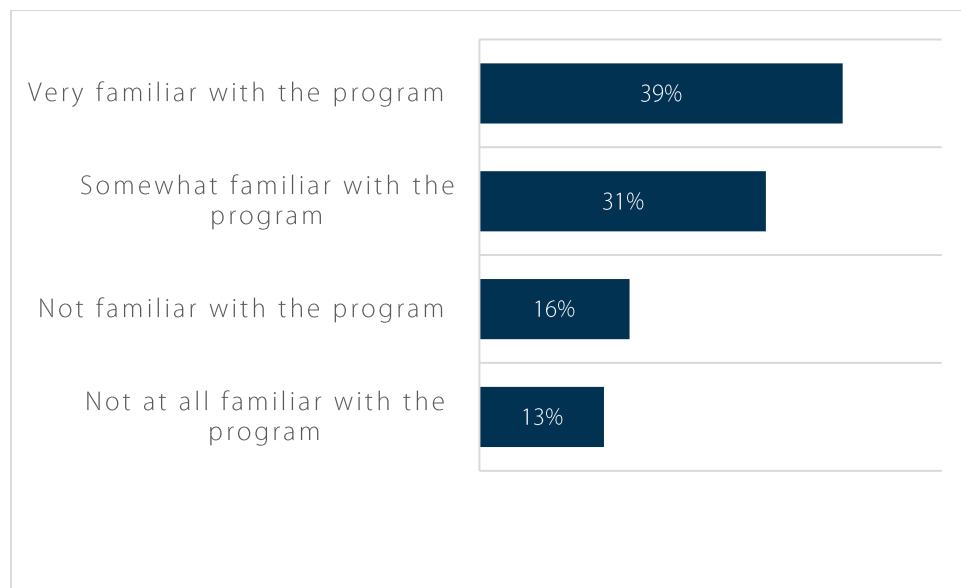
The school and community survey was an important engagement tool to hear from students. This section provides a summary of student responses that we identified from the school and community survey. While we received many responses in the survey (from students, parents/guardians, teachers, school staff, and community members), student responses made up a relatively small number of overall responses (16% of total responses).

### Research question: What value does the program provide to students?

To answer this question, we asked participants to share their thoughts on having SROs in their schools and what roles they play in supporting a safe and secure environment. This helps us understand possible program gaps and how they could be addressed through adjustments to the program. When looking at student responses to the School and Community Survey, we heard that many students were interested in keeping and improving the SRO program, while a few were interested in removing the program completely. When looking at BIPOC student responses, we learned that their responses reflected those of the broader student body, and that their responses also made up over half of the student responses in total.

Overall, most students said they were either very or somewhat familiar with the program (see Figure 5). For students who indicated they were not familiar with the program, we asked what roles they thought police should have in schools, and what programs or activities they should support. Top themes included: maintaining a safe/secure environment, relationship-building, education programs/activities, and mentorship/visibility/acting as community resource. A smaller number indicated they felt there was no role for SROs in schools. Please see Table 7 for detailed responses.

**Figure 5: Student familiarity with the program**



**Table 7: Roles of SROs: themes and quotes**

Student Group	Main Theme	Sub-themes	Quotation(s)
All Students*	Role	Maintaining a safe/secure environment	<i>"Their role should be working with schools to ensure the emotional and physical safety of students at and outside school. The police should be helping schools to implement the key policies such as bullying, child protection and cyber safety."</i>  <i>"SROs need to focus on youth gang activity in Calgary schools as it has become much more dangerous recently with shootings and weapons involved."</i>
		Relationship building and involvement	<i>"To keep the school safe, build positive relationships with students so that they learn to trust officers outside the school and they should reinforce reasons why students need to stay in class. They should walk around the school during class change and lunches so that their presence is made known. Also, they should do presentations on consequences of bullying, cyber bullying, joining gangs, etc."</i>
		No role for them	<i>"Nothing."</i>
	Programs/activities	Educational programs and activities	<i>"I think the police role in schools is to promote a positive point of view towards law enforcement. Also to teach the kids how to be safe and aware of their surroundings, to teach them what a police officer does, and to keep the school a safe place to learn."</i>
		Mentorship, visibility, and acting as community resource	<i>"relationship building with the school community; raise awareness and visibility of the SRO program; ensure safety and security standards are adhered to"</i>
	BIPoc Students	Role	Maintaining a safe/secure environment
No role for them			<i>"The police should NOT be in schools especially schools that have a predominately non-white population of students. There is a history of non-white people 1)not trusting police 2) police are predominately white and non-white people generally do not trust white people as is and 3) police in school makes people uncomfortable, anxiety high, etc."</i>
Programs/activities			<i>"1) Policing, if and as needed. 2) Educating students about policing and the role of police."</i>

Mentorship,  
visibility, and  
acting as a  
community  
resource

"Making sure who the constables are that are looking after the school community should any questions and concerns arise, the parents, students will know who to talk to."

### Research question: How could the program be changed or improved?

To answer this question, we asked respondents to share suggestions they had to change or improve the program. This informed recommendations for how the program could better serve Calgary schools, for example through additional resources, training, and supports for SROs. Overall students shared overall satisfaction with the program. Minor areas of improvement included: more involvement/availability/support from their SRO, more relationship-building, and more SRO-led programming. A smaller number of students said they want the program removed, citing distrust, fear, and worry about police using intimidating tactics on students. A few students said they were unsure about how the program could be changed as they did not know what SROs currently do.

Looking at BIPoc student responses, the top themes were similar. Under the theme of “remove the program”, BIPoc students said they felt that police officers should not be in schools educating students about safety. Another notable sub-theme was discomfort with SROs based on awareness about systemic racism and use of force in policing, citing recent events in Lethbridge, AB. Table 8 shows detailed responses for students overall and students who self-identified as BIPoc.

**Table 8: Personal experiences with the SRO program: themes and quotes**

Student Group	Main Theme	Sub-themes	Quotes
All students*	Overall satisfaction	Satisfaction with the program	<i>“I think it’s perfect the way that it is”</i>
	Areas of improvement	More involvement, availability, and support from SRO	<i>“I wish they were here everyday, and did not have to go to other schools”</i>
		More relationship building with school community	<i>“One thing that could change get the SROs more involve in schools, like attending school events, sporting event with students, talk to student in classrooms, join a group of student for a lunch.”</i>
		More SRO led programming	<i>“I think maybe there should be more practice lock-downs in a school year because if there are only two of them then there might be certain students that could miss the practice lock downs and I think that it is very, very important to practice the lock downs.”</i>
	Remove the program	No more SROs	<i>“Police officers are not heroes the way you’re taught to look at them when your a little kid when they have no reason to use their force and intimidation on u but once you are a certain age for coloured kids especially they are a threat u know they will look for any excuse to exercise their power on you to try to show u and remind u you are Beneath them.</i>  <i>I would rather see people with life experience dealing with the brutalization by cops be in Our schools as mentors, they would get a lot more respect and more people would feel understood and respected by them. Police feels like they are on power Trips and were always on this fake privileged path of life and would never be able to understand anyone whom they are in contact with.”</i>

	Unsure	No experience/knowledge	<i>"Not sure as I don't entirely know how far about what they do in the school."</i>
BIPOC Students	Overall satisfaction	Satisfaction with the program	<i>"I believe it is fine as it is"</i>
	Areas of improvement	More involvement, availability, and support from SRO	<i>"They could spend more time at our school, i spoke to the principal about this yesterday, and she said our SRO has too many schools right now due to shortages."</i>
		More relationship building with school community	<i>"I think the SRO's could do a more formal introduction to students and relate on a personal level instead of it seeming like it's just their job to be there"</i>
		More SLO led programming	<i>"The SRO program can be improved by teaching the students of the future and what to do and not to do. This could be very useful to the troubled students. SROs could act like wise elders teaching pupils everything about life."</i>
	Remove the program	No more SROs	<i>"I don't think their should be police officers appearing in school "educating" other about safety. Cops make me and others such as my friends feel very uncomfortable knowing that they are refusing to bring awareness to police brutality. If Police officers are going to be present in the building I would strongly recommend them bring awareness. From someone who is an 11 year old child it makes me very uncomfortable and unsafe seeing police knowing the horrible things that some of them have done that they still choose to stay silent about."</i>
		Discomfort with SROs based on increased socio-political awareness about systemic racism and use of force in policing	<i>"I am uncomfortable with the presence of the police in school given that it is evident based on the resent Event in Lethbridge( involving a female politician) and the skater in Calgary to mention a few that there is a lack of training and restraint from said officers in dealing with matters. I am hearing too often that police personnel are getting away with matters that need to be handled better. In recent days it is challenging to feel safe and secure around police officers."</i>
	Unsure	No experience/knowledge	<i>"I don't know"</i>

*\*This section reflects comments from all students including those who identified as BIPOC and non-BIPOC students.*

### Student written submissions: overview

As part of our student response analysis, we looked at written submissions received by email. Out of all the written submissions we received, 17 of them contained self-identifying information that the sender was a student. Responses suggest that many of these students were younger. All of the written submissions from students followed a template which is detailed below:

My School Resource Officer (SRO) is \_\_\_\_ I appreciate my local police officers because \_\_\_\_ I would like to see my SRO help my school with \_\_\_\_ My question for my SRO is \_\_\_\_

Overall, we heard that students appreciated SROs' support when it came to learning and safety activities like lockdown practices. The resounding theme was that SROs keep students safe. Students also had questions about



SROs, including who they are, what they do, and how they can help in the event of safety concerns (e.g. lockdown, floods). This suggests that further awareness and communication, such as a regular presence in classrooms, could help younger students build positive relationships with SROs. Detailed responses follow in Table 9.

**Table 9: Student written submissions: themes and quotes**

Theme	Sub-themes	Quotes
<b>Actions</b>	Support learning and lockdowns	<p><i>"My School Resource Officer (SRO) is some one that helps people. I appreciate my local police officers because i need help. I would like to see my SRO help my school with learning. My question for my SRO is why do you come to all kinds of school"</i></p> <p><i>"My School Resource Officer (SRO) is i have no clue. I appreciate my local police officers because he protects he can teach he can tell. I would like to see my SRO help my school with teaching me how to act appropriately in a lockdown. My question for my SRO is/ whats it like to be a actual police officer/ whats it like being in a actual lockdown"</i></p>
	Promotes safety and protects from external violence	<i>"My School Resource Officer (SRO) is i dont know. I appreciate my local police officers because they keep us safe. I would like to see my SRO help my school with locked downs. My question for my SRO is how is it like as a sro"</i>
<b>Other</b>	Questions	<i>"My School Resource Officer (SRO) is don't know. I appreciate my local police officers because they help with crimes. I would like to see my SRO help my school with our lockdowns. My question for my SRO is will they help us with flood"</i>

### Online engagement portal: overview

The online engagement portal was developed to provide students with more opportunities to provide feedback on the SRO program. While this was the case, many engagement participants self-identified as a parent, school staff, or community member. We analyzed the data with this in mind and were not able to clearly filter student responses from non-student responses. As such, our analysis is limited to identifying emerging themes from all respondents and not solely students.

### Research question: Is the program achieving positive outcomes for students?

To answer the question, we asked participants to share their experiences with SROs, including: interactions with SROs, perceptions about SROs, and overall thoughts about program impacts. The themes in this section lean primarily towards negative sentiments regarding the SRO program, with several participants urging for the removal of the program. Of these participants, many shared from their first-person perspective. A fewer number of students shared that they would like to continue accessing their SRO program.

Most respondents shared from their firsthand experience, including respondents with both negative and positive interactions with school resource officers. Many respondents sharing negative interactions cited systemic violence and harm to BIPoc students in their comments. Respondents who shared positive interactions frequently mentioned how they benefit from the SRO program, and the positive impacts SROs make. Sub-themes included that SROs play a bridging role between schools and communities, provide important educational activities, and support preventive measures to keep students safe and away from criminal activities.

**Table 10: Most recent interaction with an SRO: themes and quotes**

Main-Theme	Sub-theme	Quote
Negative	Firsthand experience	<i>"Police do not belong in my school. They are not nice to my friends who aren't the same colour as me and they always seem angry when kids are too loud or maybe not listening. When they are in the school, they act like they run the place and don't show any respect to my teachers or the other staff. I don't feel safe around them, I get nervous when they're in the classroom as I have a hard time sitting still. I don't like it when they threaten me because I can't sit still. They pick on my friends who are from other places and make us all wish we knew when they were coming in so we could beg our parents to let us stay home sick so we don't have to be around them. I wish the police were never in our schools, they always seem like they're looking to find trouble. They do not seem to have any training in dealing with those of us that aren't "normal" and they do not like having questions asked. The next time the police comes in the school, I'm going to tell my teacher that I'm sick so that I can get my dad to come get me so I can get away. I would rather have people come into the school who can help kids work together and can help kids feel safe to talk. <b>The police don't make any of us feel safe.</b>"</i>
	Systemic violence/oppression	<i>"I understand that some people have had neutral or even positive interactions with SROs, but the system of racist bias and violence has harmed, and continues to harm, all too many students of color. The city, school board, and CPS must address the harm that has been done and take action to stop it. <b>A few positive experiences is nothing compared to the fear students of color feel everyday under the surveillance of violent cops.</b>"</i>  <i>"plainclothes officers are not the answer. less weapons is not the answer. <b>The police surveillance of youth causes harm no matter how it looks.</b>"</i>
	Inappropriate/unprofessional behaviour that does not meet expectations of role	<i>"There has been more than one instance in which I have reported hate crimes at school against myself, or went with a friend to report something against them that I witnessed. Although we have had multiple different SROs over the years, the response is the same from all of them. <b>They are very dismissive about our claims even when there were multiple witnesses;</b> they downplayed the seriousness of the incidents as just "kids disagreeing"; they often tried to ask the victims if they were acting "provokingly" first, especially when the victims are people of color; and they always either said there was not much they could do, or promised to act and then did nothing."</i>
	Harmful to BIPOC students	<i>"<b>Police presence in schools do nothing but cause distress to racialized students</b> who have experience violence at the hands of police. We need to completely abolish the normalization of violent police presence around our young people."</i>
	Inciting fear	<i>"<b>Please listen to marginalized students and their stories of trauma at the hands of police.</b> Police officers in schools do not improve learning. Instances of "good" officers with some students do not erase the fear and anxiety marginalized students feel when upholders of the power structure that victimized</i>

		<i>them walk around schools all day. We need a better learning environment, and that means eliminating the fear instilled in us by police presence in schools.”</i>
Positive	First-person perception positive experiences	<i>“I am fortunate enough to work in an outreach high school where the presence of our SRO is one that the youth have embraced and truly appreciate. Our SRO is constantly taking part in making connections with our students, coming to visit and check in regularly (at least once a week). Our SRO will come into our classroom and have real conversations, building rapport with our students. All topics are discussed - not just legal in nature. With this, our students have started to see officers in a different and more positive light. For sure there are students that are hesitant at first, but his welcoming and calming presence has allowed students to see officers as a person. So many of our student seek our SRO's guidance for a multitude of reasons. If there is a matter that our SRO is unable to handle himself, he is able to information share accordingly. Our SRO will come to our school either in uniform or plain clothes, mixing things up. Our SRO even takes part in our classroom field trips. He has normalized this position, having the staff and students appreciate him immensely. <b>I feel it is vitally important for SRO's to have as much training as possible to set them up for success! Especially when working with such diverse and marginalized populations. A School Resource Officer's presence and purpose is more than just showing up in a crisis.”</b></i>
	Building relationships with school community	<i>“Our SRO has taken the time to meet with many of our students of concern and their families. He finds out what the students are interested in and finds ways to get them engaged in different activities. He has done so much to build rapport between the police, the school and the community. <b>All of this will definitely serve to prevent students from getting involved in illegal activity and feel they have someone on their side to support them.”</b></i>
	Providing education	<i>“The last time our SRO was in our building was for our second lockdown practice of the year. <b>As always, he was helpful, educational, and informative.</b> Each time he is on site we learn something. Students also looked at him as a celebrity this time, more so than other visits, we think because of Covid. We haven't had any other visitors in the building for a long time! He took time to share updates with us and answer questions.”</i>
	Welcoming presence	<i>“<b>Every officer in a CBE school I have dealt with has been friendly and kind.</b> Now I'm not saying this is always the case, but there are also unfriendly admin, parents and teachers. I feel its important to understand that police really are there for help and support and this bridges the gap between schools and communities. Blanket policies in which this feedback will determine only will hurt all involved.”</i>
	Protects from external violence	<i>“Schools are not immune to internal &amp; external violence. Having police embedded within schools (and communities) help eliminate gangs, drugs, bullying, social media (negative) issues &amp; crime. They can also quickly react to time-sensitive danger. Having police within schools is incredibly crucial – they are trusted &amp; valued. <b>The SRO program should be expanded in all schools, for the safety of our children. It's important to note that SRO's are not there to act as, or replace, teachers.”</b></i>

### Research question: What changes could be made to the SRO program?

To answer this question, we asked respondents to share their ideas about possible changes to the SRO program. Responses were mixed: some respondents called for larger actions such as complete removal or replacement of the program. A few shared specific suggestions on how to ensure the program has positive impacts on all students (including BIPOC students), including: having more SRO training (including psychology, de-escalation, and working with diverse populations), more programming/integration with the school community, and more SROs in schools – citing concerns about similar programs being removed from schools in other jurisdictions and the gaps that would result from removing the program in Calgary. When asked if there was anything else that they would like to add regarding the SRO program, most respondents shared positive sentiments while only a few shared negative sentiments. Responses are detailed in Tables 11 and 12.

**Table 11: Changes to the SRO program: themes and quotes**

Theme	Sub-themes	Quotes
<b>Larger actions</b>	Remove the program	<i>"Remove SROs from schools"</i>
	Replace the program with other supports	<i>"I don't think they should be in schools. I wish for more counsellors/mental health/social work in schools, not police officers."</i>
<b>Program modifications</b>	More programming and integration with school community	<i>"Well, I feel there should be something to educate students to get to know SROs and understand that they are here to help and protect you."</i>
	More education/training for SROs	<i>"He shouldn't be wearing the uniform and should have a teaching background, A lot of psychology training and knowledge of how to de-escalate."</i>
	More SROs	<i>"More SRO's! SUPPORT for and appreciation of them! At the rate we are going (see Portland, Seattle etc) there will soon be NO police at all"</i>
<b>Other</b>	No changes	<i>"I do not believe changes are required!"</i>

**Table 12: Anything else to add about the SRO program: themes and quotes**

Theme	Sub-themes	Quotes
Negative sentiments	Oppressive to students who already experience marginalization	<i>"I have yet to see any positive impacts of the SRO program. They make students (particularly students of colour and disabled students) uncomfortable in school. Personally, I feel fear when an SRO becomes involved in a situation, not relief."</i>
Actions	Desire for accountability mechanisms	<i>"The officers should always wear a body camera that's ON."</i>
Positive sentiments	First person perception	<i>"I am a teacher in a setting that often sees and needs an SRO. Our SRO is always willing to chat with students, whether they have questions about policing or just want to chat. He makes a point of</i>

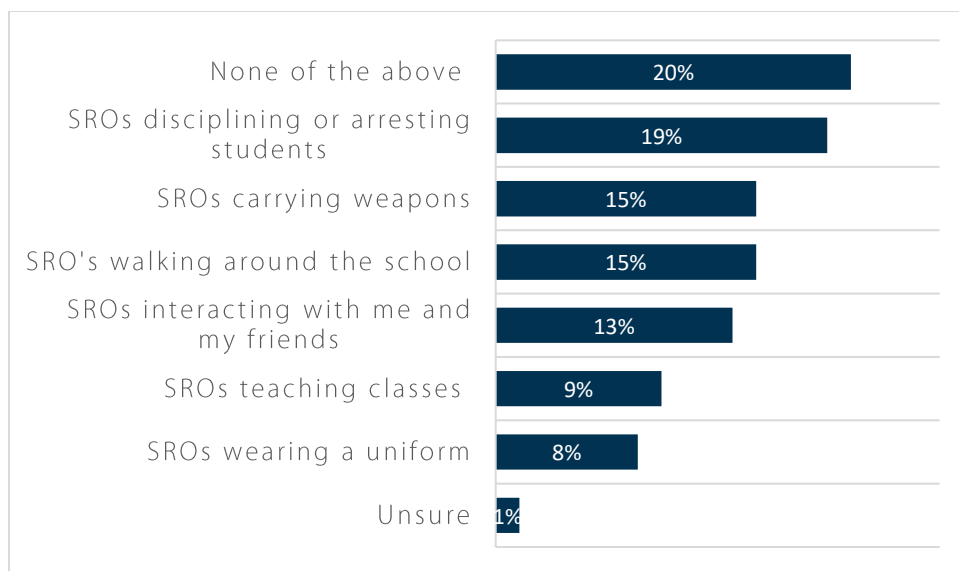
		<i>learning students' names and engaging with them in a positive and friendly manner. Occasionally he drops by in plain clothes which is also nice to see, as it is less intimidating for students. He is sensitive to issues around mental health, and is willing to listen to staff who can give info."</i>
	General positive sentiment	<i>"My whole family loves the SRO program and we have had many generations of exposure to numerous fine police officers in Calgary schools"</i>
	Expand program	<i>"There should be more great SRO's in CBE"</i>
	Promotes safety and protects from external violence	<i>"Support the Thin Blue Line! There is good, exceptional and 'less desirable' in every profession. Without that thin blue line we, societally, will be reduced to something far worse than what we are currently seeing in American cities. When we lose the police, who do we call for help? Gangs? Plumbers? Our police are NOT 'enemies to be feared'. WE, societally, should work on reinforcing a positive view of the police while at the same time developing a sense of responsibility in our youth."</i>

### Research question: Where are the program gaps and risks?

To answer this question, we asked participants a series of questions where participants could select from a set of options, followed by an open-ended question asking for additional thoughts. The chart detailing responses in percentages represents the close ended question responses, while comments shared in the open-ended questions are presented in a table and organized thematically. With these questions, we sought to learn what elements of the program were problematic, and how issues with the program could be addressed.

When asked about what should be stopped, 20% of respondents in this question indicated "none of the above"; 19% indicated "SROs disciplining/arresting students", and 15% said "SROs carrying weapons". When asked to elaborate, some students said they wanted to see the program removed.

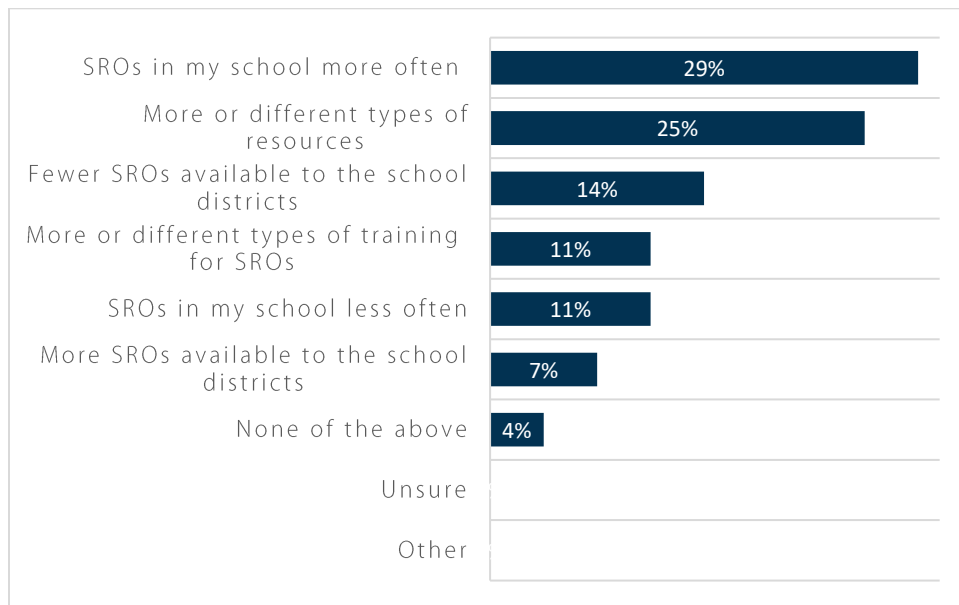
**Figure 6: What should be stopped**



**Table 13: What should be stopped: themes and quotes**

Theme	Sub-themes	Quotes
Remove the program	General	<i>"SROs being present at a school in general."</i>
	Cause harm	<i>"SROs need to be removed from schools completely. They cause active harm, don't engage with students, and are a force of intimidation and ineffective punishment"</i>
	Intimidate students	<i>"The SROs do not do anything and they serve no purpose but to intimidate students. They have no other role."</i>
Keep the program	Expand	<i>"Police make me, and my children, feel safe. They are a (very) valued resource, and the program should be aggressively expanded, for the well-being of our children."</i>

When asked about what should be changed, 29% of respondents indicated that they would like to see SROs in their school more often, while 11% of respondents indicated less often. Notably, 25% said they wanted more of different types of resources. When invited to elaborate, comments tended to be more negative, including "abolish the program" and "remove the program", citing feelings of discomfort around police and concerns that they treat Black and other racialized students poorly. Suggestions included having SROs who are themselves members of racialized communities, and to have a guidance rather than an officer mindset.

**Figure 7: What should be changed**

**Table 14: Changes to the SRO program: themes and quotes**

Theme	Sub-themes	Quotes
Remove the program	Criminalizes BIPOC students	<i>"I would be most comfortable if the SRO program was removed. I am not comfortable around the police, they use excessive force and often treat black and racialized students very poorly"</i>
	General	<i>"Abolish"</i>
	Other resources	<i>"Other options for children in hallways. Police have a bad rep and after these past 5 years it's got even worse. The kids should not have to face police in school. More resources for kids like after school programs, counselling, activities to build connection and togetherness, inclusion, doing activities together as a school to improve the school."</i>
Improve	Criteria of an SRO	<i>"Not to be with an officer mindset. He can be there to guide as a father but not as an officer also shouldn't be a white person"</i>

## Parents and guardians

During engagement we also heard from parents/guardians about their perspectives with the SRO program. This feedback was important to understand how parents/guardians perceive the program, and surfaced important themes related to how the program may be experienced differently among students based on their ethnocultural background, family situation, and other factors. The main tool we used to hear from parents/guardians was an interactive webinar. This interactive webinar allowed us to hear more about some of the themes that emerged from the school and community survey, specifically elements of the program that should stay, be changed, or be stopped.

### Research question: Is the program achieving positive outcomes for families?

To answer this question, we asked parents/guardians to reflect on how the program is impacting their children. Overall, we heard a variety of thoughts regarding the SRO program. Many parents were concerned about the necessity of the program and spoke to their worries of the impact that the program would have on children – particularly children who are racialized. Several parents spoke to the kinds of changes they wanted to see to the program, including the need for more SROs and relationship-building between them and the school community.

Notable themes included: concerns about harm caused to BIPOC students, citing peer-reviewed and scholarly studies revealing that SROs may have negative impacts on racialized students; sentiments about SROs contributing to an inappropriate/intimidating/oppressive presence, particularly for young children; and concerns about how racialized children perceive SROs based on recent events, including perception about excessive use of force.

Parents/guardians also shared suggestions about how the program could be changed to address these concerns. Some stated that they feel the program should be removed, while others felt it should be expanded. Specific suggestions included more focused training to enhance the existing basic police training to ensure SROs are equipped to support students, more programming (in classes, extracurricular), more communication mechanisms between SROs and parents, wellness checks for families in need of support, as well as recruiting and hiring diverse SROs to improve their relatability. Details follow in Table 14.



**Table 15: Parent/guardian webinar responses: themes and quotes**

Question	Top themes	Quotes
Q1. Please use 1 or two words to explain your experience	Negative sentiment	<i>"unsettling, unnecessary"</i> <i>"unresponsive, unfunctional"</i> <i>"unsafe, intrusive"</i> <i>"problematic"</i> <i>"nervous, confusing"</i>
	Positive sentiment	<i>"excellent, caring"</i> <i>"positive role models, advocate"</i> <i>"important for kids"</i> <i>"good, more interaction with kids"</i>
	Neutral/unfamiliar sentiment	<i>"Unfamiliar information"</i> <i>"no experience, limited knowledge"</i>
Q2. Why did you choose these words?	Harmful to BIPOC students	<i>"Many peer-reviewed and scholarly studies, interviews with SROs across Alberta – all show that SROs are not found to have an effect on student feelings of safety. And are associated with increased violence. Disproportionately affects racialized youth"</i> <i>"My children are not white and they have been traumatized by the events over the last year since police brutality came into public view. They are nervous of police rightfully so"</i>
	Inappropriate/oppressive presence	<i>"My son is young and would perceive a police officer in his school as out of place. Equating police officer to "enforcement" and seems less educational than intimidating. There are opportunities in community to engage CPS with kids, outside schools"</i> <i>"It's inappropriate for an armed officer to be in a child's learning space"</i>
	General positive experiences	<i>"My child has no direct interaction with police at school, but has said they look happy to be there and very friendly."</i> <i>"From personal positive experience I had when I went to high school. I think they are much needed in today's society."</i> <i>"I've had wonderful experiences with the SRO program."</i>
	Promotes safety and protects from external violence	<i>"The SRO's I have dealt with live to keep kids out of the legal system. They have kids best interests at heart. Unfortunately kids will be themselves regardless."</i> <i>"Violence, gangs, bullies, illicit substance use (drugs), exist... including the ever-expanding digital aspect. The SRO program help mitigate these."</i>
	Few interactions	<i>"No experience, but I think the program can be a great asset for children."</i>
Q3. What is one thing that should	Remove the program	<i>"I don't believe the SRO program should exist. I have not seen any evidence to indicate police in schools actually prevent crime"</i>
	Expand the program	<i>"Expand it. More police presence in schools."</i>

be changed about the program?	More training	<i>"specific training for SROs before they are placed in schools. SROs interviewed said they receive little or no training other than basic police training. SROs are not guidance counsellors it is not their job."</i>
	More diversity	<i>"More diversity in the SRO program to build a strong relationship with minorities. Great way to teach new Canadians about the good things our police do and that they can be trusted (unlike in some troubled countries)"</i> <i>"Move diverse SROs"</i>
	More programming, community engagement and relationship building with the school community	<i>"More interactions with students directly, more than just greeting them at the school door in the morning."</i> <i>"More officer programs on how to interact with cops in various scenarios. Cops get a bad rap in the media and kids get confused."</i> <i>"More visible presence. More involvement with the kids."</i>
Q4. What is one thing about the SRO program that should stay the same?	Nothing: remove the program	<i>"Take a page out of Edmonton Public Schools' book and cancel the SRO program for the year until they get appropriate feedback and address all issues"</i> <i>"Instead of SRO hire people to address mental health issues in school."</i>
	Take guidance from other jurisdictions	
	Continue supporting and building relationships with students	<i>"Continue to come into schools, work with the kids and build relationships with the community."</i> <i>"Keep regular SRO presence at schools."</i> <i>"Elementary program is great. Helps make kids feel confident"</i>
Q5. What is one thing about the SRO program that should be stopped?	Policing and law enforcement	<i>"The officer shouldn't have their full law enforcement hat on. Kids should be allowed to make mistakes and learn. I am worried children will have criminal records before the age of 15"</i> <i>"Wearing firearms in schools"</i> <i>"Stop CPS from enforcement actions which scare children and increases distrust."</i>
	Funding cuts	<i>"Any proposed cuts to the program, both by the CPS and school boards."</i> <i>"Need more officers especially in High schools.. so one thing to stop is to not decrease funding.. A weapon is needed in school in case needed"</i>
Q6. What is one thing that should be added to the SRO program?	Replace the program with other supports	<i>"I don't believe that it is the role of police to provide the services this program is supposed to offer. Money would be better invested in community programming"</i> <i>"A psychiatrist and a psychologist to help lower stress levels and un-escalate situations"</i>
	Training for officers	<i>"Enhance mental health training and de-escalation training for police for dealing with youth."</i> <i>"mental health training. diversity training. anti-racism training."</i>
	More programming, community engagement and relationship building	<i>"More involvement, in classes, extra curricular. Maybe even homework help for those officers capable of it to build relationships so not all interactions are around behavioural"</i> <i>"More officers, more funding, more face time at all the schools. More opportunities to educate and build relationships."</i>

	with the school community	<i>"Confidential chat via social media to assist children and parents to get advice on how to handle issues."</i>
Q7. Is there anything else that you would like to tell us about the SRO program?	Support for the program	<i>"It is such a vital component of educating students. From teaching lessons, to building trust and relationships. They are there to support the schools in any capacity. Including wellness checks with struggling families." "The SRO program is an important part of Sr high schools. In the context of police relations with the public today, this program is more relevant than ever."</i>

## Teachers

In addition to students and parents/guardians, we also wanted to make sure we heard from teachers, as they have direct experience with the SRO program and unique perspectives on how it serves and impacts school communities. The main tool we used to hear from teachers was an interactive webinar; as with the parents/guardians webinar, we sought to build on themes that emerged from the school and community survey, such as their relationships and interactions with SROs and their thoughts on what should be kept, changed, and removed, based on their own and their students' experiences.

### **Research question: Is the program achieving positive outcomes for students, families, schools and community partners?**

Teachers who participated in the webinar were strongly in favour of continuing the program and increasing the number of officers. Many webinar participants shared positive sentiments, while few shared negative sentiments or concerns about aspects of the program. Teachers used words like: "necessary, essential, impactful" to describe the program and expressed appreciation and gratitude for the support SROs provide, both in a day-to-day environment and for specific scenarios. This feedback suggests that from teachers' perspectives, SROs are a crucial resource to supporting safe and secure environments.

When it came to suggestions about changing the program, we heard a desire to have more SROs (thus decreasing the number of schools assigned to each SRO), more proactive messaging, better communication with school staff and administration, and more interaction/engagement with students. Many teachers said they would like one officer assigned to one school, supporting consistency and relationship-building. Some teachers would like to see more funding and resourcing, as the program is valuable and should not be cut. A smaller number of respondents expressed questions and concerns relating to the hiring process for SROs, notably regarding their preparedness and suitability for the role. Responses are detailed in Table 15.

**Table 16: Teacher webinars: top themes and quotes**

Question	Top themes	Quotes
Q1. Please use 1 or two words to explain your experience	Negative sentiment	<i>"disappointed"</i> <i>"uneasy"</i>
	Positive sentiment	<i>"safe, supported"</i> <i>"Positive, Collaborative"</i> <i>"Necessary"</i> <i>"Essential, Impactful"</i> <i>"Awesome, Collaborative"</i>
Q2. Why did you choose these words?	Unsupportive	<i>"I have not had very many positive experiences with any of the 10 or so SROs except 1. I always wondered how the hiring worked for the position as many had little knowledge on gangs, drugs, or were interested in helping with theft."</i>
	Supportive, helpful, and responsive	<i>"I really appreciate having this kind of support in the building, as well as someone to check in with around specific scenarios."</i> <i>"Have had numerous SRO's who have been very supportive in working with Admin and students in a variety of situations"</i> <i>"Our SRO is super supportive. Always available. Always helpful and cheerful. He is excellent with kids and families."</i> <i>"The SRO has made a difference in the lives of the students we serve. We depend on our SRO and they have always been there to support the student and their family in a positive way."</i>
Q3. What is one thing that should be changed about the program?	Expand with more officers	<i>"To have more SRO's in the program. It would decrease the number of schools that each SRO would be responsible for. I would like to have them for more proactive messaging."</i> <i>"Better communication from cps or CBe safety with admin. More sros! Sharing schools is difficult"</i> <i>"It would be great if SRO can be assigned to one school and not several. Helps with consistency and ability to follow through"</i>
	More interactions and engagement with SROs	<i>"Opportunities to have our officer chat with students"</i> <i>"More visibility in the school"</i>
Q4. What is one thing about the SRO program that should stay the same?	Working with the same officer	<i>"Continue to be with the same officer as long as possible"</i> <i>"That High Schools are able to keep an officer assigned to them that is a consistent person who has built relationships with staff, students and families."</i> <i>"Keep the same SRO in a school for numerous years is best. KEEP the program so SROs can focus and support on their specialty and we can focus on teaching and learning. Program is essential to schools and keeping schools safe!!!!!"</i>
	Keep the program	<i>"That it exists! It would be a huge loss if it were disbanded."</i> <i>"Do not cut this program."</i>
	Sharing SROs	<i>"Sharing SRO with multiple schools."</i>

Q5. What is one thing about the program that should be stopped?		<p><i>"One SRO for multiple schools. This limits the amount of time that they can build relationships with students and staff."</i></p> <p><i>"Officers being shared by more than one school. One officer assigned to one school would be perfect!"</i></p>
	Increase resources/funding	<p><i>"This program is so valuable and should not be considered as something to cut or change. If anything, increase the resource"</i></p> <p><i>"Lack of funding"</i></p>
Q6. What is one thing that should be added to the program?	More time in schools	<p><i>"A second officer, a few days a week would be useful. One male, one female. About 1.5 full time SRO would be useful."</i></p> <p><i>More time in the schools to talk with a student or groups of students about different topics that impacts the community.</i></p>
	More programming and relationship building with students	<p><i>"Giving time so that they can help provide instruction to classes on topics such as the Youth Criminal Justice Act, cyber crime, bullying, etc. Provide trauma informed practice training. More info fivers are needed."</i></p> <p><i>"I would like to see more SRO's, so that we do not have to share them, and they could be in our building at least 3 days a week. Which would allow for more community engagement in relationship building, mentoring, assisting, not just enforcing the law"</i></p>
Q7. Is there anything else that you would like to tell us about the SRO program?	Program is essential	<p><i>"The SRO program is needed. It assists in the safety and caring nature of a school. This should be about community and not about dollars."</i></p> <p><i>"This is a very valuable program, vital to ensuring a safe, caring and welcoming environment."</i></p> <p><i>"INTEGRAL-I cannot express how incredibly important the program is for schools. SRO role is incredibly diverse, they always are able to find a way to work with us and alongside us to support students and their families. DO NOT take this program away"</i></p>

## Community members

Community members include those who identified as being teachers, school staff, and community members in the school and community survey, as well as those who contributed to the online engagement portal and whose comments suggested they were not students (noting that we did not ask people to share demographic information on the online portal, so cannot attribute these responses to demographic groups).

### **Research question: Is the program achieving positive outcomes for community members/partners?**

Overall, we heard from community members that the program is achieving positive outcomes, specifically in the areas of:

- Safety: perceptions of safety/security in schools among students, staff, teachers, and other community members, perceiving SROs as a valuable resource when it comes to safety (both day-to-day and in the event of emergencies).
- Sense of community: general positive experiences and interactions; some variability within schools; impact sometimes tied to particular SRO and not experienced across the board.
- Building positive relationships between school communities and police; some SROs going above and beyond to support students; SROs' roles as tied to broader roles of police in society (safeguarding the wellbeing of citizens).

Along with this positive feedback, we heard suggestions to change, adjust, or improve the program, namely:

- Building relationships with students; ensuring the program is centred on supporting students and building positive relationships rather than on enforcement.
- Addressing negative perceptions related to SROs' positions of power and associated negative feelings among students.
- Accessing up-to-date training, particularly on issues related to working with youth and supporting mental health.
- Directing program resources to more social support for students' growth, as well as providing anti-racism education at all levels.

Themes are described in detail along with supporting quotes in Table 16.



**Table 17: Community members' responses: themes and quotes**

Theme	Sub-themes	Quotes and analysis
Safety	Perceptions of safety among students	<p>General positive perceptions of safety/security in schools as well as comments expressing how students have experienced the program differently connected to their ethnocultural background and identities:</p> <p><i>"I worked in a couple schools as an Indigenous support where we held weekly lunches for our students. We had to ask the officers to not attend, as it kept students from coming to our lunch. Although we appreciated the support there support, and inviting students when they were able too. We found their presence became a barrier due to their position of power, negative experiences with a couple students in the past, and the relation that students associated them with from cultural and community experiences and perspectives."</i></p>
	Perception of safety among school community (e.g. staff, teachers)	
	Varies depending on school and demographics	
Sense of community	General positive experience/perception of SRO program	<p>General positive comments about SROs contributing to a sense of community in schools with some noting that the ways in which teachers, staff, and students experience the program often depends on the SRO placed in the school:</p> <p><i>"I have sometimes worked closely with an SRO, and found the experience to be more dependent upon the person filling the role than the duties of the role itself. I've had students who needed help where the SRO decided not to get involved, to that student's detriment, and other times with a different SRO who went above and beyond to connect with a student and help her feel safe."</i></p>
	Specific positive interactions with SROs	
	Varies depending on school, SRO, and demographics	
Role of SROs	Maintaining safe and secure environment	<p>General positive comments about SROs' role in maintaining a safe and secure environment in schools and some comments expressing seeing a connection to larger societal responsibilities of the police:</p> <p><i>"Of course, the main responsibility of the police is to safeguard the well-being of citizens, and obviously the most vulnerable citizens are children and the elderly, therefore their involvement in schools is decisive for the safety of our children."</i></p>
	Connected to broader role of police	
Suggestions	Building relationships with students	<p>Overall satisfaction with the program with minor suggestions for improvement, focussing on relationship-building, education in classrooms and assemblies, and continuing to keep training courses up-to-date:</p> <p><i>"The role should focus on engaging youth and building relationships first, then education/program delivery around social development, finally enforcement. "</i></p> <p><i>"The SRO's take ongoing training to improve their working relationships in the communities and the schools. (Mental awareness, LGBTQ2S+, Cyber Bullying, Lockdowns, Work with Student Support Teams). So to improve the SRO program, keep the courses up to date with the times that are changing."</i></p>
	Up-to-date training	
	More SRO-led education and programming	

## Community submissions: overview

We received email submissions from 30+ Calgary community members, including parents and school staff. We analyzed these submissions to understand their perceptions and experiences as well as how the program is impacting them.

### Research question: Is the program achieving positive outcomes for community members/partners?

Based on these written submissions, the program is achieving mixed outcomes for community members/partners.

On the one hand, many community members vocalized the need for more SROs, and the continuation of the program. They especially spoke to the support that officers provide to students and school staff, with some mentioning their school's SRO by name and speaking to their positive qualities. For those who wish to see the program continue, suggestions included adjusting the current model to focus on building relationships, recognizing that a strong foundation is necessary for the program to have a positive, long-term impact.

On the other hand, several community members called for removal of the program, citing concerns over safety and the intimidating presence of officers for youth. Some said they felt the program does not make a positive contribution to the education system, and that it does more harm than good. Notably, negative comments tended to be associated with an urgency to listen and take action based on BIPOC individuals' feedback. A few community members also had questions regarding the program and the role of SROs in schools, particularly when it comes to maintaining a safe and welcoming environment for all students; some expressed concerns about the impacts of seeing armed and uniformed officers in schools and asked whether SROs could be available as needed, but not stationed in schools. Another important question that came up was how SROs could be better connected to BIPOC students and how they could be matched with schools based on demographics in specific communities. Table 17 includes details on community members' written submissions.

**Table 18: Email submissions: community members**

Theme	Sub-themes	Quotes
Actions	Remove the program	<p>"I am writing to voice my thoughts on the SRO program in Calgary's schools. ... Having attended [PERSONAL INFORMATION REMOVED] myself, I was able to witness the SRO program firsthand as there was an officer stationed in my school during the three years I spent there. <b>It is my opinion that the SRO program does not contribute anything positive to the education system as a whole; instead, it contributes to intimidating and criminalizing young people, particularly Black and Indigenous students. The SRO program should be suspended at once.</b>...As a white person, I cannot and would not attempt to speak for the Black, Indigenous or other racialized communities here in Calgary. I can, however, say that this an opportunity for our city to do better. Listen to Black voices and People of Colour. Consider who is benefitting from the SRO program and who it is truly serving. It is certainly not the Black, Indigenous or racialized communities who have long suffered and continue to suffer daily at the hands of our racist system. <b>We need to reevaluate our priorities in our city and put these racialized communities - these families - these children - at the forefront of every decision we make.</b>"</p>
	Building relationships with school community	<p>"I am Albertan born and bred and I remember SROs being in my junior high and senior high schools. It is my recollection that the SRO was assigned to only one school, and he/she was in that school every day. As a result, the officer built up important relationships with students and staff. At my grade 12 graduation, the SRO for Central Memorial was the last person I shook hands with as I crossed the stage. As a teacher, I know how vital relationships are to learning. I also know how easily relationships can be damaged if there isn't a strong foundation to begin</p>

		with. Building that foundation and strong relationships takes time and frequent interaction. I understand if the ability to have one SRO, one school is beyond budget constraints. <b>However, I believe that the current model isn't allowing SROs to build those necessary relationships for the program to be truly effective."</b>
Positive Sentiments	SRO program is essential	"I am a Kindergarten teacher at [PERSONAL INFORMATION REMOVED] in Calgary. We have been lucky enough to have a School Resource Officer attached to our school for as long as I can remember. I love the S4 programs they deliver and the connections they make with our students and staff. <b>Unfortunately, there are many children, and this number continues to increase, who have had negative experiences with police officers (Ex: coming into their homes to remove an adult who is hurting others, or removing an adult who is threatening to harm themselves), and these in school sessions offer a chance to rebuild a scary relationship for these students.</b> It allows them to see that police officers can help them in many ways. It also eases the tension and fear around practice lockdowns and fire drills when, at the end, they see a familiar face helping to ensure their safety. <b>I strongly believe having these positive and proactive connections help our students..."</b>
Other	Questions	"...wanted to offer some of my thoughts regarding the School Resource Officer program within CBE schools. I work at a school with an amazing constable who is a wealth of knowledge and information for students to access, though I am concerned about some of the following areas <b>1) How can SROs become more connected to BIPOC students? What roles can SROs play to provide context about their roles in schools and relationships with these communities?</b> 2) How can SROs become more present for students? Could SROs run regular sessions with students regarding a variety of topics they can assist with? 3) What data is collected about the percentages of BIPOC SROs in the system and the percentages of interactions with BIPOC students? I teach at a school with a lower rate of overall diversity in student population, and I am wondering how SROs are/can be matched with schools based on demographic and populations? How is information collected and reported in their interactions? 4) Should an SRO carry a firearm while in a school? "

## CPS staff and SROs

The final group we heard from during engagement were CPS staff and SROs who are involved with the program. We worked with the project team to develop a survey for CPS staff and SROs, with the goal of hearing directly from them regarding:

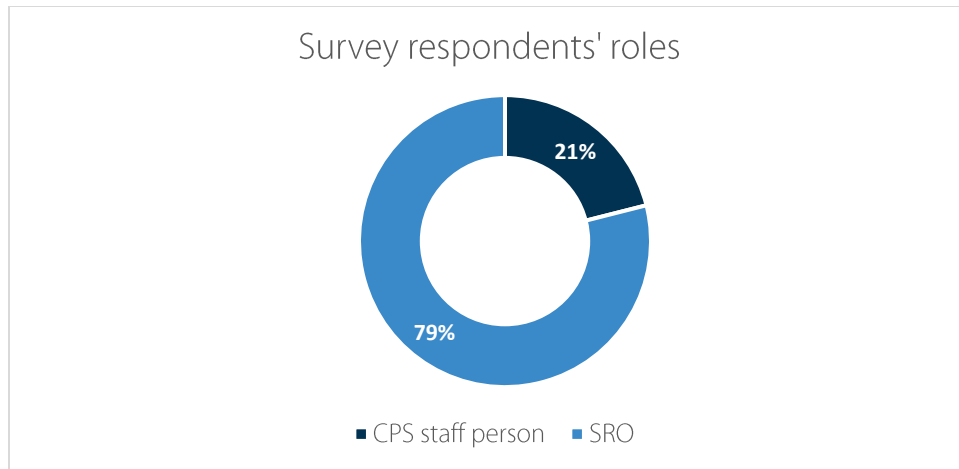
- Experiences in schools and working with students
- Training, resources, and supports available
- Suggestions to enhance training and access additional resources and/or supports
- Suggestions for changing or improving the program

The survey was hosted on SimpleSurvey and shared directly to CPS staff and SROs involved with the SRO program. It was open from March 3 to March 31, 2021.

## Who we heard from: CPS staff and SROs

Of the 57 survey respondents, 79% were SROs and 21% were CPS staff involved with the program (including managers, support staff, and trainers). While the survey was designed to hear broadly from CPS staff and SROs, we also sought to understand if the SRO program is being delivered in a way that considers equity, diversity and inclusion (EDI). This was part of the broader engagement process, where we were looking to highlight the diverse lived experiences of communities across Calgary.

**Figure 8: Who we heard from: CPS staff and SROs**



### CPS staff and SRO survey: overview

Overall, the feedback received from the survey indicated that the SROs and CPS staff feel the program has positive outcomes and is working well. Respondents shared a strong personal connection to the work and a desire to contribute positively to school communities, with many describing their role as one of relationship-building and support.

### Research question: How is the program perceived by CPS staff and SROs?

To answer this question, we examined what respondents said about their roles, relationships with students, staff, and administration in schools, experiences in the role, whether the reality of their work aligns with their expectations, and training/resources/supports available.

Most responses indicated that SROs felt they had positive relationships with both students and school staff. Respondents shared positive experiences and valued the bridging role they play between CPS and school communities, and advancing preventative as opposed to reactive policing with students. Others described a trusting relationship with school staff and administration, and a sense of working as a team. When it came to assessing their expectations versus realities on the job, respondents shared that the day-to-day work did align with their expectations, particularly regarding fostering safety, preventing criminality and victimization, and developing positive relationships with school communities.

### Research question: How can the program be improved?

To respond to this question, we asked CPS staff and SROs to tell us how the program could be changed or improved. The main suggestion on how to make improvements for the program was having more officers in the

program and reducing the number of schools per officer to enable them to do their jobs better and to ensure they are playing a proactive rather than a reactive role in fostering safe environments in schools. Notably, some respondents felt that the program would benefit from more SROs in schools – particularly for junior high and high school settings. Similarly, we heard that a higher ratio of SROs to students would ensure that every student has access to an SRO.

There were also suggestions for additional learning/training, including learning from more experienced officers, other mentorship/shadowing opportunities, and scenario training. Regarding specific training, suggestions included education on ADHD, autism, and different learning abilities, strategies for working with adolescents, mental health and wellness support, diversity and cultural training, and street patrol training. Finally, a few respondents said they would like more connections to social services and resources in the event where they are not trained or resourced to support students dealing with issues. Program ideas and suggestions are summarized in Table 18.

**Table 19: SRO and CPS staff survey: program ideas and suggestions**

More resources	Training	Other
<ul style="list-style-type: none"> <li>• Additional SROs needed</li> <li>• Fewer schools per officer</li> <li>• Opportunities to shadow more experienced officers</li> <li>• Other opportunities for mentorship</li> </ul>	<ul style="list-style-type: none"> <li>• Adolescent mental health training</li> <li>• Diversity and cultural training</li> <li>• Scenario training</li> <li>• De-escalation training</li> <li>• Social media and other online issues</li> <li>• Street / patrol training</li> <li>• Early childhood development training</li> </ul>	<ul style="list-style-type: none"> <li>• More promotion of the program</li> <li>• More connection to social services</li> <li>• Increased focus on relationship building with students to foster positive relationships</li> </ul>

**Research question: Are the services provided by the program equitable, inclusive and appropriate for students representing diverse communities?**

To answer this question, we invited CPS staff and SROs to reflect on their personal experience(s) and suggestions for changes to the program that would ensure that all students regardless of background or identity (e.g., race, LGBTQ2S+, disability) can benefit. Responses were general in nature, with overall agreement that students are benefitting regardless of their background or identity. Respondents felt they had strong relationships with students and had positive interactions with students of different ethnocultural backgrounds, LGBTQ2S+ orientations. None of the comments referenced interacting with students with disabilities. One SRO shared that having fewer schools assigned would help them participate in programs for LGBTQ2S+ youth, suggesting that better resources and a more consistent presence in schools would support their involvement in activities/programming for equity-deserving communities.

Top themes and supporting quotes for the three research questions above are included in Table 17.

**Table 20: CPS staff and SRO survey: themes and quotes**

Question	Top themes	Quotes
How does it feel to be an SRO in a school building? Why?	Personal passion Connection to the work Relationship and community building Witnessing positive impacts Importance of the work	<i>"The relationships we are able to build with both staff and students is life altering for both the Police as well as the school community."</i>  <i>"I explain to the students that Police Officers are people too and that my job is to build relationships with them and get them to see that Police are there to help."</i>
Please describe your relationship with the students in your school.	Positive relationships with students Mentorship Education Enforcement	<i>"My relationship with the students has been very positive, even when dealing with a student for negative behavior I have found that the interactions often turns into a positive result as I have been able to offer supports to these youth that they would otherwise not otherwise have access to."</i>  <i>"I believe it's necessary to build the relationship with the students through finding ways to positively guide the students to appreciate the value in recognizing how to take responsibility for their involvement in situations that require police support."</i>
Please describe your relationship with the staff and administration in your school.	Strong and reciprocal relationships Gratitude from staff Treated as equals	<i>"We have a trusting relationship where we can share information in order to best help the students who may be in crisis or experiencing difficulties."</i>  <i>"We help each other out all the time. They use me as a resource and a learning tool. I, in turn, do the same. It is very much a team approach in every aspect."</i>
How would you characterize your experiences (e.g., positive, neutral, negative, unsure)	Positive experiences Witnessing positive impacts Receiving gratitude Sometimes challenging	<i>"My experiences have been nothing less than positive. We are able to build bridges in the schools between the Police and school community."</i>  <i>"So far this has been the most positive part of my career as a Police Officer. I absolutely love working with kids of all ages and I am all about preventative policing opposed to reactive policing."</i>
Do you feel like you are given adequate training, resources and support to fulfill your role? How could training be complemented or enhanced?	More links to social services and resources Working with experienced officers Training in adolescent mental health Diversity and cultural training More relief for SROs	<i>"I feel that more Officers' are needed as demand at the schools' is high and if more Officers' were deployed more "proactive" time could be spent at the schools and less "reactive"."</i>  <i>"I feel that the training and resources have been adequate, but they could always be better."</i>
How could training be complemented or enhanced?	Learning from other SROs Scenario training Social media Mental health Strategies for working with youth	<i>"I would suggest that new SROs would benefit more from a two or three week coach/mentoring session while working with another established SRO than any training."</i>  <i>"Mental health courses for further education on issues such as ADHD, autism, depression, learning disabilities and</i>

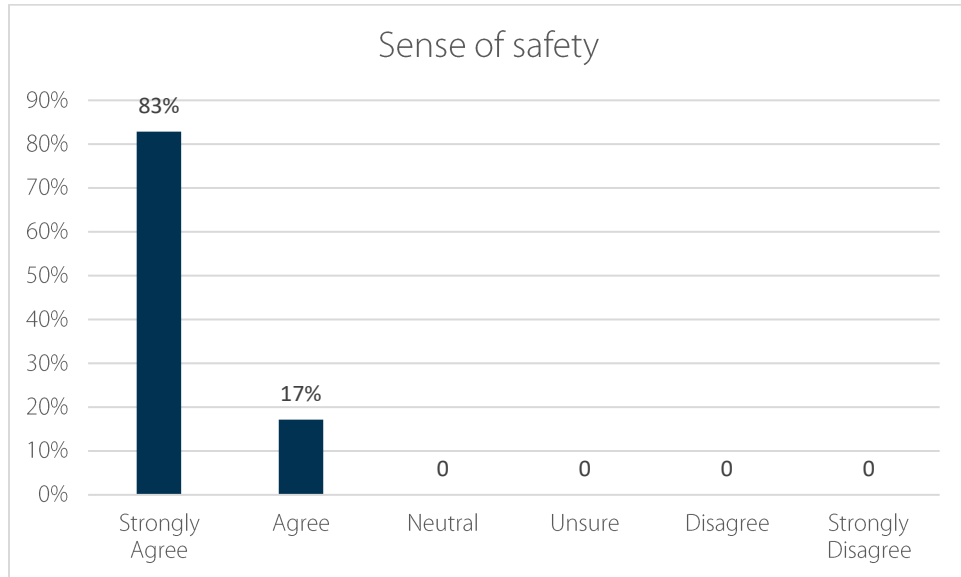


	Street / patrol training	<i>behavioral codes used in schools to better determine the best course of action with students."</i>
Please describe what you think the role of a School Resource Office is or should be? Do your current work functions align with these expectations?	Relationship building Education Enforcement Safety Connection to external resources	<i>"Using a community and family-based approach to building relationships within and outside of the school, with the focus of safety by preventing criminality and victimization."</i>  <i>"I believe the role of the SRO should be enhanced presence, education and enforcement last."</i>
Thinking about your own personal experience(s), how do you think the SRO program could be changed or improved?	More officers Less schools per officer More training More promotion of the program More resources	<i>"I believe more SROs are needed in schools, especially in the high school and junior high settings."</i>  <i>"We need to change the ratio and get more SRO's in schools, our vision (future state) is every child in the city of Calgary has access to an SRO."</i>
Thinking about your own personal experience(s), are there changes to the program that would ensure that all students regardless of background or identity (e.g., race, LGBTQ2S+, disability) have the opportunity to benefit from the program?	All students are being treated fairly More culturally responsive / EDI training More focus on relationship building More training on how to better support students More officers to enable participation in more community programs	<i>"Only being able to speak for myself, I believe I have built strong relationships with all my students and have spoken and assisted all races including minorities, LGBTQ2S students."</i>  <i>"If the SRO was more readily available to do proactive activities within the schools need. For example, if I had fewer schools, I would have the time to participate in programs such as the Heroes program or LGBTQ2S at the school."</i>

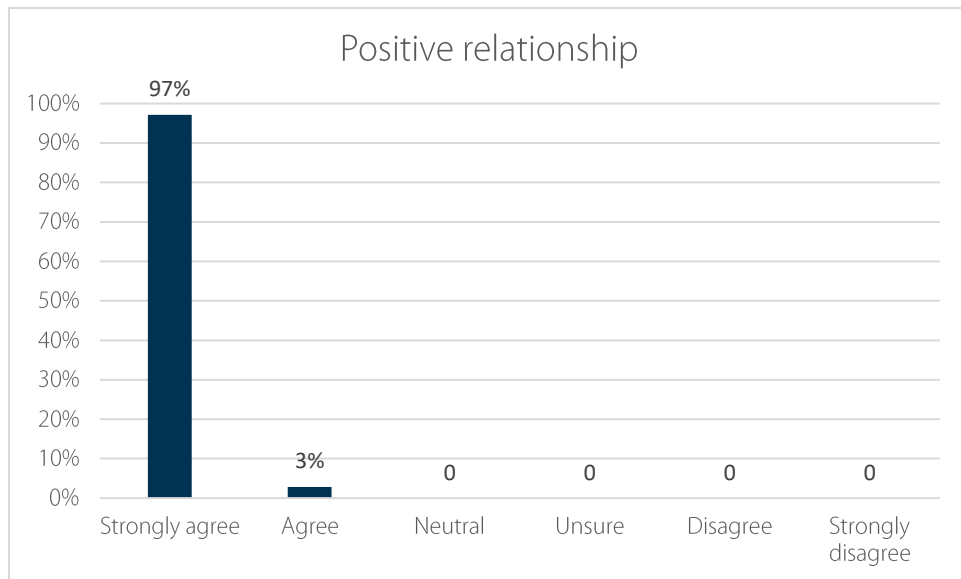
**Research question: Is the program achieving positive outcomes for students, families, schools and community partners?**

To understand program outcomes, the survey posed a series of Likert scale questions to assess whether CPS staff and SROs feel the program is contributing to safe and secure school environments. Overall, respondents agreed that the program is meeting its goals, with strong agreement that the program contributes to a sense of safety, supports positive relationships, fosters a positive sense of community, promotes awareness of the role of police in society, and bridges gaps between police officers and students. Their responses are displayed in Figures 9 to 13, below.

**Figure 9: I think the SRO program contributes to a sense of safety in schools**

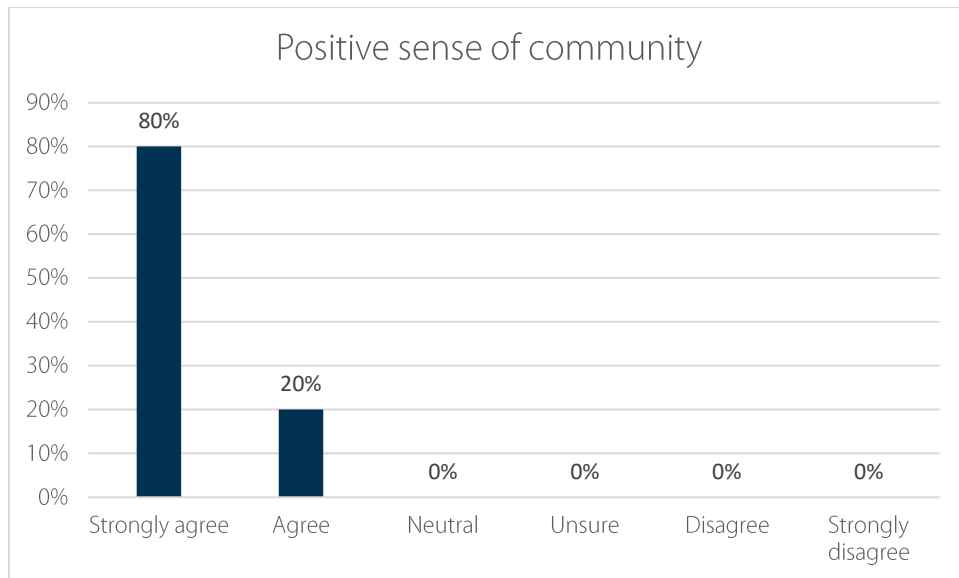


**Figure 10: I think SROs help to build a positive relationship between police and young people**

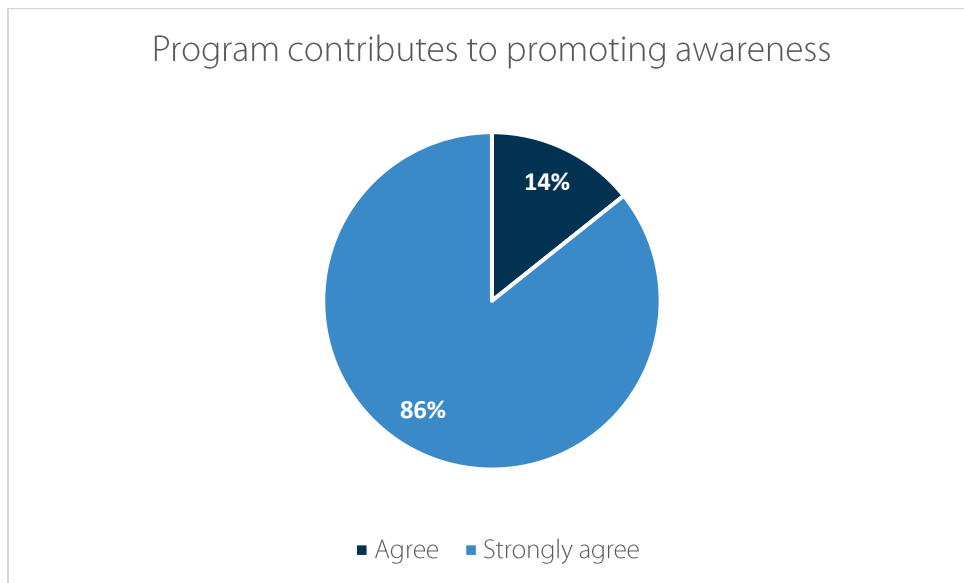


**Figure 11: I think the SRO program contributes to a positive sense of community in schools**

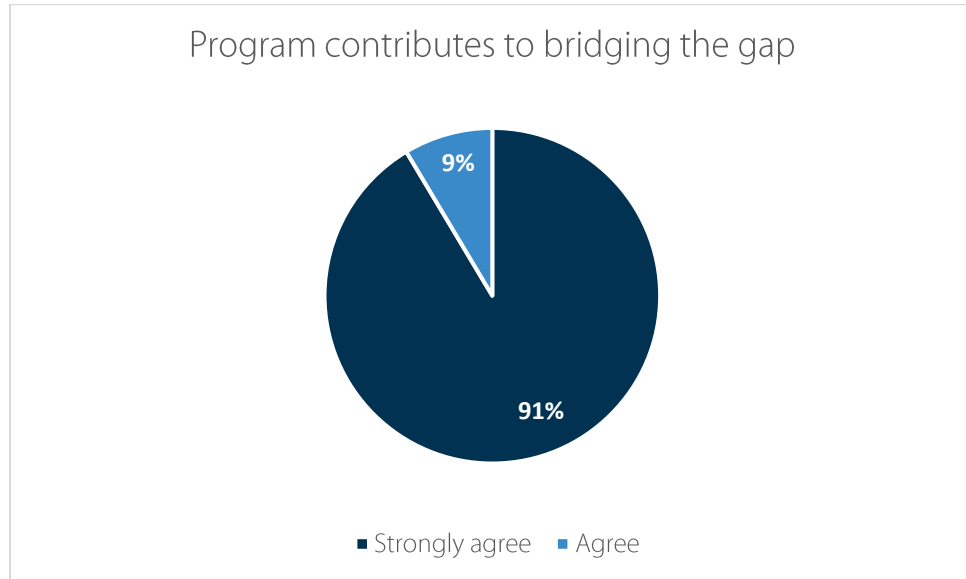




**Figure 12: I think the SRO program contributes to promoting awareness of the role of the police in society**



**Figure 13: I think that the SRO program contributes to bridging the gap between police officers and young people**



### CPS and SRO staff interviews: overview

In addition to the online survey, we conducted short interviews with CPS staff and SROs to understand their (1) experiences with the program and (2) suggestions on keeping, changing, stopping, and adding to the program to improve its delivery and impact.

### Research question: How can the program be improved?

To answer this question, we analyzed interview responses to the questions: *What elements of the SRO program would you keep, change, stop or add?*

#### Keep:

- Training
  - For officers keeping them up to date on current issues
  - For school staff to understand the role of the SRO
  - For students on various topics
- Relationship building
  - With students starting at a young age
  - With school staff
  - With the larger community
  - With other CPS units
- Current role and mandate (in S4 program)
  - Elementary S4 team has a clear mandate and is working well as a team
  - Keep proactive focus in elementary schools to support student learning and safety

#### Change:

- Clearer direction from executive to fulfill their roles
  - Proactive versus reactive
  - How to prioritize activities when requests exceed resources
- More good news stories and promotion of the work SROs do
- More access to resources and training
  - Additional officers or fewer schools per officer

- Ability to do presentations online
  - More training for new officers including opportunities for shadowing experienced officers
- More transparency/accountability
  - Data collection
  - Body-worn cameras

### **Stop:**

- Nothing: would keep everything in the program
- Lack of flexibility in scheduling
  - Desire for more opportunity to participate in after-school events and programs
- Focus on lockdowns and other safety measures in schools
  - Desire for greater focus on relationship building and helping students
  - Concerns about strictly providing safety training, which can come off as intimidating to some students

### **Add:**

- Capacity
  - More officers/fewer schools per officer
  - More resources to be able to carry out daily duties
- Tailored training
  - Threat assessment
  - Diversity training
  - Certification for SROs, recognizing the unique role they play
- Community partnerships, including with the University of Alberta

Participants were also able to add any additional feedback. Responses included:

- Appreciate the job and the program
- Would like more support and training for the program
- Concerned about public perceptions of the program

### **Research question: What are the gaps and risks to the CPS?**

To answer this question, we looked more closely at CPS staff and SRO responses to the question: What elements of the SRO program would you change or stop?

The main gap/risk that emerged was a lack of program staff and resources which lead to SROs feeling strained or under-resourced to fulfill their roles. SROs who work in junior high schools shared that they struggle to keep up with requests for assistance, meaning that their work is mostly reactive, when it should be proactive. A few comments suggested that the SRO program could move away from elementary schools and resources could be diverted to junior high and high schools, as that is where there is the greatest need.

For those who were generally satisfied with the program and their role, minor suggestions included:

- More communication, clarity, and a mutual understanding of roles and expectations.
- Getting back to the relationship-building aspect of the program, as that has historically been a cornerstone.
- Resourcing the program to allow officers more ways to engage with students and staff, e.g., lesson plans for different subjects, mediation courses to obtain better results in student and parent disagreements, and more clearly defined roles that allow for flexibility depending on the personality of the officer.

- Adjusting expectations of statistics when most of the job is dealing with social matters, which are not easily quantified.
- More awareness in schools about SROs (particularly in the context of virtual learning due to COVID-19), e.g., workshops for students to find out more information and ask questions.
- Add an evaluation component from schools to assess if officers are providing effective service to the needs of the school that a CPS supervisor cannot.
- Desire for the high school SRO program to be expanded so that SROs can spend more than 1-2 days in each high school.
- Desire to prioritize filling all positions rather than leaving them vacant for up to one school year.
- Interest in a messaging strategy (internal and external) so that both CPS staff and community members have a good understanding of the programs.

CPS staff and SROs also pointed to some gaps in training, with the following suggestions to enhance existing training and better equip them to do their jobs:

- Add to existing RIT, etc. training with education on other options for consequences and mental health training in relation to risk.
- More diversity training and working more closely with the diversity unit, to generate a more robust approach to addressing cultural diversity and issues surrounding inclusion.
- Body worn cameras to support accountability.
- Training on working with parents/guardians to foster positive relationships.
- More formal and informal training opportunities for both personal development and to empower officers to respond to current trends in schools.
- More training in suicide prevention/addictions and mental health, particularly for junior high and high school students, e.g., presentations on topics like drugs, social media, suicide, and dating.
- Support and training to develop educational programming for students aged 12-17, e.g., drug strategies, social media, bullying

Finally, some respondents shared larger gaps and suggestions on how they could be addressed in the long term:

- Desire to build deeper community relationships but inability to do so with multiple schools per SRO; more resources would allow officers to work with the youth at risk who do not meet the threshold of established programs.
- With the current workload in junior high and high schools, it is a struggle for SROs to keep up with requests for assistance from school staff, students and parents; diverting personnel and resources from elementary schools would support SROs to undertake proactive work in junior high and high schools; bringing in more Community Resource Officers (CROs) to provide elementary school lessons would be a better use of staffing.
- Place one SRO in each of the high needs schools to better support schools in most need of resources and allow SROs to get at the root of existing issues and build trust in school communities.

Figure 14 provides a summary of training suggestions to fill the program gaps identified by CPS staff and SROs.

**Figure 14: Summary of training suggestions to fill program gaps**

#### Training suggestions:

Respect in workplace, first aid, public safety, leading with the brain, strategic communication, de-escalation, lockdown/external threat drills, gender-based analysis certification, diversity training, restorative justice, cyber-bullying, anti-bullying (e.g. Bullying and Fear), specific certification for SROs to recognize their unique roles.

## Recommendations

Based on engagement results from CPS staff and SROs, students, parents/guardians, school staff, and community members, as well as the program research and environmental scan, we have identified a list of recommendations for the CPS to consider. These recommendations take into account the breadth of perspectives overall while responding to specific concerns from marginalized communities, understanding that the program may be experienced differently among different populations. They also reflect the limitations of this evaluation when it came to hearing from students: further engagement with students, particularly those who self-identify as BIPOC, may be necessary to better understand differences in perceptions and experiences and how to address any gaps in the program that is preventing it from meeting its goals.

Recommendations also build on the set of recommendations to ELT and CPC from the SRO Program Report prepared by the Business Strategy and Research Section of the CPS in fall 2020:

- Revise existing SRO 100 programming, utilizing education coordinators and SROs to contribute to the content. Increase academic literature on diversity, as well as incorporate student voice in the service delivery model.
- Review the position profiles for SRO officers and include more items from the 'desirable' list to 'mandatory'.
- Commission an internal program evaluation, which will include a quantitative return on investment for the SRO program (organizational and for citizens of Calgary) as we enter a new budgetary cycle.
- Initiate dialogue with school boards to define roles and responsibilities of SROs.
- Increase/define overlap in service delivery of SROs and Community Resource Officers (CROs).

Table 21: Key findings and recommendations

Key finding	Recommendation
Adjustments to program resourcing and communication	
<p>Overall, there is <b>general support for the SRO program</b> both from a service delivery (CPS staff and SROs) and experience (students, parents/guardians, teachers, school staff) perspective. This is tied to <b>positive firsthand experiences and perceptions</b>. Program support was often linked to a <b>desire for minor adjustments to the program</b>, such as having more SROs, fewer schools per officer, and a greater focus on building relationships with students.</p>	<p><b>Recommendation #1:</b></p> <p><b>Short/medium-term:</b> Explore officer conduct changes to ensure all SROs are trained to work with students across demographics and have access to training and supports to foster positive relationships with students. Adjust the SRO 100 Best Practice Checklist for Proactive Engagement with Schools to ensure that all SROs understand their role, particularly when it comes to building relationships with students, teachers, and school staff to create safe and secure school communities, and know where they can go for support, especially if they feel under-resourced.</p> <p><b>Long-term:</b> Evaluate annual SRO program budget to allocate one or more SROs for each school in Calgary's four school districts (based on student population and other relevant demographic metrics) to fulfill program goals of supporting a positive and safe school environment.</p>
<p>Among some students, there is a <b>lack of understanding</b> about the SRO program. From the survey, webinars, and written submissions, we heard that many students had questions about the program, <b>specifically who their SRO is and how they can support students</b>.</p>	<p><b>Recommendation #2:</b></p> <p><b>Short/medium-term:</b> Explore SRO program adjustments, such as in-classroom curriculum, presentations, and leisure-based programming to support proactive communication with students and staff. Ensure that programming is age-appropriate and culturally relevant.</p> <p><b>Long-term:</b> To ensure every SRO has the knowledge, training, and resources to work in school settings, add one or more additional training modules to enhance the existing mandatory training, focussing on principles of early childhood education, working with youth, and mental health training. Ensure SROs have access to mentors and resources to support them in carrying out their daily responsibilities. This could include access to a database of community partners and agencies so that SROs can refer students who require further supports, including culturally specific supports.</p>
Continuous engagement, feedback, and reporting to inform program improvements over time	

Students shared a **range of experiences** with the SRO program: survey results demonstrated more positive experiences, while the workshops and online portal revealed **negative, neutral, or uncertain experiences of the program**.

#### **Recommendation #3:**

**Short/medium-term:** Implement embedded, continuous engagement, feedback, and reporting to inform program improvements over time. Convene an advisory group consisting of students, parents, teachers, school staff, school board representatives, community leaders, and CPS representatives to oversee program outcomes. Employ a mix of communication and engagement tools to ensure that advisory group members feel comfortable and safe sharing their experiences, especially uncertain and/or negative experiences. When possible, organize advisory group meetings during school hours so that student members can participate fully, with supports as needed (e.g., accessibility, translation, culturally relevant activities).

**Long-term:** Draw from this embedded, continuous engagement to identify specific program gaps and opportunities. Explore bringing in an external EDI consultant to connect these gaps and opportunities to EDI approaches to program improvement, recognizing that a smaller number of negative experiences must be considered along with a larger number of positive or neutral experiences. Develop and implement appropriate accountability protocols/procedures to follow through with advisory group recommendations.

Students who self-identified as BIPOC also shared a range of experiences with the program; an emerging theme among those with negative experiences was **feeling unsafe or uncomfortable** with SROs in schools.

#### **Recommendation #4:**

**Short/medium-term:** Develop and implement mandatory EDI training for officers, paired with planned relationship-building with students and parents to ensure that all members of Calgary school communities understand who their SRO is and what their role is in schools. Be attentive to sensitivities around policing, particularly for students who may have negative firsthand or secondhand experiences with policing in their families and/or communities.

**Long-term:** Adjust recruitment, hiring, and training practices using an EDI lens to ensure that every SRO is equipped to fulfill the program goals of maintaining a safe and secure environment. Enhance existing mandatory training to with specialized EDI training (e.g., anti-oppression training) to respond to the small number of respondents who expressed concerns about intimidation and inappropriate behaviour that leads to fear, anxiety, or discomfort. Depending on the outcomes of the continuous engagement described in the recommendation above, explore working with an EDI-focussed program evaluator to identify key areas for program improvements that fulfill the CPS' commitment to anti-racism.

Among parents/guardians, a key concern was **how the program impacts BIPOC**

#### **Recommendation #5:**

**students** – and a desire to prioritize hearing from those students as part of further evaluation.

**Short/medium-term:** Review SROs' roles and resources, particularly in Calgary schools with a higher percentage of BIPOC students, teachers, and staff. Enhance existing annual mandatory training to focus on proactive measures and positive relationship-building with students to address perceptions that SROs are there to target or punish students, particularly those who are BIPOC. This could include situational training to proactively address issues and perceptions of discrimination in schools, as well as de-escalation training for mental health issues.

**Long-term:** As part of the advisory group described in Recommendation #3, develop accountability mechanisms for reported incidents of racism or discrimination so that students, parents/guardians, teachers, and school staff clearly understand how they can report incidents and what action will be taken. This advisory group could also explore complementing existing annual mandatory training for SROs with scenario-based training related to proactive conflict resolution and fostering positive relationships with students. Depending on the advisory group findings, explore developing an EDI-centred annual evaluation framework to assess how well SROs are achieving program goals.

### Improving awareness, education, and in-school programming

Teachers generally shared support for keeping the program and **expressed a desire to have one SRO assigned to each school** to foster trust and communication. Teachers also wanted to see a focus on relationship-building with students and staff.

#### **Recommendation #6:**

**Short/medium-term:** Enhance existing Professional Development opportunities for SROs, including guided and/or self-directed specialized EDI- training led by BIPOC trainers that is focused on positive relationship-building with students and staff.

**Long-term:** Recruit and hire more SROs (with an EDI lens applied to recruitment and hiring) and allocate one or more officers to each school based on student population and other relevant metrics. Build demographic considerations into SRO assignments so that, as much as possible, officers reflect school and community demographics, which supports building trust among students from diverse communities.



Among community members, we heard overall satisfaction with the program with interest in a **greater focus on education, awareness, and programming in schools** as well as **specific training** related to youth and mental health issues.

#### Recommendation #7:

**Short/medium-term:** Integrate SRO training modules relating to youth and mental health issues. Enhance collaboration between SROs, teachers, and school staff to provide regular interactions focused on proactive education, awareness, and programming, and ensure that these interactions are culturally relevant and reflect each school's demographics.

**Long-term:** Continue to explore community partnerships (e.g., with social service agencies and mental health and wellness organizations) and collaborate on education and program delivery. Ensure that all SRO programming is grounded in education to foster positive and healthy school environments. Implement an annual SRO training review to verify that all training is up-to-date and reflective of current issues facing children and youth in Calgary schools.

### Adjustments to training, resources, and supports for SROs

CPS staff and SROs shared **overwhelmingly positive experiences** and highly value their roles in schools.

#### Recommendation #8:

**Short/medium-term:** Increase promotional opportunities to share the positive outcomes from the program with the students and community. Allow more time for relationship building with students and community. Increase opportunities for collaboration with other community services and resources.

**Long-term:** Integrate some of the community services and resources available in Calgary directly into the program. Establish regular communications opportunities in schools and communities for sharing the benefits of the program and ensure that SROs' roles are clear and well understood. Develop an internal mechanism for sharing back information on the program including successes and challenges with other CPS staff.

When it came to program adjustments or changes, CPS staff and SROs expressed a desire for **resources, supports, and training** to better support students and feel equipped to do their jobs.

#### Recommendation #9:

**Short/medium-term:** Provide opportunities for new SROs to shadow experienced SROs. Clarify prioritization of programming when there are not enough resources to do everything. Ensure training opportunities are covering the most pressing issues in the communities being served.

**Long-term:** Explore options for increased coverage of schools with higher needs such as reducing the number of schools per SRO or diverting resources to assign one SRO to each high needs school. Implement a mentoring program for new SROs. Set up a feedback channel (with the option to submit

anonymous feedback) to understand the most pressing and relevant training topics from students, school staff and community members.

### Further exploration of structural changes and program alternatives

Some engagement participants expressed interest in **SRO program alternatives**, either to adjust or replace the existing program.

#### **Recommendation #10:**

**Short/medium term:** Expand on the environmental scan included in this report to explore the opportunities and challenges with alternative program models, based on how they have been implemented in other school districts across Canada.

**Long term:** Continue to evolve the SRO program in alignment with current research findings on policing in school communities, with a focus on scholarly research that investigates how BIPOC students and families are impacted and how programs can be adjusted and applied using an EDI lens, drawing from continuous and embedded feedback (see Recommendation #3).

Some engagement participants **called for the program to be removed** and cited historic and continued violence perpetuated by policing structures.

#### **Recommendation #11:**

**Short/medium term:** Continue to partner with community organizations serving Calgary's diverse communities to explore program adjustments, responding to current conversations regarding alternatives to the existing program structure. Organize regular checkpoints with the advisory group (see Recommendation #3) to add further input to the engagement question: *Are the services provided by the program equitable, inclusive and appropriate for students representing diverse communities?*

**Long-term:** Implement accountability models for the SRO program and across the CPS which acknowledge and address the historic harms caused by discrimination against BIPOC communities in Calgary and draws from academic research from leading scholars in Canada and the United States regarding policing in schools.

## Conclusion

Over the course of the engagement period from March 3 to May 16, 2021, we witnessed a high degree of interest in the engagement process. We received over 1,450 survey responses, feedback from 378 participants from five webinars, 130 contributions from the online engagement portal, and 55+ emails to the engagement inbox.

The SRO program evaluation revealed overall support for the program, with many respondents valuing the program's positive impacts, including:

- Supporting safe and secure school environments.
- Being a key resource for teachers, school staff, and administration in both day-to-day needs and specific safety training.
- Building relationships with students and supporting a positive learning environment.

Our key demographic, **students**, presented many issues that are important to consider as the program evolves. Key concerns included the need for different types of support (e.g., school counselors, social workers) better suited to providing support to students, as well as suggestions to adjust the program, including desire for better communication and accountability mechanisms. While many students cited positive experiences with SROs, it is important to note a few negative experiences, particularly for students who experienced sentiments like fear, discomfort, and anxiety with the presence of SROs. Negative experiences were related to perception of systemic racism and discrimination with police presence in schools, concerns about policing being integrated with schooling, unprofessional/uncaring behavior from SROs, and SROs inciting fear, particularly when their role is not clear to students. Positive data cited included SROs as mentors and trusted figures, providing education and support, and protection from external threats and violence.

While weighting data was not part of our analysis approach, we ensured that feedback from **students who self-identified as Black, Indigenous, and People of colour (BIPoc)** were highlighted in the report so their experiences and suggestions and centred in next steps and decisions about the program's future. Notably, BIPoc students shared both positive and negative feelings about the SRO program, including appreciating their SRO as a figure of safety, desire to see more diverse SROs, concerns about regular police presence in schools, discomfort with SROs based on recent events, witnessing or experiencing unequal treatment of BIPoc students.

From **parents/guardians**, we heard concerns about the necessity of the program and possible negative impacts on their children – particularly **children who are racialized**. Several parents/guardians spoke to the kinds of changes they wanted to see to the program, including the need for more SROs, more diverse SROs, and a greater focus on relationship-building within school communities.

**Community members**, including those who identified as being teachers, school staff, and others in the community, had mixed feelings. Some called for removal of the program, citing concerns over safety, the intimidating presence of officers for youth, and lack of awareness/communications, both inside and outside of schools, about what SROs do. However, others vocalized the need for more SROs to support a consistent presence in schools, and the continuation of the program due to its positive impacts.

**CPS staff and SROs** shared overwhelming positive feedback about their experience and program impacts, including fostering rewarding and positive relationships with school communities, supporting safe and secure environments, and a deep sense of care about their work. The main suggestion from this group was to add more officers, which would enable them to build relationships within fewer schools, highlighting the desire to connect with students and provide both broad and tailored support. They also wanted to be a part of more school programs and events and were interested in enhancing existing training to improve the program's outcomes and fill the training and resourcing gaps identified – particularly for officers working in junior high and high schools.

- **Program suggestions from students included:**
  - Bringing more awareness to the SRO program.
  - Having fewer schools per SRO/having more time with the same SRO.
  - Having more training for SROs focused on youth issues and proactive communication.
  - Having more educational and leisure programming from SROs and less focus on lockdowns and other safety programming.
  - Removing the SRO program altogether.
  - Replacing SRO program with other supports.
- **Training suggestions from all populations encompassed:**
  - Youth developmental training.
  - Strategies for working with adolescents.
  - Diversity and inclusion training.
  - Mental health training.
  - De-escalation and other scenario-based training.
  - Mentorship/shadowing/learning from more experienced officers.
- **Other suggestions to take forward from all populations were:**
  - Adjusting recruitment, hiring, and training to prioritizing bringing on SROs that come from similar ethnocultural backgrounds to the schools they serve and are appropriately trained.
  - Removing uniforms and firearms to address concerns about intimidation.
  - Adding accountability mechanisms, including body-worn cameras, incident reporting, and an open communications channel with SROs and school communities for regular feedback.
  - Increase opportunities for collaboration with other community services and resources.

Given the high level of interest and responsiveness to the engagement, it is clear that these are crucial and nuanced conversations that must continue. As the CPS looks to advance anti-racism initiatives, inclusive practices, and determine possible changes or adjustments to the SRO program, the emerging themes and suggestions from this report should be considered and contextualized by ongoing dialogue with students and the broader communities. Next steps should also consider what is being done in other jurisdictions across Canada, recognizing the broader societal conversations around policing in schools that are taking place.

# Appendices

## Appendix A: What we asked (engagement questions)

### School and community survey questions

1. When it comes to the SRO Program, I am
  - a. Very familiar with the program (e.g. I understand who SROs are, why they are in schools, the programs/activities they're involved with)
  - b. Somewhat familiar with the program (e.g. I understand who SROs are, and have some understanding of what their role is in schools, and about the programs/activities they're involved with)
  - c. Not familiar with the program (e.g. I understand who SROs are, but am not sure what their role is in schools, or about the programs/activities they're involved with)
  - d. Not at all familiar with the program (e.g. I don't know who SROs are or what the program is)
  
2. You have indicated that you are not familiar with the SRO program. From your perspective, what role should the police have in schools? What programs/activities should the police be involved in within schools? (Open ended)
  
3. A) I think a police officer at school would contribute to a sense of safety in schools
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other

B) I think a police officer at school would contribute to a sense of safety in schools – Other (Open ended)
  
4. A) I think a police officer at school would help to build a positive relationship between police and young people
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other

B) I think a police officer at school would help to build a positive relationship between police and young people – Other (Open ended)
  
5. A) I think a police officer at school would contribute to a positive sense of community in schools
  - a. Strongly agree
  - b. Agree
  - c. Neutral

- d. Unsure
- e. Disagree
- f. Strongly disagree
- g. Other

B) I think a police officer at school would contribute to a positive sense of community in schools – Other (Open ended)

6. Please describe your own personal experience(s) with the School Resource Officer (SRO) program. (Open ended)

7. Please describe what you think the role of a School Resource Officer is or should be. (Open ended)

8. A) I think the SRO program contributes to a sense of safety in schools

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Unsure
- e. Disagree
- f. Strongly disagree
- g. Other

B) I think the SRO program contributes to a sense of safety in schools – Other (Open ended)

9. A) I think SROs help to build a positive relationship between police and young people

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Unsure
- e. Disagree
- f. Strongly disagree
- g. Other

B) I think SROs help to build a positive relationship between police and young people

10. A) I think the SRO program contributes to a positive sense of community in schools

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Unsure
- e. Disagree
- f. Strongly disagree
- g. Other

B) I think the SRO program contributes to a positive sense of community in schools – Other (Open ended)

11. Thinking about your own personal experience(s), how do you think the SRO program could be changed or improved? (Open ended)

### **CPS and SRO survey questions**

1. We are interested in your role as part of the SRO program:
  - a. I am a CPS staff person involved with the SRO program (i.e., manager, support staff, trainer)
  - b. I am a School Resource Officer
2. How does it feel to be an SRO in a school building? Why? (Open ended)
3. Please describe your relationship with the students in your school. (Open ended)
4. Please describe your relationship with the staff and administration in your school. (Open ended)
5. How would you characterize your experiences (e.g., positive, neutral, negative, unsure)? (Open ended)
6. Do you feel like you are given adequate training, resources and support to fulfill your role? How could training be complemented or enhanced? (Open ended)
7. How could training be complemented or enhanced? (Open ended)
8. Please describe what you think the role of a School Resource Office is or should be? Do your current work functions align with these expectations? (Open ended)
9. I think the SRO program contributes to the sense of safety in schools
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other
10. I think the SRO's help to build a positive relationship between police and young people:
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other
11. I think the SRO program contributes to a positive sense of community in schools:
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other
12. I think the SRO program contributes to promoting awareness of the role of the police in society:

- a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other
13. I think that the SRO program contributes to bridging the gap between police officers and young people:
- a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Unsure
  - e. Disagree
  - f. Strongly disagree
  - g. Other
14. Thinking about your own personal experience(s), how do you think the SRO program could be changed or improved? (Open ended)
15. Thinking about your own personal experience(s), are there changes to the program that would ensure that all students regardless of background or identity (e.g., race, LGBTQ2S+, disability) have the opportunity to benefit from the program? (Open ended)

### **Students, parents/guardians, teachers, and school staff webinar questions**

1. How do you feel coming into this discussion? (Interactive with an on-screen image)
2. How does it feel when you see, interact with or think about a police officer at school? / How do you think your child feels when they see, interact with or think about a police officer at school? (Interactive)
3. Please use one or two words to explain your experience or thoughts about the SRO program
4. Why did you choose these words?
5. What is one thing that should be changed about the SRO program?
6. What is one thing that should stay the same?
7. What is one thing that should be stopped?
8. What is one thing that should be added to the SRO program?
9. Which of the following changes to the SRO program are you most comfortable with? Choose up to 3.
  - a. Relationship building between police and diverse communities
  - b. Time with police in class and in school activities (i.e., sports clubs)
  - c. No uniforms in school
  - d. No weapons in school
  - e. Fewer police in schools
  - f. Training for police about how to support equity inclusion and diversity
  - g. SROS more reflective of diverse identities



- h. Unsure
  - i. None of the Above
10. Which types of training or learning would make SROs better at their job?
- a. Youth related issues (e.g., bullying, responsible use of technology)
  - b. Mental Health (e.g., de-escalation, recognizing warning signs)
  - c. SupportingLGBTQ2S+youth
  - d. Supporting racialied youth
  - e. Supporting youth with disabilities
  - f. Principles of early learning and childhood
  - g. Unsure
  - h. None of the above
11. Is there anything else you would like to tell us about the SRO program?

### Online engagement portal questions

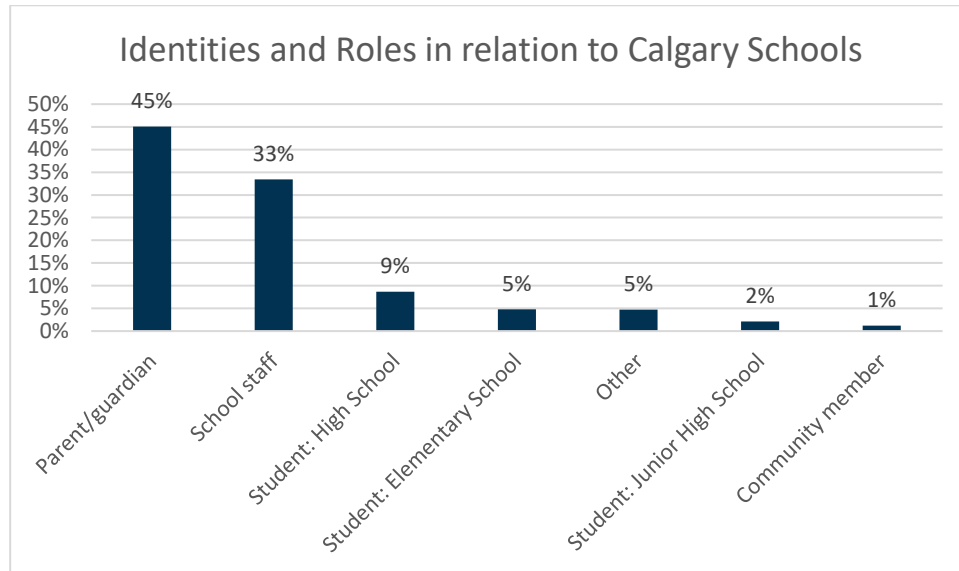
1. Tell us about your most recent interaction with your School Resource Officer?
2. What changes could be made to the School Resource Officer program?
3. What should be stopped to make you feel safer in school?
  - a. SROs wearing a uniform
  - b. SROs carrying weapons
  - c. SROs disciplining or arresting students
  - d. SROs teaching classes
  - e. SROs walking around the school
  - f. SROs interacting with me and my friends
  - g. None of the above
  - h. Unsure
  - i. Other
4. Thinking about some changes that could be possible for the SRO program. Which of the following would you be most comfortable with?
  - a. SROs in my school more often
  - b. SROs in my school less often
  - c. More SROs available to the school districts
  - d. Fewer SROs available to the school districts
  - e. More or different types of training for SROs (e.g., youth issues, diversity training, mental health training)
  - f. More or different types of resources (e.g., Crime Stoppers, connection to mental health works, connection to social workers)
  - g. None of the above
  - h. Unsure
  - i. Other
5. Is there any other feedback you would like to give about the program?

## Appendix B: Demographic summary

To understand *who* our School and Community Survey reached, we asked a series of demographic questions. It is important to note that not all survey respondents answered each question. These percentages only reflect the number of those who felt comfortable self-identifying.

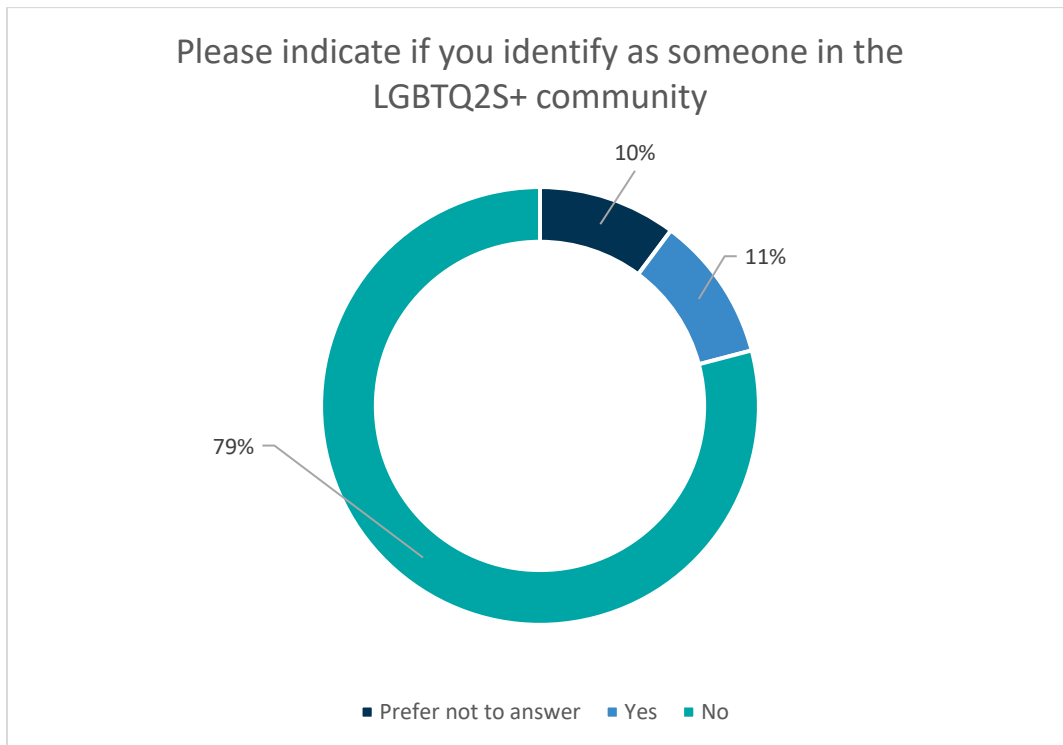
**Figure 15: Identities in relation to school community**

This question was asked to understand the participants' roles and identities in relation to the Calgary school community.



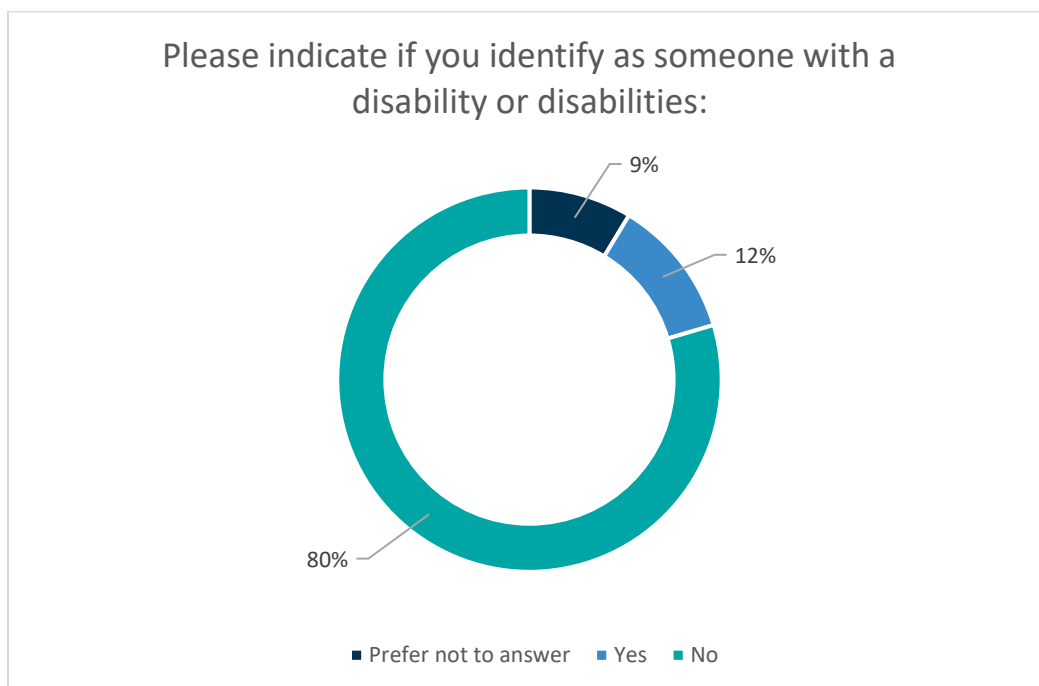
**Figure 16: LGBTQ2S+ identities**

This question was asked to understand the number of participants belonging to the LGBTQ2S+ community.



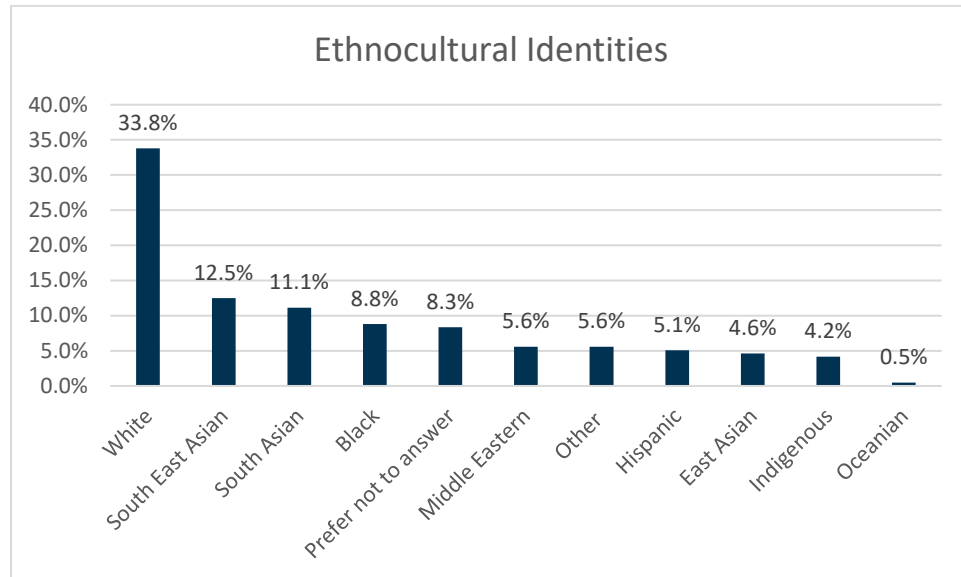
**Figure 17: Disability identities**

This question was asked to understand the number of participants who identify as someone with a disability or disabilities.



**Figure 18: Ethnocultural identities**

This question was asked to understand how participants identified based on ethnocultural background(s). Participants could choose multiple options and could select “Prefer not to answer”.



Some respondents who chose to self-identify as “other”, elaborated on what they meant. The following is a verbatim list of what they shared with us.

Ethnocultural identities: Other	
West Indian - from the Caribbean East Indian descent	
Spanish, Canadian	
Punjabi	
Other	
Human, from Earth.	
Central Asian	
Canadian Portuguese	
Canadian (I don't see it there)	
Canadian	
Canadian	
Canadian	

## Appendix C: Engagement tools and communications

This appendix includes a sample of communications used to invite people to take part in engagement.

### One-pager shared with community members

## What you should know – Calgary Police Services – School Resource Officer Program Evaluation Plan

### Calgary Police Service – School Resource Officer Program

The [School Resource Officer](#) (SRO) program was established in Calgary in 1976 and operates as an agreement between the Calgary Police Service (CPS) and Calgary's schools. The program facilitates the placement of police officers in a school or a set of schools.

The main objectives for this program are:

- Maintaining a safe and secure environment within the schools to support a positive atmosphere for education.
- Promoting awareness of the role of the police in society through engagement with students in both formal and informal activities.
- Establishing and maintaining a relationship with school personnel and students to prevent criminal involvement.
- Bridging the gap between police officers and students to promote positive attitudes towards law enforcement and reduce youth involvement in crime.

### Program Evaluation Overview

This engagement will aim to understand if the SRO program is achieving positive outcomes for students, families, schools and community partners. We also aim to understand if the SRO program is being delivered in a way that considers equity, inclusion, and diversity. As part of the engagement process, we seek to highlight the varied lived experiences of the community including students, parents/guardians, teachers, school administration and community partners.

Input will be gathered through equitable and inclusive community engagement in the form of surveys, interviews and group conversations, to inform continuous improvement.

Our objective is to conduct an accessible and inclusive engagement program that ensures voices of racialized and marginalized students are given opportunity to be heard and to allow participants to provide input that will help CPS to determine if services are being provided in an equitable and inclusive manner.

The experiences and feedback of participants is important and will be considered to help the Calgary Police Service better understand how the SRO program is working, how it impacts school communities, and how it could be improved.

### Translation Support

The survey is in English. You can use Google Translate to change the survey into your preferred language.

#### Google Translate instructions

- Open a web browser and go to [translate.google.com](https://translate.google.com). You don't need a Google account to access it, because it's free to all.
- In the text box on the left, type in the entire URL (including the [http://](#)) of the survey.

- On the right, choose the language you want to see the website in.
- Click Translate.

If you have any issues please send an email to [cpsengaged@argylepr.com](mailto:cpsengaged@argylepr.com) and we will follow up with support.

### **E-mail invitation to all Calgary students to attend an interactive webinar**

Hello Calgary students!

Last month, a Virtual Webinar was held to **hear from young people about** the School Resource Officer (SRO) Program. The event was such a success that we would like to offer **2 more virtual opportunities** for young people **to share experiences and provide feedback about the program!**

School Resource Officers (SROs) are law enforcement officers with the Calgary Police Service who are placed in elementary and secondary schools. To find out more about them, visit this website: <https://www.calgary.ca/cps/youth-programs-and-resources/school-resources/school-resource-officers.html>

### **You are invited to register for one of the following two events:**

- Virtual Event: Tuesday May 11<sup>th</sup>, 4:30pm – 5:30pm – [Register Here](#)
- Virtual Event: Wednesday May 12<sup>th</sup>, 5:00pm – 6:00pm – [Register Here](#)

If you prefer to share your thoughts in a different way in addition to/instead of attending a virtual webinar, please visit the engagement portal [bit.ly/sroengage](https://bit.ly/sroengage) and follow the instructions to share your feedback.

Your participation is important to helping us understand if the SRO program meets the needs of students and community.

These events are hosted by Argyle, a third party organization hired to collect feedback on the SRO program for the CPS. Argyle has partnered with the community-based organization [ActionDignity](#) to facilitate these student events. If you have any questions or concerns about participating, please reach out to [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com)

### **Email confirmation of registration for the online engagement portal**

Thank you,

You have successfully registered for the Calgary Police Services (CPS) Student Resource Officer (SRO) Engagement Portal.

Share your thoughts and experiences from **April 26 - May 17** at [engage.calgary.ca/SRO-program-evaluation](https://engage.calgary.ca/SRO-program-evaluation)

Access to the portal is password protected.

Password: *[removed for this report]*

In the first survey (open in March 2021), we heard that overall the program is good, but that program changes and modifications are needed to make it feel safe for all students. Your input will help inform a report detailing updates and suggestions that will be given to CPS.

We are looking forward to hearing your responses.

Please make sure you engage before the portal closes on May 17.

## Invitation letter to survey respondents

*Addressed to Calgary School District Teachers:*

Hello:

Thank you for participating in the School Resource Officer Survey. We greatly appreciate your responses, and are reaching out because you indicated your interest in further engaging on the topic of School Resource Officers in the Calgary School District.

We would like to invite you to a 90-minute virtual group conversation with other Calgary School District Teachers, to provide your thoughts on the School Resource Officer Program:

- 90-minute virtual group conversation on key themes identified from the survey responses
  - Date and time: Wednesday April 14<sup>th</sup> at 4pm

Please let us know if you can attend and we will send you the zoom link and additional details on participation.

If you have any questions or concerns regarding further participation in these engagements, please reach out to us at [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com)

Many thanks,

Argyle Public Engagement Team| Calgary Police Service School Resource Officer Program Review

*Addressed to Calgary School District Parents:*

Hello:

Thank you for participating in the [survey name]. We greatly appreciate your responses, and are reaching out because you indicated your interest in further engaging on the topic of School Resource Officers in the Calgary School District.

We would like to invite you to a 1 hour virtual group conversation with other Calgary School District Parents, to provide your thoughts on the School Resource Officer Program:

- 90 minute virtual conversation to provide further input on the SRO program
  - Date and time: Thursday April 15<sup>th</sup> at 6pm

Please let us know if you can attend and we will send you the zoom link and additional details on participation.

If you have any questions or concerns regarding further participation in these engagements, please reach out to us at [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com)

Many thanks,

Argyle Public Engagement Team| Calgary Police Service School Resource Officer Program Review

*Addressed to Calgary School District Students:*

Dear [insert name],

Thank you for participating in the [survey name]. We really appreciate your responses, and are reaching out because you indicated your interest in sharing more thoughts on the topic of School Resource Officers in the Calgary School District.

We would like to invite you to a 1 hour virtual group conversation with other students on this topic:

- 1 hour virtual conversation to provide further input on the SRO program
  - Date and time: Tuesday April 13<sup>th</sup> at 6pm

Please let us know if you can attend and we will send you the zoom link and additional details on participation.

If you have any questions or concerns regarding further participation in these conversations, please reach out to us at [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com)

Many thanks,

Argyle Public Engagement Team| Calgary Police Service School Resource Officer Program Review

### **Email communication with CPS staff and SROs**

Hello!

The Calgary Police Service (CPS) would like to **hear more from you** on the School Resource Officer (SRO) Program!

School Resource Officers (SROs) are law enforcement officers with the Calgary Police Service who are placed in elementary and secondary schools. To find out more about them, visit this website: <https://www.calgary.ca/cps/youth-programs-and-resources/school-resources/school-resource-officers.html>

### **You are invited to contribute your thoughts on the SRO program in a variety of ways:**

- Interactive Virtual Events
  - Students and young people – [Register here](#)
  - Parents and Guardians – [Register here](#)
  - Teachers and school staff – [Register here](#)
- Online Engagement Portal
  - Online tools for students and young people – [Register here](#)
- Written Submissions
  - Email - [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com)

Your participation is important to helping us understand if the SRO program meets the needs of students and community.

If you have any questions or concerns about participating, please reach out to [cpsengage@argylepr.com](mailto:cpsengage@argylepr.com)



## Appendix D: Student responses to interactive webinars

Figure 19: Student emotions expressed during interactive webinars

### How do you feel coming into this discussion?



### How does it feel when you see, interact with or think about a police officer at school?

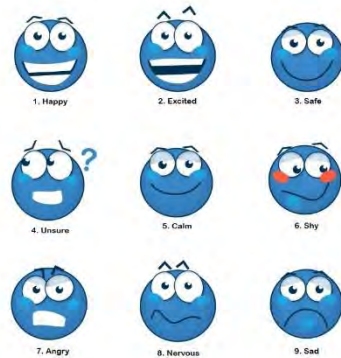


Figure 20: Students' comments about their experiences and ideas to change or adjust the SRO program

Please use one or two words to explain your experience with or thoughts about the SRO Program.

unsafe      oppressive  
judgemental  
beneficial  
positive      worried  
nervous

What is one thing that should be changed about the SRO program?

abolish

Expand it to include more officers/resources. Safety is paramount for our youth.

Remove the police officers and replace with other resources that are more helpful Career guidance , consulting, internship programs

It should be replaced with more fitting programs focusing on mental health and resources like that, helping students instead of criminalizing

Safety is made with trust and community. These children should not be looked at as criminals

Nothing. Get them out.

What types of training or learning would make SROs better at their job?

