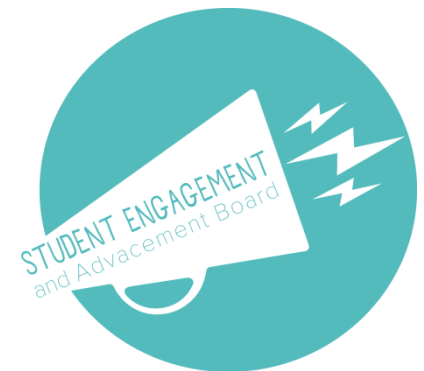


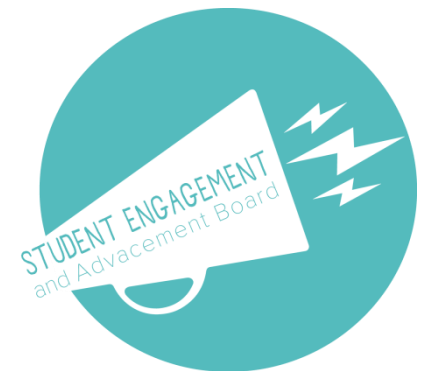
# Student Engagement and Advancement Board

School Resource Officers Project  
February 23<sup>rd</sup>, 2016



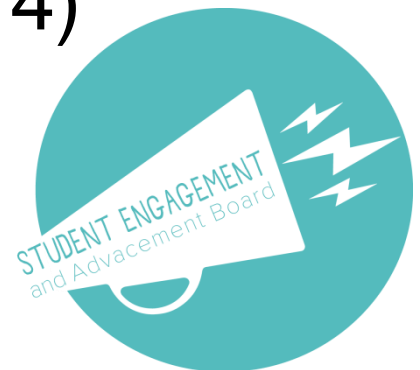
# Purpose:

Deliver recommendations, by and for Saint Paul Public School students, on the subject of School Resource Officers (SROs).



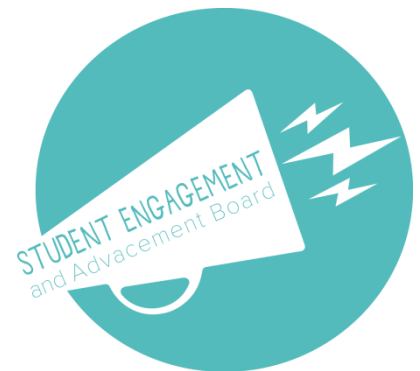
# Context

- School Resource Officers are staff members of SPPD who work in SPPS Schools
- SPPS has 9 School Resource Officers
  - 7 SRO's are placed at schools: Como, Central, Harding, Highland Sr., Humboldt, Johnson and Washington.
  - 2 are mobile
- SPPS covers 90% of the cost for School Resource Officers in FY16 (\$854,214)



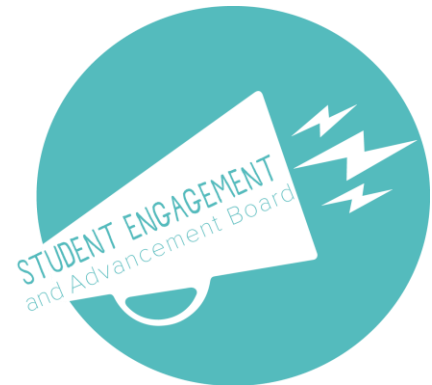
# Context

- SPPS has had School Resource Officers for approximately 30 years
- We are concerned about the normalization of the police in schools
- United Nations panel investigating inequality in US educational system recommends eliminating on campus policing



# Research Process

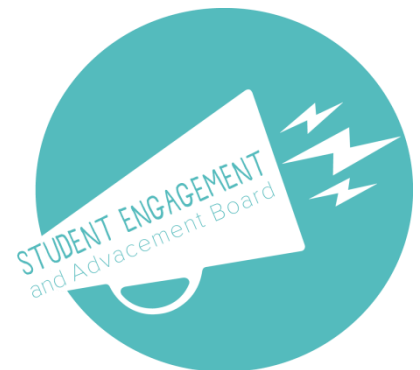
- Background research
  - National issues
  - National SRO training
- Conducted interviews with SPPS Administration and SPPD SRO leadership
- Collected SPPS data to analyze impacts of having SROs
- Surveyed students and staff
- Conducted student focus groups



# Student & Staff Survey

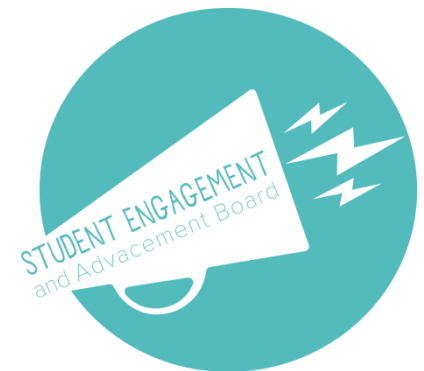
Survey was sent via email to all SPPS high school students and staff

- 1,298 students responded
- 155 staff responded
- Response rates varied:
  - Higher response rate from students who identify as white or Asian
  - Higher participation from students from Highland Sr. and Johnson Sr.



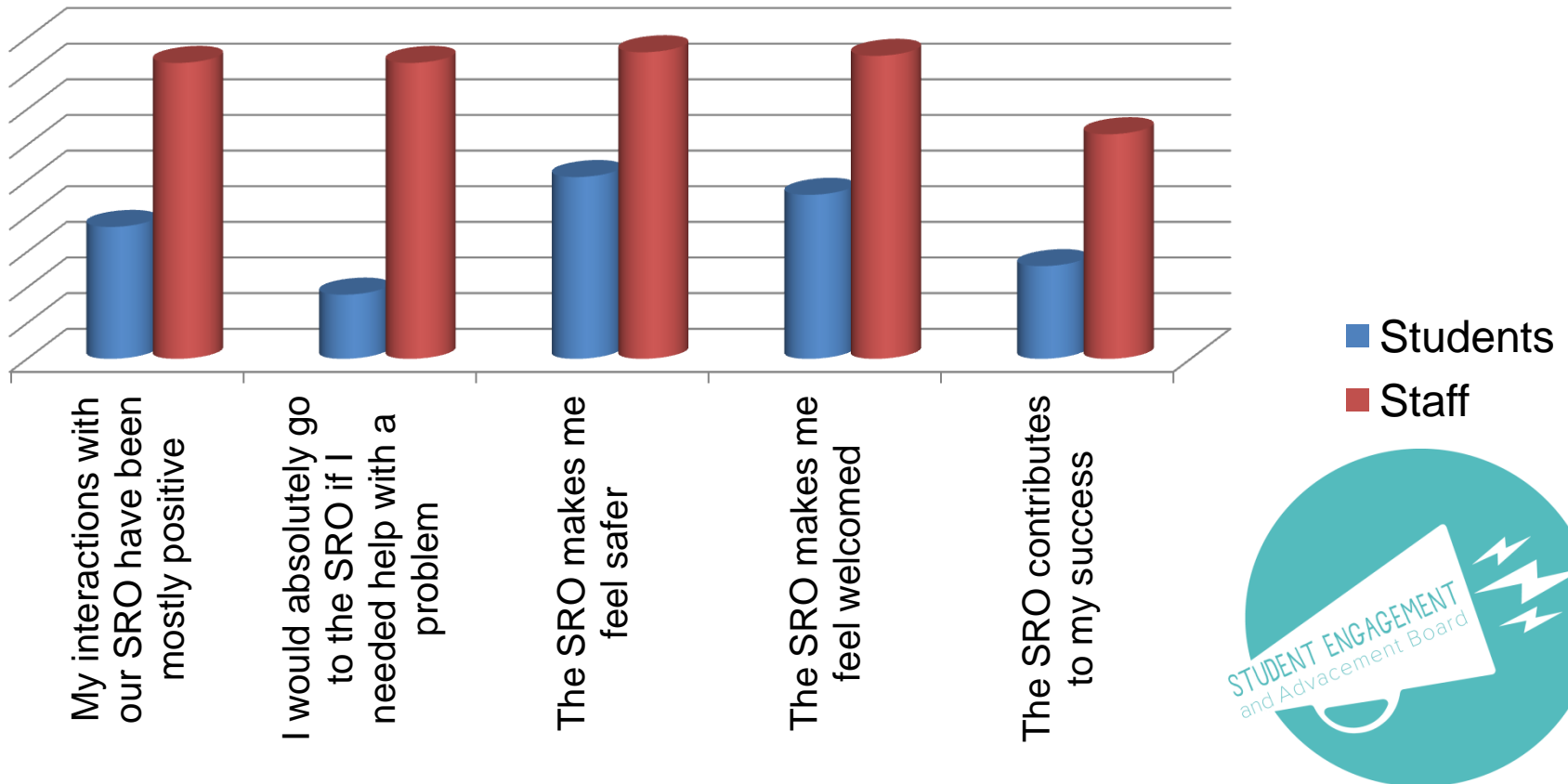
# Key Findings from Survey

Students with more interactions with their School Resource Officer had more positive responses to all questions.



# Key Findings from Survey

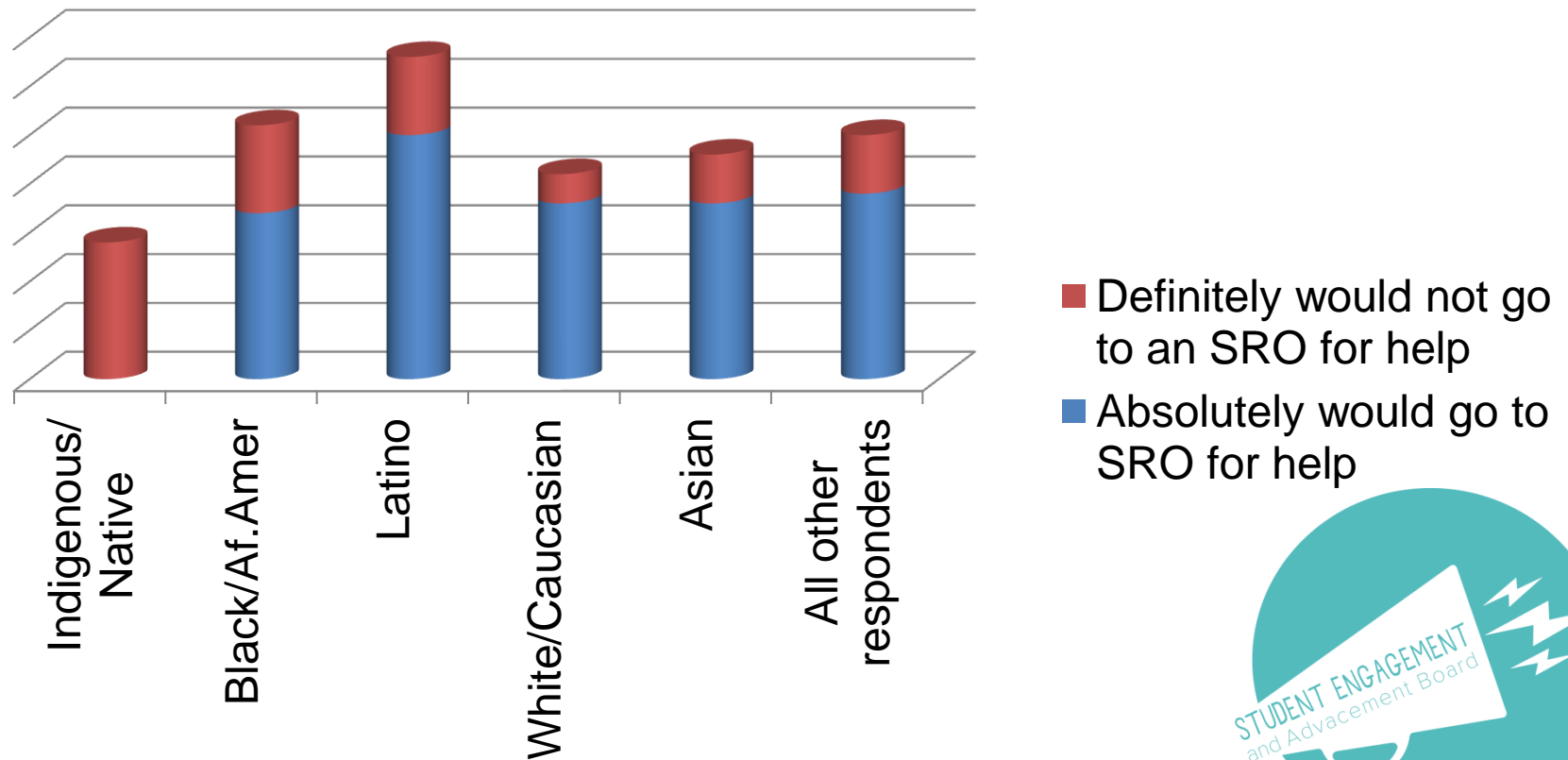
Staff responses were more positive than student responses in all categories



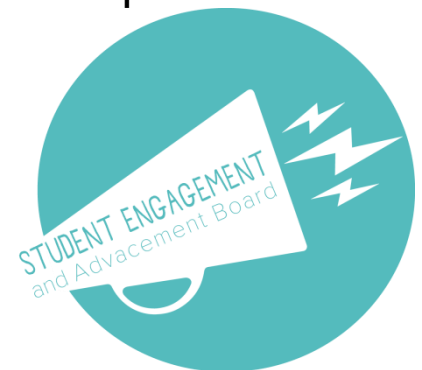


# Key Findings from Survey

Race and Ethnicity affected seeing SROs as a resource

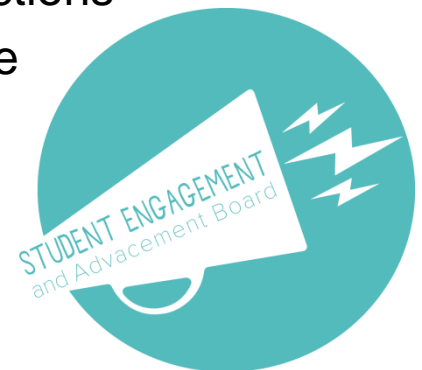
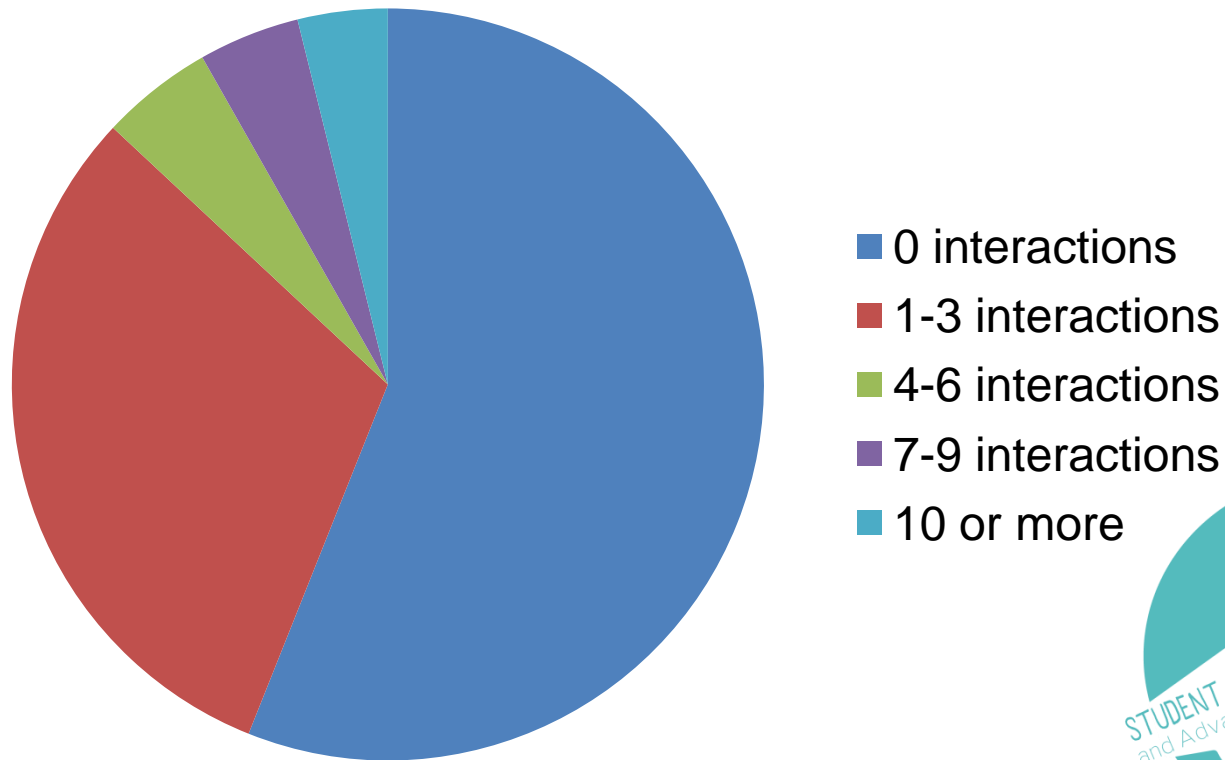


- Definitely would not go to an SRO for help
- Absolutely would go to SRO for help



# Key Findings from Survey

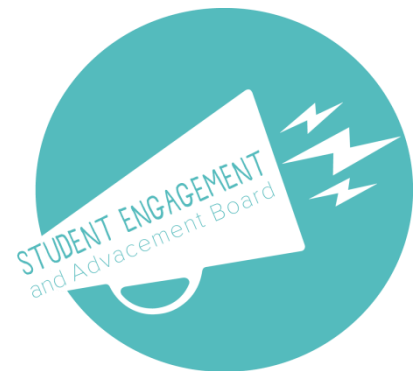
90% students had 3 or less interactions with their School Resource Officer



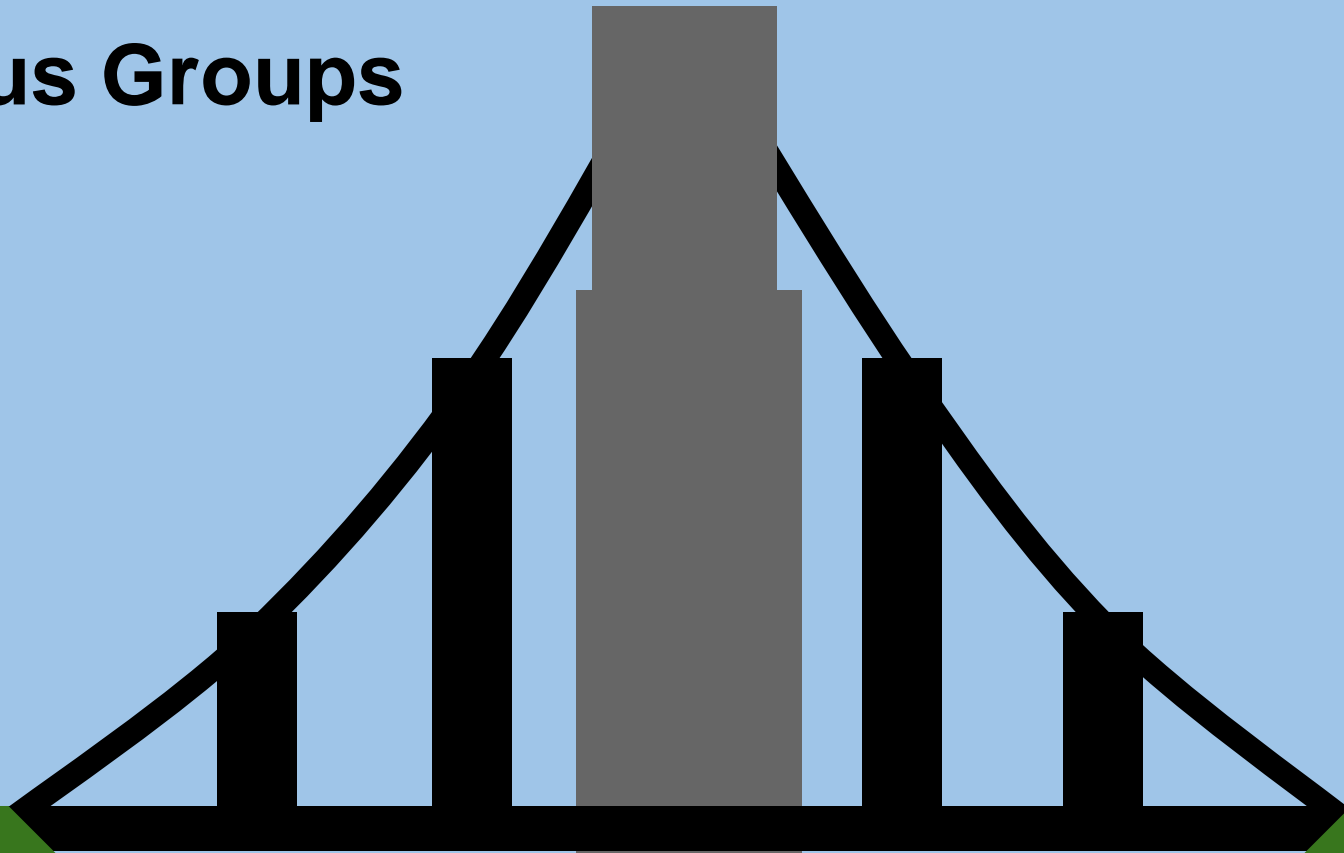
# Student Focus Groups

The focus group format was created based on data from the student and staff surveys

- Most participants were a part of an underrepresented group in the survey
- 7 focus groups conducted
- 84 students participated



# Focus Groups



## Intent

Positive role models,  
guides and mentors  
Respond to low level  
crimes  
Should not be a part of  
behavior intervention

## Experience

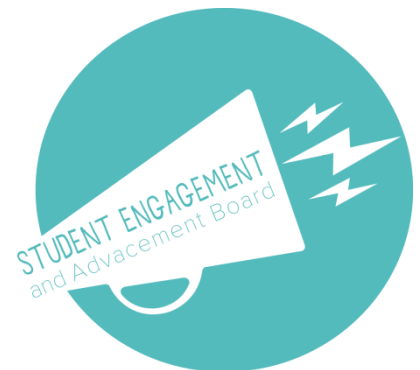
90% report 3 or less  
interactions with SRO

More interactions showed  
more positive responses  
Race/ethnicity affects seeing  
SRO as a resource  
Student experience is less  
positive than staff

Students don't know who their SRO is  
Race/ethnicity affect whether a  
student will go to an SRO for help

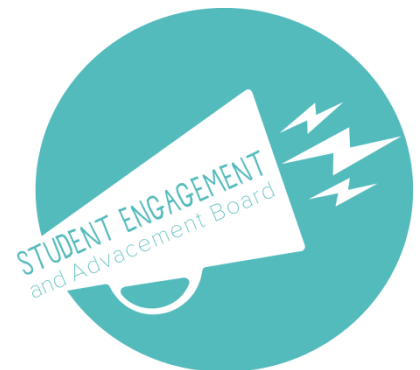
# Key Findings from Focus Groups

- Focus groups showed greater disconnect between student experience and intent of then shown in the survey data
- Students (and some staff) do not know what SROs are supposed to do
- Students do not distinguish SRO's from security



# Key Findings from Focus Groups

- Inconsistencies of what SROs do across school sites
- Many concrete suggestions for improvement from students, including: changes in uniform, training, increased visibility, welcoming affect, positive reasons to interact with SROs



# Focus Groups

Train for transition - street to school  
Minimum year commitment  
School administrator and students involved in hiring  
SRO's attend student-led training on culture  
Youth development training  
Be present in the halls & lunch  
Visit classes  
No guns or conceal weapons  
Different uniform than street police  
Be nice/smile - Don't be intense  
Know our names  
Get to know SRO day  
Be an active member of our school community  
SRO introductions during announcements/pep fests  
Start with that students are people capable of their own solutions – do not need to be “fixed”  
Schools need plan for behavior that does not include SRO's  
Clarify SRO job description  
Use SROs consistently  
Create positive ways for SROs to interact with students: self defense training, volunteer positions, internships  
Increase prevention strategies for fights (not just responding)

visibility

connection  
more time with students

be present  
positive interactions

training

## Intent

Positive role models, guides and mentors

Respond to low level crimes

Should not be a part of behavior intervention

## Experience

90% reported 3 or less interactions with SRO

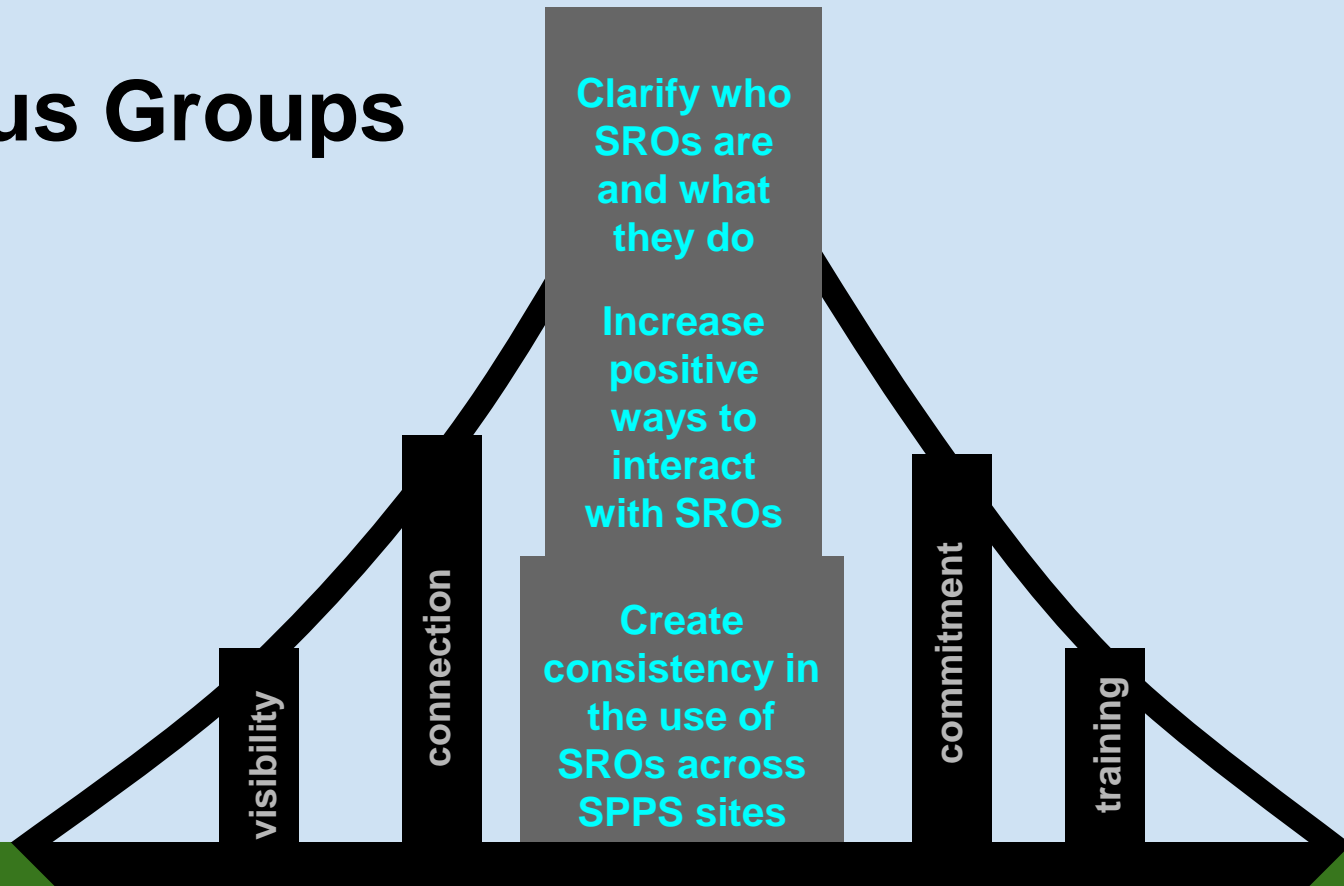
More interactions showed more positive responses

Student race/ethnicity affects seeing SRO as a resource

Student experience is less positive than staff

Intimidating Uniforms      Fear of Snitching  
Some students distrust police in general  
Used for non-criminal behavior  
Communities don't know them or what they do  
Lack of cultural appreciation

# Focus Groups



## Intent

Positive role models, guides and mentors  
Respond to low level crimes  
Should not be a part of behavior intervention or escort students out

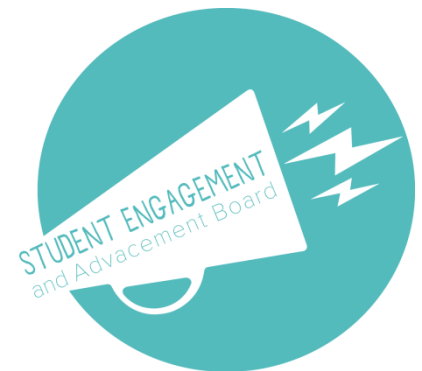
## Experience

90% reported 3 or less interactions with SRO  
More interactions showed more positive responses  
Student race/ethnicity affects seeing SRO as a resource  
Student experience is less positive than staff

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Some students distrust police in general  
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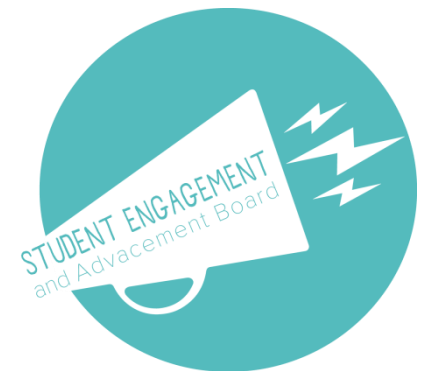


# Concerns and Recommendations



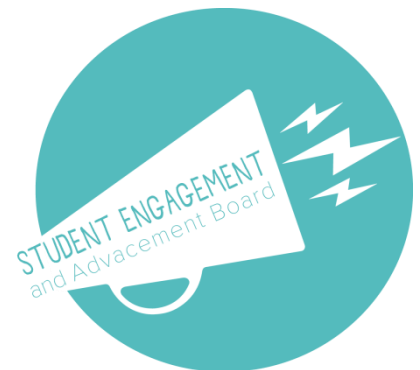
# Concern 1

Student survey results show that the majority of students do not interact with their SRO and some do not have positive interactions



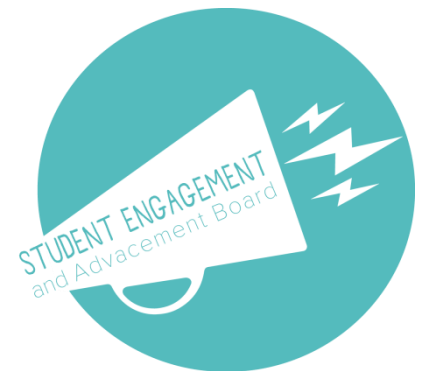
# We recommend:

- SROs have more visibility in schools, develop closer relationships with students and get involved in the school community
- Mandatory youth development, anti-bias, and street to school transition training
- SPPS and SPPD adopt a shared philosophy of students as humans able to solve their own problems and not problems to be fixed



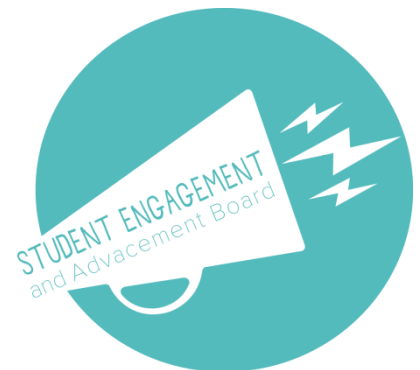
# Concern 2

Most students (and some staff) don't know how to interact with their SRO or what they do



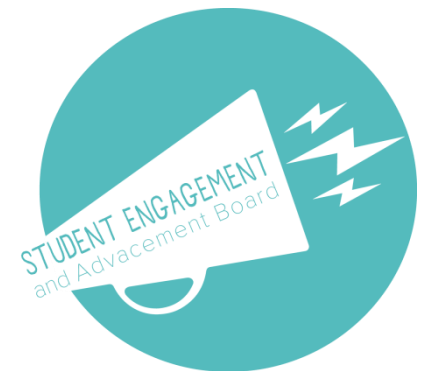
# We recommend:

- Clarity of SRO job description with measureable intended outcomes
- SRO job description and outcomes be communicated to students and staff
- Standardization of SRO involvement with students



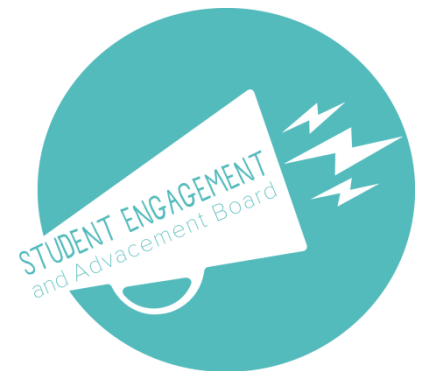
## Concern 3

SPPS currently pays 90% of the cost of SROs without data that demonstrates a clear positive impact on all students



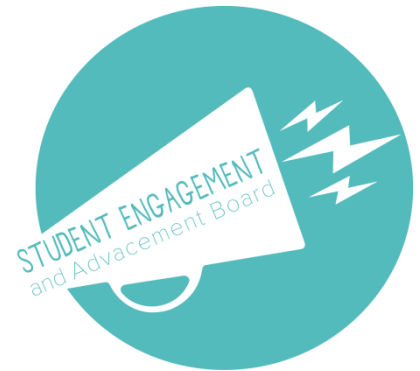
# We recommend:

- The Board negotiate for a lower percentage of the contract until a positive impact, directly tied to the SPPS mission and proportional to our spending, is measured



# Concern 4

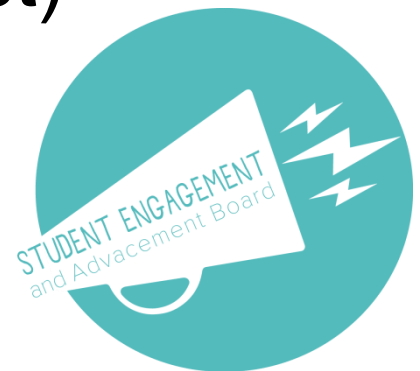
We do not want students  
criminalized in our schools





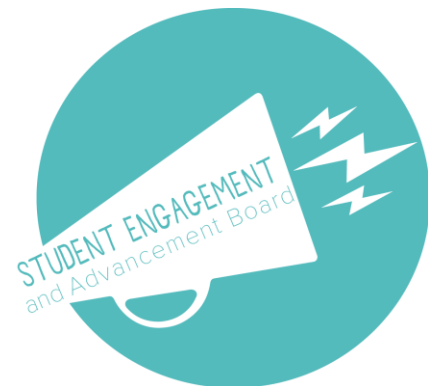
# We recommend:

- Increased restorative justice practices
- SPPS cease in referring students to law enforcement for minor possession of drugs at school
- SPPS develop a method to evaluate the impacts of SROs on SPPS students, collect data and evaluate (at least) annually.

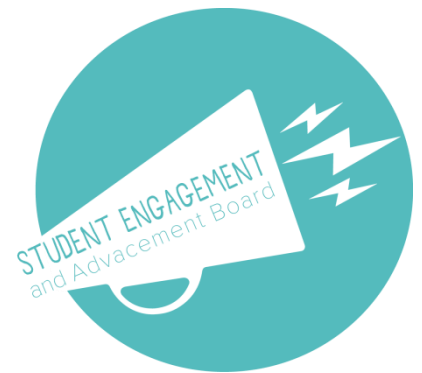


# Improving the Process

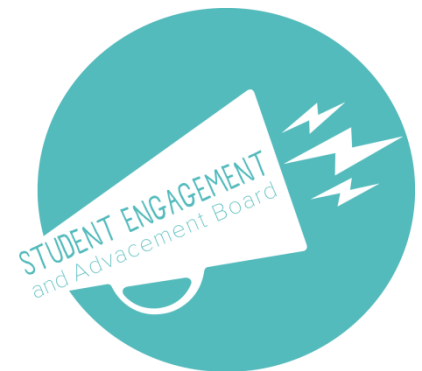
- Clear research question from the Board
- Administration should not edit our process or questions
- Background information provided by Board/Administration
- Increased support from school staff for students to complete surveys
- All existing data provided at start



# Final Thoughts



Thank You



# Questions?



Front row: Kyeh Paw, Ruby Sutton, Isabel Riemer, Serena Jing, Skyler Kuczabowski, Zoë Splendoriogiebel, Xe Chang  
Back row: Keith Eicher, Misha Prasolov, Rogelio Salinas, Astrid Steiner-Manning, Marcelus Ifonlaja Not pictured: Serene Lewis