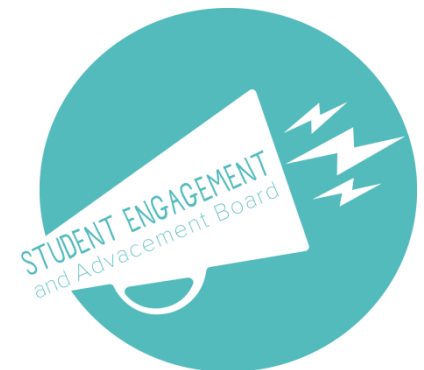


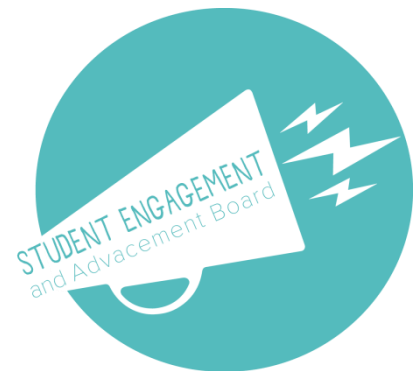
Student Engagement and Advancement Board

School Resource Officers Project
February 23rd, 2016



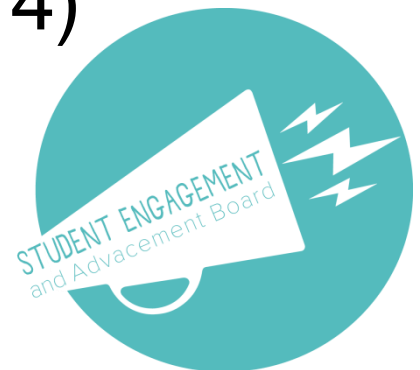
Purpose:

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



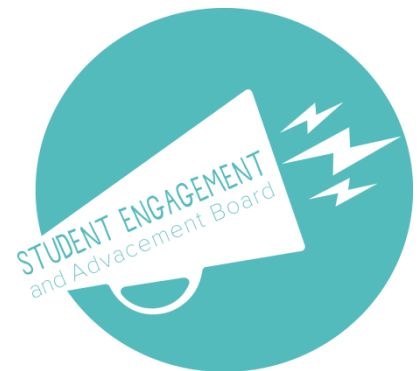
Context

- 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)



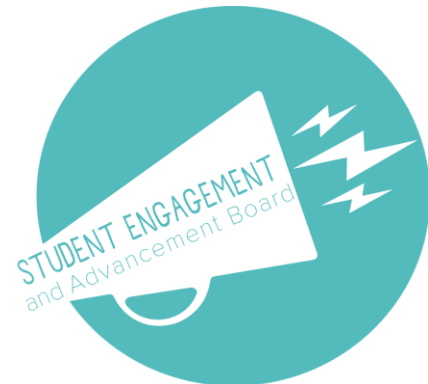
Context

- 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

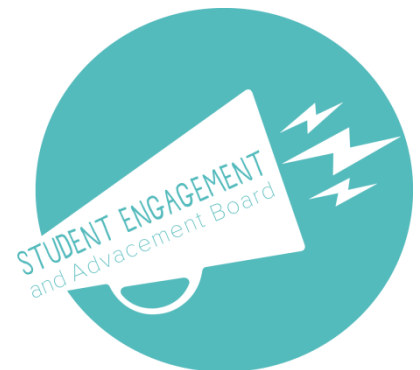
- Background research
 - National issues
 - National SRO training
- Conducted interviews with SPPS Administration and SPPD SRO leadership
- Collected SPPS data to analyze impacts of having SROs
- Surveyed students and staff
- Conducted student focus groups



Student & Staff Survey

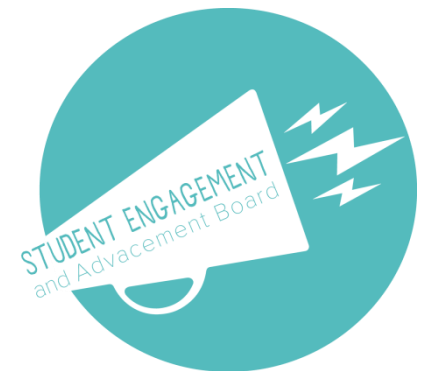
Survey was sent via email to all SPPS high school students and staff

- 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.



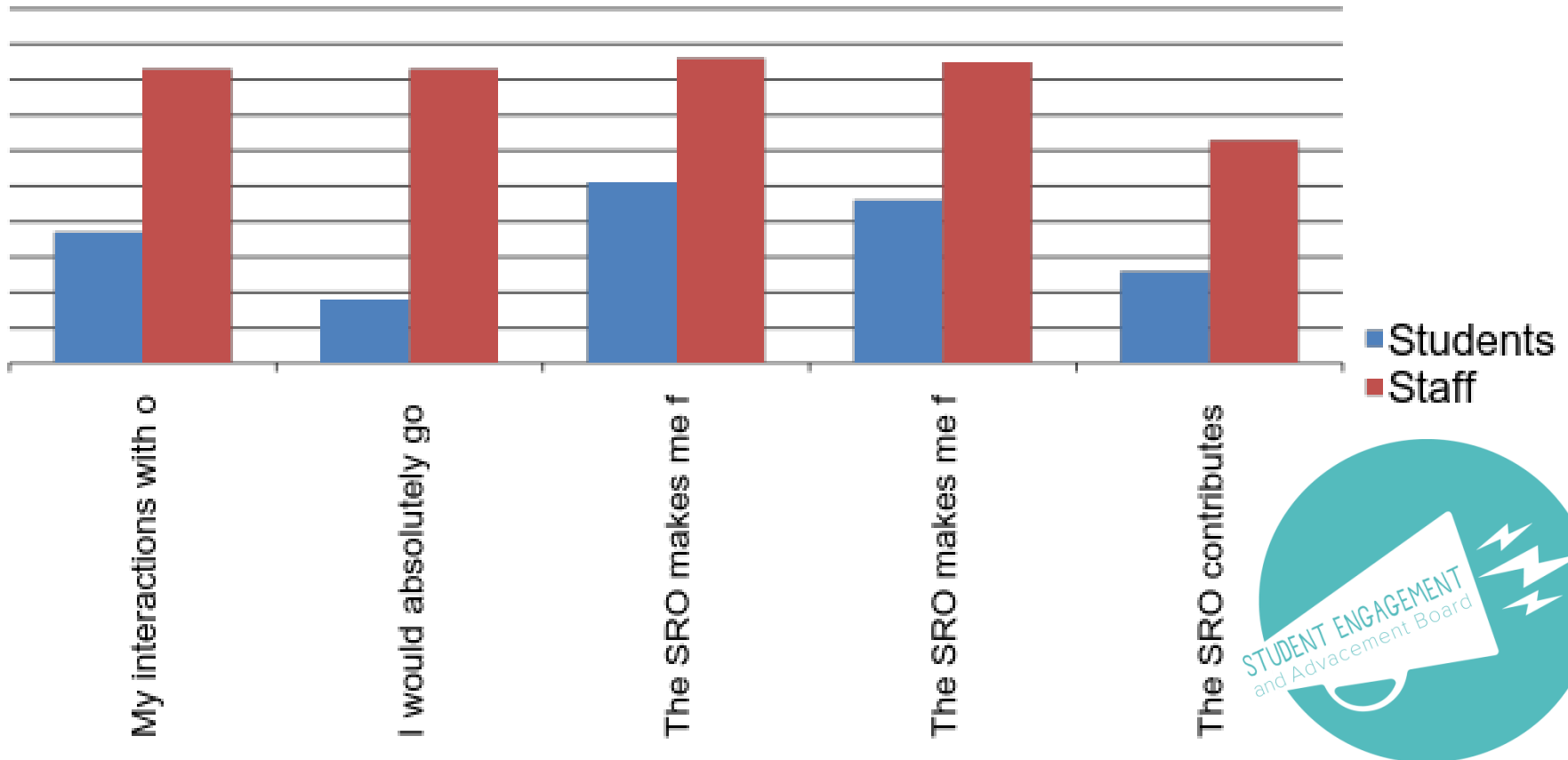
Key Findings from Survey

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



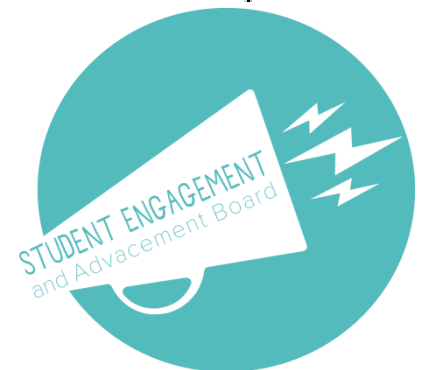
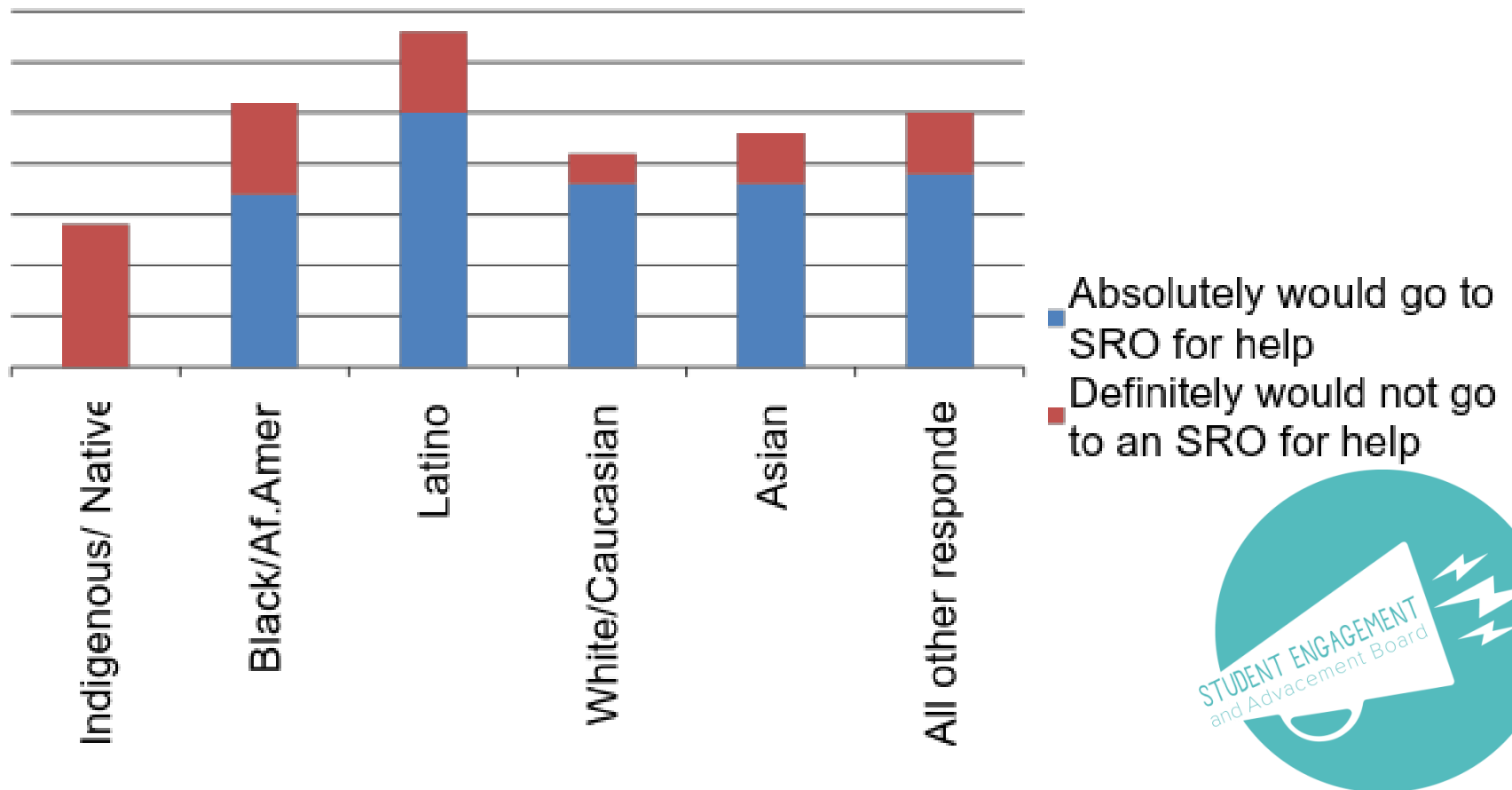
Key Findings from Survey

Staff responses were more positive than student responses in all categories



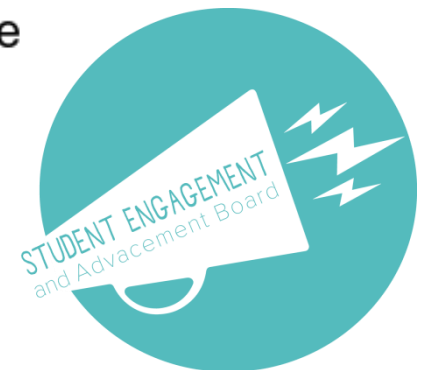
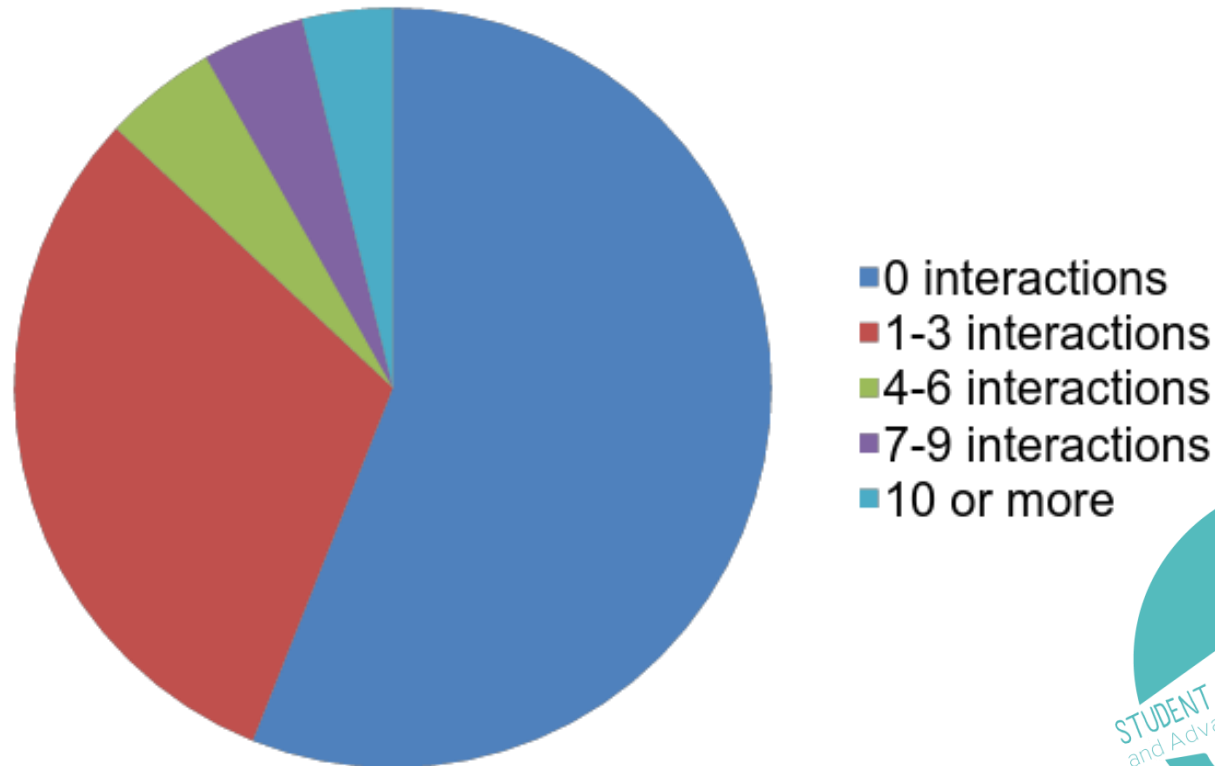
Key Findings from Survey

Race and Ethnicity affected seeing SROs as a resource



Key Findings from Survey

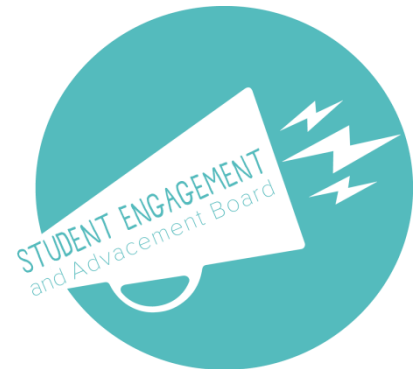
90% students had 3 or less interactions with their School Resource Officer



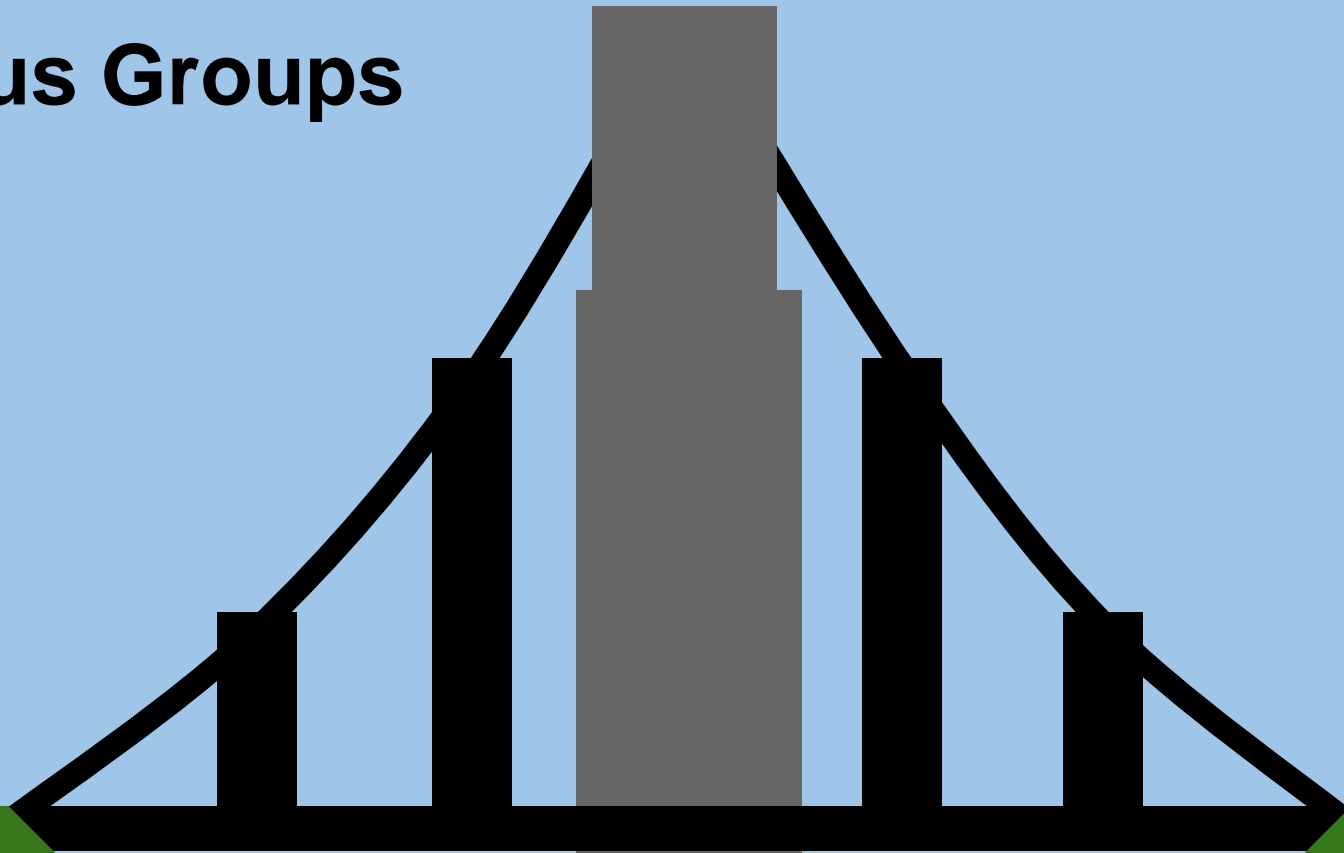
Student Focus Groups

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

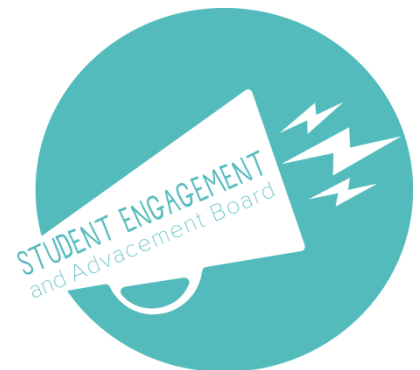
90% report 3 or less
interactions with SRO

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

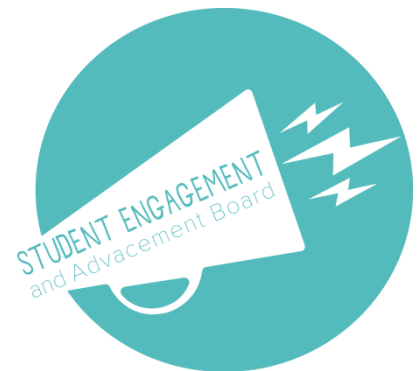
Key Findings from Focus Groups

- 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

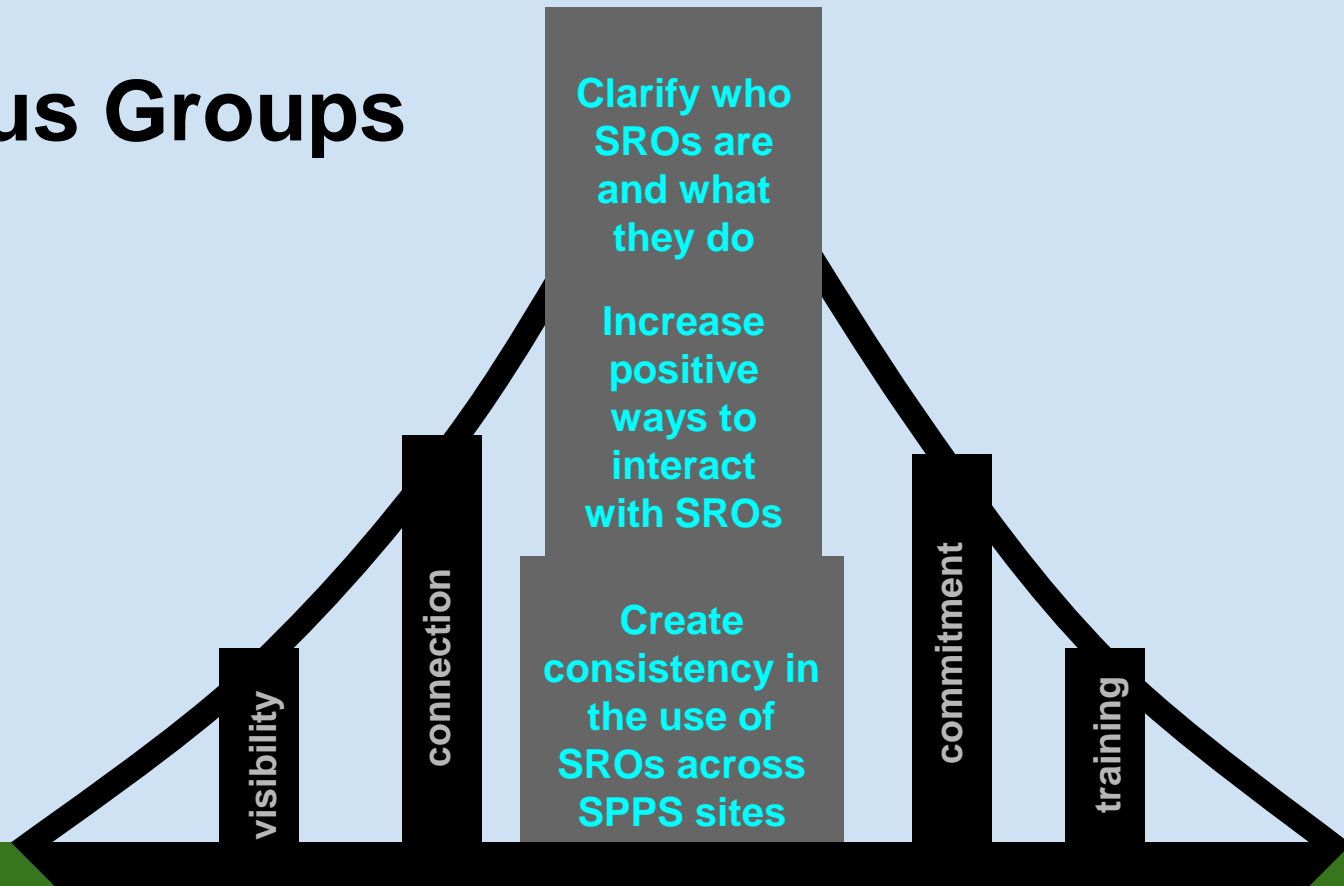
More interactions showed more positive responses

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

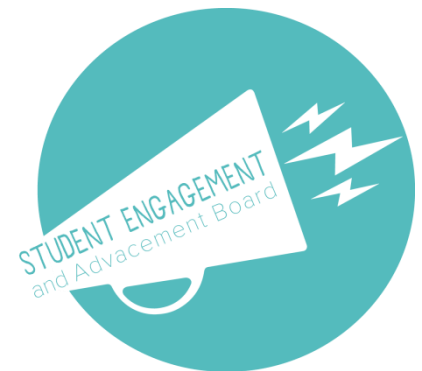
Positive role models, guides and mentors
Respond to low level crimes
Should not be a part of behavior intervention or escort students out

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

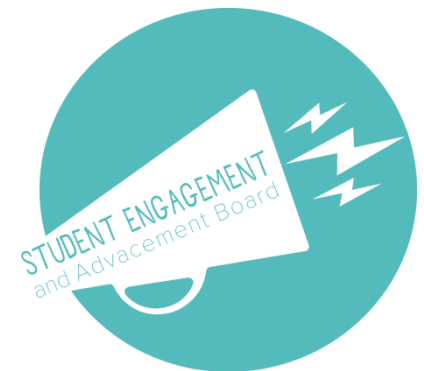
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Concerns and Recommendations



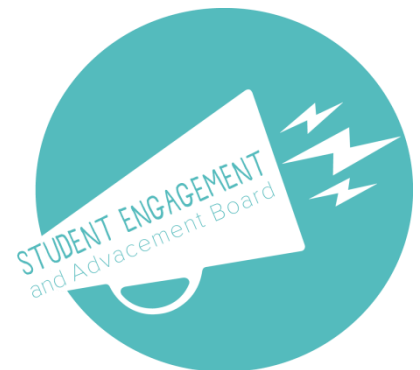
Concern 1

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



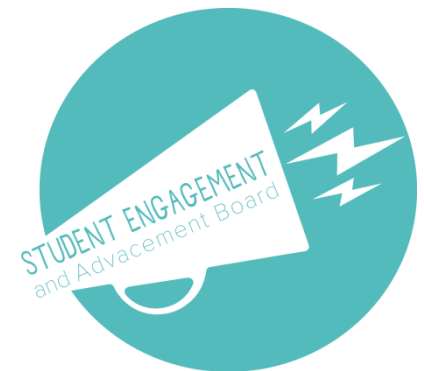
We recommend:

- 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



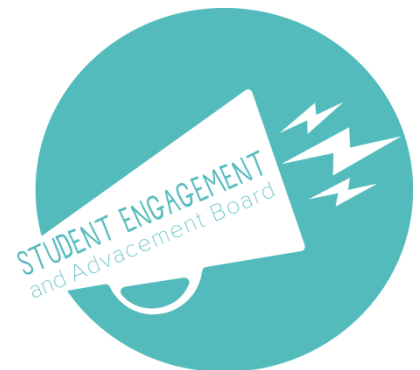
Concern 2

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



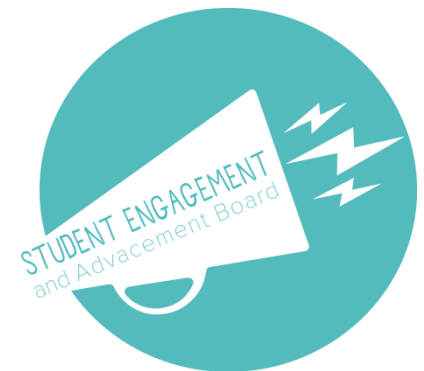
We recommend:

- 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



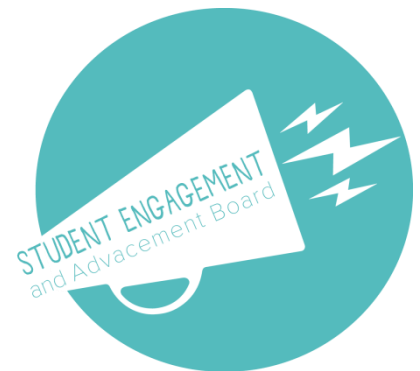
Concern 3

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



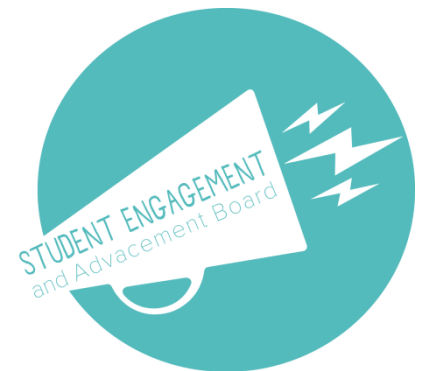
We recommend:

- 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



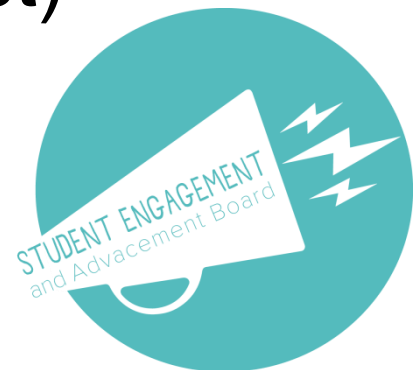
Concern 4

We do not want students
criminalized in our schools



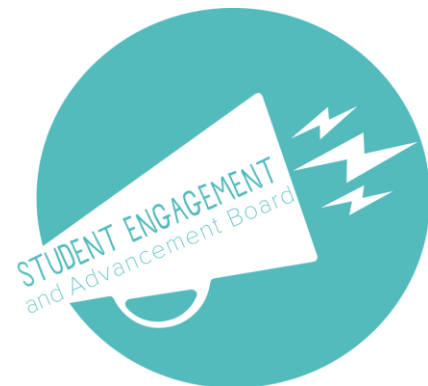
We recommend:

- 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.

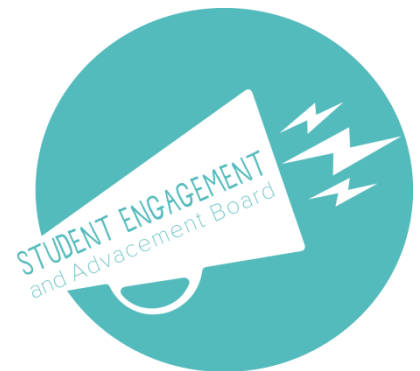


Improving the Process

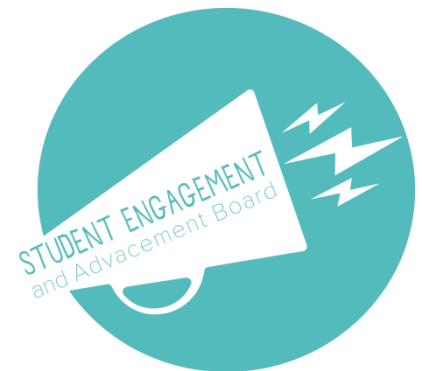
- Clear research question from the Board
- Administration should not edit our process or questions
- Background information provided by Board/Administration
- Increased support from school staff for students to complete surveys
- All existing data provided at start



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