



REPORT TO CALGARY POLICE COMMISSION



2021 School Resource Officer (SRO) Evaluation

Date

2021 11 30

Commission Role

- Information only Approval

Type of Meeting

- Full Commission meeting
 Governance and Personnel (G&P) Sub-Committee
 Finance and Audit (F&A) Sub-Committee
 Complaint Oversight (COC) Sub-Committee
 Anti-Racism Committee

Purpose

Select the appropriate category (below) to explain “why” the Commission is receiving this report and (if applicable) insert a narrative here identifying the report’s alignment to the 2019-2022 CPS Service Action Plans (Strategic Priority/Objective/Action Plan).

- Obligation under the Police Act
 Update on progress
 Other: (x)

Recommendations

N/A - for information only.

Background / Issue

In September 2020, the CPS presented its commitment to anti-racism to citizens, which included an independent review of the School Resource Officer (SRO) program. In 2021, Argyle PR was hired to determine if the SRO program is achieving equitable outcomes for all students and to identify gaps in the program. Their work was completed in the first half of 2021 with assistance from ActionDignity and the City of Calgary Engage Team.

Argyle delivered its report in August 2021 and found that the program provides positive outcomes for most students but not for all students. The report provides a set of recommendations to improve the program.

In August 2021, the CPS leadership supported the Argyle Report findings in principle and committed to reimagining police presence in schools to ensure delivery of equitable outcomes for all students.

The report findings were socialized with ten internal and external stakeholder groups including the CPC Anti-Racism Committee, the External Anti-Racism Action Committee and the Youth Advisory Board.

In response to feedback from these groups, the CPS proposed a Design Plan that will:

- 1) Reengage with students
- 2) Hold a roundtable session with all stakeholders to build an Action Plan together
- 3) Appoint a special oversight board to oversee implementation of the Action Plan

The Design Plan will address:

- How to reach impacted students
- The root causes of the issues raised
- If other similar underlying issues exist or need examination
- The role that the CPS and its partners should play in addressing these issues

The CPS is committed to retaining police presence in schools and transforming the program to better meet the needs of all students. The Design Plan will remove silos in stakeholder communication and any bias or the perception of bias in solution development.

Discussion / Analysis

The CPS is committed to programs that strengthen community policing, crime prevention, and achieve equitable outcomes for all Calgarians. Through a collaborative process informed by diverse perspectives, the CPS endeavors to transform the SRO program in a way that builds positive relationships and trust with all students and families.

Conclusion

The CPS recognizes that not all students experience benefits from the SRO program even though it is strongly supported by school boards and most students and parents and teachers.

The CPS is committed to reimagining and transforming police presence in schools in collaboration with partner agencies, students and other stakeholders.

The Design Plan will reengage with impacted students, bring stakeholders together to develop a collaborative action plan and will appoint and oversight board to see these changes through.

Attachments (if any)

Approval signatures

AUTHOR signature:

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2021-11-23

Jason Archibald, Business Strategist

Date

Strategic Planning, Research & Analysis

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Asif Rashid, Superintendent

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Katie McLellan, Deputy Chief

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CHIEF OF POLICE signature:



2021-11-23

Mark Neufeld, Chief of Police

Date

Office of the Chief

SRO Evaluation – Design Plan

November 4, 2021

Executive Summary

The final report for the School Resource Officer (SRO) Evaluation was delivered in August 2021. At the August 31st meeting of the CPS Executive/Senior Leadership Team (ELT/SLT), the recommendations of the report were accepted in principle with the direction that key partners and stakeholders be consulted on an Action Plan for delivery in November 2021. Through these consultations, the CPS has heard concerns about gaps in student consultation, the importance of including views of racialized and marginalized students in the re-design of the program, and the importance of collaboration in transforming the program. As such, there is acknowledgement that the current course for delivery of an Action Plan would be biased and not achieve the transformational change that is required for the re-design.

In the meantime, the CPS should commit to staffing the SRO program to authorized strength. Staffing is a Service-wide challenge, but it must be noted that the SRO Team is running at 61% of authorized capacity: 23 SROs will remain out of 38 members at the end of December 2021. Staffing levels should be a major consideration for the program moving forward.

The Project Team will address these findings by adding a new “Design Phase” to the project. The Design Phase will (details below):

- 1) Reengage with students
- 2) Build a Collaborative Action Plan with all stakeholders
- 3) Build a special Oversight Board to oversee implementation of the Action Plan

Design Phase Rationale

The project team considered the following proposals for action planning in addition to the internal planning mechanism proposed to ELT/SLT on August 31st, 2021. These options include:

1. **School Board Option:** Ask School Boards to consult with students and families about how they envision the program and have them propose the Action Plan. This is a risk mitigation strategy that removes CPS bias to address external concerns.
2. **Full Stakeholder Option:** Bring all stakeholders together to participate in the re-design of the program to ensure that a full spectrum of perspectives is heard and that solutions are designed collaboratively. All evaluation and consultation work to this point has taken place in individual silos. This would allow the CPS to step back and participate as one stakeholder among many and ensure an Action Plan that is supported by all. An independent facilitator would be hired to conduct this process.

3. **CPS Option:** Use stakeholder consultation findings along with ideas and recommendations from the Argyle Report to build an Action Plan to transform the program. The CPS has consulted with ten stakeholder groups (see appendix below), but the Action Plan would remain a CPS-designed solution that could be biased or perceived as biased.

The project team has recommended the Full Stakeholder Option as the preferred option for Action Plan development through a discussion focused on a SWOT analysis of each option. SWOT refers to Strengths, Weaknesses, Opportunities and Threats. The outcomes for all options can be found at the end of this report. The analysis for the preferred option is as follows:

FULL STAKEHOLDER OPTION	
Strengths	Weaknesses
<ul style="list-style-type: none"> * CPS is one of many stakeholders * Passion for keeping the program (boards + CPS) * Engage E-ARAC, CPC-ARC, others in a collaborative process * Observe other conversations about the program * Onus on multiple stakeholders * Develop action plan from outcomes * Community-minded 	<ul style="list-style-type: none"> * Slows down timeframe for implementing change
Opportunities	Threats
<ul style="list-style-type: none"> * Remove silos of conversation * Build mutual understanding * Consensus outcomes * Understand, listen * Ability to pivot * Appoint a group to manage recommendations 	<ul style="list-style-type: none"> * n/a

This approach was proposed by a stakeholder during the consultation phase. It is modeled on a similar exercise undertaken by the Provincial Government’s Ministry of Human Services in 2014 to address issues surrounding deaths of children in foster care. The collaborative process resulted in a five-point plan to address issues as well as the selection of an oversight committee to guide and ensure action. The CPS had a member on this committee.

This exercise shows that the benefits of the Full Stakeholder Option far outweigh the additional time this approach will take.

Design Phase Process and Content

Based on stakeholder engagement, the following questions should be considered at each step of the Design Phase to help ensure meaningful program transformation.

- What are the root causes of fear, discomfort, and anxiety that some students feel around police? (as reported in the Argyle Report)
- What can be done to address these root causes of fear, discomfort, and anxiety?
- What are the specifics around claims of unequal treatment by SROs? Are these rooted in officer dismissal of claims raised, or are other factors involved? (as reported in the Argyle Report)
- What can be done to address claims of unequal treatment by SROs?
- How can we reach the students that raised these issues to better understand the problems at hand, help resolve issues, and ensure that outcomes are improved?
- Determine if there are other issues not captured by the Argyle Report.

The Design Phase will:

1) Reengage with students

We must remember that students are key stakeholders in the SRO program and in this process and that they should have a voice in the transformation of the program. Specifically, we must understand:

- What students need and expect from SROs
- What the priorities of SROs should be
- How we can ensure that all students experience fair and equitable outcomes

Further work is needed to define our methodology, who will do the work and how, how many students will be involved and from which schools. Work will likely be led by a CPS Business Strategist potentially in collaboration with School Board resources and under consultation with the Youth Advisory Board (YAB), E-ARAC and CPC-ARC and School Boards. While the work will be focused on reaching racialized students it should also include students from other minority groups as well as students from the majority group where possible. We will likely rely on School Boards to identify which schools to include in this process.

Action	Who - internal	Who - external	Other resources required
Plan clear questions for students with a standard interview form. Create a list of schools we have access to. Ensure access to and solid coverage of the most diverse schools.	Business strategist SROs	School Boards School Principals YAB E-ARAC CPC-ARC	
Co-ordinate level of involvement with	Business strategist	School Boards	

School Boards, School Principals, SROs, Youth Advisory Board, E-ARAC and CPC-ARC.	SROs	School Principles YAB E-ARAC CPC-ARC	
Go into schools and speak with students. Have board members join us when possible. (TIME INTENSIVE)	Business strategist SROs	YAB E-ARAC CPC-ARC	Will pursue support from partners
Invite student representatives to participate in the roundtable session.	Business strategist		
Write a report that summarizes findings for use at the roundtable session.	Business strategist		

2) Build a Collaborative Action Plan with all stakeholders

The goals of this process are to ensure that all stakeholders are brought together to share their perspectives and hear from others, to build a Collaborative Action Plan, and to appoint members to the Oversight Board.

The CPS will fund an external facilitator that will plan and run an all-stakeholder roundtable session to enable communication, understanding and collaboration. The full stakeholder list is still to be finalized, but the current list in the appendix below.

The Design Phase will allow CPS to participate as a single voice among many and remove potential bias from the process.

Action	Who - internal	Who - external	Other resources required
Develop a list of stakeholder groups and contacts to be included	Business Strategist		
Define work scope and deliverables required of a facilitation firm	Business Strategist SRO Eval Team		
Hire a facilitation firm (Assume \$250/hr for 12 days)	Business Strategist SRO Eval Team	Facilitation firm	BUDGET \$24,000.00
Work with the facilitation firm to plan the items below	Business Strategist	Facilitation firm	
Plan a date for the session	Business Strategist	Facilitation firm	

Book coffee and food service (Assume 60 participants * \$25/day * 2 days)	Business Strategist	Facilitation firm	BUDGET \$3,000.00
Book external facility if possible (Explore using a school board facility or WW Campus)	Business Strategist	Facilitation firm	Will pursue support from partners
Develop materials that describe the goals, expected outcomes, content and questions for consideration during the session	Business Strategist	Facilitation firm	
Develop a list of content that stakeholders should prepare in advance (pre-reading, presentations)	Business Strategist	Facilitation firm	
Define expectations for sharing, listening, discussion and collaboration, how decisions will be made by the group	Business Strategist	Facilitation firm	
Formally invite stakeholders to participate with date, time, and location details	Business Strategist	Facilitation firm	
Collect and share pre-reading with all stakeholder groups (see above “develop a list of content that stakeholders should prepare in advance”)	Business Strategist	Facilitation firm	
Co-ordinate stakeholder participation (questions, parking, etc.)	Business Strategist	Facilitation firm	
Develop session agenda	Business Strategist	Facilitation firm	
Plan session facilitation tools and methods	Business Strategist	Facilitation firm	
Participate in the roundtable session	<tb>	All stakeholders	
Observe the roundtable session	Business Strategist		
Facilitate the roundtable session		Facilitation firm	

Capture roundtable discussion content		Facilitation firm	
Build a collaborative action plan (CAP)	<tb>	All stakeholders	
Write a report on the outcomes of the roundtable session		Facilitation firm	
Select Oversight Board members		All stakeholders	
Set up mechanisms for how the Oversight Board will function, who they will report to.		All stakeholders	
Develop and deliver ongoing communications both internally and externally to keep the community and stakeholders apprised of the progress.	PAMRU	Oversight Board	

3) Build a special Oversight Board to oversee implementation of the Action Plan

The goals of the special Oversight Board are to oversee the implementation of the Collaborative Action Plan and to provide guidance to the CPS and its partners after the roundtable session is complete. It is modeled on the five-member Oversight Committee appointed by the Minister of Human Services in 2014. That Oversight Committee reported to the Minister of Human Services and was tasked with overseeing the implementation of the five-point plan developed during the roundtable session for issues around deaths of children in foster care.

While full details have yet to be finalized, we are planning for the Board to be appointed by the participants in the roundtable session as their representatives to continue this work. The Board would exist while the CPS and its partners implement the Collaborative Action Plan. The CPS and the School Boards will likely not sit on this Board. They will be accountable to the CPS and its partners -to be defined during the roundtable session. For example, School Boards are an obvious partner, but perhaps other social service agencies will also be included as partner organizations in the reimagined and transformed SRO program.

Action	Who - internal	Who - external	Other resources required
Translate the collaborative action plan into internal policy, operations, metrics, and reporting components	Business Strategist SRO Staff Sergeant SRO Curriculum Designer	Oversight Board School Boards Partners	
Plan the changes and resources required to implement the plan. Build a timeline for implementation and share with the Deputy Chief and ELT/SLT.	Business Strategist SRO Staff Sergeant SRO Curriculum Designer	School Boards Oversight Board Partners	
Implement the actions required.	Business Strategist SRO Staff Sergeant SRO Curriculum Designer	School Boards Partners	
Provide recurring progress reports to the Deputy Chief and ELT/SLT in conjunction with the Oversight Board and share reports with partner organizations.	Business Strategist SRO Staff Sergeant	Oversight Board Partners	

Appendix - Stakeholders

Stakeholders consulted for ideas and feedback on Argyle Report findings and recommendations

- External Anti-Racism Action Committee (E-ARAC)
- External Diversity Superboard
- Calgary Police Commission (CPC) Anti-Racism Subcommittee
- CPS Anti-Racism Subject Matter Experts
- Internal Anti-Racism Action Committee (I-ARAC)
- School Resource Officer program-related staff
- School Resource Officers
- School Boards (CBE, CCSC, Palliser, FrancoSud)
- Calgary Police Youth Foundation (CPYF)
- Youth Advisory Board (YAB)

Stakeholders to be included in the roundtable session, in addition to the groups above:

- Students involved with the reengagement work
- Parents
- ActionDignity
- Centre for Newcomers
- City of Calgary Business Units
- City of Calgary Anti-Racism Action Committee
- School guidance counsellors
- Mental health counsellors
- Social workers
- Teachers and school staff
- School Board Trustees
- Ministry of Education
- Faith-based Organizations
- Federation of Calgary Communities
- Trellis
- The Alex
- Urban Society for Aboriginal Youth
- Other community partners – to be determined
- Others – to be determined

Appendix – SWOT Analysis for all options considered

1) School Board Option:

Ask School Boards to consult with students and families about how they envision the program and have them propose the Action Plan. This is a risk mitigation strategy that removes CPS bias from the equation to satisfy external criticism.

SCHOOL BOARD OPTION	
Strengths	Weaknesses
<ul style="list-style-type: none"> * Reduces CPS bias * The best way to manage calls for reform * Boards should have better access to students/families - consultation * Step toward alternative call response 	<ul style="list-style-type: none"> * Give up control to others * Slows down timeframe for implementing change * Boards may not be in same state of readiness EDI/AR * Ask for more than we can provide, frustration when we can't deliver
Opportunities	Threats
<ul style="list-style-type: none"> * Hearing everyone * Show that the CPS is not imposing its will on schools/students/families * Developing solutions 	<ul style="list-style-type: none"> * Unknown outcome * May not achieve EDI/AR outcomes we are committed to * The CPS should be a full stakeholder * May not have capacity

2) Full Stakeholder Option (as shown above):

Bring all stakeholders together to participate in the re-design of the program to ensure that a full spectrum of perspectives is heard and that solutions are designed collaboratively. All evaluation and consultations work to this point have taken place in individual silos. This would allow the CPS to step back and participate as one stakeholder among many and ensure an Action Plan that is supported by all.

FULL STAKEHOLDER OPTION	
Strengths	Weaknesses
<ul style="list-style-type: none"> * CPS is one of many stakeholders * Passion for keeping the program (boards + CPS) * Engage E-ARAC, CPC-ARC, others, collaborative process * Observe other conversations about the program * Onus on multiple stakeholders * Develop action plan from outcomes * More defensible * Community-minded 	<ul style="list-style-type: none"> * Slows down timeframe for implementing change
Opportunities	Threats
<ul style="list-style-type: none"> * Remove silos of conversation * Have all stakeholders hear all other stakeholders * Consensus outcomes * Understand, listen * Opportunity to pivot * Appoint a working group to manage recommendations 	<ul style="list-style-type: none"> * n/a

3) CPS Option:

Use stakeholder consultation findings along with ideas and recommendations from the Argyle Report to build an Action Plan to transform the program. The CPS has consulted with ten stakeholder groups, but the Action Plan would remain a CPS-designed solution that could be biased or perceived as biased.

CPS OPTION (ACTION PLAN)	
Strengths	Weaknesses
<ul style="list-style-type: none"> * Consulted with 10 stakeholder organizations on Argyle Report findings and recommendations 	<ul style="list-style-type: none"> * Difficult to reach students who have fear and anxiety about police * Difficult to show that changes are having an impact
Opportunities	Threats
<ul style="list-style-type: none"> * Make real and meaningful transformation 	<ul style="list-style-type: none"> * Trust and confidence in CPS alone to make transformational change