



# POLICE ENGAGING YOUTH IN SCHOOL

Elementary Student Engagement

What We Heard Report

August 2023

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## What We Heard- Executive Summary

Engagement with elementary school students for the School Resource Officer (SRO) project took place between January to March 2023, using a mix of engagement approaches. Two in-class engagement sessions occurred on January 16 and 23, 2023 in collaboration with City Hall School and with racially diverse classes. A total of 50 students participated in these sessions. The second phase of engagement was online with 65 student respondents, for a combined 115 elementary students participating from grades 5/6.

The topics for engagement followed the same six key areas explored with junior and senior high students, with modifications for age appropriateness. This included understanding the baseline perception of police officers in general, the root cause of this perspective, feelings about officers being in school, current SRO program assessment, building trust and positive relationships and envisioning a new SRO program. The following is a high-level summary of what we heard from participating elementary students with key takeaways from the gathered feedback and general recommendations.

Elementary participants shared a generally positive perspective of police officers as a concept, with a good understanding of an officer's role and their benefits. In-person conversations began with students sharing silly sentiments about officers, like always eating donuts. Most participants thought of officers as male with drawings showing many stereotypes like muscles, dark sunglasses, and weapons. These young participants commonly mentioned the loud sounds they associate with police officers, such as car sirens, jangling keys, loud shoes, and voices. Many students referred to TV, movies and games when discussing what has shaped their ideas about police officers. It is important to note though that some Racialized students shared situations where they had a direct experience or personally witnessed situations outside of school that has informed a very negative perception of police officers.

Interestingly, the general positive sentiment from most students informed by external sources like movies and TV, was not carried forward when participants were asked to comment on how they would feel about seeing a police officer in their school. Respondent's knowledge of the SRO program was relatively low and respondents shared that they would (or do) feel shocked and confused about why an officer would be in their school. Many Racialized children shared they would worry that the officer is there for them, thinking they did something wrong, even though they know they hadn't, and worry they were going to get in trouble.

Others worried that if an officer was in the school, something bad must be happening. Examples given included a bad person being there or that there would be lockdown drill. Many students spoke of how scary and stressful lockdowns are, even though they know it's just an exercise. They know the purpose is to practice what would happen if a shooter was in the school. This idea of "bad guys" in school, has extended to some students not trusting that an officer in the school is a real police officer, and perhaps a bad guy dressed up instead.

Notably, some written comments from online participants indicated that some students do not understand that lockdown exercises are in fact a drill. This finding could represent an issue of language barriers and written English but is a finding that should be carefully considered with regards to the experience of lockdowns for newcomer and English language learner students

Participants shared that building a positive relationship with a police officer in school, one in which they feel comfortable, would require the officer spending more time with them. Students said they want the police officer to come have fun, talk with them, and answer their questions. Elementary students were very clear about the qualities they want in an officer that comes to their school, which included being kind, friendly, patient, gentle and respectful. Students want to know in advance that an officer is at their school and why they are there to remove any element of surprise, confusion, or fear.

### Key take aways from engagement

1. Officer presence in elementary schools is not common and not a “normal” experience for students, which leads to high levels of uncertainty, confusion, worry, nervousness and fear for many students.
2. Lockdown drills in schools are scary and stressful for many students.
3. Many students associate a police officer in school with stressful and fear inducing situations. Limiting interaction between officer and students to lockdown exercises appear to be working against the goal of building a positive and trusting relationships.
4. Students bring their direct and negative lived experience of police in other countries and in the community into school. Until this is countered with direct positive experiences with officers, these perceptions will remain.
5. Students learning English may not fully understand the role of an officer in school or the purpose of lockdown drills.

### Recommendations

1. Leverage officer/student interactions at school as a unique opportunity to build positive and trusting relationships that could provide children with a direct positive experience of police officers, possibly more influential than other negative experiences or indirect inputs like media.
2. Reduce and manage the trauma that many students experience during lockdown drills. Lockdown practice in schools should be developed and executed through a trauma informed lens.
3. Increase time officers spend in school beyond lockdown drills and improve the quality of interaction. This interaction should be informed by age-appropriate learning, development and relationship building through play and face to face interaction.
4. Be intentional about making up for “lost time” at the elementary level and start relationship building early moving forward. The grade 5/6 students who participated in this engagement have experienced 3 years of reduced SRO programming and are now heading into junior high with little to zero positive interaction with an SRO. This weak relational foundation does not support a proactive approach required to better manage issues with students in the junior high years.

## Project background

In 2018, The Calgary Police Service (CPS) and Calgary Police Commission (CPC) undertook a Service Optimization Review (formerly known as the Resource Review). The Review was focused on supporting continuous improvement and the demonstration of transparency and accountability for budget processes approved by City Council. CPS gathered a diverse set of ideas from a wide range of Calgarians to deepen the current understanding of needs and expectations and long-term expectations of service delivery.

In 2021, CPS committed to an engagement process conducted by an external consultant, with the purpose of reviewing the impact and outcomes of the School Resource Officer program. Due to Covid restrictions, this engagement was restricted to virtual engagement only and a relatively low number of students participated.

While the service review engagement in 2018 showed a generally high level of support from teachers for the School Resource Officer (SRO) program, a key finding from the following targeted engagement was that some Racialized student participants reported they experienced fear and discomfort with the police officer in their school.

As a result, the CPS pursued this additional round of engagement, with a specific focus on hearing from a larger number of Racialized students. The purpose was to gain a better understanding of their perception of police and their personal experience with the School Resource Officer to inform if changes to the SRO program are required. The Calgary Police Service's goal is to reimagine and transform police engagement in schools so that all students feel safe and treated fairly. Feedback gathered in this engagement will inform a round table planning session with relevant community members in the spring of 2023, with changes to the program being phased in during the 2023/24 school year.

Engagement with students in junior high and high school was conducted by Action Dignity, an external third-party community organization, in Q4 of 2022 and Q1 of 2023. This portion of the engagement will be reported by Action Dignity separately. Engagement with elementary students and Calgary teachers was conducted by The City of Calgary's Engage Resource Unit. What we heard from these two groups are summarized in separate documents, with the focus of this report being feedback gathered from elementary students.

Where possible, verbatim comments gathered in the feedback have been included to help illustrate the theme. These comments appear in this report as *italicized* statements, with the original spelling, grammar and spacing. For transparency, the complete verbatim record is in Appendix C.

## Engagement overview

### Objectives

The overall intent of this engagement was to further explore themes highlighted by students in previous engagement to better understand how prevalent the feeling of fear and discomfort are among Racialized students. The goal was to hear from students from all divisions of the Calgary school system.

Objectives for engaging with elementary students on this topic include:

- To understand elementary student's baseline perception of police and the SRO program
- To understand the root causes of any negative perception of police officers
- To understand the best approach to building trust and positive relationships with youth in schools
- To understand the expectations of elementary students about the SRO program
- To gather feedback on how to improve the existing SRO program

### Strategy

The engagement strategy for this project acknowledged that students of various ages will have different levels of lived experience, knowledge of racism and ability to communicate their ideas and feelings. Engagement for elementary aged students was therefore grounded in age-appropriate discussions, visual aids and activities including storytelling and art.

Engagement with elementary students followed the same topic areas and similar questions to what was explored with junior and high school students but modified for age appropriateness. The intent of asking similar questions across age groups was to identify if there is a specific age or level of lived experience when youths' perception of police begin to change. This approach was chosen to support CPS understanding and decision making regarding the level of relationship building that might be required for each school division in the updated SRO program to ensure officers have a positive impact on youth.

While the focus of this engagement is on the experience and perception of Racialized students, the engagement strategy for elementary aged students took a full class approach, as it was unreasonable and logistically challenging to isolate students to solicit only their feedback in the school setting. Optional demographic questions were added to the survey questions to assist in data disaggregation in the analysis phase.

Racism and discrimination of any kind is a sensitive subject for those who have experienced it, so it was vital that this engagement also took a trauma informed approach. The facilitation guide, activities and questions were vetted by a racism trauma councilor and a Calgary Board of Education teacher. In addition, parents were informed of the engagement sessions in advance and given the opportunity to opt their child out of the conversation if they preferred.

### Timeline

The in-class engagement sessions took place in January 2023 and the online portion of the engagement ran from mid-February to mid-March 2023.

### Audience and Methodology

Participating classes and schools were identified through the Open Minds City Hall program. Grade 5/6 curriculum includes a unit on local government with many classes investigating how students can use their voice to influence change. It was a natural fit for the Open Minds City Hall coordinator, and the participating teachers and students to take part in this engagement.

Two in-class engagement sessions occurred on January 16 and 23, 2023. This school was selected for their very diverse group of students. The sessions were facilitated by an Engage Planner with support from other colleagues for note taking. Students were asked to take part in the engagement in a variety of ways, including individually completing questions and demographics on a paper survey, group discussions and group brainstorm activities. A total of 50 students participated in the in-class sessions.

A second phase of this engagement moved to an online format, where all participating teachers in the Open Minds City Hall program for the 2022/23 school year were invited to have their class participate in the engagement. Teachers were sent a letter to ensure parents were given information about the activity in advance, as well as a facilitation guide that outlined each online question in detail. The online engagement page can be viewed at [engage.calgary.ca/CPS-SRO-Elementary-students](https://engage.calgary.ca/CPS-SRO-Elementary-students)

A total of 65 students participated in the online option, for a total of 115 elementary students. These students represent 3 schools located in the NE, NW, and SW of Calgary. Due to the sensitivity of the topic, the names of participating schools will not be included in this report. Of the total participants, 75 students were Racialized, as shown in [Section 7- Demographics](#).

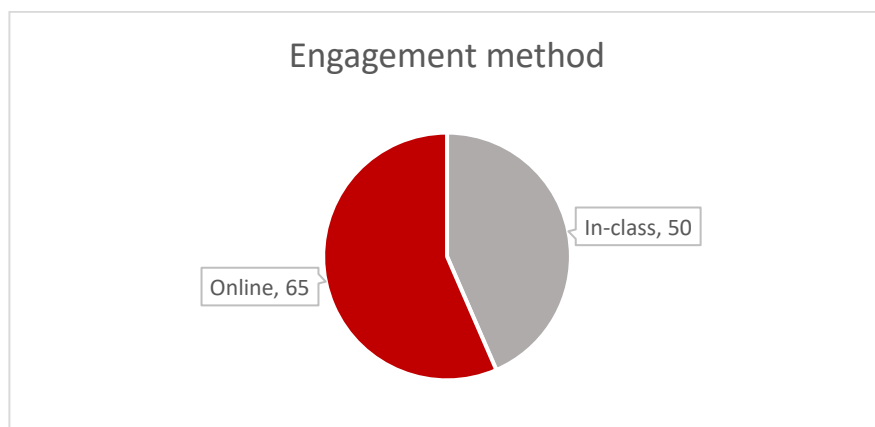


Figure 1- Engagement method

## What We Asked

Questions in this engagement process explored six key areas with the addition of optional demographics. For the online format, demographic questions were asked first, so the numbering of questions do not align between formats. A copy of the in-class Facilitation Guide is included in Appendix A.

- Part 1: Knowledge of SRO program
- Part 2: Perspectives and root cause
- Part 3: Feelings about police in school
- Part 4: Current program assessment
- Part 5: Building trust and positive relationships
- Part 6: Envisioning a new program
- Part 7: Demographics

## What We Heard in Detail

### Part 1: Knowledge of SRO program

#### Question 1

**Before your teacher told you about the School Resource Officer, did you know your school had a police officer?**

Both students in-class and online were asking this question. Of the 115 student participants, 69 did not know they had an SRO.

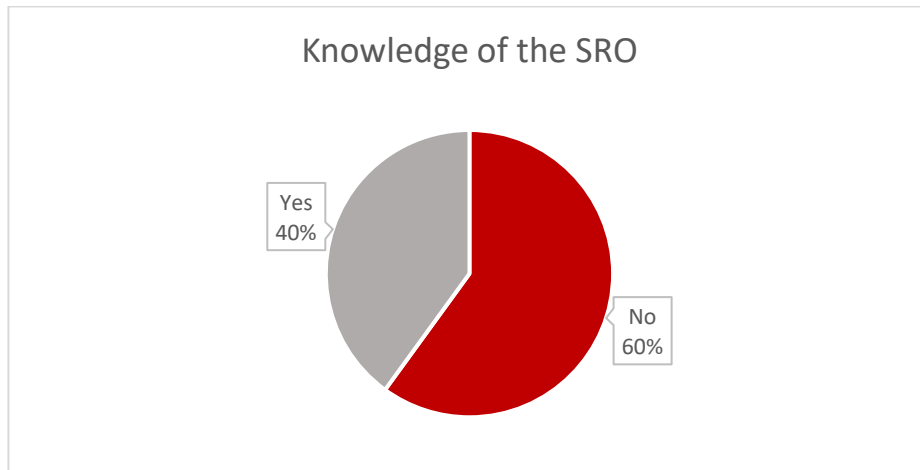


Figure 2- Student knowledge of SRO

#### Question 2.a.

**How many of you have seen a police officer in your school?**

Both students in-class and online were asking this question. Of the 115 student participants, 84 had seen a police office at school.

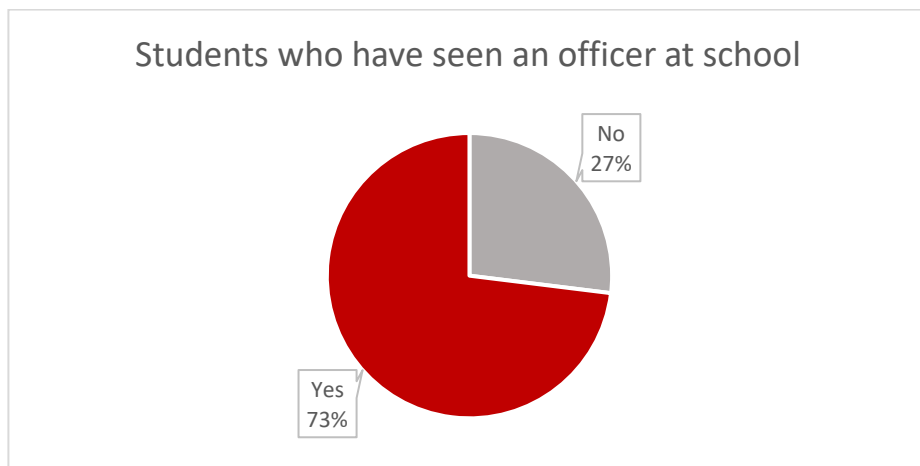


Figure 3- Students who have seen the SRO



Question 2.b.

**If you said yes, what was the police officer doing at your school?**

This question was only officially asked to online participants, however many students in class shared that they saw the police officer during a lockdown drill. One student also shared they always know it's the police officer because they, "hear the sound of the radio, sound of his shoes and steps in the hallway."

54 of the 65 online participants stated it was during lockdowns when they saw the police officer. Ten students shared that the officer they saw was making sure they were alright, with statements like:

- *to see if we are all ok in a lock down.*
- *talking to kids after a lockdown*
- *Checking on us because of lockdown at the school*

Four students shared statements that suggest they may not fully understand that lockdown drills are, in fact, practice. These comments suggest these students perceive a very real risk to their safety and experience fear during the exercise. All four students are Racialized. Examples include:

- *Checking if anyone is safe during the lockdown*
- *The police officer was helping us by calming us down and telling what is going on during a lockdown*
- *checking if everyone was safe*
- *Making sure there was no shooters*

Part 2: Perspectives and root causes

For this section of questions, both in-class and online participants were asked to picture a police officer in their mind and then answer the questions.

Question 3

**What is one word that comes to mind when you think of a Calgary Police officer?**

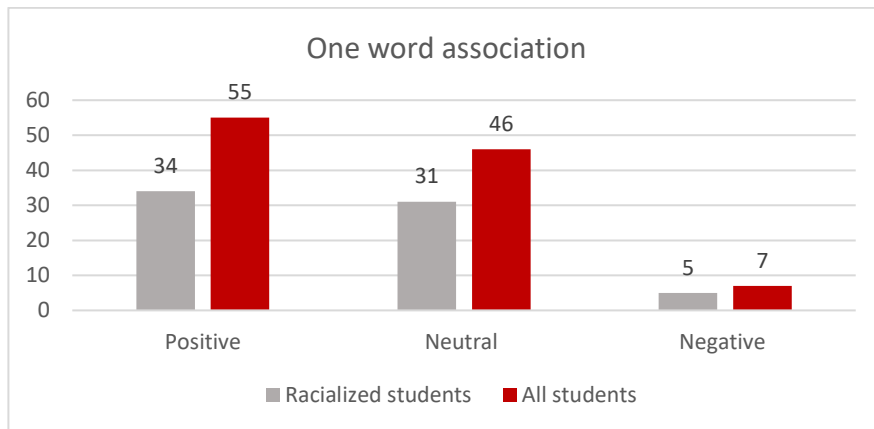


Figure 4- One word association

Of the positive and neutral words shared by all students, 62% and 67% respectively were shared by Racialized students. While only seven students shared a negative word in this exercise, five of them (71%) were from Racialized students. The words shared by these students included: loud, strict, controlling, scary, furious (spelt ferious).

A few students shared the word 'gun', which was coded as neutral, except "*gun for safety*" which is used in a positive context. Many students said the word 'police', which was coded as neutral. While this does illustrate young children's tendency for stating the obvious and being silly, "police" was not included in the word cloud below, as it does not provide useful insight for decision making.



Figure 5- One word association word cloud

#### Question 4

Students in class were asked to draw a picture of the officer they pictured in their mind and to add details they felt were important to include.

Quite a few commonalities emerged from the student's drawings, including:

- Visual stereotypes –eating donuts and drinking coffee
- Details of their uniform – badge, guns, handcuffs, police hat, belt, sunglasses
- Strong and active – example written words include muscles, play sports, active, athletic, firm
- Written personality traits- Kind, responsible, sometimes arrogant,
- Noises- loud car in background, clomping shoes, crackly radio, jingling keys, loud voices, yelling

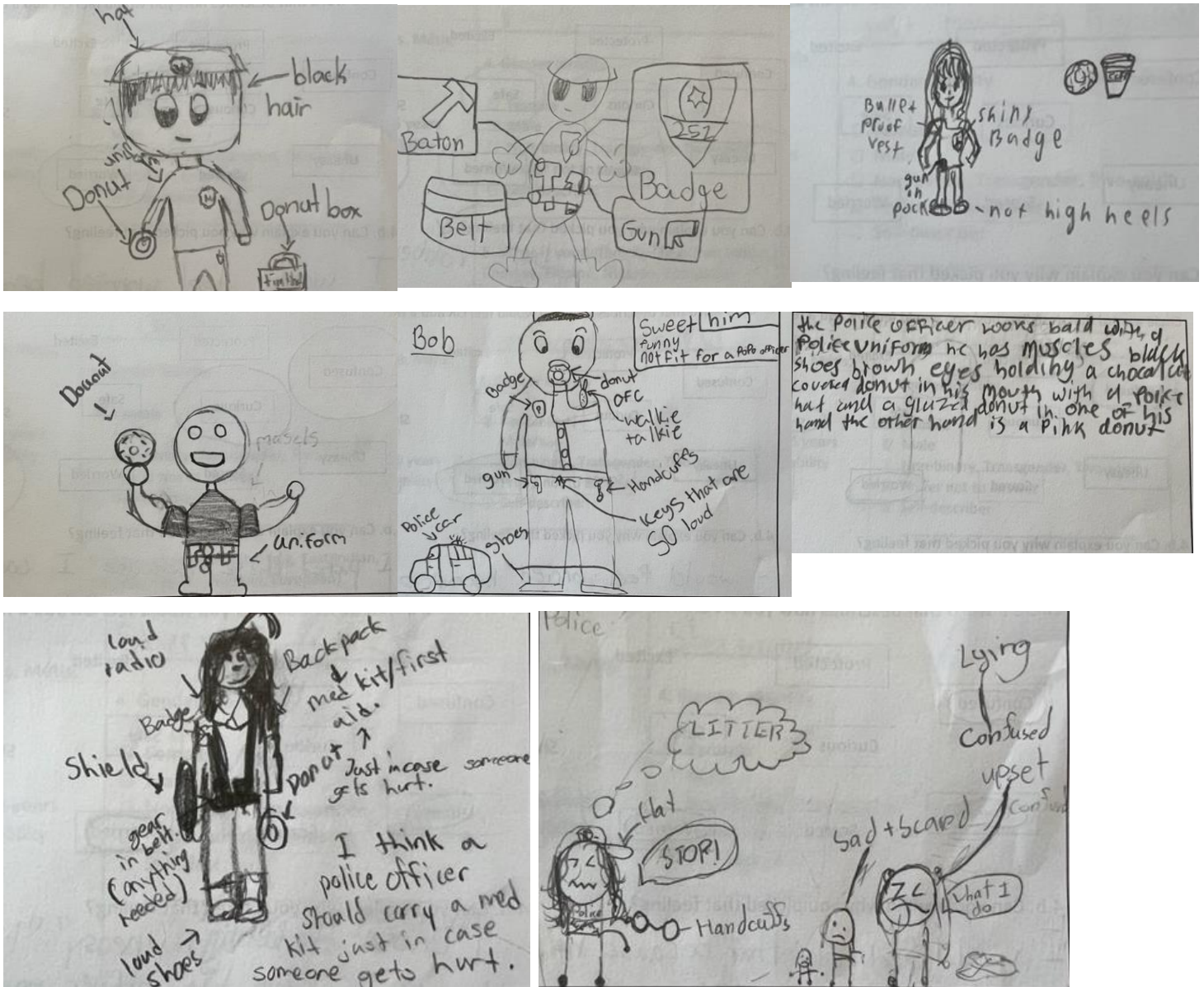


Figure 6- Example drawings

### Question 5

**Was the police officer you just thought about a male or female officer? Or did you think about both?**

Students in class were asked this question conversationally as part of the exploration of their drawings. Four of the 25 students in the first class and five of the 25 students in the second class said they pictured and drew female officers. One student aptly shared that policer officers could be also non-binary.

Most online participants shared they pictured a male police officer, with 24 saying they pictured both and only 1 picturing a female officer.

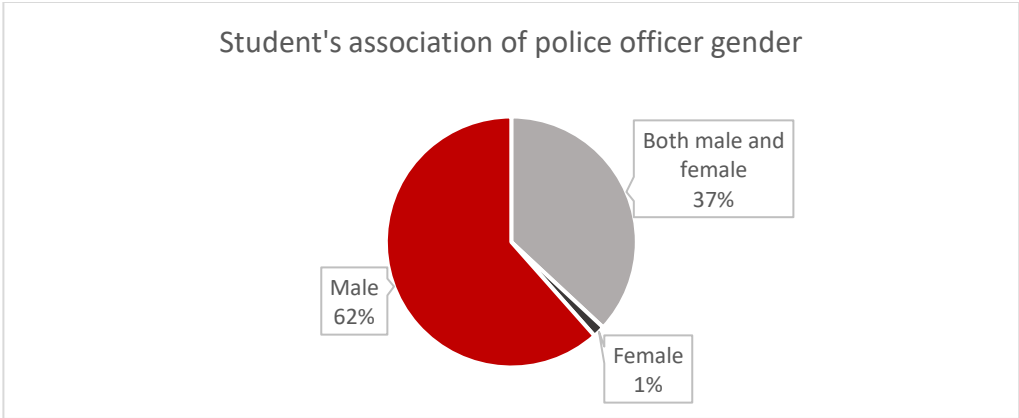


Figure 7- Student's association of police officer gender

Question 6

**Where do you get your ideas about police officers from?**

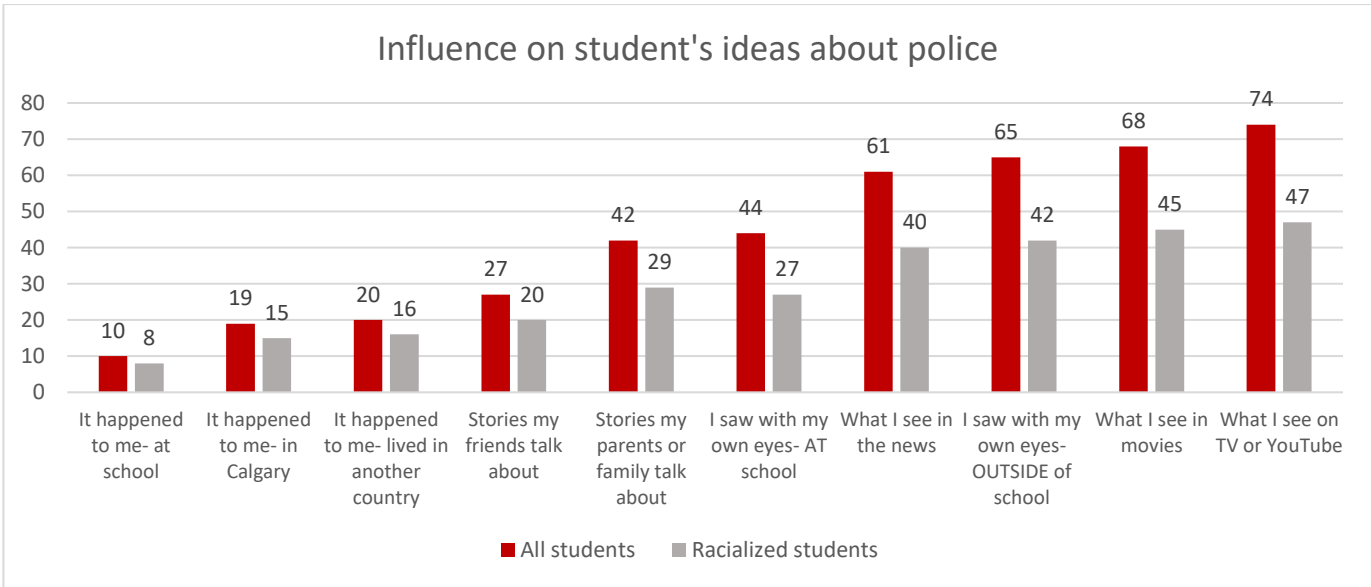


Figure 8- Influence on student's ideas about police

Participants shared that their ideas about police officers are highly influenced by what they see on TV, YouTube, movies and in the news, but what they have personally witnessed in their community was the third most mentioned source.

Participants in general shared a lower occurrence of direct personal experience with police officers and most notably direct experience of police at school was the least mentioned influence across all options. During the in-class discussion, a non-Racialized student talked about their direct experience of the police officer at school during a lockdown drill, saying she felt better and less scared when she heard his voice.

Racialized students make up 80% of the direct experience at school, 79% of direct experience in the community, and 80% of experience while living in another country. By comparison, Racialized students account for 64-74% of the other options for where ideas about police officers are formed.

When given the opportunity to provide other sources of information and experience that have formed their ideas about police, a few students mentioned their imagination and another video games.

The in-class discussions on this question gave students opportunity to expand on this question and the conversation followed in much the same way as the online feedback. Students shared their favourite movies that gave them a positive and funny impression or ideas about police officers (e.g. Paul Blart: Mall Cop), while another talked about “K-drama” (Korean genre).

The tone of the conversation changed quickly when a few Racialized students shared their direct experience of police officers. One student talked about a time when they had to call the police about a disturbance at the neighbour’s house and the officer was helpful. Another disagreed that police are helpful and talked about the time she had to call the police when her father was assaulting her mother in front of her. She explained the officer didn’t arrest her father, just talked to him before leaving. This student’s experience\* appeared to have solidified her negative opinion of all police officers.

\*After the child shared this information, appropriate follow-up with the school and CPS occurred to ensure appropriate support and services were involved to support this student and family.

### Part 3: Feelings about police in school

#### *Question 7.a.*

Both students in class and online were asked to comment on how they would feel (or have felt if it has happened) when imagining seeing a police officer randomly in the hallway at school. The following scenario was used:

**Imagine you have left your classroom to go to the washroom. You are walking down the hall and when you turn the corner you see a police officer walking down the hall in your direction. How have you felt/ how would you feel?**

Responses from all students show a mix of both positive and negative feelings. The extent in which the feelings of Racialized students are represented in each feeling is illustrated in graph 9 below. Feelings that are highly represented by Racialized students include worried, scared, shocked, intimidated and unsafe. Positive feelings include happy and excited which was mentioned by a small number of individuals.

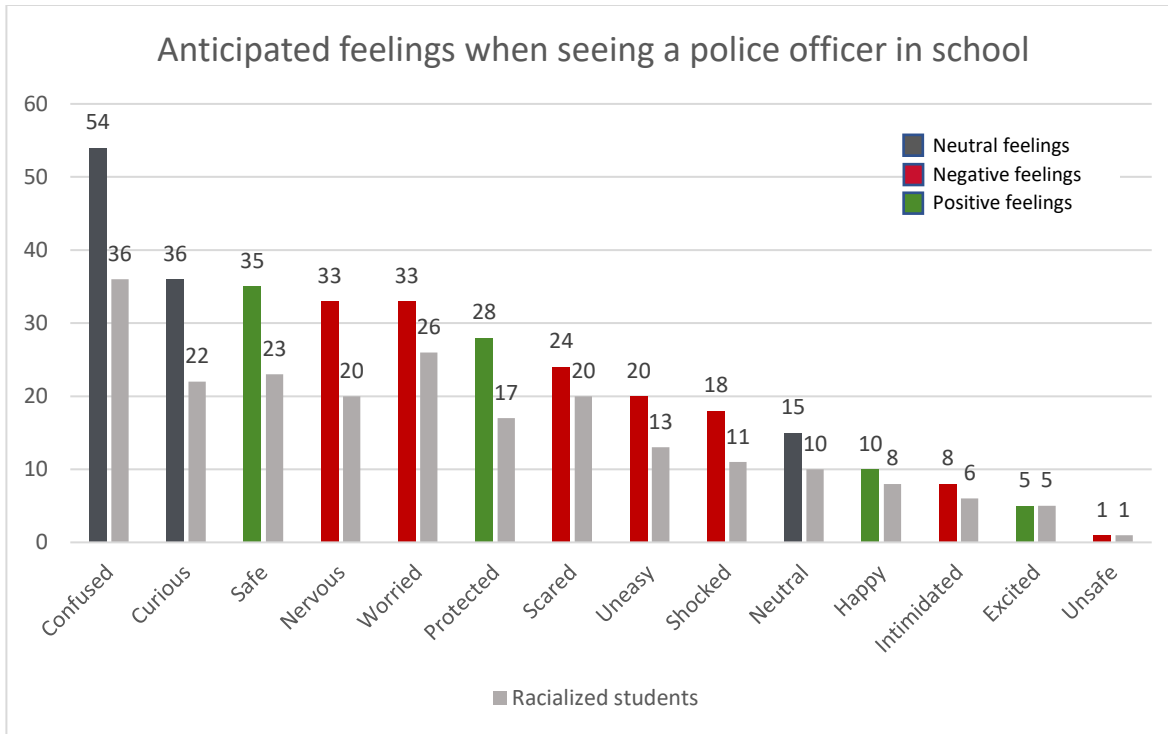


Figure 9- Anticipated feelings when seeing an officer in school

Question 7.b.

Students were then asked to explain why they chose the feelings they did.

### Main themes

The following outlines the main themes that emerged from this question in order of most mentioned to least mentioned, with a few verbatim statements to illustrate each. For many participants, seeing a police officer in school is not a 'normal' experience so they are confused and curious about why an officer would be there. Most mentions of confusion and curiosity were shared in a neutral context.

This confusion was then closely followed by the next themes where students:

- 1) worry and feel nervous the officer is there for them (negative feelings);
- 2) recognize the officer would be there to protect students because it's their job (positive feelings), but also;
- 3) worry and fear that the officer is there because something bad is happening at the school or there is about to be a lockdown (negative feelings).

Two unique findings to note from this question include that only 1 student mentioned they are used to seeing police officers so they would feel completely neutral. Additionally, a note taker in an in-class session, overheard an Indigenous student state to their friend that they would be scared and nervous because police officers "are mean to Natives and Black people."

### Don't understand why a police officer is there

This leading theme explains the most mentioned feelings of confusion and curiosity mentioned in the figure above.

- *I feel curious because I wanna know why there's a police officer*
- *Il don't know why they are there*
- *the popo is in my school why*

### Are they there for me? Am I in trouble? I didn't do anything wrong

Many students shared that they would be very worried that the officer was there for them because the officer might think they did something wrong. Many students shared that they would worry about this even though they personally knew they had not done anything wrong. This theme is slightly overrepresented by 72% Racialized students, compared to 65% of Racialized students in total participants.

- *because why would a cop be in the school- like is there a criminal or me?*
- *I would be curious because if I was walking to the bathroom an officer was walking towards me, I would think of what had I done before or if I did anything bad.*
- *I chose confused, scared, worried you know when you get in trouble for sometinne you didn't do or did but didn't remember*
- *I would think I was in trouble but deep down I I didn't do anything. But there could be trouble*
- *I would have those feelings because when a police officer comes up to me I would be confused because I'm like what's going on, I would be worried because I would be like I didn't do anything, I would be shocked because I didn't do anything*

### Police are there to protect us and keep us safe

For many students, confusion was followed by stating positive sentiments that they would feel protected and safe because an officer was there- if something bad was happening in the school. This theme is slightly overrepresented by 72% Racialized students, compared to 65% of Racialized students in total participants.

- *i don't feeling have when i see a police officer i do feel safe and protected*
- *1. Confused because you don't know why? 2. Protected because they protect people. 3. Safe because they arrest people*
- *i chose confused cause what is he doing here? protected because he is a trained police officer and ready for anything intact i the school and safe because he is a police officer.*
- *Because I would feel curious because I would wonder what is going on safe because there is a police and protected because there is a poloice officer.*
- *I would feel that something would happen but glad that there are police and wonder why they are there*

### Something bad happening at school/ there for a reason

Many participants explained their feelings of worry, uneasiness and nervousness because the presence of the police offer in itself was scary, but rather it must mean that something bad is happening in the school

or a lockdown is about to happen. During the in-class discussion about this topic, many students shared that the lockdown drills are a very scary experience for them.

- *I would feel worried because maybe they are there because something might be unsafe in the school.*
- *When you see a cop in your school you can be shocked and you know he is there for a reason so you would be uneasy and worried*
- *I would think a lock down is happening soon.*

#### Police can be scary and intimidating

This theme is heavily represented by Racialized students (8 of 10). Some mentioned their size, power, and their guns.

- *Frightened that it might be me that's wrong because a cop is walking towards me. Uneasy because there is a cop so something is wrong. Intimidated because cops have powers*
- *because the police officer have guns and i see police has always active*
- *I see that they have a weapon and it makes me scared.*
- *Because I can get awkward talking to police officers. Also they're bigger than me.*

#### Someone bad dressed like a police officer

This theme is heavily represented by non-Racialized students (4 of 5) who worry that the officer cannot be trusted as a real officer as there is a chance they could be a bad person in disguise.

- *I chose the feelings uneasy, worried, and nervous because I know the officer must have come for a reason that might be dangerous like in lockdown situations. Also because if there is no reason/danger it might be someone disguised as police just to break into the school and they might be dangerous.*
- *I picked nervous because I am shy and I also picked uneasy because some police officers that have killed/hurt people and also sometimes some criminals dress like officers sometimes.*
- *The cop could be a robber in a costume, if it's a normal cop then I would feel safe*
- *I picked my feelings because I would feel like the police officer would be a killer if why they are in the school*

#### Shocked to see someone new in school

This theme is mostly represented by non-Racialized students (3 of 4) who explained they would feel shock simply because they don't expect to see a police officer in school.

- *Normally it's like that jump of shock then I get happy*
- *I chose these three because I am often very curious about things and I would be shocked that a police officer would be here*
- *I would be shocked and confused if a police officer was at our school because no one told me about it. I would be safe because police officers try to make us feel safe at school*



### **Less mentioned themes**

A few themes were heavily or completely represented by Racialized students, but only mentioned by a few students.

#### Nervous about officer talking to them

A few participants shared that they would be nervous, confused and/or scared to talk to the officer. This theme was completely represented by Racialized students.

- *I get confused, because I don't know if they are walking by or trying to talk.*
- *because I think police will say hi to me even if I didn't say hi first and that scares me. Also I don't talk to strangers*
- *He might just be walking past (no feeling) and will protect me if something happens (safe). But if he talks to me (nervous)*

#### Worry they will get hurt

Students shared worries about getting hurt by the officer and possibly others in the school.

- *i might feel uneasy or really confused because i know that i didnt do anything bad and somewhat safe because i know that if i didnt do anything the police isnt going to hurt me*
- *I picked those feelings because I would start to think I was in trouble and would not know what they would do to me*
- *um i dont want to get shot but i do feel protected when police are near me but i guess everyone gets a little shocked when they see cops*

#### Try to stay calm

These sentiments illustrate that some Racialized students are nervous and would actively try to stay calm.

- *I would make myself look normal (neutral) but really I uneasy and nervous*
- *I'm trying to keep calm*

## Part 4: Current program assessment

### Question 8

**What jobs or tasks do you think the police officer is supposed to do when they come to your school? For those who have seen the officer, what have you see them doing?**

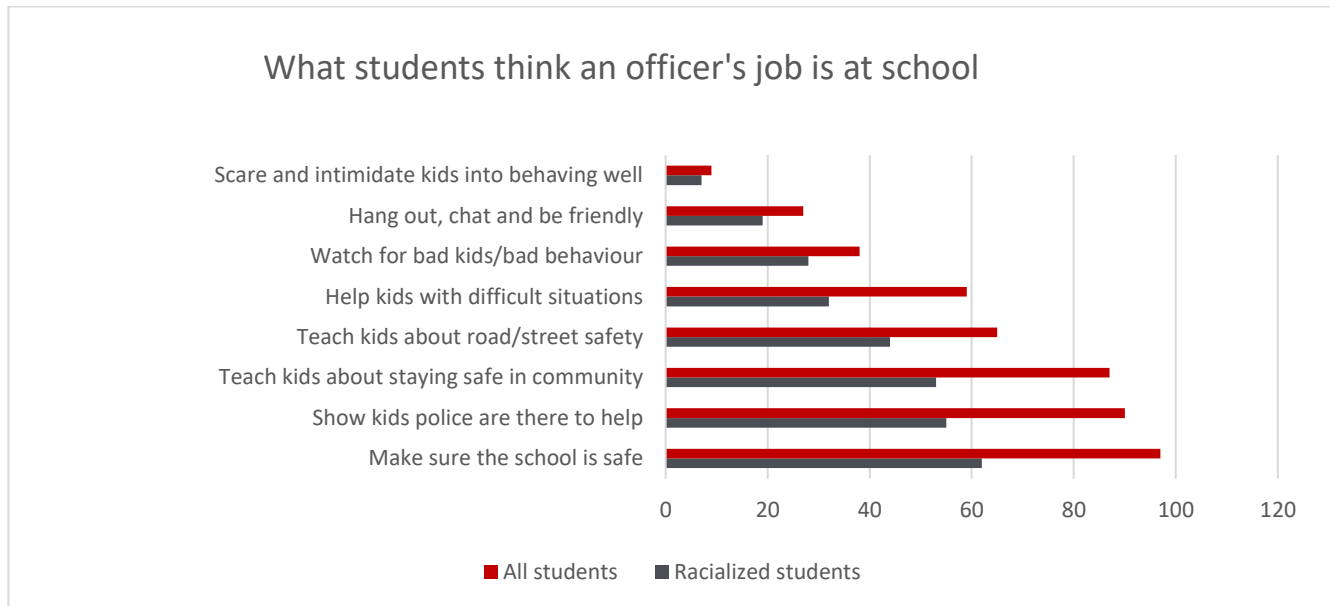


Figure 10- SRO jobs when at school

As shown in the graph 10, students have a good sense about the role of a police officer when they come to their school. Participants agree that a police officer should be making sure the school is safe and that they are there to help, which aligns with their experience of their SRO helping with lockdown practices. Additionally, they think police should be teaching them about staying safe in the community, street safety and helping kids with difficult situations.

The three least mentioned roles include watching for bad kids and bad behaviour, hanging out and chatting with kids and scaring and intimidating kids into behaving well. While mentioned the least number of times overall, these three ideas are more heavily represented by Racialized students than the other options.

When given the option to add other ideas, some students added teaching about not using drugs, technology and bullying.

During the in-class discussion, a few students shared ideas based on their experience of seeing the police officer in their school for lockdown practices. Students shared that the officer's job is to "Get bad guys" and to "help them feel better and reassure them after a lockdown."

## Part 5: Building trust and positive relationships

### Question 9

**How do you want a police officer to behave in school to show that they want you to feel comfortable, safe and respected?**

#### Main themes

There were three themes that were mentioned the most by participants. Students would like officers to behave in the following way to everyone in the school:

##### Be nice and kind

- *i want the police officer to be kind to the whole school*
- *They being nice not scary*
- *I would want that police officer to be kind, nice and show respect to us to keep us comfortable. If they did not show respect I would not be comfortable with them. Being kind (kind) and showing respect is the main things someone should do before meeting someone (not sometimes).*

##### Make us feel safe and ask if we are ok

- *ask if everyone is ok*
- *I want them to make sure that we are all safe*
- *i think police are doing a pretty good job making us feel comfortable so yeah*

##### Be friendly and happy

- *i think they when they see students they will smile and greet students friendly with children*
- *be happy and joyful, talk to the students and teach us safety*
- *to say hi*

#### Moderate themes

The next set of themes were mentioned by a moderate number of participants. They include:

##### Don't do this...

- *to not follow me.*
- *Dohd joj a book by a cover (don't judge a book by it's cover)*
- *they could act like their normal self but not act like were a criminal*
- *No snooping through are stuff, only if there's a shooter then that's acceptable.*

##### Be polite and respectful

- *if they come to are school i hope they are kind and respectful*

##### Be fun and silly

- Ideas mentioned include tell jokes, be funny, have a mascot, give gifts, play music

### Be helpful

- *to be friendly and nice and help kids out when they need it*

### Behave professionally and appropriately

- *i would like them to be kind to all of the kids but still follow the rules*
- *prFaSHanaLe (professional) and thrust wrthe (trust worthy)*

### Talk with us

- *To be nice and if kids have questions they should reply to them and to act normal not any different to us and to not be rude.*

### Teach us

- Ideas mentioned include teaching students about their job, safety, drugs and strangers

### Act brave

- *nice, helping, brave strong, trustworthy,*

### **Least mentioned themes**

The following themes were each mentioned by 1-2 students.

### Act calm

- *Come to us in a calming way*

### Use a calm voice

- *don't yell*

### Watch for bullies/fighting

- *Look around the whole school to see if anything is wrong. Look if anyone is bullying people.*

### Tell us you are at school so it's not a surprise

- *Well they should be kind, and respectful towards everyone. They should also clarify why they are here so nobody feels anxious.*

### Act normal

- *To be nice and if kids have questions they should reply to them and to act normal not any different to us and to not be rude.*

### Watch outside the school

- *maybe to go outside with us because if there is a fight they can stop it*
- *guard out side*

### No uniforms or guns

- *I want them to put away their weapons to make me feel safe.*

### Question 10

**If the police officer was talking to YOU directly, how would you want them to treat you?**

### **Main themes**

There were three themes that were mentioned the most by participants. When speaking with them directly, students would like officers to:

#### Be nice and kind

- *Treat me good*
- *If he was talking to ME directly. I would want him to show me some respect and being kind. We could talk, just not being rude nor mean in general. I would want him to be freundlich with me.*

#### Be polite and respectful

- *I would want be treated respectfully*
- *respectful kind and like if there a normal person because they are*
- *Give eye contact be respectful*

#### Use a calm voice and don't yell

- *I want the police officer to act nice and not be rude of act like I did something bad or yell at me*
- *speack in a nice voice*
- *I would want them to talk to me calmly.*

### **Moderate themes**

The next set of themes were mentioned by a moderate number of participants. They include:

#### Be friendly/happy

- *Be fun and happy*
- *I want them to treat me just like how they would treat a normal person, friendly*
- *like im his homie*

#### Unbiased and treat us equally

- *I'd want them to treat me like they're listening and unbiased*
- *kind and listen to me if i were to be talking to them and to not judge me for who i am and what questions i ask.*
- *i think i would want to treat me with respect and see everyone equally which they are doing*

### Act calm and not intimidating

- *don't be angry*
- *NOT be intimidating, i would want them to talk to me with respect and kindly.*
- *kind and not scary*
- *Please be nice and don't touch their weapons.*

### Tell me that I'm not in trouble

- *assure its fine, I'm not in trouble*
- *makes sure I'm not in trouble*
- *smoothly, calm, friendly make sure I'm not in trouble*

### Talk to me & ask me good questions

- *let you talk*
- *Ask me good questions*
  - According to the Racialized student who said this in an in-class session, good questions included asking about what they were learning in class, and questions that are not too personal. This student considers questions that are too personal to be impolite

### Be reassuring

- *I would want them to treat me very nice and calm, comforting me*
- *be assuring*

### Be fun and silly

- *ruff and fun and nice*

### **Least mentioned themes**

The following themes were each mentioned by 1-2 students.

### Answer my questions

- *I would want them to treat me nicely, talk polite, answer all my questions,*

### Be patient and listen

- *really patient and listening to my ideas*

### Make us feel safe

- *friendly and protective*

### Explain yourself

- *Explain why you are at the school and why you are talking to me*

## Part 6: Envisioning a new program

This section of questions was approached differently for the in-class and online formats. For in-class sessions, a group brain storming activity allowed students to share their ideas about what would make the best SRO program, in four key areas. These areas included:

- Timing of SRO visits
- Learning from the SRO
- Uniform and attire
- Jobs and activities of the SRO

Online participants were asked to comment on each of the four areas as well, but they were given the opportunity to also “upvote or like” other student’s ideas through an idea generator style format.

An example of this is shown here:



Figure 11- Example of online idea generator

Question 11

**What would make the bet SRO program?**

The summary of themes includes feedback gathered from both in-class and online engagement.

Question 11.a.

**TIMING**

Students had many ideas about what the timing of the SRO visits to the school. Four suggestions were mentioned significantly more than others. In order of most mentioned to least mentioned:

- 1 time per month
- 1 time per week
- A couple times a year
- Everyday

Other ideas mentioned by a handful of students, in order of most to least mentioned:

- A couple times a week
- 2 times a month
- Not often
- When needed
- For special events

A few students explained why they felt the officer should be there more often. A few examples include:

- *i think like 3-4 times a year because there are a lot of sketchy kids in 6-7 grade and there are nice ones but it is always good to check up*
- *often to make sure everything is ok because in grade 6 some poeple vape smoke and do other things that i dont feel safe around*

Some students were very specific about the time of day they felt the officer should be there.

- *idk well at noon maybe or at lunch?.....*
- *I would want him to come at 1:30 And leave at 3:30- 2 hours is a good time*

One Racialized student who said they don't want to see the police often or at all, shared:

- *Don't want to see them at school at all- - something bad might be happening*

During the in-class discussions, a few students shared ideas that would help to reduce their anxiety about a police officer being in the school.

- *"I want to know they are coming"*
- *"Time to prepare yourself"*
- *"Should be a set schedule"*



Question 11.b.

### WHAT SHOULD POLICE TEACH YOU

Student's feedback mostly fell into three main themes, including information about being a police officer, safety and bullying.

#### Information about being an officer

This theme included student's desire to learn about how to become a police officer or an FBI agent, learning about an officer's gear, uniform, training and weapons.

- *I want the police officer to teach me about what it takes to become a Police officer and what they do when there is something dangerous.*
- *i would like to learn about how to become a police officer and so many more questions*
- *how to be a fbi agent*

#### Safety

This theme captured different types of safety that students would like to learn more about.

- *i would like them to teach us how to make the community a safer place*
- *Any thing like how to be safe*
- *Stranger danger*
- *online safety*
- *road safety*

#### Bullying

This theme includes sentiments about student's desire to learn more about different types of bullying and how to keep themselves safe.

- *To teach students not to bully.*
- *maybe to teach about different bullying*
- *bullying and how to stay safe*

Additional ideas mentioned by 1-2 students include:

- *knowing what to do in emergency situations*
- *Life skills*
- *Basketball*

As a direct response to the question, "What do you want your school police officer to teach you?" one Racialized student participating in the in-class session responded, "*To trust them.*"

Question 11.c.

## UNIFORMS

During in-person sessions and online, the majority of students shared that they would prefer that the police officer wear their official uniform so they can be easily identified. When asked during the in-class session, most students said their guns were not scary and most felt fine with the officer having it with them.

Comments include:

- *a normal police uniform so people know its them:)*
- *There usual uniform so if anyone sees a police officers they will know what they look like. :)))))))))*
- *In full uniform*
- *full uniform so you know that they are the police and maybe to bring a small weapon for protection*
- *full uniform with 1-2 wepons*

Some students mentioned that while the uniform is ok, they don't want the officer to have weapons, at least ones they can see.

- *uniform so we know they're police officers also NO WEAPONS*
- *Full uniform when they come. Rolledup sleeves when its summer and down when winter. I dont want any weapons when they come. It isn't Baghdad*
- *i think the police without uniform with hidden weapons thats a very good for school.*
- *weapons only in pack just in case, police uniform*
- *no weapons being that would make me feel worried and i would like the police to come in the police uniform just to make sure*

A smaller number of students said they would prefer the office to wear regular clothes, as it would be less intimidating.

- *he come without uniform with normal cloths with dangrous hidden weapons*
- *Regular clothes.*

Question 11.d.

## JOBS AND ACTIVITIES

### Stop fights and bullying

This was a common theme that many students look to police officers to manage.

- *To teach students not to bully.*
- *Stop the Fighting child*
- *To teach people to not bully.*

### Participate in sports and play with us

A large number of students want the officer to play and have fun with them.

- *Play games with us in gym class, recess or lunch (baseball, tag etc)*
- *Participate in like sport activitis (Soccer, Basket ball est). Or teach us some important life skills*
- *Basketball and soccer*

### Join us in classes

During one in-class session, one student said she would love it if the police officer came into class, sat down and coloured with them or participated in class. Online participants agreed when they said:

- *I would like a police officer to participate in science when we are learning about evidence and investigation and safety.*
- *i would like a police officer to participate in math*
- *gym/pe*
- *Like in math and writing*

### Participate in school activities

This theme was raised predominately during the in-class discussions. Many students shared their desire for police officer to come to the school to socialize and have fun. One student said that at her old school, the officer came to make them a BBQ lunch. Other ideas shared by students included coming to school events, stampede breakfasts, and giving little gifts or treats.

Other ideas mentioned by 1-2 students include:

- *Patrol safety team*
- *Making healthy choices*
- *Teaching about a clean environment*
- *Be helpful*
- *Help kids who need it*
- *Deal with bad kids*
- *Do whatever they need to do*

Part 7: Demographic questions

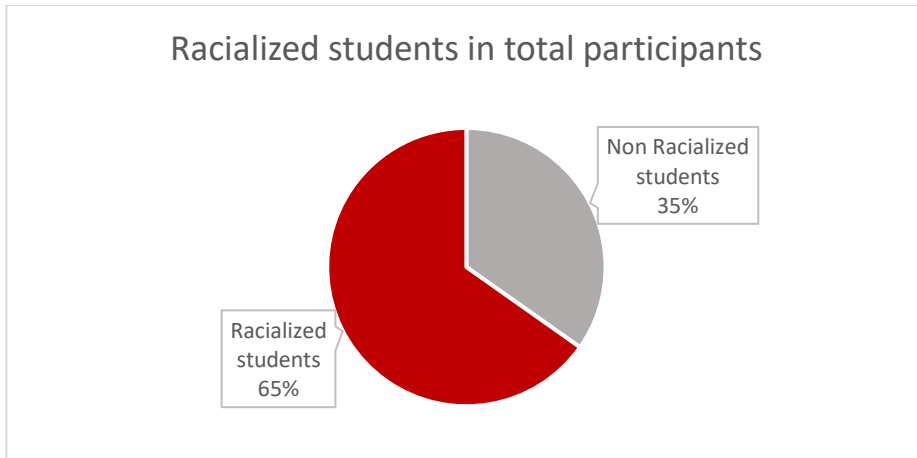


Figure 12- Demographics: Racialized and non-Racialized students

The approach to assessing the number of Racialized students changed through the project, due to a large discrepancy between the actual count of Racialized students in the in-person sessions done by staff, compared to the small number of Racialized students who identified that way when independently completing the demographic questions. It was clear that students either didn't understand the term or simply did not identify with it.

For the online portion of engagement, the term was changed to 'visual minority' and a question was added to understand the student's ethnicity. This additional information allowed for an accurate count of Racialized student participating online.

Racialized students also included those who identified as Indigenous. Of the 75 Racialized participants, seven identified as Indigenous as shown in the figure below.

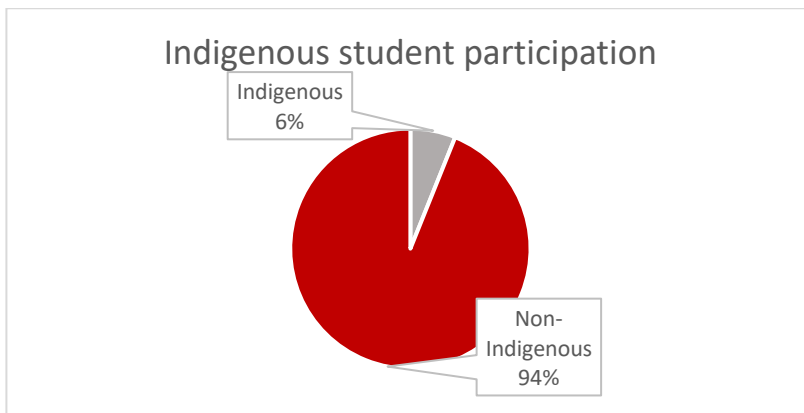


Figure 13- Demographics: Indigenous students

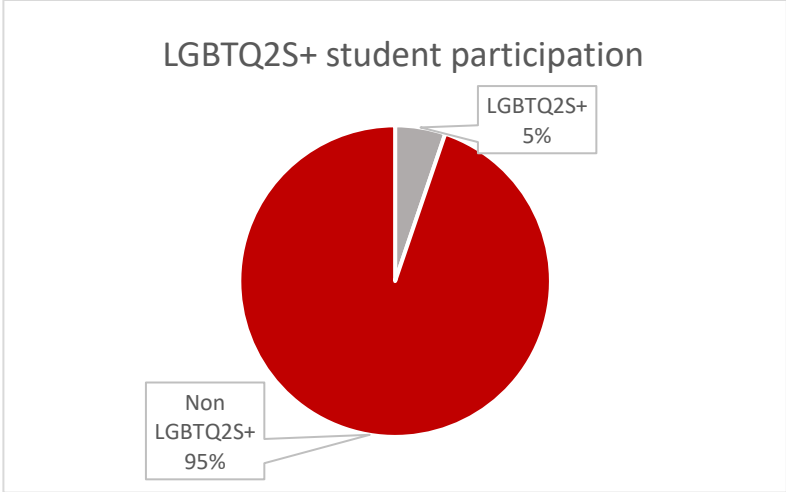


Figure 14- Demographics: LGBTQ2S+ students

There is a notable intersectionality between Indigenous students and those who identified as LGBTQ2S+, and two of the six students selecting 'Trans, Two-spirit, or non-binary.'

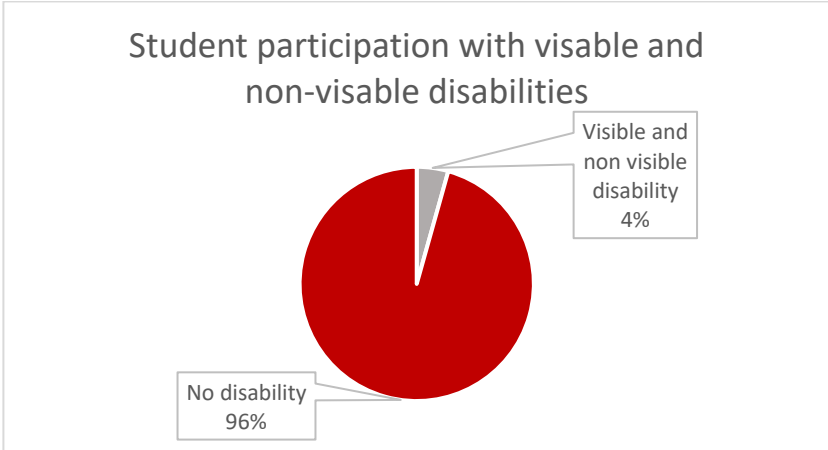


Figure 15- Demographics: Students with visible and non-visible disabilities

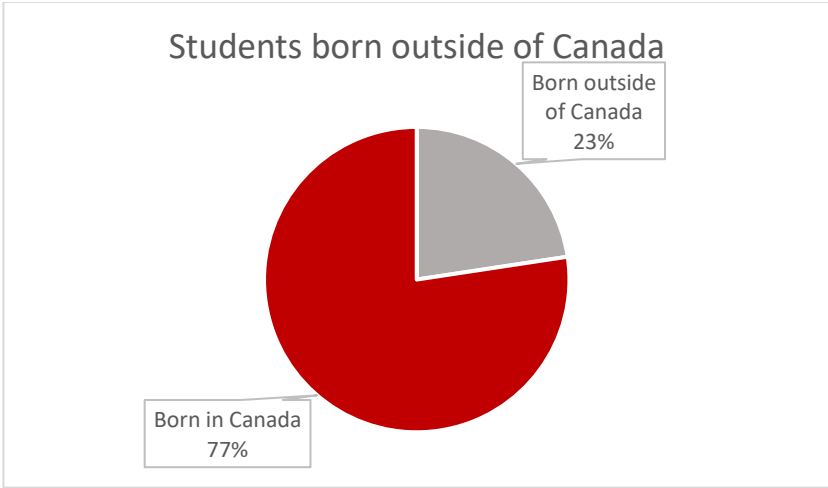


Figure 16- Demographics: Students born outside of Canada

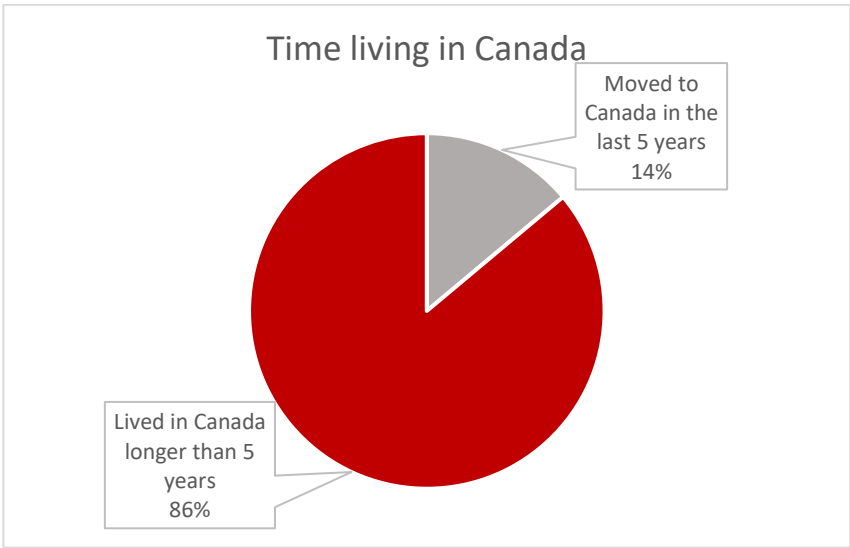


Figure 17- Demographics: Time students have lived in Canada

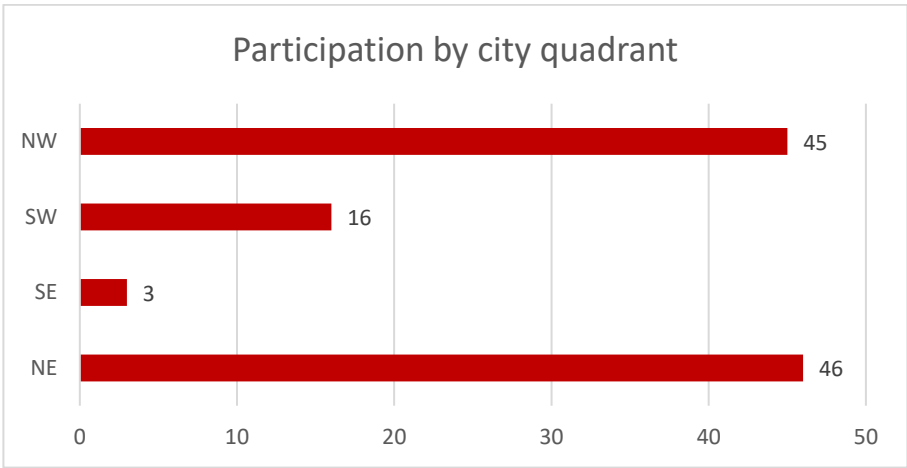


Figure 18- Demographics: City quadrant

## Appendix

### A: Copy of Facilitator Guide

School:

Location of session: City Hall School

Grade: 5, 2 classes

Date: Jan 16 and Jan 23

Big Question: Why does it matter?

**Date:** \_\_\_\_\_

**Number of students in group:** \_\_\_\_\_

**# of Racialized students:** \_\_\_\_\_

Section #	Section Name	Time	Supplies
Section 1	Intro and context setting	10 mins	
Section 2	Knowledge of SRO program	5 min	
Section 3	Perspective and Root Cause	10 mins	
Section 4	Feelings about police in school	5 mins	
Section 5	Current program assessment	5 mins	
Section 6	Building trust/ relationships	10 mins	Flip chart, markers
Section 7	Envisioning a new program	10 mins	Flip chart, markers
Section 8	Demographic information	5 mins	

### Section 1: Introduction (10 mins)

#### 1. Introductions:

#### 2. **Context setting:** Make the connection between the class's big question and the topic

- Goal of the engagement- The Calgary Police Service has a goal to reimagine and transform police engagement in schools so that all students feel safe and treated fairly
- Exciting opportunity to share your ideas to directly inform changes of a program that impacts you specifically
- BIG Q- Why does it matter?
- Why do you think it matters that we talk to kids about making this program better?
- Why do you think it matters that the Calgary Police improve the school program?

#### 3. **How the engagement will work**

- We want to hear from you about:
  - experiences with police (in/outside schools, in/outside of Calgary)
  - Thoughts, feelings and perceptions of police
  - Ideas to reimagine and transform police engagement in schools to make it better

- Some questions you will answer on your sheet, and we may talk about them afterwards
- Other questions we will talk about as a group
- My colleagues will be taking notes so we can remember what we talked about later
- Everything you say will be kept anonymous- do not write your name on the sheet
- We will then write a summary report that will be shared with CPS

**Section 2: Knowledge of SRO program (5 min)**

1. How many of you know that you have an SRO?

i. GET COUNT OF HANDS for “YES” \_\_\_\_\_

2. How many of you have seen the officer in the school?

ii. GET COUNT OF HANDS for “YES” \_\_\_\_\_

**Section 3: Perspective and Root Cause (10 mins)**

3. Get the students to picture an officer in their mind

*(Q1 for students)* What is one word that comes to mind when you think of a Calgary Police officer?

- Ask students to write the word on their page first
- Ask the students if anyone feels like sharing

4. *(Q2 for students)* What does this police officer look like?

- Get the kids to draw or write about it
- Would anyone like to share theirs

5. *(Q3 for students)* Where did you get your ideas about police officers from? **Multiple choice**

- Read out options
- Ask students to answer the question on their sheet first
- Discuss as a group

**Section 4: Feelings about police in school (5 mins)**

6. *(Q4 for students)* Imagine you are walking down the hallway in your school and when you turn the corner, you see a policer officer walking down the hall towards you. How have you felt/ how would you feel?

- Ask students to circle a feeling given or to write their own (4.a)
- Ask the students to explain why they said that (4.b) Hand up if you would like help
- Ask the students if anyone feels like sharing

**Gauge group before asking:**

Who do you think/see benefiting from the Police officer being in your school?

Who doesn't benefit or is unfairly treated by the Police officer in your school?



### **Section 5: Current program assessment: (5 mins)**

7. (Q5 for students) What jobs/ tasks do you think the police officer is supposed to do when they come to your school? For those who have seen the officer, what have you see them doing? **Multiple choice**

- Read out options
- Ask students to answer the question on their sheet first
- Ask the students if anyone feels like sharing

### **Section 6: Building trust/ relationships (10 mins)**

8. SRO's want to build trust and have a positive and respectful relationship with you. How would you want the officer to behave in school to show you that they want you to feel comfortable, safe and respected?

- **GROUP DISCUSSION- on flipchart**

9. If the officer was talking to you, how would you want the CPS officer to treat you?

- **GROUP DISCUSSION- on flipchart**

### **Section 7: Envisioning a new program (10 mins)**

10. Together, we are going to design the best police program.

- **GROUP DISCUSSION- on flipchart**
  - What job/ tasks should the police officer do when they come to the school?
  - What would you want them to teach you or help you with?
  - How often would you want them there?
  - What should they wear?

### **Part 7: Demographic information (2 mins)**

B: Student form

1. What is one word that comes to mind when you think of a Calgary Police officer? \_\_\_\_\_

2. What does this police officer look like?

Draw a picture and label parts  
of your drawing to describe  
the officer

OR

Describe the officer you  
picture in your mind with just  
words



3. Where did you get your ideas about police officers from? Check off all that are true for you.

- What I see on TV
- What I see in movies
- What I see in the news
- Stories I've heard my parents or my family talking about
- Stories I've heard my friends talking about
- Something I saw with my own eyes outside of school
- Something I saw with my own eyes at school
- Something that happened to me in Calgary
- Something that happened to me at school
- Something that happened to me when I lived in another country (if you have)
  
- Other ideas? \_\_\_\_\_

4.a. Imagine you are walking down the hallway in your school and when you turn the corner you see a police officer walking down the hall towards you. How would you feel? How have you felt if this has happened before?

Circle a word that describes how you would feel OR add a feeling of your own.

Confused	Protected	Excited	No feeling/ neutral	Other feeling:
	Safe			
	Curious	Shocked	Happy	
Nervous	Worried	Scared	Uneasy	Intimidated

4.b. Can you explain why you picked that feeling?

5. What jobs/ tasks do you think the police officer should be doing when they come to your school?

- Watch for bad kids/bad behaviour
- Teach kids about staying safe in the community
- Teach kids about road/street safety
- Scare/ intimidate kids into behaving well
- Show kids that police are there to help
- Help kids with difficult situations
- Make sure the school is safe
- Hang out and chat with kids to be friendly
- They don't do anything
- Other: \_\_\_\_\_

**PLEASE TELL US ABOUT YOU**

1. Which population group(s) do you identify with?

These categories are based on those used by Statistics Canada. **Select all that apply.**

- I am Aboriginal, Indigenous, First Nations, Métis, Inuk (Inuit)
- I identify as LGBTQ2S+
- I was born outside of Canada
- I have moved to Canada within the last 5 years
- I or someone in my household has a disability

2. Location - Where do you live?

- NE Calgary
- SE Calgary
- SW Calgary
- NW Calgary

3. What Calgary neighbourhood do you live in?

---

4. Gender Identity

- Female
- Male
- Non-binary, Transgender, Two-spirit
- Prefer not to answer
- Self-describe:  
\_\_\_\_\_

5. What is your ethnicity? (e.g. East Indian, Chinese, Filipino, Nigerian, European)

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C: Verbatim comments

Verbatim comments and quotes presented in this report include all feedback, suggestions, comments, and messages that were collected online and in-person through the engagement described in this report. All input has been reviewed and provided to Project Teams to be considered in decision making for the project.

Any personal identifying information has been removed from the verbatim comments presented here. Comments or portions of comments that contain profanity, or that are not in compliance with the [City's Respectful Workplace Policy](#) or [Online Tool Moderation Practice](#), have also been removed from participant submissions.

Wherever possible the remainder of the submissions remains. No other edits to the feedback have been made, and the verbatim comments are as received. As a result, some of the content in this verbatim record may still be considered offensive or distasteful to some readers.

**1. What is one word that comes to mind when you think of a Calgary Police officer?**

loud	safe	kind but firm	scared,ferious	safe
strict	firm	slightly intimidating	sometimes arrogant	kind
Silly	athletic	respectible	i dont know	can i see your gun?
Controlling	strong	donuts		kind
Muscle	gun for safety	help	safe	safety
Muscle man	uniform	serioue	idk	calm
cars	safe	Safe	nothing	cop
cool	safe	i don't know sorry	nice	kind
	safety, takes care of us	thats very good and the job was very hard.	Respectfull and Important	helper of the community
donuts	blue	jail, death	guns	responsible
protector	no	lifesaver	Hero	Maybe kind and clam
genius	come (calm?)	kind.	HI, police officer	can save people
police car	awesome	helpful	gun	police
cool	Protecting	my dad	popo	Police
why is there a police in a elementary school	A person in a police car helping people	A cool person who protects us. They also have a pistol, a taser, and handcuffs.	Help and pistoles, tazer and handcuffs	A police officer arresting someone
calm	kind	Police	police officer	protecting
there hear to keep us safe	awesome	They are a basketball player	problem-solving	brave
Heros	kind yet firm	protection	Safety	donut
authority	law	safe	a big person	law
nice	Police	a cop	nice	Police
scary	police officer	brave	man	Safe
responsible	a crime	Police Officer	safe	helping
safety	police	?	federal service	Police
cop	help	big	Police	no

**2. What does this police officer look like?**

Feedback received in drawings. No verbatim.

**3. Where did you get your ideas about police officers from? Check off all that are true for you.**

Most feedback received is reported in graph.

Other:

my imagination
my imagination
saw it in my dream
facilitator notes: Direct experience of domestic violence between parents
Imagination
happened to me
something I saw in the car
in games
In reference to other country: Insisting they're right when they aren't when there is an emergency
being close to a bad situation
being too close to a dangerous situation
another city, imagination
youtube
usually in my imagination

**4.a. Circle a word that describes how you would feel OR add a feeling of your own.**

Feedback received is reported in graph.

**4.b. Can you explain why you picked that feeling?**

because why would a cop be in the school- like is there a criminal or me?	I chose those three feelings because when a police officer walks down the hallway, i would be very confused, i'd be worried and curious
I picked these feelings because Police officers protect you and I would feel protected. Also I would feel confused, why would he walk towards me? Last, I would feel scared because police officers are some times scary.	I would be curious because if I was walking to the bathroom an officer was walking towards me, I would think of what had I done before or if I did anything bad. us.
I feel curious because I wanna know why there's a police officer	even though i am in grade 6 I don't catch things that fast
I would feel like that because he is a police officer. I could be in trouble or something bad could have happened out of school.	it just makes me feel this way
I don't know why the officer would walk towards me so nervous is the first thing I'd probably feel that really quickly.	i would feel curious because i would wonder what the police is doing here . i would feel safe being surrounded my safe people who can protect me

Because if anything happens there is somebody to help	i dont know
Because I've seen a lot of police officers	because
I would want ti know why they are there or maybe there was a (sp??) reason they were there	I think that police officer will make me feel safe and protected
I feel protected when I see a police officer because they protect the city	cause u should feel safe aroun cops
Because I can get awkward talking to police officers. Also they're bigger than me.	because i want to know what happened and if everything is okay.
I chose the feelings uneasy, worried, and nervous because I know the officer must have come for a reason that might be dangerous like n lock downs situations. Also because if there is no reason/ danger it might be someone disguised as police just to break into the school and they might be dangerous.	I have multiple feelings about this. First, I might've gotten involved with the problem, so I might feel nervous. Or if th e police officer was going here, I would be curious with what he/she is going to do. I would be: "What is going on?"
When I walk to the hallway I know he kept the bad guys away	case i wanted to
I choose confused because someone coming suddenly to us without knowing us why they are coming towards us	Because he is a police
Normally it's like that jump of shock then I get happy	i feel neutral fine
I chose confused, scared, worried you know when you get in trouble for sometinne you didn't do or did but didn"t remember	safe,other feeling,i dont know
When I saw him it just scared me and then I was fine. When I see a police officer I feel safe, because they help you and I really like that	I feel confused because i know that i didn't do something wrong i feel shocked and sacred because i could be taken away.
Il don't know why they are there	I would feel cofused,curious, and worried because I don't what is going on
i am very shy and idk if they are good or bad	Because i feel confused a lot and nervous and happy to see a police officer
It's what comes up	Protected- This is because police protect us Safe- Also cause police protect us Excited-This is because I don't see polices everyday
I would think a lock down is happening soon.	I was curious because I don't know why there here. I feel safe because if something bad happens, they can protect us. I would feel worried because what if someone is hurt.
I would feel worried because maybe they are there because something might be unsafe in the school.	i am not scared of the police. i feel protected because thats what there job is, to keep us protectes. i feel safe becuse its there job to make us feel safe.
Police can be rude but so can I	Cuz police is niece
I get confused, becaue I don't know if they are walking by or trying to talk.	Because Police sometimes got guns but guns are cool (only in video games obviously. please don't put me in Jail).
I picked nervous because el am shy and I also picked uneasy because some police officers that have killed/hurt people and also sometimes some criminals dress like officers sometimes.	Well would be confused and scared because i would think i did something wrong but i would also feel protected because i trust the police.

because I want to know what happened	it's because i would be confused and worried about why the police officer came towards me if i did nothing wrong.
I would feel worried because I might be in trouble for something I didn't do	because i would' nt know what they were doing here like what if something happend
I would feel that something would happen but glad that there are police and wonder why they are there	Because if you saw a police officer walking towards you you'd think you'd be in trouble
They make me feel safe because they protect me	no resen
I get uneasy when they are here, I get confused why there (is a car?) *sp, I get nervous when I see him	I see that they have a weapon and it makes me scared.
I chose these because like what if there gonna take me away if I did sm wrong	the popo is in my school why
The cop could be a robber in a costume, if it's a normal cop then I woul dfeel safe	okay so i whould be scared beacuse i dont want to go to jail like who dose. i whould be worried beacuse i dont know why is the popo here and also curious beacuse if the popo is here to take me to jail theyve got to catch me first. p.s i whould not run that was a joke tottaly.
When you see a cop in your school you can be shocked and you know he is there for a reason so you would bee uneasy and worried	Cuz police is niece
1. Confused because you don't know why? 2. Protected because they protect people. 3. Safe because they arrest people	because why is there a popo in my school
Frightened that it might be me that's wrong because a cop is walking towards me. Uneasy because there is a cop so something is wrong. Intimidated because cops have powers	First of all, i would be so confused why is a popo coming to be id be like whaa then be like huhh and be like did i do something you know? or'd be like ooh i wanna know why they r here but i would also be scared like omg did i do somthing.
I picked those feelings because I would start to think I was in trouble and would not know what they would do to me	Because I would be nervous about what is going on and worried.
I would think I was in trouble but deep down I I didn't do anything. But there could be trouble	i am not scared of the police. i feel protected because thats what there job is, to keep us protectes. i feel safe becuase its there job to make us feel safe.
I would have those feelings because when a police officer comes up to me I would be confused because I'm like what's going on, I would be worried because I would be like I didn't do anything, I would be shocked because I didn't do anything	I would not care but be curious why the police officer is walking towards me. If I did something wrong he should have came into my class already , I would be neutral though because he might be walking to someone else. I'd still be confused.
I chose these because maybe someone bad is in the school but I would still be confused for why they would be in the hall	Because Police sometimes got guns but guns are cool (only in video games obviously. please don't put me in Jail).
because I think police will say hi to me even if I didn't say hi first and that scares me. Also I don't talk to strangers	Well would be confused and scared because i would think i did something wrong but i would also feel protected because i trust the police.
I picked these because I would feel nervous if they were walking up to me because I would think I would get in trouble and I would be curious why they were at	it's because i would be confused and worried about why the police officer came towards me if i did nothing wrong.



my school and I would be confused	
because that would kinda scary or curious	because i would' nt know what they were doing here like what if something happend
I do not know! (mean to Natives and Black people)	Because if you saw a police officer walking towards you you'd think you'd be in trouble
I picked my feelings because I wood feel like the police officer would be a killer if why they are in the school	no resen
I choose them because who wouldn't be scared, we all did something bad in our life	I see that they have a weapon and it makes me scared.
The police would make me feel like I did something wrong	the popo is in my school why
First of all, i would be so confused why is a popo coming to be id be like whaa then be like huhh and be like did i do something you know? or'd be like ooh i wanna know why they r here but i would also be scared like omg did i do somthing.	okay so i whould be scared beacuse i dont want to go to jail like who dose. i whould be worried beacuse i dont know why is the popo here and also curious beacuse if the popo is here to take me to jail theyve got to catch me first. p.s i whould not run that was a joke tottaly.
He might just be walking past (no feeling) and wil protect me if something happens (safe). But if he talks to me (nervous)	I would not care but be curious why the police officer is walking towards me. If I did something wrong he should have came into my class already , I would be neutral though because he might be walking to someone else. I'd still be confused.
I would make myself look mormal (neutral) but really I uneasy and nervous	because why is there a popo in my school
I'm trying to keep calm	because he might be after me
I would feel nervous because I would think I did something wrong	Because I would be nervous about what is going on and worried.
i would be curious because i don't often see then in my school	protected because i know if something bad happend/happens im safe. curios on why hes at the school. worried because something bad might have happend
safe because I have some one there to help me if i'm in troble	because you don,t know what they are going to do to you.
police come	because i think i would be safe with a police officer in the school
uneasy, cuz I am uncomfortable. confused, cuz why are they following me? & I would like to know, curious, I am curious why are the walking towards me?	protected becace the officer,curions becase why is he in here,happy because thay remaind me of my dad
i picked the 3 feelings because im always curious/intemidated as to why there is somone who i do not reconize in the school	i know that police always make us safe
maybe i was in trouble or something bad happened	cause
i don't feeling have when i see a police officer i do feel safe and protected	Usually I don't see police officers but as long as they're not targeting me then I'm fine
i chose these three because i am often very curious about things and i would be shocked that a police officer would be here	um i dont want to get shot but i do feel protected when police are near me but i guess everyone gets a little shocked when they see cops
I chose confused because I would wonder why a police officer was in my school	when i am near a police officer i feel safe because i know i would be protected near them cause they are trained . I

I would feel curious because I would want to know why a police officer was in my school and if everyone was okay I would feel nervous because I would wonder if I was maybe in trouble or someone I know was in trouble.	chose curious because sometimes i wonder what would happen if a real emergency event happened. What would they actually do?
I would feel nervous because i would think i was in trouble. I would be confused because i would wonder why a Police officer is in the school.I would feel uneasy because i would think that maybe something bad happend to someone or something	i might feel uneasy or really confused because i know that i didnt do anything bad and somewhat safe because i know that if i didnt do anything the police isnt going to hurt me
Because I would feel curious because I would wonder what is going on safe because there is a police and protected because there is a poloice officer.	i picked them bcus i think that when theres a police officer there is a bad thing or a danger
i feel confused why a police officer is here.i feel curious to find out why the police is here.i feel nervous what is the police going to do	I was curious because I don't know why there here. I feel safe because if something bad happens, they can protect us. I would feel worried because what if someone is hurt.
i would be shocked and confused if a police officer was at our school because no one told me about it.I would be safe because police officers try to make us feel safe at school	i chose confused cause what is he doing here? protected because he is a trained police officer and ready for anything intact i the school and safe because he is a police officer.
i would feel like that because i would wonder why is this police officer walking to me and worried that i might have got in trouble	i don't know if i see the police i will greet them because they are good
	because the police officer have guns and i see police has always active
It is because I usually think why are they here .	I picked three of those because I felt like those were my answers.

**5. What jobs/ tasks do you think the police officer should be doing when they come to your school?**

help with lockdowns	teach kids not to do crime
maybe a fire drill	check for robbers
lock down	help kids understand that they are not bad
hang out- sometimes added	ensure safety
getting kids from unsafe place	teach about bullying
help the town	keeping students safe
make sure everything is fine and you are safe	technology
lockdowns	
teach kids about drugs and to not use hem	
fix problems	
lockdowns	
talk	