



**EVALUATION OF THE NORTH END SCHOOL
RESOURCE OFFICER PARTNERSHIP
INITIATIVE – YEAR THREE**

FINAL REPORT

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EXECUTIVE SUMMARY

Background

The North End School Resource Officer (SRO) Project was a three-year undertaking by Neighbourhoods Alive!, the Winnipeg Police Service (WPS), the North End Community Renewal Corporation (NECRC), and the Winnipeg School Division (WSD). Begun in September 2002, the Project placed a member of the WPS in three area high schools. According to the project proposal, “*the role of the School Resource Officer would focus on prevention, education and maintaining the peace in the schools and adjacent neighbourhoods.*” The SRO was also given responsibility for the “feeder” schools in the area – the local elementary and junior high schools.

Objectives of the evaluation

The evaluation began in June 2003 and has been conducted during each of the three years of the Project. This final report summarizes the findings from the three years of data collection and assesses the extent to which the Project has met its goals.

The evaluation is to assess whether:

- ▶ neighbourhood safety can be enhanced by strengthening partnerships between and among police, schools, and the community
- ▶ SROs are providing the North End with more strategic crime prevention resources
- ▶ relationships between police and youth can be strengthened via the SRO model
- ▶ SROs are effective and proactive as a community-based crime prevention strategy.

Originally, another goal of the Project was to *demonstrate potential cost savings for the justice, education, and social service systems*. However, access to these data are not available at the neighbourhood level. Therefore, the Project Advisors and the Consultant agreed that this component of the evaluation would be dropped. Nevertheless, the qualitative data in this report suggest that crime and disorder have decreased because of the Project.

Methodology

PRA Inc. used several data collection activities in the evaluation. In Year Three, this included interviews with eight key actors, surveys with 954 students, a survey of 32 businesses, three focus groups involving a total of 22 parents and a survey of 10 parents, and a summary of journals completed by each of the SROs over a three-month period.

Key findings

Project rationale

- ▶ Key actors believe that the SRO Project builds credibility and trust of police among students. For many of the youth, their only experience with police prior to the SRO Project had been negative.
- ▶ SROs build relationships within the school and community by participating in school events, extra-curricular and special activities.
- ▶ SROs are becoming an important resource for school staff, and parents are increasingly asking for advice or help with problems.
- ▶ Business owners and managers think that having SROs working in the schools is beneficial (88%).

Design and delivery

The following table illustrates the frequency of various activities undertaken and chronicled by each of the SROs over a three-month period. It is clear from the table that the SROs are developing networks within the community, not only with students, but with teachers, parents, CFS, and the community at large.

Frequency of project activities identified in officer journals (three-month period)*		
Activity	Frequency (3 months)	Projected (10 months)
Meeting with teacher/school administration	121	403
Involvement with special program/field trip/extra-curricular activities	69	230
Formal meeting with students (s)	61	203
Call from parent/meeting with parent	55	183
Dealing with student involved in aggressive behaviour	53	177
Dealing with student involved in violent/criminal behaviour	49	163
Speaking with numerous students over lunch/in the hallway	36	120
Dealing with request from another officer	31	103
Meeting with class/lecture/presentation	30	100
Dealing with student reporting suspicious/criminal behaviour	18	60
Dealing with student who has been a victim of aggressive behaviour	15	50
Dealing with student who has been a victim of violent/criminal behaviour	15	50
Meeting with community/community event	13	43
Contact with CFS with regards to student	11	37
Dealing with suicidal student	4	13
Administration (reports, log books, lectures, etc.)	72	240
Source: SRO journals.		
*Note: The composition of the journals varied.		

- ▶ The majority of the SROs' time was spent meeting with school administration (121 occasions). These meetings included discussions about problems with students (e.g., theft, assaults, bullying) as well as developing strategies to prevent further problems.

- ▶ SROs recorded 69 instances of participating in various extra-curricular activities occurring during school hours, lunch hour, and after school.
- ▶ SROs also spent time in formal meetings with students (61 instances), counselling and advising them on problems at school or at home (including domestic violence), conducting sessions on mediations and conflict resolution, and assisting them with re-entry to school after suspensions. Another role of the SRO has been to monitor problem students.
- ▶ Meetings or calls with parents could be initiated by parents or by the SROs (55 instances). Dealing with aggressive behaviour includes situations in which students were engaged in bullying, arguments, or threats (53 instances).
- ▶ Violent and/or criminal behaviours include assaults, weapon possession, theft, arson, or drugs (49 instances). In most cases, these 49 instances were resolved for the school, the families, and the individuals without requiring involvement of the courts. If these numbers are projected over a school year (10 months), SROs could be dealing with over 160 of these cases.
- ▶ As classroom visits are an important part of building relationships with the students, SROs have tried to ensure that they have a presence, by either participating in ongoing classroom activities or lecturing on particular topics such as bullying, police careers, personal safety, drinking and driving, etc. (30 occasions).

Challenges to project delivery

The main challenge facing project delivery has been lack of time to respond to ever-increasing demands. Reliance on SROs has increased among school staff as they have become more familiar with the SROs as a resource and with the range of assistance they offer. Likewise, parents have become more inclined to request advice and help from SROs.

Outcomes

- ▶ In Year Three, 68% (n=645) of students surveyed said that they knew the police officer who worked in their school. Students in elementary school were most likely to know the officer (79%). Knowledge of the SRO among students in junior high school (59%) and high school (51%) has continued to increase since Year One.
- ▶ Of students who said that they knew the SRO in the school, 58% reported having had contact with her. Three-quarters of students who had had contact with the SRO reported that it occurred in the classroom in the form of lectures (39%) and/or other unspecified classroom activities or field trips (51%).
- ▶ Thirty percent of students who had had contact with an SRO reported that they had sought advice or counselling from her.
- ▶ The percentage of junior high school students who reported having had contact with the SRO in classroom lectures has more than doubled from Year Two (23%) to Year Three (58%).

- ▶ High school students reporting contact with the SRO as a result of breaking the law/criminal activity has increased to 16% in Year Three from 2% in Year One.
- ▶ Seventy percent of the elementary students and half of the junior high and high school students who knew the SRO said that they would go to her if they had a problem.
- ▶ The SRO Project has had a positive effect on the way students perceive the police. When asked their opinion without any prompt, 47% of students surveyed reported that the school feels safer with a police officer in the school and 26% said that the officer is a good resource/someone to talk to.
- ▶ Sixty-three percent of area businesses indicated that they had not had any interaction with SROs, but awareness of SROs has nearly doubled from Year One (29%) to Year Three (50%).
- ▶ Most key actors said that there has been a decrease in vandalism, graffiti, and bullying in the schools since the Project began. Positive changes in the atmosphere of the school were also reported.
- ▶ When specifically asked whether they agreed or disagreed with various statements about changes in the school as a result of having SROs present, students agreed that:
 - The school feels safer (72%).
 - There is less graffiti or damage to school property (61%).
 - There is less bullying/violence (55%).
 - Students are better behaved in the schoolyard (45%).
 - Students are better behaved in the classroom (41%).
- ▶ All parents who were consulted agreed that the SRO Project is an effective way to help children stay out of trouble, that the SROs provide a safer environment for children so they can focus on learning, and that the SROs help to counteract the negative experiences that many of the students have had with police.
- ▶ Local businesses reported improvement during the school year in several areas of mischief and crime; in particular, there was a decrease in graffiti. Other improvements were less loitering, less theft/shoplifting, and less vandalism.

Conclusions and recommendations

Neighbourhood safety is enhanced by strengthening partnerships

A successful partnership has been forged between the WPS and the 15 schools in the target area. Key actors and the student survey indicated that SRO presence and intervention in the schools has resulted in a decrease in vandalism, graffiti, bullying, and violence at the schools.

The business community is not a partner, and most area business managers or owners had little or no interaction with SROs. Despite this, they noted decreases in problems caused by youths

such as theft/shoplifting, graffiti, and vandalism. Most business owners are supportive of having police officers working in the schools and believe that they deter youth from causing problems in the area.

It is clear from the logs completed by the SROs that they are developing networks within the community, not only with students, but also with teachers, parents, CFS, and the community at large. Key actors provided examples of the development of relationships with local community organizations (e.g., women's shelters, libraries, community centres). Although these relationships have not resulted in formalized partnerships, the SROs have been working with these groups and have made significant steps toward future partnerships.

Recommendation 1: SROs have strengthened partnerships that enhance neighbourhood safety; should this remain a priority and if no additional resources are available, it may be necessary to reduce other SRO responsibilities in order to continue strengthening relationships.

SROs provide a strategic crime prevention resource

As in the previous two years, SROs continue to undertake a number of activities ranging from law enforcement to educating, advising, counselling and building relationships with students, parents, and school staff. Aside from individual contact with students, SROs have provided lectures to classes on bullying, theft, personal safety, and drinking and driving.

From a review of SROs' logs, it is clear that they are called upon to intervene in many situations that would undoubtedly result in legal action. They have been called on to deal with disruptive students, weapons in the school, prostitutes conducting business near the school, and a multitude of other problems with students and families. Through increased use of mediation and conflict resolution, many of the situations are handled outside of the courts. SROs also work closely with the schools to develop strategies that will address problems with specific students.

Recommendation 2: SROs have been effective as a strategic crime prevention resource, intervening in situations before they escalate and result in criminal justice involvement. This objective should remain a priority for SROs.

Relationships between police and youth are strengthened

This objective has the most evidence. The SRO model has clearly succeeded in improving perceptions of the police among youth, particularly at the younger and intermediate levels. In Year Three, the number of junior high students who reported a positive change in their opinion of police has more than doubled since Year One of the Project. High school students were also more positive than in Year One, but the older students tend to be more conservative in affirming the benefits of having police in their schools

Students reported feeling more safe and secure around the officers and have begun to appreciate the role of the SROs. The negative experiences that many of the youth have had with police have been countered by the SROs, who are building relationships with the students by participating in

a variety of extra-curricular activities that allow students to interact with them. According to the SROs, consistent contact is key to building trust. A concrete example of the importance of this relationship of trust is provided in Appendix G, which describes the role played by the SROs following a recent police shooting.

However, as school administrators continue to increase their use of the SROs as a resource, less time is available for relationship-building activities. This has led to a decrease in the number of students who have had contact with the SROs over the past two years and to the SROs having had less time to spend in classrooms.

Recommendation 3: As a crime prevention strategy, the SRO Project has been successful in establishing linkages with at-risk youth. This should continue to be the primary role for SROs. If no additional resources are available, fewer schools, prioritized according to need, should be retained.

SROs are effective and proactive community-based crime prevention strategy

In Year Two, the SRO Project received the Manitoba Attorney General's Safer Communities Award. This award is given to individuals or community groups and organizations in recognition of outstanding promotion, development, and/or enhancement of crime prevention within a community in Manitoba.

Local businesses reported improvement during the school year in several areas of mischief and crime. Key actors felt that three years is not long enough to see the overall effect of this program on the community because the focus of the SRO Project has been on the school itself. However, the work of the SROs on *prevention, education and maintaining peace in the school* follows the terms of reference in the project proposal. Moreover, early intervention into various situations by virtue of having SROs in the schools may eventually prove to have an impact that extends to *adjacent neighbourhoods*.

Recommendation 4: The SROs have built credibility and trust in their school community, which is an integral part of the larger community. To build a body of hard evidence that the Project is an effective crime prevention strategy, it will be important to maintain a record of crime statistics in the adjacent areas as part of the ongoing management of the SRO Project.

1.0 Introduction

The purpose of this report is to provide an assessment of the North End School Resource Officer (SRO) Project in its third year of operation. The SRO Project began in Fall 2002 in 15 schools in Winnipeg's North End. The North End of Winnipeg is considered part of the inner city, and the boundaries of the Project are:

- ▶ the CPR tracks on the south
- ▶ Carruthers Avenue on the north
- ▶ McPhillips Street on the west
- ▶ the Red River on the east.

One of the biggest problems in the community is the high incidence of poverty. The 1996 census shows that the poverty rate is almost two times higher in the inner city (50.8%) than it is in the city as a whole (28.4%).¹ Other problems that affect the area include unemployment, substance abuse, crime, violence, and gangs. The goals of the Project were to:

- ▶ *Demonstrate that neighbourhood safety can be enhanced by strengthening partnerships between and among police, schools and the community with the deployment of SROs*
- ▶ *Provide North End Winnipeg neighbourhoods with more strategic crime prevention resources*
- ▶ *Strengthen relationships between the police and community, particularly youth, and*
- ▶ *Develop community-based, proactive and collaborative crime prevention strategies.*²

Originally, another goal of the Project was to *demonstrate potential cost savings for the justice, education, and social service systems*. However, access to these data are not available at the neighbourhood level. Therefore the Project Advisors and the Consultant agreed that this component of the evaluation would be dropped.

¹ http://www.spcw.mb.ca/uploaded/stats_10.pdf

² Agreement between the City of Winnipeg, Winnipeg School Division No. 1, and North End Community Renewal Corporation, p. 1, 2.

1.1 Background

The North End SRO Project was a three-year undertaking by Neighbourhoods Alive!, the Winnipeg Police Service (WPS), the North End Community Renewal Corporation (NECRC), and the Winnipeg School Division (WSD). Begun in September 2002, the Project placed a member of the WPS in three area high schools, and according to the project proposal, “*the role of the School Resource Officer would focus on prevention, education and maintaining the peace in the schools and adjacent neighbourhoods.*”³ The SRO was also given responsibility for the “feeder” schools in the area – the local elementary and junior high schools. Table 1 provides the breakdown of high schools and feeder schools.

High schools	Grades	Feeder schools	Grades
R.B. Russell Vocational High School	S1 – S4	David Livingstone Community School Norquay Community School William Whyte Community School	N – 8 N – 6 N – 8
Children of the Earth High School	S1 – S4	Niji Mahkwa School King Edward Community School Strathcona School Isaac Newton Junior High School	N – 8 N – 6 N – 6 7 – S1
St. John's High School	7 – S4	Champlain School Luxton School Machray Elementary School Ralph Brown School Inkster School	N – 6 N – 6 N – 6 N – 8 N – 6

While the SROs have been responsible for crime prevention and peacekeeping, they have needed a range of skills to respond to the broad array of issues brought forward by students.

1.2 SROs in other jurisdictions

The first SRO program began in Flint, Michigan, in the late 1950s. The goal of placing police officers in schools then was largely the same as it is now, to “*improve the relationship between the local police and youth.*”⁴ It is believed that through interaction with a police officer in a non-threatening environment, children’s perceptions of the police will change from negative to positive. The roles of SROs in other jurisdictions include law enforcement and law-related education and counselling.

³ North End School Resource Officer Partnership Initiative Pilot Project Proposal, May 2001, p. 3.

⁴ <http://sb065.k12.sd.us/Scotts%20Page/Pages/History%20of%20SRO.htm>

In the United States, there are enough SRO programs to warrant a National Association of SROs⁵ as well as some state associations. Examples of other SRO programs in Canada can be found in British Columbia, Alberta, Saskatchewan, and Ontario.⁶

1.3 Objectives of the evaluation

The evaluation began in June 2003 and has been conducted during each of the three years of the Project. This final report summarizes the findings from the three years of data collection and assesses the extent to which the Project has met its goals.

The evaluation is to assess whether:

- ▶ neighbourhood safety can be enhanced by strengthening partnerships between and among police, schools, and the community
- ▶ SROs are providing the North End with more strategic crime prevention resources
- ▶ relationships between police and youth can be strengthened via the SRO model
- ▶ SROs are effective and proactive as a community-based crime prevention strategy.

1.4 Structure of the report

This report consists of four sections including this introduction. Section 2 describes the methodology for the evaluation, and Section 3 presents findings from data collection activities. Conclusions and recommendations are provided in Section 4.

⁵ <http://www.nasro.org>

⁶ <http://www.aasro.com>; <http://www.police.brandford.on.ca/resource>;
http://www.police.regina.sk.ca/school_resources; <http://www.police.regina.sk.ca/initiatives>;
<http://vancouver.ca/commsvcs/planning/cityplan/Visions/rpsc/factsheets/534schools.pdf>

2.0 Methodology

The evaluation of the SRO Project involved a variety of data collection techniques conducted each year to facilitate a comparison across time. Below, we describe in detail the approaches used in Year Three of the study.

2.1 Year Three data collection

PRA Inc. used several methods of data collection in Year Three of the evaluation:

- ▶ key actor interviews (n=8)
- ▶ student survey (n=954)
- ▶ SRO journals (n=3)
- ▶ business survey (n=32)
- ▶ parent focus groups (n=3)
- ▶ parent survey (n=10).

2.1.1 Key actor interviews

In this third round of interviews, the evaluation team completed eight key actor interviews with stakeholders involved in the development and delivery of the Project. Interviews were conducted by telephone between November 22 and December 13, 2004. Interview guides used for key actor interviews are included in Appendices A and B.

2.1.2 Student survey

The evaluation team circulated a paper-based student survey to the schools. The survey instrument is included in Appendix C. It was distributed to 1,645 children among the 15 participating schools beginning the week of November 15, 2004. Students between Grade 4 and Senior 4 were surveyed. Teachers administered the questionnaires to their own classes and arranged with the research team to have the survey packages retrieved. Fifty-eight percent of surveys were returned (n=954). Table 2 presents the proportion of each school's participation.

School	%
St. John's High School	17%
Inkster School	10%
Luxton School	9%
Issac Newton Junior High School	8%
R. B. Russell Vocational High School	7%
David Livingstone Community School	6%
King Edward Community School	6%
Machray Elementary School	6%
Norquay Community School	5%
William Whyte Community School	5%
Children of the Earth High School	5%
Strathcona School	5%
Champlain School	5%
Niji Mahkwa School	4%
Ralph Brown School	3%

Note: Total may sum to more than 100% due to rounding.

Of the returned surveys:

- ▶ 51% were from elementary schools (Grade 4 to Grade 6)
- ▶ 27% were from junior high schools (Grade 7 to Grade 8)
- ▶ 22% were from high schools (Senior 1 to Senior 4).

Ages of respondents ranged from 8 to 40 years old. The average age for returned surveys was 12 years old (this remains unchanged from Year One and Year Two). Table 3 summarizes this information.

	n	%
8 to 9	114	12%
10 to 12	474	50%
13 to 15	245	26%
16 to 21	106	11%
22 or older	10	1%
No response	5	1%
Total	954	101%

Note: Total may sum to more than 100% due to rounding.

Females comprised 52% of the survey respondents; 47% were male.

2.1.3 SRO journals

SROs completed journals detailing their activity over a three-month period, September 15 to December 15, 2004. Journals were collected at the end of the three months. During that time, there were approximately 60 school days; officers spent an average of 68% of those days within the schools, 14% at training or conferences, and 9% doing activities outside of the school (community or school related). The remaining time was days off or vacation.

2.1.4 Business survey

On November 18, 2004, two members of the evaluation team conducted a paper-based in-person survey of businesses located in the project area. Attention was focused on businesses that were located near the schools, many of which would typically have a student clientele (convenience stores and local grocery stores) and others that students may not visit (auto body shops, insurance companies, or funeral homes). The researchers asked for the owner or the manager, explained the purpose of the visit, and requested permission to conduct the survey. Overall, 48 businesses were approached to participate: 32 (67%) agreed; 13 (27%) were not available at that particular time; and 3 (6%) refused. The business survey is included in Appendix D.

2.1.5 Parent focus groups and survey

The evaluation team completed three focus groups with parents of the students. The discussion included topics such as awareness of the SROs, role of the SROs, and problems facing youth in the community. Focus groups were held at two high schools and one elementary school. School principals arranged for a group of parents to meet at their respective schools. Focus group A was on November 3, 2004, with six parents. Focus group B was on November 8, 2004, with six parents. Focus group C was on November 22, 2004, with ten parents. The parent focus group guide is included in Appendix E.

A paper-based survey of parents was conducted at one high school as an alternative to a focus group. The questions in the survey were the same as those that were asked at the focus groups. Ten surveys were completed. The parent survey instrument is included in Appendix F.

3.0 Findings

In this section, we present the findings, which have been summarized according to conventional evaluation issues that describe the reason for the Project (rationale), the approach taken to implement the Project (design and delivery), and the results achieved after three years (outcomes).

3.1 Project rationale

Key actors and parents pointed out several risk factors that may affect students in participating schools and place youth at risk. These risk factors are similar to those mentioned in Year One and Year Two and can be grouped into four main influences: family, school, community, and peers, as summarized in Table 4.

Table 4: Summary of potential factors that place youth at risk	
Influences	Risk factors
Family	<ul style="list-style-type: none"> ▶ Poor parental supervision, guidelines, and discipline ▶ Lack of connection with family ▶ Poverty and low income ▶ Lack of positive role models
School	<ul style="list-style-type: none"> ▶ Low achievement ▶ Aggressive behaviour such as bullying
Community	<ul style="list-style-type: none"> ▶ Availability of drugs and alcohol ▶ Limited community resources for kids during non-school times ▶ Involvement in gangs ▶ Presence of prostitutes and johns in the area ▶ Lack of opportunity ▶ Serious crimes involving knives and guns
Peers	<ul style="list-style-type: none"> ▶ Attitudes that encourage problem behaviour ▶ Peer pressure to conform/threats ▶ Intimidation by gangs

Many parents mentioned gang membership, which includes violent behaviour and use of drugs, as the leading risk for youth in the community. Children who do not belong to gangs may also be subject to intimidation and violence.

Similar to perceptions in the previous two years, key actors believe that the Project builds credibility and trust of police among students. For many of the youth, their only experience with police prior to the SRO Project had been negative.

Key actors gave examples of activities that SROs participate in that focus on relationship building within the school and community including:

- ▶ school events (judging of contests, graduation ceremonies, Remembrance Day ceremonies, school dances, coaching volleyball)
- ▶ extra-curricular activities (basketball and volleyball games, career symposiums, parent council meetings)
- ▶ specialized activities (sewing/beading club, language lessons, lunch programs, Choices program, Constable's Corner).

Key actors reported that participating school staff view the Project as valuable, as do parents. Continuing the trend from the previous two years, SROs also reported receiving positive feedback from school staff and noted that parents have been supportive of their role and are increasingly asking for advice or help with problems.

Business owners who were asked whether they experienced problems with youth prior to the school year (before September 2003) attributed a variety of problems to youth in their districts. They complained especially about graffiti, theft/shoplifting, loitering, and vandalism, all mentioned by over half of the owners and managers of businesses in the area. Most respondents from area businesses (88%) thought that having SROs working in the schools was beneficial.

3.2 Design and delivery

SROs are mainly located at the high schools and tend to visit other schools at least once a week, though each SRO has her own approach to managing her attendance at feeder schools. Every school is treated differently because circumstances and needs vary at each school.

3.2.1 Activities of the SROs

Key actors reported that SROs continued to perform similar activities as in Year One and Year Two – advising and counselling (students, school staff, and parents), presenting to classes, resolving conflicts and mediating, responding to incidents, participating in extra-curricular activities, meeting with school administration, and patrolling the schools. Two key actors noted an

increase in the number of mediations since the initiation of the Project. Mediations have occurred not only with students but also with parents and families.

Table 5 illustrates the frequency of various activities maintained in a log by each of the SROs over a three-month period. It should be noted that the table does not include all activities undertaken by the SROs, particularly the various informal contacts with students, teachers, and parents, which occur over the course of their day.

Table 5: Frequency of project activities identified in officer journals (three-month period)*		
Activity	Frequency (3 months)	Projected (10 months)
Meeting with teacher/school administration	121	403
Involvement with special program/field trip/extra-curricular activities	69	230
Formal meeting with students (s)	61	203
Call from parent/meeting with parent	55	183
Dealing with student involved in aggressive behaviour	53	177
Dealing with student involved in violent/criminal behaviour	49	163
Speaking with numerous students over lunch/in the hallway	36	120
Dealing with request from another officer	31	103
Meeting with class/lecture/presentation	30	100
Dealing with student reporting suspicious/criminal behaviour	18	60
Dealing with student who has been a victim of aggressive behaviour	15	50
Dealing with student who has been a victim of violent/criminal behaviour	15	50
Meeting with community/community event	13	43
Contact with CFS with regards to student	11	37
Dealing with suicidal student	4	13
Administration (reports, log books, lectures, etc.)	72	240
Source: SRO journals.		
*Note: The composition of the journals varied.		

As shown in Table 5, the majority of the SROs' time was spent meeting with school administration (121 occasions). These meetings included discussions about problems with students (e.g., theft, assaults, bullying) as well as developing strategies to prevent further problems. School administrators have also called on SROs to intervene in the following situations:

- ▶ disruptive students
- ▶ students having weapons in school
- ▶ prostitutes and johns conducting business near the school.

Table 5 shows that SROs recorded 69 instances of participating in various extra-curricular activities occurring during school hours, lunch hour, and after school. Some of the activities mentioned included coaching school sport teams, attending sporting events, chaperoning field trips, attending special programs such as Girls

Night Out or Constable's Corner, or participating in school Remembrance Day ceremonies.

SROs also spent time in formal meetings with students (61 instances), counselling and advising them on problems at school or at home (including domestic violence), conducting sessions on mediation and conflict resolution, and assisting them with re-entry to school after suspensions. Another of the SROs' roles has been to monitor problem students.

Meetings or calls with parents could be initiated by parents or by the SROs (55 instances). Dealing with aggressive behaviour shown in Table 5 includes situations in which students were engaged in bullying, arguments, or threats (53 instances).

Violent and/or criminal behaviours include assaults, weapon possession, theft, arson, or drugs (49 instances). In most cases, these 49 instances were resolved for the school, the families, and the individuals without requiring involvement of the courts. If these numbers are projected over a school year (10 months), SROs could be dealing with over 160 of these cases.

As classroom visits are an important part of building relationships with the students, SROs have tried to ensure that they have a presence, either participating in ongoing classroom activities or lecturing on particular topics (30 occasions). The following are examples of lectures that were presented during the three-month period:

- ▶ bullying
- ▶ police careers and recruitment
- ▶ counterfeit money
- ▶ theft
- ▶ role of the SRO
- ▶ assaults
- ▶ personal safety
- ▶ drinking and driving.

It is clear from Table 5 that the SROs are developing networks within the community, not only with students, but with teachers, parents, CFS, and the community at large.

3.2.2 Challenges to project delivery

In Year Three, key actors reported the same challenge facing project delivery as the previous two years – lack of time. SROs tend to spend less time being proactive in the classrooms and more time being reactive in dealing with problems. Consequently, there has been a decrease in contact with the students in the classroom over the past three years (see Section 3.3.2). Moreover, SROs have expressed frustration in not being able to fulfil all the needs they are confronted with in the schools. Reliance on SROs has increased among school staff as they have become more familiar with the SROs as a resource and with the range of assistance they offer. Likewise, parents have become more inclined to request advice and help from the SROs. With the ever-increasing demands on the three SROs, key actors have called for more SROs so that they can spend more time in each school.

3.3 Outcomes

After three years, it can be clearly demonstrated that the SRO Project has been successful. Although the extent of accomplishment varies among the four evaluation objectives, some evidence of success is present in each.

3.3.1 Awareness of SROs

Sixty-eight percent (n=645) of students surveyed said that they knew the police officer who worked in their school. This is consistent with Year Two. Table 6 highlights these results.

	Year 1 (n=960)	Year 2 (n= 683)	Year 3 (n=954)
Yes	63%	70%	68%
No	35%	24%	28%
No response	2%	6%	5%
Total	100%	100%	101%

Note: Totals may not sum to 100% due to rounding.

Comparing knowledge of the SRO by level of school, students in elementary school were most likely to know the officer (79%). As school level increased, students were less likely to know the SRO. This is similar to the previous two years. Knowledge of the SRO among junior high school and high school students, although lower

than elementary school students, has continued to increase since Year One. Table 7 presents these results.

	Elementary			Junior high			High school		
	Year 1 (n=609)	Year 2 (n=463)	Year 3 (n=482)	Year 1 (n=142)	Year 2 (n=110)	Year 3 (n=258)	Year 1 (n=183)	Year 2 (n=106)	Year 3 (n=241)
Yes	78%	80%	79%	23%	52%	59%	45%	48%	52%
No	21%	14%	16%	74%	45%	36%	54%	45%	44%
No response	1%	6%	5%	4%	4%	4%	1%	7%	4%
Total	100%	100%	100%	101%	101%	99%	100%	100%	100%

Note: Totals may not sum to 100% due to rounding.

Seventy-two percent of females knew the SROs compared to 64% of males. Parents were asked if they knew the SRO in their child’s school. The majority of parents knew who the SRO was⁷ (only four parents did not know). During the focus groups, parents discussed the role of the SROs. The following is a summary of the different roles that parents felt the SRO position encompassed:

- ▶ helping students and parents with problems
- ▶ answering questions or inquiries
- ▶ monitoring the students and schools
- ▶ having a presence in the school to discourage problems
- ▶ being a role model
- ▶ bridging the schools and police
- ▶ building relationships with students.

Initially, when parents discovered that a police officer would be in the schools, there were mixed reactions. Concerns were based on two factors: the perception in the community that the school has problems (reputation) and whether it actually is a signal of danger in the school. On the positive side, one parent suggested that the SRO helped to promote the school.

All parents agreed that the SRO Project is an effective way to help children stay out of trouble. Some parents believe that, aside from serving as positive role models, the SROs provide a safer environment for children so that they can focus on learning. Parents also support the fact that SROs help to counteract the negative experiences that many of the students have had with police.

⁷ Because parents were selected by the principals, they may have more knowledge of the SROs than parents who would have been randomly selected.

Area businesses' awareness of the SROs has nearly doubled from Year One to Year Three. Half of the area businesses were aware that there were SROs in schools in Year Three compared to 29% in Year One. This increase could be a result of the poster and pamphlet campaign, or it could reflect the different businesses surveyed in Year Three. Results are shown in Table 8.

Table 8: Are you aware that there is a police officer in area school?				
	Year 1 (n=28)		Year 3 (n=32)	
	n	%	n	%
Yes	8	29%	16	50%
No	19	68%	16	50%
Don't know/no response	1	4%	-	-
Total	28	101%	32	100%

Note: Totals may sum to more than 100% due to rounding.

As mentioned earlier in this report, most area businesses thought that it was a good idea to have SROs working in the schools (88%). Table 9 shows that businesses have approved of the idea since the Project began.

Table 9: Do you think it is a good idea to have a police officer working in schools?				
	Year 1 (n=28)		Year 3 (n=32)	
	n	%	n	%
Yes	23	82%	28	88%
No	2	7%	2	6%
Don't know/no response	3	11%	2	6%
Total	28	100%	32	100%

Business owners and managers gave various reasons for their approval, including:

- ▶ deterring bad behaviour (9)
- ▶ keeping the area safer and under control (8)
- ▶ being a good influence to kids (6)
- ▶ having someone to go to for problems (5)
- ▶ learning to respect police and not fear them (2).

Two business respondents disagreed that police in the schools had an effect. Another two respondents believe that youth should fear the police, and one would rather see the police on the street patrolling the community.

3.3.2 Interaction with SROs

Students who knew the SROs were asked if they had had any contact with them. Fifty-eight percent (n=373) reported having had contact with them. This number has continued to decrease from Year One. See Table 10 for details.

	Year 1 (n=606)	Year 2 (n=481)	Year 3 (n=645)
Yes	76%	64%	58%
No	24%	35%	40%
No response	1%	2%	2%
Total	101%	101%	100%

Note: Totals may sum to more than 100% due to rounding.

Two-thirds (66%) of students in elementary school reported having had contact with the SRO. As the grade level increased, the less likely students were to have had contact with the SRO (46% of junior high school students and 45% of high school students).

Students who had had contact with the SRO were asked to specify the type of contact. Even though classroom activity decreased from Year One, three-quarters of students who had had contact with the SRO reported that it occurred in the classroom in the form of lectures (39%) and/or other unspecified classroom activities (37%). Thirty percent of students reported that they had sought advice or counselling from the SROs. Table 11 summarizes the responses.

	Year 1 (n=460)	Year 2 (n=306)	Year 3 (n=373)
Classroom lecture	56%	41%	39%
Other classroom activities	46%	31%	37%
Counselling and/or advice	27%	31%	30%
Field trips	17%	13%	14%
Breaking the law/Criminal activity	11%	10%	11%
No response	2%	4%	4%

Note: Respondents could provide more than one answer. Totals sum to more than 100%

Most junior high school students indicated that they had had contact with SROs in classroom lectures (58%), while high school students were more likely to have had counselling or advice from the SRO (49%). Comparing Year One and Year Two to Year Three shows that:

- ▶ The percentage of elementary school students who reported having contact with the SRO in classroom lectures continued to decrease from 59% in Year One to 37% in Year Three.
- ▶ The percentage of junior high school students who reported having contact with the SRO in classroom lectures has more than doubled from Year Two (23%) to Year Three (58%).
- ▶ The percentage of high school students reporting contact with the SRO as a result of breaking the law/criminal activity has increased to 16% in Year Three from 2% in Year One.

Males (15%) were twice as likely as females (8%) to indicate that their contact with the SRO had to do with breaking the law or criminal activities.

Students who knew the officer who worked in their school were asked if they would go to the SRO if they had a problem. As Table 12 shows, in Year Three, the percentage of students who reported that they would go to the SRO if they had a problem is slightly down from Year One.

Table 12: If you had a problem, would you go to the SRO about it?			
	Year 1 (n=606)	Year 2 (n=481)	Year 3 (n=645)
Yes	70%	66%	62%
No	27%	32%	35%
No response	4%	3%	3%
Total	101%	101%	100%
Note: Totals may sum to more than 100% due to rounding.			

However, 70% of the elementary students and half of the junior high and high school students who knew the SRO said that they would go to her if they had a problem. See Table 13.

	Elementary (n=381)	Junior high (n=153)	High school (n=111)
Yes	70%	50%	51%
No	28%	46%	41%
No response	2%	4%	7%
Total	100%	100%	99%

Note: Totals may not sum to 100% due to rounding.

Females (68%) were more likely than males (55%) to report that they would go to the SRO with problems.

Most parents had not had interaction with the SRO aside from a greeting when passing each other. Of those parents who had had more substantive experience with the SRO, contact included parent council meetings, beading and language classes. One parent who dealt with the SRO concerning her child said, “The kids were shown a lot of respect. I was very impressed.”

Although most parents said that if they needed help with their child’s behaviour, they would go to family and/or friends, others said that they would go to:

- ▶ teachers and principals
- ▶ police (community or SRO)
- ▶ guidance counsellors
- ▶ clergy and spiritual leaders.

One parent thought that it would depend on the type of problem, saying, “In some cases I would go to the guidance counsellor if there was a problem with skipping classes or failing a class. I would go to the SRO if she had problems with underage drinking, shoplifting, or drugs.”

When business owners or managers were asked whether they had had interaction with the SRO, 63% of area businesses indicated that they had not. Of the five who had had interaction with the SRO, two were on official business. See Table 14 for results.

Table 14: Have you had any interaction with the SRO?				
	Year 1 (n=28)		Year 3 (n=32)	
	n	%	n	%
Yes	1	4%	5	16%
No	17	61%	20	63%
Don't know/no response	10	36%	7	22%
Total	28	101%	32	101%

Note: Totals sum to more than 100% due to rounding.

Of business respondents who reported interaction with the SRO, four believed that they could call the SRO to assist with a problem. Two business respondents stated that they would not call the SRO because they were unsure how to reach her. Another owner indicated that he would be more inclined to call the local community office. Only one business reported contacting the SRO for help with a problem.

In general, key actors said that SROs are too busy to be dealing directly with the area businesses. They suggested that the community patrol should handle those problems and pass information on to the SROs. One key actor remarked, “There are so many problems and things for her to do at the schools, that she doesn’t have enough time to deal with all of those problems too.”

3.3.3 SRO pamphlet and poster campaign

Similar to Year Two, the SRO pamphlet and poster campaign continued throughout the community to raise awareness of the SRO Project. The pamphlet and poster show the SRO in a variety of roles with students. According to key actors, pamphlets and posters were distributed to schools, police service centres, community centres, and local businesses (gas stations, grocery stores) in the project area.

Overall, 63% of students reported seeing the poster and/or pamphlet. Thirty-nine percent reported seeing the pamphlet only, and 59% reported seeing the poster only. Awareness of the poster may be higher than awareness of the pamphlet because posters remain up all year round, enabling students to view them over a period of time. Results are presented in Table 15.

Table 15: Have you seen the School Resource Officer pamphlet or poster?						
	Seen at least one		Pamphlet only		Poster only	
	Year 2 (n=683)	Year 3 (n=954)	Year 2 (n=683)	Year 3 (n=954)	Year 2 (n=683)	Year 3 (n=954)
Yes	67%	63%	41%	39%	63%	59%
No	32%	34%	53%	56%	34%	36%
No response	2%	3%	5%	5%	3%	5%
Total	101%	100%	99%	100%	100%	100%

Note: Totals may not sum to 100% due to rounding.

Of those students who saw the pamphlet and/or poster, most mentioned that they saw them at school; 74% saw the pamphlet at school, while 90% saw the poster at school.

At least two-thirds of the students agreed that the pamphlet was easy to read and that they liked the pictures. Table 16 summarizes the responses.

Table 16: Student agreement with the following statements about the pamphlet campaign		
	Year 2 (n=282)	Year 3 (n=368)
The pamphlet was easy to read	72%	69%
I liked the pictures	57%	66%
I liked the colours	57%	57%
I like how the pamphlet looks overall	57%	49%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

Seventy-one percent of students who had seen the poster agreed that it was easy to read (see Table 17). Students generally indicated that they liked the overall look of the poster (56%) more than the pamphlet (49%).

Table 17: Student agreement with the following statements about the poster campaign		
	Year 2 (n=431)	Year 3 (n=562)
The poster was easy to read	78%	71%
I liked the pictures	65%	65%
I like how the poster looks overall	61%	56%
I liked the colours	60%	58%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

Sixty percent of students agreed that since reading the pamphlet or poster, they have a better understanding of why the SROs are in their school. This is consistent with Year Two. When students were asked if they had learned something new about the SRO by reading the pamphlet and/or poster, 51% in Year Three agreed compared to 56% in Year Two. The difference is too small to infer a growing familiarity with the SROs' role.

Key actors were asked what they thought about the amount of information about the Project reaching the community. Most agreed that sufficient information was being disseminated. One key actor stated, "It would be great to get more information out there so everyone can use the SRO, but there is only so much of her to go around." Another noted that the SROs are already so busy that they do not need to be advertised.

Besides posters and pamphlets, key actors mentioned other methods for disseminating information about the SROs, including:

- ▶ school newsletters
- ▶ parent council meetings
- ▶ word of mouth
- ▶ newspaper articles.

3.3.4 Students' attitudinal change

Key actors reported that students are more comfortable with having the officers in schools than was the case in Year One. The SROs are treated as part of the school administration. When the Project first began, some students engaged in name-calling, but key actors reported that this behaviour has ceased. According to key actors, there has also been an increase in the number of students who inquire about joining a police service, which suggests that a positive relationship is forming between SROs and students. As mentioned earlier, parents agreed that positive exposure to police would counter the negative view that students have learned.

This perception was confirmed by the student survey data. Students were asked to indicate why they thought the SROs were in the school at the beginning of the school year. In Years Two and Three, 15% of the students said that they knew compared to less than 1% in Year One. Of course, students may have been exposed to the SROs in the first year of the Project thereby contributing to their awareness. However, students generally reported that SROs were in the school for positive reasons. Almost two-thirds of

students in Years Two and Three reported that the SROs were present to make sure the school was safe. This is almost twice as many as in Year One, demonstrating a growing awareness among students in Years Two and Three that the presence of SROs provides a level of protection. See Table 18.

Table 18: At the beginning of the school year, why did you think a police officer was in the school?

	Year 1 (n=960)	Year 2 (n=683)	Year 3 (n=954)
To make sure the school is safe	32%	60%	62%
There were problems with students at the school	22%	13%	14%
They were someone for the students to talk to	11%	23%	23%
They were going to arrest someone/had a reason	11%	3%	5%
There to help out/make people feel safe	10%	1%	1%
There for checking on us/inspecting	4%	1%	1%
I already knew why they were there	<1%	15%	15%
Wasn't aware of them	5%	1%	<1%
Other	3%	2%	1%
Don't know/no response/not applicable	11%	1%	1%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

Students were asked their opinion about having the SROs in the schools now. Overall, students were pleased with the presence of SROs and had the following responses:

- ▶ The school feels safer with the officer (47%).
- ▶ The officer is a good resource/someone to talk to (26%).

Responses are presented in Table 19.

Table 19: What do you think now about having a police officer in the school?

	Year 1 (n=960) ⁸	Year 2 (n=683)	Year 3 (n=954)
Having a police officer in the school is positive	54%	24%	21%
The school feels safer	31%	46%	47%
They are a good resource/someone to talk to	10%	28%	26%
Didn't like it /feel awkward	6%	1%	<1%
I don't care/I never see the SRO	5%	16%	21%
Other	2%	1%	<1%
Don't know/no response/not applicable	10%	1%	1%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

⁸ In Year One surveys, the students had to explain in their own words what they thought about having the police officer in their school. In Years Two and Three, the responses were closed-ended, based on the responses from Year One, and students could check off the appropriate option on the questionnaire. Year One responses were recoded into the same categories as Years Two and Three.

Students who knew of the SROs were also asked whether their ideas about the police had changed since the implementation of the Project. Based on the survey data, the SRO Project has had a positive effect on the way students perceive the police since Year One. See Table 20 for the trend over three years.

	Year 1 (n=606)	Year 2 (n=481)	Year 3 (n=645)
Yes	35%	61%	57%
No	63%	36%	41%
No response	2%	3%	2%
Total	100%	100%	100%

Junior high school students have reported more of a change in their perception over time than elementary school and high school students, though elementary school still has the largest proportion of converts. Results are summarized in Table 21.

	Elementary			Junior high			High school		
	Year 1 (n=474)	Year 2 (n=370)	Year 3 (n=381)	Year 1 (n=32)	Year 2 (n=57)	Year 3 (n=153)	Year 1 (n=82)	Year 2 (n=51)	Year 3 (n=111)
Yes	36%	68%	65%	22%	30%	50%	34%	43%	39%
No	62%	30%	33%	72%	67%	48%	63%	55%	60%
No response	2%	3%	3%	6%	4%	3%	2%	2%	1%
Total	100%	101%	101%	100%	101%	101%	99%	100%	100%

Note: Totals may not sum to 100% due to rounding.

Of those students who reported a change in their opinion of the police, only 1% reported feeling more negative toward them. Most students (across all school levels) reported that:

- ▶ They are more safe and secure around the police (43%).
- ▶ The police are nice, friendly people (40%).
- ▶ They understand more about their job (34%).

These results are presented in Table 22.

	Year 1 (n=212)⁹	Year 2 (n=293)	Year 3 (n=366)
I think they are nice/friendly people	31%	47%	40%
I feel more safe and secure around the police	28%	40%	43%
I understand more about their job	10%	36%	34%
They help you in hard times or when having a problem	-	1%	1%
Negative comments about the police	2%	1%	1%
Other	10%	<1%	<1%
Don't know/no response/not applicable	17%	1%	3%

Note: Respondents could provide more than one answer.

3.3.5 Changes in the school environment

Most key actors said that there have been changes within the school since the onset of the Project. There has been a decrease in vandalism, graffiti, and bullying in the schools. Changes in the atmosphere of the school were also reported.

Two key actors disagreed that changes have occurred in the school, but they speculated that crime would have likely increased if not for the SROs. Specifically, one said, “Gang and drug activity has increased a lot in our community over the past three years, yet it remains steady in our school, so no change is definitely a good thing.” Another key actor reported that the overall image of the school has changed due to the SRO, resulting in an increase in school enrolment.

⁹ In Year One surveys, the students had to explain in their own words what they thought about having the police officer in their school. In Years Two and Three, the responses were closed-ended, based on the responses from Year One, and students could check off the appropriate option on the questionnaire. Year One responses were recoded into the same categories as Years Two and Three.

Students were asked to indicate whether they agreed or disagreed with various statements about changes in the school. Many of the students agreed with the following statements (see Table 23):

- ▶ The school feels safer (72%).
- ▶ There is less graffiti or damage to school property (61%).
- ▶ There is less bullying/violence (55%).

	Year 1 (n=960)	Year 2 (n=683)	Year 3 (n=954)
The school feels safer	72%	76%	72%
There is less graffiti or damage to school property	60%	62%	61%
There is less bullying/violence	57%	58%	55%
Students are better behaved in the schoolyard	48%	52%	45%
Students are better behaved in the classroom	43%	44%	41%
No change	11%	8%	7%
No response	4%	4%	6%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

The statement, “the school feels safer” had the highest level of agreement across all grades. See Table 24 for results.

	Elementary (n=482)	Junior high (n=258)	High school (n=214)
	%	%	%
The school feels safer	83%	62%	63%
There is less graffiti or damage to school property	64%	55%	62%
There is less bullying/violence	59%	47%	53%
Students are better behaved in the classroom	51%	30%	31%
Students are better behaved in the schoolyard	49%	40%	43%
No change	4%	12%	9%
No response	3%	9%	9%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

3.3.6 Changes in the community

Many key actors reported that it would be difficult to determine whether changes have occurred within the community because the focus of the SRO Project has been on the school itself. Significant changes within the community may be seen only after the Project has been around for several years.

Local businesses reported improvement during the school year in several areas of mischief and crime; in particular, there was a decrease in graffiti. Other improvements were less loitering, less theft/shoptlifting, and less vandalism. Table 25 provides details.

Table 25: Percent of youth responsible for problems at area businesses after September

	Year 1 (n=28)				Year 3 (n=32)			
	Before September		After September		Before September		After September	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Graffiti	18	64%	13	46%	21	66%	13	41%
Loitering	15	54%	12	43%	18	56%	14	44%
Theft/shoptlifting	14	50%	15	54%	20	63%	17	53%
Vandalism	14	50%	11	39%	17	53%	13	41%
Intimidation	8	29%	6	18%	10	31%	7	22%
Customer harassment	7	25%	5	21%	9	28%	9	28%

Note: Respondents could provide more than one answer. Totals sum to more than 100%.

In Year Two, the SRO Project received the Manitoba Attorney General’s Safer Communities Award. This award is given to individuals or community groups and organizations in recognition of outstanding promotion, development, and/or enhancement of crime prevention within a community in the province of Manitoba.¹⁰

3.3.7 Partnerships

Through the SRO Project, two sets of partnerships occurred. The first involved the RCMP and the federal Department of Justice. These two partners developed a proposal to train community members (teachers, support workers, parents, and police officers) to develop skills needed to work with at-risk youth. The Aboriginal Youth Crisis Intervention provides training that is focused on Aboriginal awareness and suicide prevention. Another partnership involved the SRO management committee and the Alberta School Resource Officer program. The groups shared information resources to the mutual benefit of both parties.

¹⁰ <http://www.gov.mb.ca/justice/safe/safeindex.html>



3.3.8 Summary

Knowledge of the SRO Project has increased among students, parents, and school staff, which has resulted in greater demands on the SROs' time. Awareness of the SROs has continued to grow among junior high students, while most elementary students have been aware of the SROs throughout the Project.

Students' attitudes toward police have changed since the start of the Project. Students are becoming more positive at all grade levels, though the students in high school have been slower to change than the two younger groups. The change in junior high students is striking; their opinions of police were more than twice as positive in Year Three as they were in Year One. Many parents and students believe that the SROs provide a safer environment in the school and serve as a role model and someone parents and students would feel comfortable talking to if they had a problem.

Business owners and managers support having SROs in the schools. Most maintained that SROs keep the area safer by serving as role models and deterring problem behaviour. SROs' contact with high school students involving criminal activity has increased considerably from Year One.

The SROs have struggled to balance their responsibilities at the 15 schools. Key actors and students reported a decrease in the amount of time that SROs have available to spend in the classroom.

4.0 Conclusions and recommendations

The conclusions will address each of the four evaluation objectives, indicating the extent to which each has been fulfilled:

- ▶ whether neighbourhood safety is enhanced by strengthening partnerships between and among police, schools, and the community
- ▶ whether SROs provide the North End with more strategic crime prevention resources
- ▶ whether relationships between police and youth are strengthened via the SRO model
- ▶ whether SROs are effective and proactive as a community-based crime prevention strategy.

4.1 Neighbourhood safety is enhanced by strengthening partnerships

A successful partnership has been forged between the WPS and the 15 schools in the target area. Key actors and the student survey indicated that SRO presence and intervention in the schools has resulted in a decrease in vandalism, graffiti, bullying, and violence at the schools.

The business community is not a partner, and most area business managers or owners had little or no interaction with SROs. Despite this, they noted decreases in problems caused by youths such as theft/shoplifting, graffiti, and vandalism. Most business owners are supportive of having police officers working in the schools and believe that they deter youth from causing problems in the area.

It is clear from the logs completed by the SROs that they are developing networks within the community, not only with students, but also—with teachers, parents, CFS, and the community at large. Key actors provided examples of the development of relationships with local community organizations (e.g., women's shelters, libraries, community centres). Although these relationships have not resulted in formalized partnerships, the SROs have been working with these groups and have made significant steps toward future partnerships.

Recommendation 1: SROs have strengthened partnerships that enhance neighbourhood safety; should this remain a priority and if no additional resources are available, it may be

necessary to reduce other SRO responsibilities in order to continue strengthening relationships.

4.2 SROs provide a strategic crime prevention resource

As in the previous two years, SROs continue to undertake a number of activities ranging from law enforcement to educating, advising, counselling and building relationships with students, parents, and school staff. Aside from individual contact with students, SROs have provided lectures to classes on bullying, theft, personal safety, and drinking and driving.

From a review of SROs' logs, it is clear that they are called upon to intervene in many situations that would undoubtedly result in legal action. They have been called on to deal with disruptive students, weapons in the school, prostitutes conducting business near the school, and a multitude of other problems with students and families. Through increased use of mediation and conflict resolution, many of the situations are handled outside of the courts. SROs also work closely with the schools to develop strategies that will address problems with specific students.

Recommendation 2: SROs have been effective as a strategic crime prevention resource, intervening in situations before they escalate and result in criminal justice involvement. This objective should remain a priority for SROs.

4.3 Relationships between police and youth are strengthened

This objective has the most evidence. The SRO model has clearly succeeded in improving perceptions of the police among youth, particularly at the younger and intermediate levels. In Year Three, the number of junior high students who reported a positive change in their opinion of police has more than doubled since Year One of the Project. High school students were also more positive than in Year One, but the older students tend to be more conservative in affirming the benefits of having police in their schools

Students reported feeling more safe and secure around the officers and have begun to appreciate the role of the SROs. The negative experiences that many of the youth have had with police have been countered by the SROs, who are building relationships with the students by participating in a variety of extra-curricular activities that allow students to interact with them. According to the SROs, consistent contact is key to building trust. A concrete example of the importance of this relationship of trust is provided in

Appendix G, which describes the role played by the SROs following a recent police shooting.

However, as school administrators continue to increase their use of the SROs as a resource, less time is available for relationship-building activities. This has led to a decrease in the number of students who have had contact with the SROs over the past two years and to the SROs having had less time to spend in classrooms.

Recommendation 3: As a crime prevention strategy, the SRO Project has been successful in establishing linkages with at-risk youth. This should continue to be the primary role for SROs. If no additional resources are available, fewer schools, prioritized according to need, should be retained.

4.4 SROs are effective and proactive community-based crime prevention strategy

In Year Two, the SRO Project received the Manitoba Attorney General's Safer Communities Award. This award is given to individuals or community groups and organizations in recognition of outstanding promotion, development, and/or enhancement of crime prevention within a community in Manitoba.

Local businesses reported improvement during the school year in several areas of mischief and crime. Key actors felt that three years is not long enough to see the overall effect of this program on the community because the focus of the SRO Project has been on the school itself. However, the work of the SROs on *prevention, education and maintaining peace in the school* follows the terms of reference in the project proposal. Moreover, early intervention into various situations by virtue of having SROs in the schools may eventually prove to have an impact that extends to *adjacent neighbourhoods*.

Recommendation 4: The SROs have built credibility and trust in their school community, which is an integral part of the larger community. To build a body of hard evidence that the Project is an effective crime prevention strategy, it will be important to maintain a record of crime statistics in the adjacent areas as part of the ongoing management of the SRO Project.

APPENDIX A
Key Actor Interview Guide

Evaluation of the North End School Resource Officer Partnership Initiative Stakeholder Interview Guide

Note: This is a general interview guide. Respondents should feel free to decline to respond to any question for which they have insufficient information. As well, any additional insights relevant to the evaluation are welcome.

All comments will be treated as strictly confidential and reported only in aggregate form.

Introduction

1. Please briefly describe how the School Resource Officer Partnership operates in your school. How often is the SRO in your school? What kind of activities is the SRO involved in (mediation, policing, etc.).
2. Have you noticed any changes to how the Project has been delivered during the past year?

Rationale

3. What factors or behaviours place these youth at risk in your community? Has your opinion changed since the onset of the School Resource Officer Partnership began in your school?
4. What services for youth at risk are currently available in this community? What gaps in services and resources is the School Resource Officer Project designed to address?

Design and delivery

5. Have you been involved in the delivery of any School Resource Officer activities to date? Do you plan to be involved in the future?
6. Are you aware of any other community groups or organizations involved in the implementation or delivery of the School Resource Officer Project? If so, please describe their role(s).
7. Are you aware of any challenges to implementing the Project? Please explain.

Individual outcomes

8. In your view, is the Project producing any individual outcomes at this point? Over the past year, have you observed any changes in:
 - ▶ Students' behaviour
 1. Language
 2. Bullying/Violence
 3. Vandalism
 - ▶ Students' involvement in the community
9. What has been parents' reaction to the Project?

Community outcomes

10. How will you know whether the Project is having effects at the community level? How do community members, businesses, groups, etc. view the Initiative to date? What evidence supports this?
11. How does information about the Project reach the community? Please explain. Is this sufficient?

Conclusion

12. To your knowledge, has the Project established any partnerships with other organizations dealing with youth at risk? If so, please explain.
13. Overall, do you believe that the School Resource Officer Project is an effective way to address the problems of at-risk youth in the community? Why or why not?
14. Do you have any other comments about the Project that we have not addressed in this interview?

APPENDIX B
Project Staff Interview Guide

Evaluation of the North End School Resource Officer Partnership Initiative Interview Guide for Project Staff

Note: This is a general interview guide. Respondents should feel free to decline to respond to any question for which they have insufficient information. As well, any additional insights relevant to the evaluation are welcome.

All comments will be treated as strictly confidential and reported only in aggregate form.

Rationale

1. Do principals and teachers see the work you are doing as important and valuable to the school? Has this changed over the past year?

Design and delivery

2. Please describe how the North End School Resource Officer Partnership has been implemented in the schools to date. How much time are you able to spend in each school? What determines how much attention each school receives? What activities are planned for the future?
3. What other community groups or organizations are involved in the delivery of the Project? Please describe their role(s) in the Project.
4. What have been the challenges faced by the Project? How were they overcome? What challenges remain?

Individual outcomes

5. How do you know whether the Project is meeting students' needs? How do students view the Initiative to date? How do they demonstrate that?
6. In your experience, have students' lives changed/improved outside the school as a result of the relationships formed through the Project?
7. In your view, is the Project producing any individual outcomes at this point? Over the past year, have you observed any changes in:
 - ▶ Students' behaviour
 1. Language
 2. Bullying/Violence
 3. Vandalism
 - ▶ Students' involvement in the community
8. Since the Project began, has there been any change in students' exposure to or involvement in risk activities and behaviours? (*Probe: association with delinquent peers, drug/alcohol abuse, aggression/bullying incidents, etc.*) Please explain.

9. Since the Project began, have you noticed any changes in student opinions about the police? How have their opinions changed?
10. What has been the reaction from parents? What kind of contact (both positive and negative) do you have with parents?

Community outcomes

11. How will you know whether the Project is having effects at the community level? How do community members, businesses, groups, etc. view the Project to date? What evidence do you have of that?
12. How does information about the Project reach the community? Please explain. Is this sufficient?

Conclusion

13. Has the Project established any partnerships with other organizations dealing with youth at risk? Please describe the nature and extent of these partnerships. Are the partners developing ways to share resources and expertise? Please explain.
14. Overall, do you believe that the School Resource Officer Project is an effective way to address the problems of youth at risk? Why or why not?
15. Are there any additional supports that you would like to see that might help the Project succeed?
16. Do you have any other comments about the Project that we have not addressed in this interview?

APPENDIX C
Student Survey

Evaluation of the North End School Resource Officer Project Student Survey

Directions: Please take a few minutes to fill out this form. All of your answers will be kept private and anonymous.

1. How old are you? _____
2. What grade are you in? _____
3. What school do you attend?

4. Please check if you are:

\pm_1 Male	\pm_2 Female
--------------	----------------
5. At the beginning of the school year, why did you think a police officer was in the school? Please check the answer that is closest to how you feel.

I already knew why they were here \pm_1 (read newspaper articles, saw them on T.V.)	
Make sure the school is safe \pm_2	
There were problems with students at the school \pm_3	
They were going to arrest someone \pm_4	
They were someone for the students to talk to..... \pm_5	
Other (<i>please describe</i>) _____ _____	
6. What do you think now about having a police officer in the school? Please check the answer that is closest to how you feel.

Having a police officer in the school is positive \pm_1 (fun, cool)	
The school feels safer..... \pm_2	
They are a good resource – someone to talk to, gives us advice \pm_3	
I don't care, I never see the School Resource Officer \pm_4	
Other (<i>please describe</i>) _____ _____	
7. Do you know who the police officer is who works in your school?

\pm_0 No (GO TO QUESTION 12 – TURN PAGE OVER)	
--	--
- \pm_1 Yes (**GO TO QUESTION 8**)
8. What do they do? Please check the answer that is closest to how you feel.

Meet with kids/classrooms \pm_1 (talk about laws, give advice, etc.)	
Help out..... \pm_2	
Protect the school from bad people \pm_3	
Walks around the school..... \pm_4	
Other (<i>please describe</i>) _____ _____	
9. Have you had contact with the school police officer?

\pm_0 No (GO TO QUESTION 10)	
\pm_1 Yes (GO TO QUESTION 9a)	

9a. (If yes) What type of contact have you had with the officer? (*check all that apply to you*)

\pm_1 Counseling and/or advice	\pm_2 Classroom lecture
\pm_3 Other classroom activities	\pm_4 Field trips
\pm_5 Breaking the law	
10. If you had a problem would you go to the school police officer about it?

\pm_0 No	
\pm_1 Yes	
11. Have your ideas about police changed since the school police officer began working there?

\pm_0 No (GO TO QUESTION 12 – NEXT PAGE)	
\pm_1 Yes (GO TO QUESTION 11a)	

11a. (If yes) How has your opinion changed? Please check the answer that is closest to how you feel

I think they are nice/friendly people \pm_1	
I feel more safe and secure around the police..... \pm_2	
I understand more about their job \pm_3	
Other (<i>please describe</i>)	

(Please turn page over for question 12) →

**Evaluation of the North End School Resource Officer Project
Student Survey (continued)**

12. Have you noticed any of the following changes in the school since the school police officer began working here?

	Yes	No
The school feels safer	± ₁	± ₂
There is less bullying/violence.....	± ₁	± ₂
Students are better behaved in the classroom	± ₁	± ₂
Students are better behaved in the schoolyard	± ₁	± ₂
There is less graffiti or damage to school property	± ₁	± ₂
No change	± ₁	± ₂

The next series of questions ask you about the School Resource Officer pamphlet and poster.

13. Have you seen the School Resource Officer pamphlet?

- ±₀ No (**GO TO QUESTION 14**)
- ±₁ Yes (**GO TO QUESTION 13a**)

13a. (if yes) Where did you see it?

At school.....	± ₁
Outside the school	± ₂
(in the community)	
Don't know.....	± ₈

13b. (If yes) Please tell us whether you agree or disagree with the following statements:

	Agree	Disagree	Don't know
I liked the pictures	± ₁	± ₂	± ₈
I liked the colours	± ₁	± ₂	± ₈
The pamphlet was easy to read.....	± ₁	± ₂	± ₈
I like how the pamphlet looks overall	± ₁	± ₂	± ₈

14. Have you seen the School Resource Officer poster?

- ±₀ No (**GO TO QUESTION 15**)
- ±₁ Yes (**GO TO QUESTION 14a**)

14a. (If yes) Where did you see it?

At school.....	± ₁
Outside the school.....	± ₂
(in the community)	
Don't know.....	± ₈

14b. (If yes) Please tell us whether you agree or disagree with the following statements:

	Agree	Disagree	Don't know
I liked the pictures.....	± ₁	± ₂	± ₈
I liked the colours.....	± ₁	± ₂	± ₈
The poster was easy to read.....	± ₁	± ₂	± ₈
I like how the poster looks overall	± ₁	± ₂	± ₈

15. If you have seen the poster or pamphlet, please tell us if you agree or disagree with the following statements:

	Agree	Disagree	Don't know
Since reading the pamphlet or poster, I now have a better understanding why they are in the school.....	± ₁	± ₂	± ₈
I learned something new about the School Resource Officer by reading the pamphlet or poster	± ₁	± ₂	± ₈

I have not seen either the poster or pamphlet..... ±₇

16. Do you have any comments you would like to share about the School Resource Officer poster and pamphlet campaign?

**Thank you for completing the survey.
Please return it to your teacher.**

APPENDIX D
Business Survey

NECRC – SRO Evaluation Area Business Survey

Good morning/afternoon, my name is _____ and I work for Prairie Research Associates.

We are talking to local businesses about the School Resource Officer Initiative for the Winnipeg Police Service and Winnipeg School Division (one police officer is placed in one area high school and works with junior high and elementary feeder schools). The main objective of the Initiative is to change youth perception of the police and prevent theft, vandalism, graffiti, and other crimes. This is your opportunity to provide feedback of your experiences.

I have some brief questions to ask you which will take only a couple of minutes of your time. You should know that all your answers will be kept confidential and that nothing you say will be attributed to you or your business.

1. Please try and recall before this past September (2004), were area youth responsible for any of the following problems to your business?

Theft/Shoplifting?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Vandalism?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Graffiti?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Customer harassment?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Loitering?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Intimidation?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR

2. More recently (since September 2004), have area youth been responsible for any of the following problems to your business?

Theft/Shoplifting?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Vandalism?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Graffiti?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Customer harassment?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Loitering?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR
Intimidation?	± ₀ No	± ₁ Yes	± ₈ DK	± ₉ NR

3. Overall, have you noticed a change in problems with youth in the area?

±₀ No ±₁ Yes ±₈ DK ±₉ NR

- 3a. IF YES, have the problems:

±₁ Increased ±₂ Decreased

4. Prior to today, were you aware that there is a police officer in area schools? She is called the School Resource Officer (Constable Desjarlais, Constable Quail, and Constable Sabourin-Friesen)

±₀ No ±₁ Yes ±₈ DK ±₉ NR

5. Have you had any interaction with her?

\pm_0 No \pm_1 Yes \pm_8 DK \pm_9 NR

5a. **IF YES**, what kinds of interaction have you had/do you have with her?
(PLEASE DESCRIBE)

IF NO TO QUESTIONS 4 OR 5 ABOVE, GO TO QUESTION 8

6. Do you feel as though you could call upon the resource officer to assist with any problems in the area?

\pm_0 No \pm_1 Yes \pm_8 DK \pm_9 NR

7. Have you contacted her to help with any problems associated with youth in the area?

\pm_0 No \pm_1 Yes \pm_8 DK \pm_9 NR

8. Have you had any contact with area schools recently (in the last year)?

\pm_0 No \pm_1 Yes \pm_8 DK \pm_9 NR

8a. **IF YES**, has that contact increased, decreased or stayed the same since the implementation of the School Resource Officer Initiative (Sept. 2002)?

\pm_1 Increased \pm_2 Decreased \pm_3 Stayed the Same \pm_8 DK \pm_9 NR

9. Do you think it is a good idea to have a police officer working in schools?

\pm_0 No \pm_1 Yes \pm_8 DK \pm_9 NR

9a. Why or why not?

10. Do you have any other brief comments?

Thank you for completing the survey.

APPENDIX E
Parent Focus Group Guide

Evaluation of the North End School Resource Officer Partnership Initiative Parent Focus Group Guide

Please answer the questions as best as you can. If there are any questions that you can't answer, we will move on to the next ones. I would also like you to know that you or your child will not be identified with anything you tell me.

Introduction

1. Please tell me a little about yourself and your kids attending school in Winnipeg School Division. How many children do you have attending school? Which schools do they attend? How many people are in your family? How many family members are living at home?
2. Do you know about the police officer in (insert school name)?
3. What is your understanding of her job in the school?
4. What did you think when you first heard that there would be a police officer in area schools? What do you think about it now?
5. Have you had any involvement with the officer in the school? If yes, please explain what it was.

Rationale

6. In your opinion, what are the main problems facing youth in your community? What factors or behaviours place these youth at risk?
7. Who would you go to for help if you had to deal with problem behaviours from your child/children? Are there services in the community that you could go to for help?

Individual outcomes

8. In your opinion, has having an officer in the school affected your child (either positively or negatively)? What changes have you noticed?

Conclusion

9. Overall, do you believe that the School Resource Officer Initiative is an effective way to keep kids out of trouble? Why or why not?
10. Do you have any other comments about the Initiative that we have not addressed in this interview?

APPENDIX F
Parent Survey

Evaluation of the North End School Resource Officer Project Parent Survey

Directions: Please take a few minutes to fill out this form. Please answer the questions as best as you can. You or your child will not be identified. All of your answers will be kept private and anonymous.

1. How many people are in your family? _____

2. How many family members are living at home? _____

3. How many children do you have attending school? _____

4. Which schools do they attend? (Check all that apply to you)

- R.B. Russell High School ±₀₁
- Children of the Earth ±₀₂
- St. Johns High School ±₀₃
- David Livingstone School ±₀₄
- Norquay School ±₀₅
- William Whyte School ±₀₆
- Nijimahkwa School ±₀₇
- King Edward Community School ±₀₈
- Isaac Newton School ±₀₉
- Champlain School ±₁₀
- Luxton School ±₁₁
- Machray School ±₁₂
- Ralph Brown School ±₁₃
- Inkster School ±₁₄
- Other (Please specify) ±₆₆

5. Do you know about the police officer in Children of the Earth?

±₁ Yes ±₀ No

6. What is your understanding of her job in the school? (**check all that apply to you**)

- Make sure the school is safe ±₀₁
- Problems with students at the school ±₀₂
- Educate the students on law related issues ±₀₃
- Someone for the students to talk to ±₀₄
- Responding to criminal activity within and around school grounds ±₀₅
- Responding to parents inquiries and concerns ±₀₆
- Other (please describe) ±₆₆

7. What did you think when you first heard that there would be a police officer in area schools? (**check all that apply to you**)

- I already knew why they were here (read newspaper articles, saw them on T.V.) ±₀₁
- Make sure the school is safe ±₀₂
- There were problems with students at the school ±₀₃
- To educate the students on law related issues ±₀₄
- They were someone for the students to talk to ±₀₅
- Other (please describe) ±₆₆

8. What do you think about having a police officer in the school now? (**check all that apply to you**)

- Having a police officer in the school is positive ±₀₁
- Less crime within the school and area around the school ... ±₀₂
- They are a good resource – someone for students to talk to, gives them advice ±₀₃
- There is no difference / change ±₀₄
- Other (please describe) ±₆₆

9. Have you had any involvement with the officer in the school?

- ±₀ No (GO TO QUESTION 10)
- ±₁ Yes (GO TO QUESTION 9a)

9a. (If yes) Please explain what type of contact have you had with the officer? (**check all that apply to you**)

- ±₀₁ Counseling and/or advice ±₀₂ Field trips
- ±₀₃ Breaking the law ±₆₆ Other (Please specify)



10. In your opinion, what are the main problems facing youth in your community?

11. What factors or behaviours place these youth at risk? (check all that apply to you)

- Poverty ±01
- Aggression / physical violence ±02
- Alcohol, drug, or other substance abuse ±03
- Delinquent peers ±04
- Non-attendance at school ±05
- Gang membership ±06
- Poor supervision ±07
- Poor family structure ±08
- Lax discipline ±09
- Other factors ±66

12. Who would you go to for help if you had to deal with problem behaviours from your child/children? (check all that apply to you)

- ±01 Family members ±02 Friends
- ±03 Police officer ±03 School principal / teacher
- ±03 Band member/council ±03 Counselor
- ±66 Other (Please specify)

13. Are there services in the community that you could go to for help?

14. In your opinion, has having an officer in the school affected your child (either positively or negatively)?

- Very positively ±4
- Somewhat positively ±3
- Somewhat negatively ±2
- Very negatively ±1

15. What changes have you noticed?

	Yes	No
There is less bullying/violence	±1	±0
There is a better relationship between police officers and the students	±1	±0
Students are better behaved at home or at school	±1	±0
There is less graffiti or damage to school property	±1	±0
There is less graffiti or damage to community property	±1	±0
No change.....	±1	±0

16. Overall, do you believe that the School Resource Officer Initiative is an effective way to keep kids out of trouble?

- ±1 Yes ±0 No

14a. Why or why not?

17. Do you have any other comments about the Initiative that we have not addressed in this interview?

Thank you for completing the survey.



APPENDIX G
Critical Incident

SCHOOL RESOURCE OFFICER PROGRAM
Proves Beneficial during a Critical Incident

Over a three-year period, the School Resource Officers have developed a special bond with the students, staff, parents and businesses of the community.

In the wake of the recent critical incident involving a police shooting in the North End, it is important to address the impact of the Program and the relationships between the School Resource Officers and the surrounding community.

During the incident, SRO's attended to the scene and, as a result of the relationships that had been built, were able to provide citizens with direction, guidance and advice. They were also able to provide assistance to police investigators by identifying key witnesses with whom they had previous dealings. The trust that had been built with the community proved extremely helpful in this time of crisis.

In the days that followed the incident, allegations of racism and mistrust of police began surfacing within some segments of the community. Although initially confronted by these same reactions in the schools, the School Resource Officers were able to quickly defuse the situation due to the relationships they had built with educators and students. They provided an outlet for people to express their opinions and to ask questions which quickly resulted in a better understanding.

Having the SRO's attached to the schools proved significant, as the negative reaction toward the police would have likely escalated had they not addressed concerns as quickly as they did.