Academic Achievement and Socio-economic Status

Manitoba Centre for Health Policy, 2004

- 81% of students in high socio-economic neighbourhoods in Winnipeg graduated from Grade 12
- 37% of students in low socio-economic neighbourhoods in Winnipeg graduated from Grade 12
- 27% of students in the downtown area of the inner city graduated from Grade 12
- 22% of students in the north end area of the inner city graduated from Grade 12

The Cost of Doing Nothing

- the annual cost of maintaining an individual youth in the Manitoba Youth Centre is $92,000
- a recent 2004 One-Day Snapshot of Aboriginal Youth in Custody Across Canada undertaken by the federal Department of Justice indicated that 80% of the youth in custody in Manitoba were Aboriginal
- in 2000, 64% of the adults in provincial custody in Manitoba were Aboriginal according to the Aboriginal Justice Implementation Commission
- 50% of the inmates in Manitoba had less than a grade 9 education according to a 1996 One Day Snapshot Study of Inmates in Canada's Correctional Facilities

School Resource Officers:
Comparative Deployment of Personnel
of Selected Police Services

City Police Service	Number of Police Officers	Number of SRO's	Percentage SRO's	Winnipeg SRO Equivalent
Regina	362	10	2.8%	36 officers
Saskatoon	409	7	1.7%	22 officers
Edmonton	1,659	21	1.3%	17 officers
Calgary	1,684	15	.9%	12 officers

Note:

Winnipeg SRO Equivalent based on Percentage SRO x 1,295 (number of police officers in Winnipeg Police Service).

Police officers in census metropolitan areas – 2006 Statistics Canada		
Census metropolitan area	**Number of police officers[1]**	**Rate[2]**
Thunder Bay	250	201
Winnipeg	1,295	185
Montréal	6,747	184
Regina	362	180
Toronto	9,191	173
Windsor	570	171
Saskatoon	409	167
Edmonton	1,659	162
Calgary	1,684	159
St. Catharines–Niagara	689	159
Halifax	599	157
Trois-Rivières	220	151
Greater Sudbury / Grand Sudbury	242	150
St. John's	272	150
Victoria	503	150
Hamilton	1,038	149
Vancouver	3,200	148
Gatineau[3]	412	145
Saint John	208	143
Abbotsford	233	143
Kitchener	694	143
Québec	1,028	143
London	665	141
Ottawa[4]	1,214	138
Kingston	209	135
Sherbrooke	200	135
Saguenay	179	122

1. Represents actual police officer strength as of May 15th, 2006 .
2. Rate per 100,000 population.
3. Represents the Quebec portion of the Ottawa–Gatineau CMA.
4. Represents the Ontario portion of the Ottawa–Gatineau CMA.

Budget-

Downtown School Resource Officer Program – January 1, 2007 – December 31, 2009.

2 School Resource Officers – 8 schools

Year 1	***5 year constable**
City of Winnipeg	$53,271
Winnipeg Police Service- in kind	$15,000
Winnipeg School Division	$53,271
WSD- in kind	$16,000
Neighbourhoods Alive! 2 officers + benefits +$3,000 admin fee	$56,271
Total:	**$193,813**
Year II	
City of Winnipeg	$54,869
Winnipeg Police Service- in kind	$15,000
Winnipeg School Division	$54,869
WSD- in kind	$16,000
Neighbourhoods Alive! 2 officers + benefits +$3,000 admin fee	$57,869
Total:	**$198,607**
Year III	
City of Winnipeg	$56,516
Winnipeg Police Service- in kind	$15,000
Winnipeg School Division	$56,516
WSD- in kind	$16,000
Neighbourhoods Alive! 2 officers + benefits + $3,000 admin fee	$59,516
Evaluation (source to be determined)	$25,000
Total:	**$228,548**
Total cost of project over 3 years:	**$620,968**

*Note: The salary costs are based on the rate for a five year constable, with a 3% cost of living increase in Year II & Year III; and 18.5% benefits. The salary cost for Year I ($79,907 per officer); Year II ($82,304 per officer); Year III ($84,774 per officer).

DOWNTOWN SCHOOL RESOURCE OFFICER

PROGRAM

Sponsored by:

Community Education Development Association
Winnipeg School Division
Winnipeg Police Service

November, 2006

EXECUTIVE SUMMARY:

The Community Education Development Association, in partnership with the Winnipeg Police Service and the Winnipeg School Division, is requesting funding contributions from the City of Winnipeg, Winnipeg School Division and Neighbourhoods Alive! for

- $193,813 in Year I;
- $198,607 in Year II;
- $228,548 in Year III to implement the Downtown School Resource Officer Program

Winnipeg School Division participation is contingent on school board approval and the commitment of the City of Winnipeg to provide funding to the Downtown SRO initiative.

The total cost of the 3 year initiative is $620,968

The purpose of this initiative is to provide strategic preventative resources for inner city youth, and to demonstrate that community safety can be enhanced by strengthening the partnership between the police, schools and community through the deployment of 2 police officers in 1 downtown high school, 1 junior high school, and 6 elementary schools.

SPONSORING ORGANIZATION & CONTACT INFORMATION:

Community Education Development Association
509 Selkirk Ave.
Winnipeg, Manitoba
R2W 2M6

Betty Edel and Tom Simms
Co- Directors

Tel: 204- 582-5800
Fax: 204- 582-2801
Email: tomsimms@cedawpg.org

DESCRIPTION OF ORGANIZATION:

The Community Education Development Association (CEDA) was established in 1979 to provide locality development, social planning and social action services to inner city neighbourhoods. CEDA provides a range of programs including working with resident associations in the Centennial, West Alexander, Central Park and Dufferin neighourhoods; Youth Opportunity Program at St. John's and Children of the Earth High Schools; a Community Development/Community Economic Development Training program; and is involved in various education, safety, housing and social justice coalitions. Over the past year, CEDA has been providing resource support to assist in the development of a Community Development Corporation that would address social, economic, education and cultural development in the Centennial, West Alexander and Central Park neighbourhoods.

CEDA is governed by a board of directors who are elected by the organization's membership. The agency's core funding is provided by United Way with project funding from various ministries of the Province of Manitoba and the Winnipeg Foundation.

NEIGHBOURHOODS ALIVE! PROGRAM TARGETED: **Neighbourhood Renewal Fund**

PROPOSAL DETAILS:

Brief History of the Project:

The North End Community Renewal Corporation received funding in September, 2002 to establish a North End School Resource Officer Pilot Project, where police officers were placed in three area high schools (also responsible for junior high and elementary feeder schools) as "School Resource Officers" whose role was to focus on prevention, education and maintaining the peace in schools and adjacent neighbourhoods. The primary focus of the North End School Resource Officer Pilot Project was to demonstrate that neighbourhood safety can be enhanced by strengthening partnerships between and among police, schools and the community.

This project operated over a three year period as a partnership between the Province of Manitoba, the Winnipeg Police Service, the Winnipeg School Division and the North End Community Renewal Corporation. As part of the pilot project, a comprehensive evaluation was conducted by **Prairie Research and Associates** over the three year period. Conclusions and key recommendations of the evaluation report indicate that:

- **Neighbourhood safety is enhanced by strengthening partnerships.** A successful partnership has been forged between the Winnipeg Police Service and the 15 schools in the target area. Key actors and the student survey indicate that the SRO presence and intervention in the schools has resulted in a decrease in vandalism, graffiti, bullying and violence at the schools. SROs are developing networks within the community, not only with students, but also with teachers, parents, CFS, and the community at large, which are viewed as significant steps towards future partnerships

- **SROs provide a strategic crime prevention resource.** 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.

  SROs are called upon to intervene in many situations that undoubtedly result in legal action. They have been called upon 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.

- **Relationships between police and youth are strengthened.** The SRO model has clearly succeeded in improving perceptions of police among youth, particularly at the younger and intermediate levels. In Year III, the number of junior high students who reported a positive change in their opinion of police has more than doubled since Year I of the project. High school students were also more positive than in Year I but the older students tend to be more conservative in affirming the benefits of having police in their schools.

- **SROs are effective and proactive community-based crime prevention strategy.** In Year II 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.

The results of the three year evaluation demonstrate the importance of locating school resource officers in high schools in promoting community safety through strategically building relationships with youth in the community. (For further details of the results of the evaluation, please see the attached Appendix A- Executive Summary)

CEDA, in partnership with the Winnipeg School Division and the Winnipeg Police Service, is proposing that this initiative be expanded to 8 schools in the downtown area of the inner city.

Need for the project:

The eight partner schools are located in an area of Winnipeg's Inner City that has been identified as having some of the most direct concerns regarding arson, drugs, gang activity, prostitution, dropout rates, truancy, and vandalism. The area is characterized by low socio- economic status as evidenced by high unemployment rates, high single-parent family status, low-income earners, poverty, poor housing, and crime. These concerns have resulted in families moving out of the area and high family and student migrancy (within the area) as families seek better homes. The socio-economic issues within the community impact on our students with the result that the schools are dealing with many of the issues that exist in the community. Parents are concerned about these issues as they impact on the safety of their children in the community. As a result, these issues play a major role when families are making the decisions where to live and where their children attend school.

The SRO program is needed as crime prevention, to intervene before youth become caught up in the criminal justice system, to provide positive alternatives to a criminal lifestyle, and to "keep kids in school" in order to increase socio-economic opportunity.

This program is needed promote social development and to build a positive future youth in the local neighbourhoods. This includes encouraging youth to develop a positive understanding of the role of police in society, and the development of a positive relationship.

This program provides cost savings through constructive resolution of issues that would otherwise end up in court, as well as savings to business and community through reduction of vandalism and property damage.

Target Group:

The primary target of the SRO program is youth within the downtown neighbourhoods of the inner city of Winnipeg; these youth face many challenges due to economic, cultural and social factors as described above.

Benefits of the SRO program:

The benefits of having a School Resource Officer presence based out of local schools and neighbourhoods have been documented throughout the 3 year North End School Resource Officer Pilot Project. Below is a summary of the impact of the SRO program:

Schools:

Students report that:

- Schools feel safer
- The SROs are good resources for advice and mediations
- Students feel more safe and secure around police
- Students perceptions of police have become more positive
- There is less bullying/ violence
- There is less graffiti and damage to school property

Community:

- that there is less graffiti in the neighbourhoods;
- people in the community perceive SROs as positive;
- parents and neighbours regularly contact the SROs for assistance.

Police:

- police perception by students is becoming increasingly positive;
- police can respond and resolve issues involving students more efficiently;
- students' familiarity with SROs enhance police credibility and resolution of issues.
- parents utilize the SROs to report and resolve issues involving their children, which is more cost effective to have SROs resolve issues at the school rather than utilizing patrol officers.

Department of Justice:

- SROs involvement in mediation resolves numerous issues that would normally go to court;
- SROs involvement in counselling and mediation positively impacts young people in making sensible decisions;
- Parents increasing trust in the SROs decision to resolve issues without further police or legal involvement.

Project Objectives:

The objectives of the Downtown School Resource Officer Program are to demonstrate that:

- Neighbourhood safety can be enhanced by strengthening partnerships between and among police, schools and the community
- SRO's can provide the participating downtown neighbourhoods with additional strategic crime prevention resources
- Relationships between police and youth can be strengthened through the SRO model
- SRO's are effective and proactive as a community based crime prevention strategy
- There is a potential cost savings for the justice, education and other social service systems as a result of the interventions made by the SRO's.

During the evaluation of the 3 year North End School Resource Officer Pilot Project, baseline data was established for the first 4 objectives. During Year 3 of this initiative, an independent evaluator will be hired to conduct a follow up evaluation on the impact of the SRO initiative, using the same 4 objectives. In addition, emphasis will be made to determine the level of cost savings the SRO initiative has made to governments departments i.e. Justice, Education.

Project Activities: January 1, 2007- December 31 , 2009

The School Resource Officer Program will operate on the model based on the premise that police officers need to develop strong working relationships with youth, schools and communities. This will occur by basing 2 school resource officers to work out of 1 downtown high school and 1 junior high school. These officers will also be responsible for working with the 6 elementary feeder schools throughout the downtown neighbourhoods. The role of the School Resource Officers' will be to focus on prevention, education, and maintaining peace in these schools and the adjacent neighbourhoods. (Appendix B -Job Description of School Resource Officer)

Two school resource officers would be stationed to work out of the following schools:

Gordon Bell High School (1 SRO)	**Hugh John MacDonald Junior High School (1 SRO)**
John M. King	Dufferin
Mulvey	Pinkham
Sister MacNamara	Victoria Albert

The Role of Partners

The Partners sponsoring the Downtown School Resource Officer Program are the Community Education Development Association, the Winnipeg School Division and the Winnipeg Police Service.

Winnipeg Police Service will provide:

- In kind contributions which includes cruiser cars, gas, insurance, uniforms, supervision and training equivalent to $15,000.00 per year
- 2 trained and equipped police officers with a minimum of 5 years experience;
- Day to day supervision and support to the officers
- 2 representative(s) to participate on the Management Committee

Winnipeg School Division, contingent on school board approval and a City of Winnipeg commitment to funding the SRO initiative, will provide:

- A yearly financial contribution of $53,271 to $56,516
- In kind contributions of office space, telephone and computer access for each of the officers equivalent to $16,000.00 per year
- A support team for the School Resource Officers to work with at each school
- At least 4 representatives to sit on the Management Committee (Principals + student or parent representatives)

Community Education Development Association will provide:

- Administrative support, coordination and communication for the Management Committee
- 2 community representatives on the management committee

Program Management

The Downtown School Resource Officer Program will be managed through a Management Committee comprised of representatives from Community Education Development Association, Winnipeg Police Service, Winnipeg School Division, and from the community and student population.

The Management Committee will meet on a regular basis to provide direction and guidance to program activities. This Committee will also seek funds to conduct an evaluation, hire an independent evaluator; oversee the evaluation component in the third year; and provide appropriate training for the SROs, as required.

Budget-

Downtown School Resource Officer Program – January 1, 2007 – December 31, 2009.

2 School Resource Officers – 8 schools

Year 1	***5 year constable**
City of Winnipeg	$53,271
Winnipeg Police Service- in kind	$15,000
Winnipeg School Division	$53,271
WSD- in kind	$16,000
Neighbourhoods Alive! 2 officers + benefits +$3,000 admin fee	$56,271
Total:	**$193,813**
Year II	
City of Winnipeg	$54,869
Winnipeg Police Service- in kind	$15,000
Winnipeg School Division	$54,869
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Total:	**$198,607**
Year III	
City of Winnipeg	$56,516
Winnipeg Police Service- in kind	$15,000
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Evaluation (source to be determined)	$25,000
Total:	**$228,548**
Total cost of project over 3 years:	**$620,968**

*Note: The salary costs are based on the rate for a five year constable, with a 3% cost of living increase in Year II & Year III; and 18.5% benefits. The salary cost for Year I ($79,907 per officer); Year II ($82,304 per officer); Year III ($84,774 per officer).

Plans for sustaining activities:

During the course of the 3-year program, The Management Committee will enter into negotiations with the Province of Manitoba, City of Winnipeg and Winnipeg School Division to develop a long term sustainability plan to support the ongoing operation of the School Resource Officer program in these 8 schools located in the downtown neighbourhoods of Winnipeg's inner city. The partners are committed to ongoing evaluation and carefully kept indicator data and communication of program results as a means to keep the program high profile and in position to find continued support from the three levels of government involved in this initiative.

ADDITIONAL INFORMATION:

Appendices:

A. Executive Summary of 3rd year evaluation report, of the North End School Resource Officer Pilot Project conducted by Prairie Research & Associates.

B. Job description of the School Resource Officer

C Letters of support:

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.

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.

APPENDIX B

POSITION DESCRIPTION OF SCHOOL RESOURCE OFFICERS

Job Summary

To work cooperatively with school administrators, staff, students, parents and the community to identify and address school, community concerns or problems.
To present a learning environment through counselling, structured classroom lectures and distribution of educational resource materials.
Assist in the development of after school events and activities which promote crime prevention and community safety.
Enforce the law and conduct investigations as the need arises.
Prevent crime by being a visible peace keeper in the school.
Report to and be evaluated by the identified supervisor with the Winnipeg Police Service.

Description of Duties

1. **Daily Duties:**

   Provide visible presence in the school, feeder schools and the community. Maintain open lines of communication with staff, students, parents, the community and police members. Identify and resolve problems involving students, school and community.

2. **Regular Periodic Duties:**

   Provide lectures about social, health, legal and police related subjects. Make resource materials available as required. Provide counselling and interventions as required. Work with student organizations on safety related issues. Work with school and community on developing safety audits; community justice forums; community based mediation programs; after school related events and activities that promote crime prevention and community safety; youth peer leadership strategies to assist young people to identify safety programs designed by youth for youth. Act as a police officer liaison with Crown Attorneys that handle youth cases.

   Enforce breaches of the Criminal Code, Provincial Statues and municipal by-laws as they relate to the assigned schools. Submit reports as required by the Winnipeg Police Service and the North End School Resource Officer Program. Attend meetings, police service training days, North End School Resource Officer Program- meetings, training initiatives and school staff meetings.

3. **Occasional Duties:**

   Work with local businesses and residents to intervene when students are involved in community issues. Liaise with divisional police members and other School Resource Officers on matters of mutual concern.

APPENDIX C

Letters of Support

1. Gordon Bell Parent Council
2. Principals, Gordon Bell Parent Council
3. Hugh John MacDonald Parent Council
4. Principals, Hugh John MacDonald School
5. Pinkham Parent Council
6. Principal, Pinkham School
7. Victoria Albert Parent Council
8. Principal, Victoria Albert
9. Principal, John M. King School
10. Sister MacNamara Parent Council
11. Principal, Sister MacNamara School
12. Mulvey Parent Council
13. Principal, Mulvey School
14. Principals, Dufferin School
15. Executive Director, Winnipeg Boys and Girls Club
16. Pastor, Knox United Church
17. President, Central Park Residents Association

Ms. A. Skull
Principal

Ms. A. Dysart
Vice Principal

Mr. V. Huynh
Vice Principal

GORDON BELL HIGH SCHOOL

3 Borrowman Place
Winnipeg, Manitoba R3G 1M6
Telephone: (204) 774-5401
Fax: (204) 783-9469
Email: gboffice@wsd1.org
Home Page: www.wsd1.org/gordonbell

March 10, 2007

Dear Mayor Katz,

I am writing to you in support of the Gordon Bell Parent Council request for a School Resource Officer in a cluster of schools in the Inner City District of the Winnipeg School Division.

Gordon Bell and our feeder schools, Sister MacNamara, Mulvey and John M. King would like to build on the visible success observed at the cluster of schools linked to St. Johns and R. B. Russell schools. These schools have found that the inclusion of an SRO has increased respect for the police, opened lines of communication and built trust between students, families and the police.

At Gordon Bell High School, we have, in the past, been exceedingly fortunate due to the interest and care of an involved Community Officer. However that assistance and support has steadily decreased over the past three years due to changes in his responsibilities and the priorities of the police service.

When we had the regular assistance of the officer, we were able to quickly solve problems prior to them escalating into the community, communicate with families jointly with the officer so that fear and distrust of police were minimized, and include him in activities or professional development in the school. The officer, who was interested in activities and sports events at the school, quickly became known to many of the students and they were comfortable discussing issues that arose. Staff and parents/guardians were able to discuss concerns such as gang activity, community issues, drug problems etc. with the constable. This often allayed the fears that may have developed due to media coverage or community gossip.

We have been especially appreciative of the police assistance with our refugee students who make up over 15% of our student population. These students, who usually come to this country with a deep fear of "police"/military officials, were able to develop a level of trust with our police. The constable was then able to communicate with their families in a positive way. The best example of this preventative police interaction was when the officer was able to discuss the difference between a "gang" and a "brotherhood" with refugee parents. Due to the advice provided by the constable, parents were able to seek out community resources, interact with other refugee families and keep their children safe.

Due to our past positive experiences with the police, we truly value them in our school and recognise the benefits of being able to interact with them on a regular basis. We respectfully request your support in expanding the School Resource Officer Program and thank you for your consideration.

Yours truly,

Ms. Arlene Skull
Principal

Mrs. A. Dysart
Vice-Principal

Mr. V. Huynh
Vice-Principal

cc: Mrs. Pauline Clarke – Superintendent of Inner City, Winnipeg School Division

27 Lenore Street
Winnipeg, MB
R3G 2C1

September 27, 2006

Dear Chief Ewatski:

I am writing on behalf of Gordon Bell Parent Advisory Council to indicate our support for a partnership between our school and the Winnipeg Police Service. As you are aware, Gordon Bell is an inner-city school with a varied student population. We see this request as one of community relationship building between the students and community residents and the police.

A recent survey indicates that the majority of students and teachers do feel safe in our school. This is a positive atmosphere that we wish to maintain and improve on and feel that an officer assigned to the school will help facilitate this. With a large number of our students coming from the inner city we feel that it is important that the students have an opportunity for positive interaction with the police force. Also, many of our students are refugees from areas of the world where officials in uniform are not seen as friendly. We hope to help dispel those attitudes by this partnership.

We live in an area of the city where there is gang presence. Having an officer present in the school will hopefully help keep gang activity out of the building. A police officer may be innately more aware of gang activity or presence and hopefully will be able to curtail such activity.

I am aware that as a Parent Advisory Council Representative it is not my role to have input into the particulars of the officer. That said, given our diverse population, an officer who is a visible minority may go even further in positive role modeling.

This is a partnership that is supported by school division administration, school administration and staff, parents and community members.

Please contact me with any questions or concerns at work 786-9496 or home 775-1422.

Yours truly:

for Leslie Braun

Leslie Braun
Chairperson, Gordon Bell High School

cc: Honorable David Chomiak, Minister of Justice

Phone: 786-5631
Fax: 783-6473
email:
hjm@wsd1.org

Hugh John Macdonald School
567 Bannatyne Ave.
Winnipeg, Manitoba
R3A 0G8
www.wsd1.org/hughjohn

Mrs. Chris Rhodes
Principal
Mr. Aaron Benarroch
Vice-Principal

March 1, 2007

Dear Sir/Madam:

School administrators have consistently spoken in favor of having a School Resource Officer (SRO) who will have an increased presence in their schools and communities. In our schools we continue to focus our energies on educational and preventative initiatives regarding school safety, crime prevention and youth and families who are in conflict with the law. From past experience we know that SRO's in schools have impacted positively on the effectiveness of educational and preventative measures that benefited students, schools and communities.

An SRO is a vital role model, mentor, protector, advocate and leader who is able to strengthen the bond between the police service and the communities they serve. This is of extreme importance to us as school administrators. We want students and families to have greater access to police officers resulting in a more positive pro-active relationship. Healthy respect for law and good citizenship is strongly desired from our students. Currently we rely on police to react to incidents that have already occurred and their involvement usually results in punitive measures. Clearly, a shift in the current model to one that focuses more on crime prevention and dealing with issues before they escalate will benefit all stakeholders. As solutions are found and youth stay out of the justice system, parents will see police as important partners and allies in helping their children.

Finally, administrators have increasingly had to involve themselves in dealing with community conflicts and children who are involved in the justice system. An SRO would help alleviate the added pressure we have felt to respond to these situations and focus more on being educational leaders building strong schools where student are successful.

Sincerely,

C. Rhodes,
Principal

A. Benarroch,
Vice-Principal

Phone: 786-5631
Fax: 783-6473
email:
hjm@wsd1.org

Hugh John Macdonald School

567 Bannatyne Ave.
Winnipeg, Manitoba
R3A 0G8
www.wsd1.org/hughjohn

Mrs. Chris Rhodes
Principal
Mr. Aaron
Benarroch
Vice-Principal

February 26, 2007

To Whom It May Concern:

As a parent council we are writing this letter in support for funding a School Resource Officer (SRO) for our school. Hugh John Macdonald is located in an area of the city that has been identified as having some of the most direct concerns regarding arson, drugs, gang activity, prostitution, truancy, and vandalism. One of our immediate priorities is the safety of our children and safety in our community. We are also deeply concerned about the relationship between our children and members of the Winnipeg Police Service. We are all too familiar with the level of crime and poverty in our surrounding area and we look for opportunities to make positive changes.

An SRO would be invaluable in acting as a positive role model in strengthening the relationship among police, school and community. We want our kids to see the police as helpers in our community and to work with them to reduce crime. An SRO would be able to speak to kids on a regular basis to help them solve conflicts, to respond to and work with families and assist in implementing anti-crime initiatives.

As a result of the work of an SRO we believe that our children will make better choices and avoid crime related activities. We are concerned that children are choosing gang membership and see police as a threat. The benefits of ant-crime education, advising, counselling and building relationships with an SRO we hope will deter children from that path and reduce crime.

Thank you for considering our request.

WINNIPEG SCHOOL DIVISION
INVESTING IN THE FUTURE

PINKHAM SCHOOL
765 Pacific Avenue, Winnipeg, Manitoba R3E 1G1
Telephone (204) 786-5749 Fax (204) 783-0597

Lionel Pang
Principal

March 9, 2007

To: Tom Simms
CEDA

From: Lionel Pang
Pinkham School
Principal

Aida Rodrigues
Victoria Albert School
Principal

Re: School Resource Officer

Victoria-Albert School and Pinkham School are in full support of the SRO initiative and eagerly await full participation in the program.

Having a SRO in our schools will further reinforce "Safe Schools" goal and a proactive approach to behaviour management at the school level. We envision the school as the hub of the community and the perfect setting for the outreach of positive policing. With the presence of a SRO, children will not only have a role model but also develop a positive relationship which we need in our community.

The SRO will become a part of the school in many ways. The SRO will work with staff, students, parents and the community to create an environment of trust and support. The SRO will be a resource for children and parents. Street safety (for children) and crime prevention (for parents and community) are two examples. The SRO will be our link to service agencies in the community.

We know the SRO will support a proactive approach to community policing and reinforce our safe school priorities.

Sincerely submitted.

Letter of support for School Resource Office

We, the Parent Council for Pinkham School support the appointment for SRO's in our schools. We feel that their presence will be very beneficial to our students.
Often in the inner city any type of law enforcement are viewed in our children's mind as "the bad guys". Unfortunately this type of thinking comes from more often than not, their home values or lack of. We need to change their thinking and have them view law enforcement as a positive thing.

Yours. Truly

Parent Council
Pinkham School
765 Pacific ave
Winnipeg, Manitoba
R3E 1G1
phone# 786-5749

VICTORIA-ALBERT SCHOOL

110 Ellen Street
Winnipeg, Manitoba
R3A 1A1
Telephone 943-3459
Fax No. 957-7207

Principal
A. Rodrigues
B.A., B. Ed.

Vice-Principal
B. Langton
B.Ed., PbCE (Spec. Ed.)

March 5, 2007

To Whom It May Concern,

I am writing to you, on behalf of the Parent Council at Victoria-Albert School, to request the presence of a School Resource Officer in our community. It has come to our attention that such an initiative has been successful in the North End. It is my respectful submission, after living more than thirty years in the Centennial area, that the need in our community for such a program is equal to that of the North End for the following reasons.

The past ten years have seen considerable social change in our community as violence and crime have become common. Many homes have been bought by irresponsible and/or absentee landlords and upkeep has fallen by the wayside. Prostitution is rampant along Isabel Street from McDermot to Ross, day and night. Directly across the street (Bannatyne) from Victoria-Albert School at least one 'crack' house is situated. During the warm weather the smell of rotting garbage fills the air and beer bottles and condoms are littered throughout the schoolyard. Our children should not have to see this.

Residents in this community are afraid to leave their homes after dark. I myself have been robbed and my children have been the victims of street gang members.

Traffic enforcement is also a concern around Victoria-Albert School. Cars have blocked the crosswalks when the patrols are trying to cross school children and, at times, so many vehicles are making turns when 'walk' signals are on at the intersections that children are unable to cross the street at all.

The demographics in our area are also changing. Our community has become home to high numbers of refugee and immigrant families. A large percentage of the students at Victoria-Albert School consists of children from these families. As we all know, many of these children are especially vulnerable to street gang involvement due to a number of factors. In addition, many of these children are from war-torn countries where there are high levels of corruption within governments. Some suffer from a deep-seated fear and mistrust of authority figures. We believe that having a School Resource Officer present in our school and community would assist in the establishment of a relationship of trust and mutual respect between the police and this population. The police would benefit from the implementation of such a program in this area as well. Many officers struggle with cultural and linguistic barriers when dealing with newcomers and this lack of understanding often leads to the exacerbation of situations which could be more satisfactorily resolved.

Many of the students at Victoria-Albert School come from homes where poverty and social issues have contributed to the formation of negative attitudes towards police in general. We would like to see the police and community in the Centennial area building positive relationships. Only the steady presence of officers who are committed to this community can make a difference in this regard.

We need School Resource Officers to be visible in our school. We believe it is important for the children at Victoria-Albert School to view police officers as positive role models. The presence of a School Resource Officer at Victoria-Albert School would encourage children to trust and be befriend police officers and the resources which are available to them.

In closing, I would like to reiterate our belief that our community has a real need for a School Resource Officer and I hope that you will reach this conclusion as well.

Sincerely,
Mr. Walter Sanderson
President,
Victoria-Albert School Parent Council

WINNIPEG SCHOOL DIVISION
INVESTING IN THE FUTURE

John M. King School

Mrs. J. Smerchanski Principal
Mr. N. Wilcox Vice Principal

525 Agnes Street
Winnipeg, MB R3G 1N7
Tel: (204) 775-4404
Fax: (204) 772-6931

March 1st, 2007

To whom it may concern,

I am writing this letter in support of the creation of a School Resource Officer position to serve our school and three other Inner City Schools. It is my belief that all children deserve to feel safe when at school and walking to and from school. A School Resource Officer would help meet this need.

A School Resource Officer would serve many roles within the community context. The officer would provide educational presentations at John M. King School to both students, staff and families on subjects such as Bullying, Personal Safety, Gang Awareness etc. This is of particular importance in our neighbourhood which suffers from one of the highest incidents of reported crimes.

Having a School Resource Officer would allow for positive relationships to be built between the police, students and the families within the community that John M. King School serves. Many of the people that live in the community are supportive, caring people who wish to keep the community safe for their children. Unfortunately they are feeling frustrated due to the limited response from the police when issues are reported from both the school and community at large.

This year to date we have had eight car break-in/ tire slashing incidents on school property and the street in front of the school on Agnes St. Two have also occurred on McGee St. near the playing field. Gang related problems and drug deals have happened on the street in front of the school building. Children being paid to carry packages for money on the way home from school. Prostitutes soliciting on the corners and have harassed the children, yelled at the children and called them names. All have been reported to the police service, all have occurred during school hours. During June and July West End Biz Street Patrol supported us by escorting the students to the school to participate in a program during the summer to avoid issues with the prostitutes.

A School Resource Officer would be able to deal with these issues immediately. I also believe their presence would prevent many of these things happening in the vicinity of the school. It would also support our children in developing the understanding that the police are there to support all people, including those that live in this neighbourhood.
The School Resource Officer would be expected to create a sense of safety for our community and students. It is the intent that the officer would be seen as someone who is there to help and someone who can be trusted when support is required.

The School Resource Officer would be valuable in serving both the school and the community. Please make a difference in the lives of our children by making this resource available and building positive relationships with Inner City Youth to take us into the future years. Thank you.

Sincerely,

J. Smerchanski, Principal

WINNIPEG SCHOOL DIVISION

Sister MacNamara School
460 Sargent Avenue
Winnipeg, Manitoba
R3B 1V5

Telephone: (204) 942 6965
Fax (204) 989-2224

Karin Seiler
Principal

Lucy Schnaider
Vice-Principal

February 22, 2007

To whom it may concern,

Sister MacNamara School is an inner city school in the heart of downtown Winnipeg. There is a growing concern regarding issues of safety and prevention of crime in this neighbourhood. Each year the number of children being hurt, threatened, and bullied increases in intensity. The number of complaints from the community regarding theft, vandalism, threats, prostitution, drugs, gangs, muggings and racial tension has also increased. Many families are prisoners in their own homes because they are afraid to go outside or allow their children to play outside.

The Parent Council and the Administration of this school have implemented a number of initiatives to address the issue of safety for children. We have been actively involved in establishing educational safety programming, after school and weekend programs, increasing the number of "safe" activities available for children in the neighbourhood, working with the Residence Association in creating a safer Central Park, and facilitating discussions on ways to empower the community.

Many families would benefit in working in a proactive manner with an SRO to prevent potentially serious situations from escalating. Conflicts, tension and fear in the community are brought into the school. These strained interpersonal relationships have a direct impact on the school community and are often difficult to resolve. The concept of a "peace officer" is one that would help build a sense of community, provide support to the schools and support and assist families who often feel helpless. A large percentage of the families who live in our community are new Canadians. Many families come from war torn countries, come as refugees, and from situations that make them leery of the police and government. It would be very beneficial to have the resources and services that a SRO could provide to our community, by getting to know the families, develop a sense of trust, collaboration, resources and education.

We strongly support this proposal advocating for more School Resource Officers in schools. I have had the opportunity of working with an SRO in the north end of

the city. They were very proactive and instrumental in prevention, working with individual children and families, providing education, support to the school, and developing a relationship of trust between the police and the community.

It is exciting to have this partnership expand into the downtown area. Safety is critical for our school community and an SRO would foster insight into the community that would have a direct impact on prevention and intervention.

Sincerely,



Karin Seiler
Principal
Sister MacNamara School

Sister MacNamara School

February 23, 2007

To Whom It May Concern:

We are writing on behalf of the Sister MacNamara Parent Council to request a School Resource Officer for Sister MacNamara School. The Parent Council feels that this is a necessary support for our school regarding growing concerns, issues of safety and prevention of crime in our neighbourhood.

We are encouraged by the positive and preventative model in this proposal, which initiates a partnership with the Police Department and the community such as:

- We would use the School Resources Officer as a preventative measure such as assisting our families from gang influence.
- The officer could be a positive role model for our students and families.
- The School Resource Officer would be able to work with the students and parents.
- The School Resource Officer could deliver Programs to students and parents.
- It would be great PR for the police Dept and would be a good connection with the community in a related setting.
- The officer could also be a mentor (many of our students are interested in the job of a police officer.)
- Our students and families would see that a Police officer is someone there to help them, not someone to avoid.
- Parents in the community would get the chance to meet the School Resource Officer and make connections with him/her.
- New immigrants educated on our system to reduce fear and misunderstanding
- Crime rates are higher than average, a preventative measure
- Different laws from country they came from, some parents believe same laws (Educating Component)
- Develop communication and a good relationship and trust in the community with the police officer
- Increase in youth beatings in the area
- SRO up to date, then we'd be more aware of what's going on in the community
- Someone connected in the area, and can advocate what's needed, even through other resources and more parent involvement
- Visits to Boys and Girls club to talk to children and help with direction for children to go home after club instead of hanging around
- Conflict Resolution/Dispute Resolution

We strongly urge the Winnipeg School Division No. 1, Police Department and Justice Department to support the initiative and provide the school clusters with School Resource Officers.

We look forward to making this proposal a reality and working with you in the future. If you have any further questions, please contact me at Sister MacNamara School between 9:00 a.m -3:30 p.m at 942-6965.

Sincerely,

Chantell Quill
Sister MacNamara Parent Council President

Cindy Adams
Sister MacNamara Parent Council Secretary

Reah Flett
Sister MacNamara Parent Representative

MULVEY SCHOOL

750 Wolseley Avenue, Winnipeg, Manitoba R3G 1C6
Phone (204) 786-3469 Fax (204) 774-2894

Peter Correia, Principal
Susan Christiuk , Vice Principal

March 2, 2007

To Whom It May Concern:,

Mulvey School Staff and Community support the request for the in-school presence of a School Resource Officer. This position has many benefits to both the students who attend and the parents who frequent the Parent Room and the resources within the building.

Many parents and students have only had experiences with the Winnipeg Police from a crisis perspective. Having an in-school officer enables the community to see the Winnipeg Police force in a positive light that has benefits both in the school and outside of the school.

Within the school there is an opportunity for students and parents to create a positive connection through favourable daily interactions. The role of the police officer can expand beyond that of law enforcement to community advocate and helper. Also, the presence of the Officer in the school allows for resource development opportunities and programs for both parents seeking information and children needing educational support in areas such as bullying, gang affiliation, weapons, illegal activities etc. The in-school daily presence of the Police Officer also provides a career role model for students and parents who may have had limited experiences in the work force.

In addition, the Police officer would be able to work with, advise and direct at-risk families and students in order to locate appropriate Community Resources, as needed. At-risk students would have the opportunity for the SRO to reinforce and mentor them towards more positive social behaviours because of the on-going, personal connection.

Outside of the school, the students may begin to see the police as people who are there to help them in an emergency or who are a positive support to the well-being of the community thus breaking the adversarial nature of the community-police relationship.

The presence of a SRO is greatly needed in an inner-city school like Mulvey. Early intervention and positive interactions with the Police force may lead to future police constables directly from the community and an increase in positive future interactions between the Winnipeg Police and the West Broadway community.

Sincerely,

P. Correia

Mulvey School Parent Council

February 19, 2007

To Whom It May Concern:

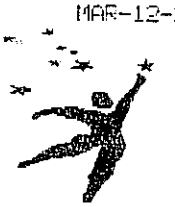
I am writing on behalf of the Mulvey School Parent Council to request a School Resource Officer for Mulvey School. The Parent Council feels that this is a necessary support for our school.

√We would use the School Resource officer as a preventative measure (such as assisting our families from gang influence)
√The officer could be a positive role model for our students and families.
√The School Resource Officer would be able to work with the school and families to support At-Risk-Students.
√ The School Resource Officer could deliver Programs to students and parents.
√ It would be great PR for the police Dept and would be a good connection with the community in a related setting.
√The officer could also be a mentor (many of our students are interested in the job of a police officer.)
√Our students and families would see that a Police Officer is someone there to help them, not someone to avoid.
√ Parents in the Community would get the chance to meet the School Resource Officer and make connections with him/her.

If you have any further questions, please contact me at Mulvey School between 8:30-9:30 786-3469.

Sincerely

Lawrence Laquette
Mulvey School Parent Council President



DUFFERIN SCHOOL

545 Alexander Avenue, Winnipeg, MB R3A 0P1
Telephone: 774-3409 Fax: 774-6109

Reach For The Stars!

Suni Matthews - Principal
Wayne Wyke - Vice-Principal

Thursday, March 8, 2007

To Whom It May Concern:

On behalf of Dufferin School we are writing a letter of support for the implementation of a School Resource Officer program in our school. The SRO would act as an invaluable resource for our students, parents, staff and administration. This proactive approach would help support the work that is already established in our school and continue to foster a positive liaison between Police Officers and our community.

Having a SRO program is an important step to increasing school safety. We believe that it is very important for our children to focus on prevention and early intervention activities. This in turn will increase respect between the police department and our youth, which will reduce vandalism and graffiti in our community. This team approach will create a safer environment, which will support the academic, and social/emotional development of our students at Dufferin School. Schools and Community working together will have a positive effect on the future of the Innercity.

Submitted Respectfully,

Suni Matthews
Principal

Wayne Wyke
Vice Principal

Celebrating 30 Years
Boys & Girls Clubs of Winnipeg
1977-2007

February 26, 2007

To Whom It May Concern:

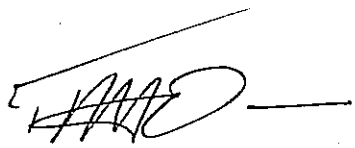
Sister MacNamara School is an inner-city school where students and families struggle with issues of safety and crime in their neighbourhood. In an effort to address these safety concerns in a positive manner, the concept of a School Resource Officer has been reviewed and discussed by Boys and Girls Clubs employees and parents.

We as an organization, strongly support this initiative. At our Norquay Boys and Girls Club we have the benefit and opportunity to consult with Constable Nicole Sabourin-Friesen regarding local safety issues affecting children and youth. The students and parents benefit greatly from this personal relationship, and the resources and counsel she provides. We would embrace the opportunity for a similar positive and preventative partnership between the Winnipeg Police Department and the community surrounding Sister MacNamara School.

The Boys and Girls Clubs of Winnipeg operate 10 different youth development programs throughout the city of Winnipeg. At all our sites, we strive to connect youth with opportunities that are not only fun, but also will help them learn, achieve and grow. All our services are free to make our programs accessible to all children. The overwhelming majority of children involved in our programs live in marginalized neighbourhoods and families live with issues of poverty, cultural adjustment and crime. The Sister MacNamara Club is our busiest club in terms of attendance and incidents that require formal staff interventions to ensure the safety of members. On a weekly basis, our employees and volunteers see, hear and respond to local issues of crime and safety. Sister MacNamara School would seem to be an ideal site for this type of community-based initiative.

We encourage Winnipeg School Division No. 1, Police Department and Justice Department to continue supporting The North End School Resource Officer Partnership Initiative and extend the this pragmatic source of support to Sister MacNamara School. We look forward to the prospects of working with other concerned organizations and individuals in making this initiative a reality for students and their families.

Sincerely,



T. Michael Owen R.S.W.
Executive Director

Knox United Church

Knox Centre 400 Edmonton Street Winnipeg MB R3B 2M2 204.942.4579

March 11, 2007

To Whom It May Concern:

There are two key concerns for residents of the Central Park neighbourhood. One is security. And the second is police-community relations.

Although there have been dramatic improvements in the quality of life in the Central Park neighbourhood, security remains a paramount issue for residents, especially security for children. This concern is heightened for newcomers, many of whom know little English and find it a challenge to parent in this new context. The presence of a police officer at Sister Macnama School would go a long way to alleviate the concerns of these parents, and would help address the vulnerability of these children.

And so we are writing in support of increased police presence at the school.

There is another advantage as well. Relations with the police in Central Park are strained – there is a widespread perception that the police do not have enough positive interaction with youth in our neighbourhood generally, and black youth specifically. This leads to misunderstanding, miscommunication and tension on both sides. Community policing is such a vital asset in building positive relations between citizens and police, and the presence of a police officer at the school means that the children will have a chance to develop positive relationships with that police officer. This can benefit all concerned.

So, both for reasons of present security and safety, and for future positive relations between community and the police, I strongly support the efforts of community advocates for a police presence at Sister Mac School.

Sincerely,

[Rev.] Bill Millar
Pastor

CENTRAL PARK RESIDENTS ASSOCIATION

200 - 420 EDMONTON STREET
Winnipeg, Manitoba
R3B 3B6

12th March, 2007

To Whom It May Concern

As President of Central Park Residents Association we have been in contact with other communities in the downtown area and have discussed issues surrounding School Resource Officers and we are therefore sending a letter of support to some issues affecting our community with this regard.

Out of the concern the residents have is security for the children as well as adult living in the area. Manitoba Housing Authority has employed a number of security guards to patrol the area around their housing units. We members of the association appreciate this very much. We also wish that police-community relations would be in place to complement their efforts.

We the community members would like to see School Resource Officers to bridge the negative attitudes between members of the public and the police in our community. We hope this would meet the attention it deserves, as safety is our priority concern in Central Park.

We will always give our support for any meaningful changes in the community.

Yours truly,

Theo Ogidan
PRESIDENT