Regina Catholic Schools

REGINA PUBLIC SCHOOLS

School Resource Officer Program Review

ISSUED July 31, 2023

PRAXIS
RESEARCH | STRATEGY | RESULTS

Prepared for:

Regina Public School Board

Regina Catholic School Board

Prepared by:

Praxis Consulting Ltd.

TABLE OF CONTENTS

Land Acknowledgement 1
Executive Summary 2
A. Introduction 40
B. Program Review Approach 41
C. Research Methods 44
D. Research Limitations and Future Research 50
E. Review Findings 51
1. Original Intent 51
2. Current State 53
3. Efficacy of the Program 83
4. Assumption Testing 108
5. Jurisdictional Snapshot 118
6. Future Possibilities 135
7. Observations for the Future 149
F. Conclusion 157
Appendix A: What We Heard 158
Appendix B: Survey Report 211
Appendix C: Logic Model 344
Appendix D: Research Framework 355
Appendix E: Interview Guides 360
Appendix F: Focus Group Guides 366
Appendix G: Open House Panel Boards 376
Appendix H: Unsolicited Letter from CAA 380
Bibliography 383

LAND ACKNOWLEDGEMENT

Regina Public School Division:

We would like to acknowledge that we are on Treaty 4 Territory, as well as in the homeland of the Métis Nation. We respect and honour the treaties, and, in the spirit of reconciliation and collaboration, we are committed to move forward in partnership with Indigenous Nations whose traditional lands include Regina Public Schools.

Regina Catholic School Division:

We are blessed to live and learn on Treaty 4 territory, traditional lands of the Nahkawé, Nakota, and homeland of the Métis, Lakota, and Dakota. Collectively, we are committed to seek the Truth and taking intentional steps toward Reconciliation with Indigenous Peoples in our communities.

EXECUTIVE SUMMARY

Introduction

Praxis Consulting was engaged by the Regina Public School Division (RPSD) and the Regina Catholic School Division (RCSD) to conduct a third-party, objective review of the School Resource Officer (SRO) Program for the respective Boards of Education. The SRO Program is delivered through a partnership comprised of the Regina Public and Regina Catholic School Divisions and the Regina Police Service. The program review was not commissioned by the Regina Police Services.

Report Structure

This report, issued in confidence to the Regina Public School and Regina Catholic School Board of Trustees, provides the findings of the SRO Program Review conducted over 2022-2023. The report is structured as follows:

- Program Review Approach
- Research Methods
- Research Limitations and Future Research
- Review Findings
    - Original Intent of the Program
    - Current State
    - Efficacy of the Program
    - Assumption Testing
    - Jurisdictional Snapshot
    - Future Possibilities
    - Observations for the Future
- Conclusion

The summary of What We Heard in the various SRO Program consultations is included in Appendix A. The full Survey Report is featured in Appendix B.

Program Review Approach

Purpose

The School Resource Officer (SRO) Program is a 43-year partnership between the Regina Police Service, the Regina Public School Division, and the Regina Catholic School Division. As with any longstanding program, periodic reviews are an important process to undertake. In the past, the SRO Program has only been reviewed once throughout its 43-year history, making it timely for a review.

The purpose of the review is to evaluate the program's efficacy, its strengths and challenges, as well as explore how the program can evolve to meet the changing needs of the school community now and into the future. The review was conducted with a lens of equity, safety, and wellbeing. To initiate the program review process, a program logic model, included in Appendix C, was populated to reflect the known details of the SRO program.

Research Objectives

The research objectives were designed to approach the Program review from both a formative and summative perspective. Given the lack of reviews conducted in the last 43 years, designing the approach for the review had challenges to overcome including a lack of benchmark data, and the absence of past data collection tools and approaches to refer to.

To fulfill the Program review purpose of researching the strengths, challenges, and efficacy of the SRO Program, the research objectives included:

- understand the original intent of the Program;
- understand the current state of the Program, including strengths and challenges;
- review the Program goals;
- understand the future possibilities of the Program;
- test assumptions; and,
- understand SRO programs in other jurisdictions.

The research framework, included in Appendix D provides areas of inquiry in relation to each research objective that helped guide the review.

Research Methods

Based on the scope of the project, it was determined that use of qualitative and quantitative data would yield a comprehensive and in-depth program review. Guided by the objectives and assumptions established in the research framework and logic model, engagements sought to gain input on the Program's efficacy, its strengths and challenges, and to understand how the program can evolve to meet the changing needs of the school community now and into the future.

This Program review engaged a variety of stakeholders and stakeholder groups in Regina including students, staff, administration, parents and caregivers, and community members from the RPSD and

RCSD; the Regina Police Service; and diverse key community stakeholders and stakeholder groups. To establish candid and respectful engagement, and an environment of trust and willingness to share, all engagement activities were approached with an equity, diversity, and inclusion (EDI) lens. Engagement activities undertaken for this program review included:

- twelve community and board interviews;
- four current and retired Regina Police Service interviews;
- three student focus groups with participation from 54 students in total;
- two staff and administration focus groups;
- Black in Saskatchewan focus group;
- six, three-hour public open houses; and,
- a public online survey that garnered 2,695 responses.

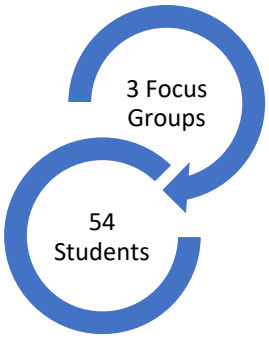
In addition to the data collection methods listed above, Praxis also conducted a background document review, and desktop research five other SRO programs nationally to inform the jurisdictional snapshot.

Student Focus Group Composition

Student focus groups were intended to obtain insight and understanding of the student perspective on the strengths and challenges of the program, current needs, and future possibilities for the program. Students from RPSD and RCSD were combined into groups of up to 20 with two facilitators and two notetakers. The school division Directors instructed principals to assist with the selection of groups of diverse students, including diversity of gender, culture, and student experience. Students participated in the focus groups without school staff present (with the exception of special support staff, if required). Students were engaged and spoke candidly with the consultants throughout the three-hour focus groups.

Focus groups were formulated to allow for engagement through a variety of ways, including:

- large group discussions;
- small group discussions;
- kinesthetic activities; and,
- individual essay-style worksheets.



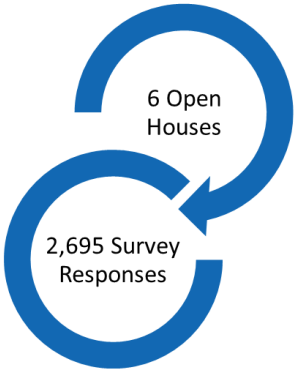
Open Houses and Public Online Survey

Six open houses were conducted in a "Come and Go" style from 5:00pm to 8:00pm, to create accessibility. Geographically disbursed locations were chosen to ensure equitable access to all community members and were held in concert with the survey period.

Open Houses locations and dates were as follows:

- Harbour Landing/St Kateri Tekakwitha, January 24, 2023
- Campbell Collegiate, January 26, 2023
- Ecole Wascana Plains School/Ecole St. Elizabeth, February 2, 2023
- Plainsview School/St. Nicholas School, February 7, 2023
- Michael A. Riffel Catholic High School, February 8, 2023
- mâmawêyatitân centre/Scott Collegiate, February 9, 2023.

Cumulatively, 27 individuals attended the open houses. The online survey was open from January 24 through to February 27, 2023. Tablets were available at all open houses to improve accessibility and timely response to the online survey. The survey garnered 2,695 responses.



Public Online Survey Demographics

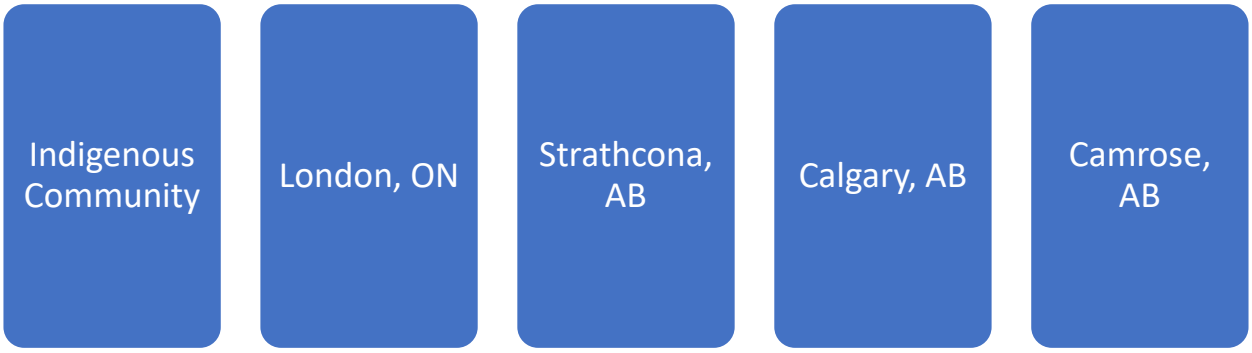
In addition to age, the online survey collected demographic information for cross-tabulation, as follows.

Survey Demographic Question	Respondent Options (% of overall survey respondents that self-selected this option)
What is your gender?	- Male (28.0%) - Female (63.7%) - Gender diverse (2.5%) - Prefer not to answer (5.8%)
Were you born in Canada?	- Yes (82.4%) - No (14.4%) - Prefer not to answer (3.2%)
[if no to 'Were you born in Canada?] **Are you new to Canada (less than 5 years)**	- Yes (31.4%) - No (66.8%) - Prefer not to answer (1.8%)
I choose to self-identify as:	- An Indigenous Person (8.0%) - A Person with a disability (4.1%)

	- A Person from a visible minority group (someone other than an Indigenous person who is non-white in colour/race (regardless of birth) (8.3%) - A member of the LGBTQIA2S+ community (7.8%) - None of the above (62.1%) - Prefer not to answer (12.6%)

Jurisdictional Snapshot

The jurisdictional review was completed through desktop research and augmented by two interviews. SRO programs in Canada were the focus of this review. Praxis provided a snapshot of four SRO programs across the country, including Calgary, AB; Camrose, AB; Surrey, BC; and, Strathcona, AB, as well as one alternative program currently offered in an Indigenous Community.



Research Limitations

As with any research project, the SRO Program Review had a number of research limitations, as listed below.

- The Regina Police Service was not involved in the design or implementation of the program review. Four current and retired RPS were interviewed to gather data. They were not a guiding entity in the review, therefore, there may be some content limitations.
- Limited program foundational/historical documents were available from which to understand original intent and design of the program.
- Limited program measures and data on impact were available.
- Lack of interim reviews over the program's 43-year existence. Research found that one review was conducted in 1986 through a poll issued at one Regina Public School. This made it difficult to ascertain baseline data.

Review Findings

Original Intent

Praxis began the review by establishing the original intent of the School Resource Officer program. This historical grounding helps establish how the program may have changed since its original inception. The historical review found that the program has been evaluated once throughout its 43-year duration, in 1986.

Research findings indicate that the SRO Program was originally implemented for the purpose of providing an opportunity for students to form a better understanding of the role of the Police Officer in the community and the individual's responsibility to the community, the law, and the enforcement of the law.

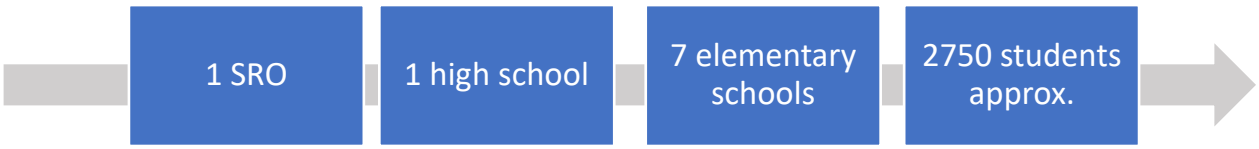
As of 1986, the objectives of the program were as follows:

- To facilitate the development in students of more positive attitudes towards police officers and authority, and to contribute to the improvement of relationships between youth and police.
- To provide students with direct and continuing exposure to an immediate resource in the areas of law and police in the community.
- To provide administrators, teachers, and counsellors an immediate resource in the areas of law and police in the community.
- To provide students an opportunity to get to know a policeman as a person and helper rather than only as an enforcer of the law.
- Through involvement in school programs and related activities to provide the police officer and his police colleagues with a deeper understanding of young people, their needs, and frustrations, particularly in the community.
- To create a better understanding of the role of the policeman in the community.
- To create a better understanding of the individual's responsibility to the community.
- To create a better understanding of why there are laws and why they are enforced.

Current State

This Current State section of the report provides an overview of current state of the SRO Program according to background research. The section provides findings on how stakeholders of the program describe and understand the program.

As of 2022, the SRO program consisted of 12 Constables, 2 Corporals, and 1 Sergeant. SROs span across 14 high schools, 81 elementary schools, and approximately 10 alternate schools and programs. Each SRO is allocated approximately 1 high school and 7 elementary schools. The SRO to student ratio is approximately 2,750 students to one SRO officer.



The program is funded collectively by the three partners. Contributions are as follows:

School Division	2022 Calendar Year Investment
Regina Public School Division	$49,343.00
Regina Catholic School Division	$24,971.00
Regina Police Service	$2,208,917.00
Total Program Cost	$2,283,231.00.

SRO Program Mandate

The Regina Police Service School Resource Officer program combines education, investigation, law enforcement, counselling [relative to the law], crime prevention, and community relations to meet the diverse needs of the students, teachers, and staff in the school community.

SRO Program Goals

1. To develop positive attitudes toward police officers.
2. To develop positive relationships between youth and the police.
3. To provide administrators, counsellors and teachers with a resource in the areas of law and police work in the community.
4. To provide information to students on the law, the work of the police, and legal consequences.
5. To provide individual counselling and assistance to students relative to the law.
6. To gather information on youth activities in schools and the community.
7. To reduce crime on school property and in the community, now and in the future.
8. To help to create a safe school environment.

The Regina Police Service background documents include statistics on the SRO program, as follows.

School Resource Officer Program Statistics Provided in 2022 Report (3-Year Annual Average)					
Presentations	Events	Lockdown Drills	Mediations and Meetings	Originals/Supp/Case Summary Reports	Case Summaries Only (files with Criminal Code Charges)
427	242	144	540	1510	64

School Resource Officer Program Statistics Provided in 2023 Report Reflecting 2021/2022 Program Stats						
Presentations	Event Participation	Lockdown Drills	Mediations / Problem Solving Initiative (PSI) Meetings	IEIS Reports (originals, supplements, case summaries)	Case Summaries Only (files with Criminal Code Charges)	Violent Threat Risk Assessments (VTRA)
245	32	106	308	1508	N/A	95

Stakeholder Understanding and Familiarity of the Program

The Current State research also sought to investigate stakeholder understanding and familiarity of the SRO program, gained through qualitative and quantitative research methods.

Highlights of these findings are found below.

Familiarity of the SRO Program

The SRO Program Review survey asked respondents how familiar they are with the School Resource Officer Program. Results were as follows:

- Three out of ten (29.6%) respondents indicate they are very familiar with the SRO program. In contrast, two out of ten (19.9%) indicate they are not at all familiar with the program.
- On a scale of 1 'not familiar at all' to 5 'very familiar', overall survey respondent results had a mean of 3.26.
- Students are significantly less familiar with the SRO program overall (2.31), with familiarity slightly higher among those at a Regina public school (2.36) than at a Regina Catholic school (2.22).
- Those who are new to Canada (2.05) or identify as a person from a visible minority group (2.60) are also less familiar with the SRO program.
- The overall mean of 3.26 out of 5 indicates that there is room to enhance familiarity with the SRO program.

Awareness of the SRO Program

The survey asked respondents 'Does your school have a School Resource Officer', and asked 'To the best of your knowledge, does your child's school have a School Resource Officer?', resulting in the following findings:

- Eight in ten (79.6%) survey respondents who indicate being a student at either a Regina public or Catholic school report that their school has an SRO.
- Nine in ten (89.4%) survey respondents who indicate being a staff member at either a Regina public or Catholic school report that their school has an SRO.
- Comparatively, parents are less likely to be aware of whether their child's school has an SRO, with 60.1% indicating 'yes' and another 33.1% indicating 'don't know'.

Understanding of the Program

Student focus group and staff and administration focus groups were asked how well they understand the SRO Program, which resulted in the follow findings.

<u>Students</u>

- 5/54 of students understand the program very well
- 32/54 of students understand it somewhat well
- 12/54 do not understand it
- 5/54 of students did not respond

<u>Staff and Administration</u>

- 9/21 understand the program very well
- 11/21 understand it somewhat well
- 1/21 do not understand it

The current state findings indicate room for improved awareness and clarity on the SRO program among all program stakeholders. The findings reveal that newcomers, and those that identify as a visible minority have lower familiarity with the program. Students-only data suggested that students have lower familiarity than the overall stakeholder results. Regarding knowledge of a school having an SRO, parents were less certain as to whether their child's school had an SRO in comparison to students and staff members awareness.

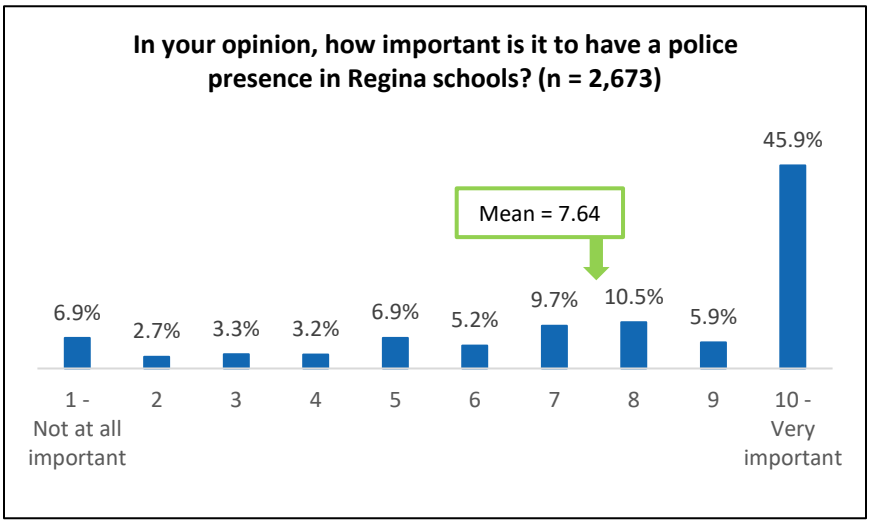
Current State Perception

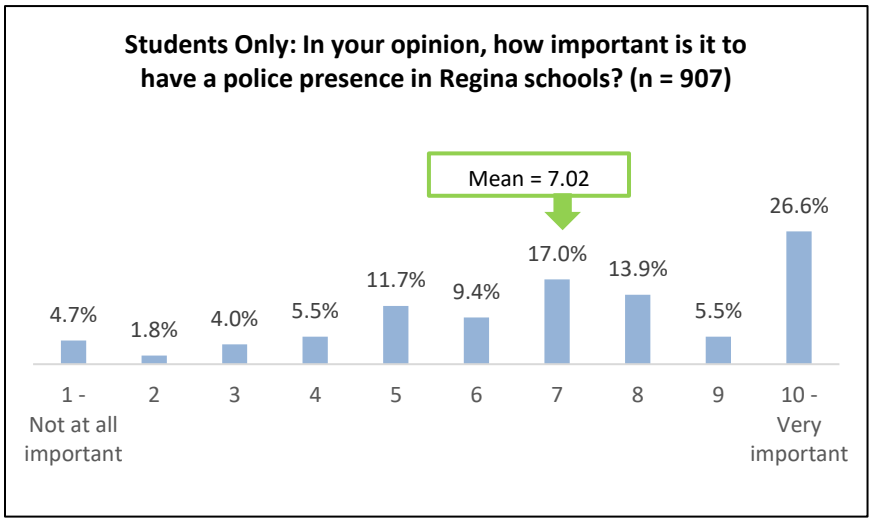
This section of the report includes findings from the various data collection methods regarding perceptions on the SRO Program, in its current state. Findings include the perceived importance of the program, whether it is a negative or positive program; and, the perceived importance and performance of specific aspects of the SRO Program. Results of the current state perception are highlighted below.

Program Importance

The survey tested the level of importance of having police presence in schools. Full survey results are found in Appendix B.

Q. In your opinion, how important is it to have a police presence in Regina schools?



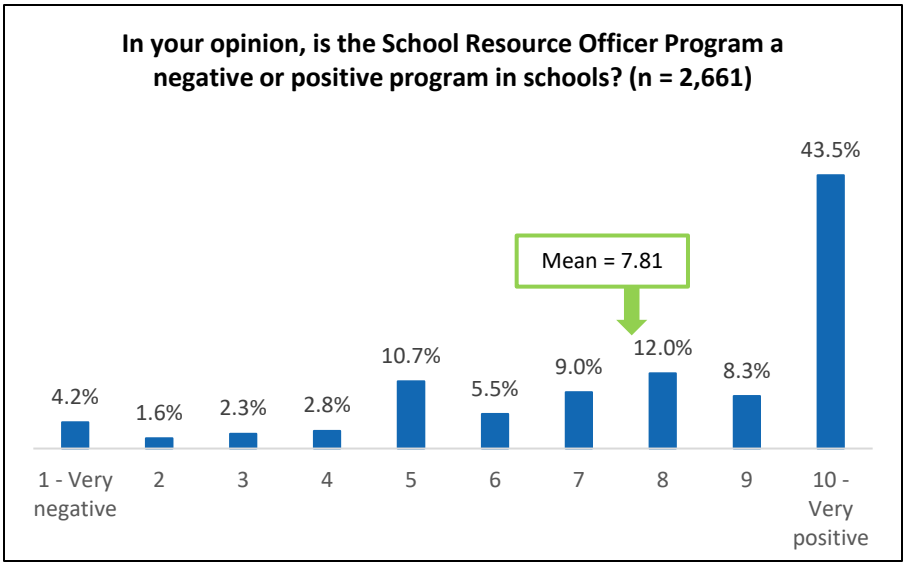


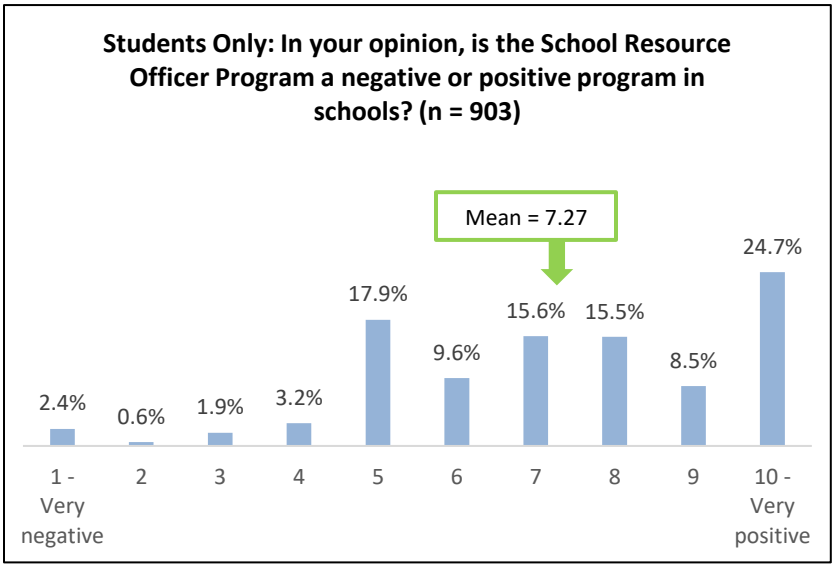
- When asked how important it is to have a police presence in Regina schools, over six out of ten (62.3%) respondents provide a rating of 8 (10.5%), 9 (5.9%), or 10 (45.9%) out of 10, indicating high importance. In contrast, 12.9% provide a rating of 3 or lower.
- The overall mean score of 7.64 out of 10 indicates high perceived importance of having a police presence in Regina schools. The mean importance score among student respondents drops slightly to 7.02 out of 10.
- Respondents who have at least one child in a Regina Catholic school (8.49), and staff members at both Regina public (8.54) and Catholic (8.63) schools are among the most likely to feel it is important to have a police presence in schools.
- Females (8.06) are also more likely than males (7.47) to feel it is important to have police presence.
- Indigenous respondents (6.99), respondents with a disability (6.51), and those who identify as LGBTQIA2S+ (6.03) are less likely, overall, to feel it is important to have a police presence in schools.

Is the SRO Program a Negative or Positive Program in Schools?

The survey also tested whether respondents felt the SRO Program was a positive or negative program.

Q. In your opinion, is the School Resource Officer Program a negative or positive program in schools?





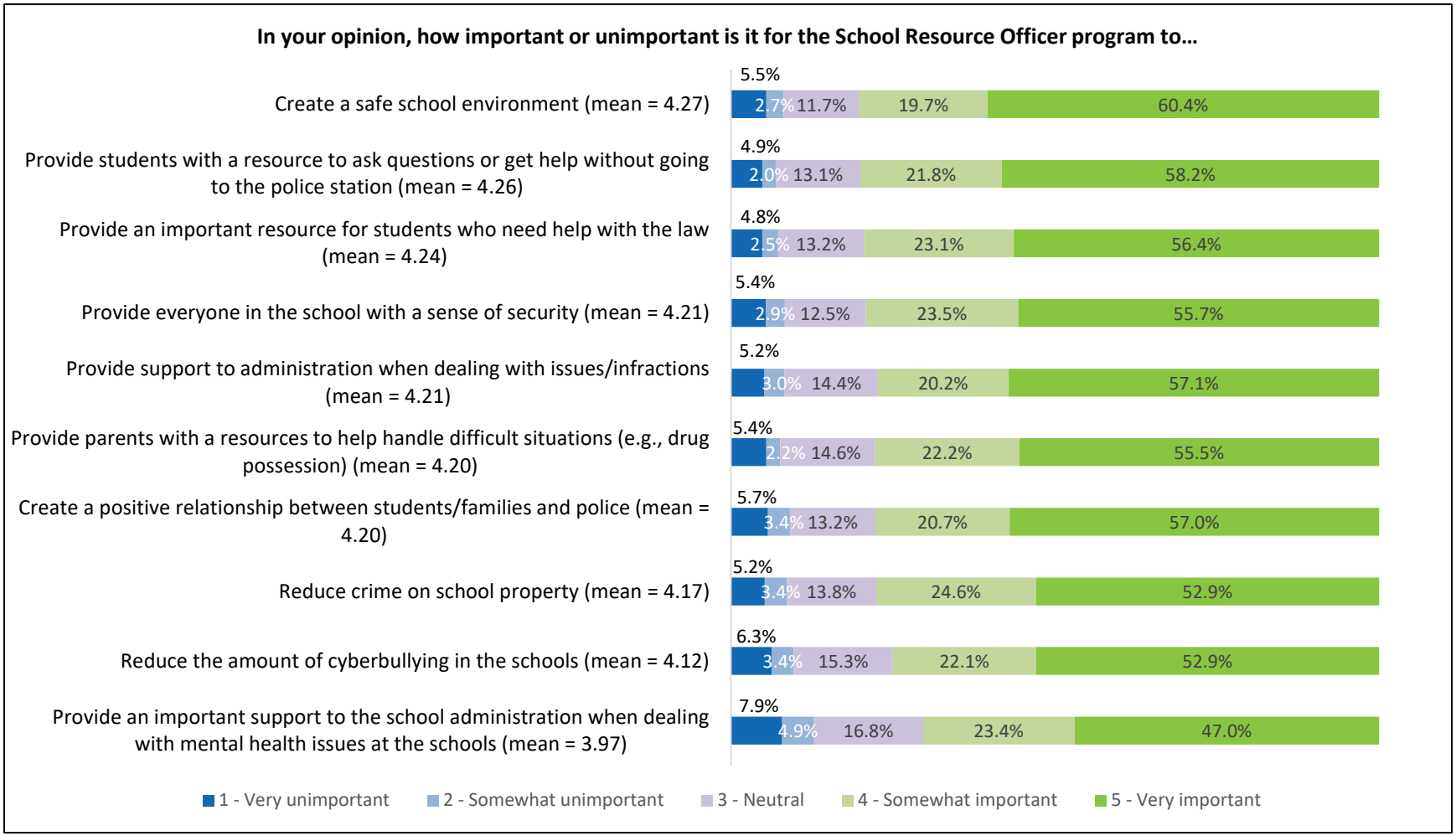
- When asked if the SRO Program is a negative or positive program in schools, over four out of ten (43.5%) respondents provide a rating of 10 out of 10, indicating the SRO Program is perceived very positively in schools.
- In total, over six out of ten (63.8%) provide a rating of either 8 (12.0%), 9 (8.3%), or 10 (43.5%) out of 10. In contrast, 8.1% hold a generally negative opinion, providing a rating of 3 or lower.
- The overall mean score of 7.81 out of 10 indicates a high perceived positive opinion of the SRO Program. The overall mean score among student respondents drops slightly to 7.27.
- Respondents who have at least one child in a Regina Catholic school (8.68) and staff members at both Regina public (8.49) and Catholic (8.61) schools are more likely to have a positive impression of the SRO program in schools.

- Female respondents (8.22) are also more likely to have a positive impression of the program in schools compared to male respondents (7.65).
- Indigenous respondents (7.18), respondents with a disability (6.78), and those who identify as LGBTQIA2S+ (6.27) are among those who are less likely to have a positive perception of the SRO program in schools.

Importance of Detailed Aspects of the SRO Program

The survey went into greater details of program importance by testing the level of importance of several program aspects that arose in the interviews, focus groups, and background document review.

Q. In your opinion, how important or unimportant is it for the School Resource Officer program to…
(See graph on the following page)


In your opinion, how important or unimportant is it for the School Resource Officer program to…
Create a safe school environment (mean = 4.27)
5.5%
2.7%
11.7%
19.7%
60.4%
Provide students with a resource to ask questions or get help without going to the police station (mean = 4.26)
4.9%
2.0%
13.1%
21.8%
58.2%
Provide an important resource for students who need help with the law (mean = 4.24)
4.8%
2.5%
13.2%
23.1%
56.4%
Provide everyone in the school with a sense of security (mean = 4.21)
5.4%
2.9%
12.5%
23.5%
55.7%
Provide support to administration when dealing with issues/infractions (mean = 4.21)
5.2%
3.0%
14.4%
20.2%
57.1%
Provide parents with a resources to help handle difficult situations (e.g., drug possession) (mean = 4.20)
5.4%
2.2%
14.6%
22.2%
55.5%
Create a positive relationship between students/families and police (mean = 4.20)
5.7%
3.4%
13.2%
20.7%
57.0%
Reduce crime on school property (mean = 4.17)
5.2%
3.4%
13.8%
24.6%
52.9%
Reduce the amount of cyberbullying in the schools (mean = 4.12)
6.3%
3.4%
15.3%
22.1%
52.9%
Provide an important support to the school administration when dealing with mental health issues at the schools (mean = 3.97)
7.9%
4.9%
16.8%
23.4%
47.0%
1 - Very unimportant
2 - Somewhat unimportant
3 - Neutral
4 - Somewhat important
5 - Very important

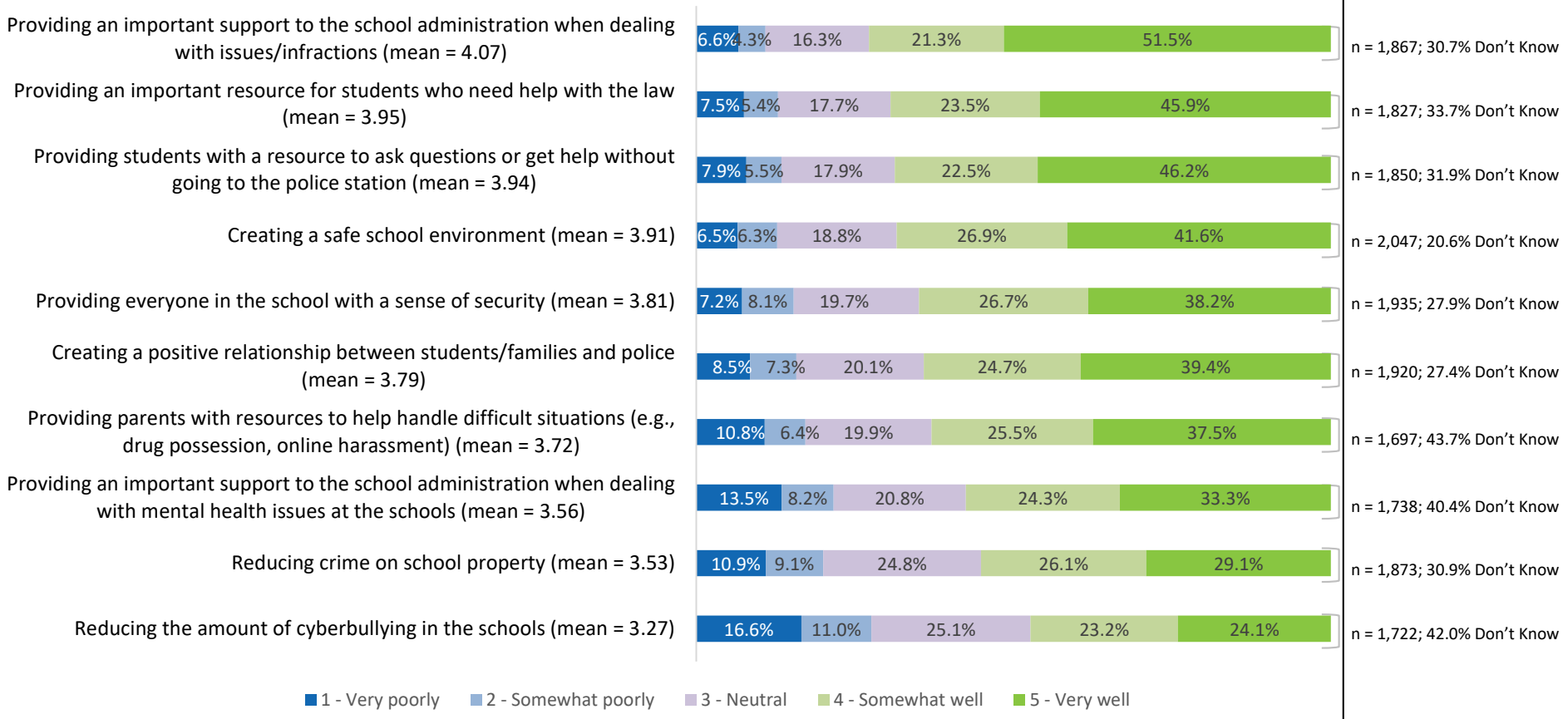
- When examining the importance of various aspects of the SRO program, perceived importance is highest for the SRO program to 'create a safe school environment' with eight out of ten (80.1%) respondents indicating that it is either somewhat (19.7%) or very (60.4%) important.
- Perceived importance is high for all aspects tested, but comparatively lowest for the SRO program to 'provide an important support to the school administration when dealing with mental health issues at the schools' with 70.4% indicating that it is either somewhat (23.4%) or very (47.0%) important.

Perceived Performance of Detailed Aspects of the SRO Program

The survey tested the same program aspects as featured on the previous page evaluating 'importance' for 'perceived performance', enabling a gaps analysis to be performed.

Q. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas? (See graph on the following page)

To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

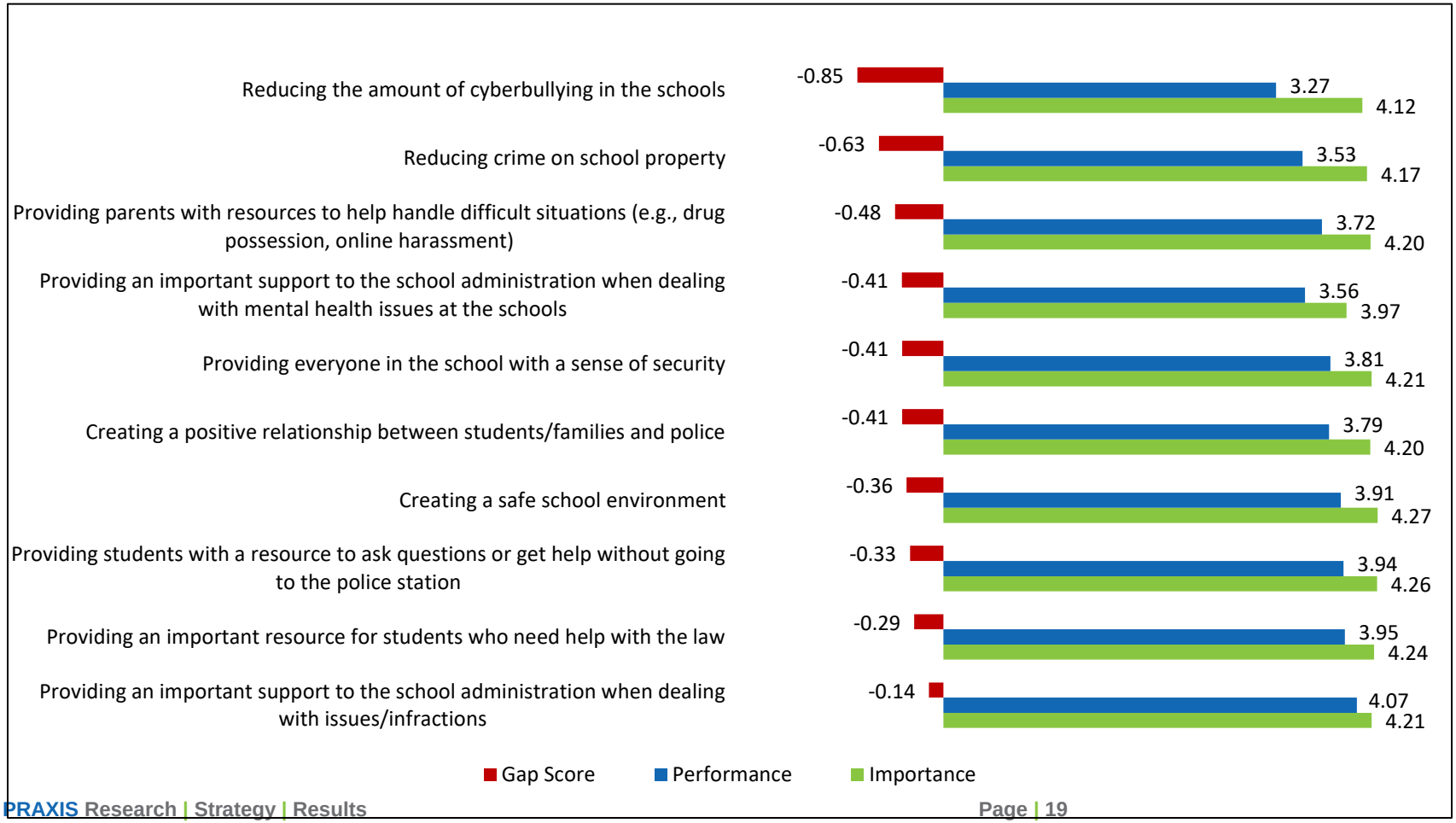


- Seven out of ten (72.8%) respondents report the SRO program is currently performing either somewhat (21.3%) or very (51.5%) well at 'providing important support to the school administration when dealing with issues/infractions.'
- Perceptions of the SRO program's performance is comparatively lowest for 'reducing crime on school property' (26.1% somewhat well; 29.1% very well), and 'reducing the amount of cyberbullying in the schools' (23.2% somewhat well; 24.1% very well).
- Regina public school students report significantly lower ratings for almost all statements.
- Those who identify as gender diverse, Indigenous, and/or LGBTQIA2S+ report significantly lower ratings comparatively in almost all statements.
- Respondents who have at least one child at a Regina Catholic school have significantly higher ratings for all statements.
- Staff members have significantly higher ratings for almost all statements.

Gap Analysis: Importance vs. Performance of the SRO Program: All Respondents

A gap analysis helps to prioritize areas that should be improved and/or focused on. Those areas with the largest gaps are the ones where importance exceeds performance by the greatest margin, suggesting they are in greater need of attention.

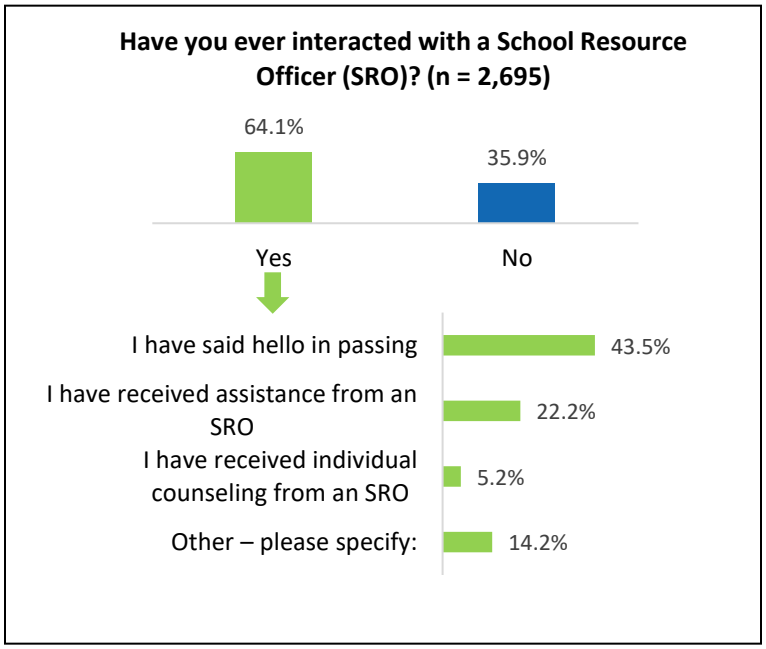
Among all respondents, the largest gaps between importance and perceived performance include reducing the amount of cyberbullying in the schools (-0.85), reducing crime on school property (-0.63), and providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment) (-0.48).

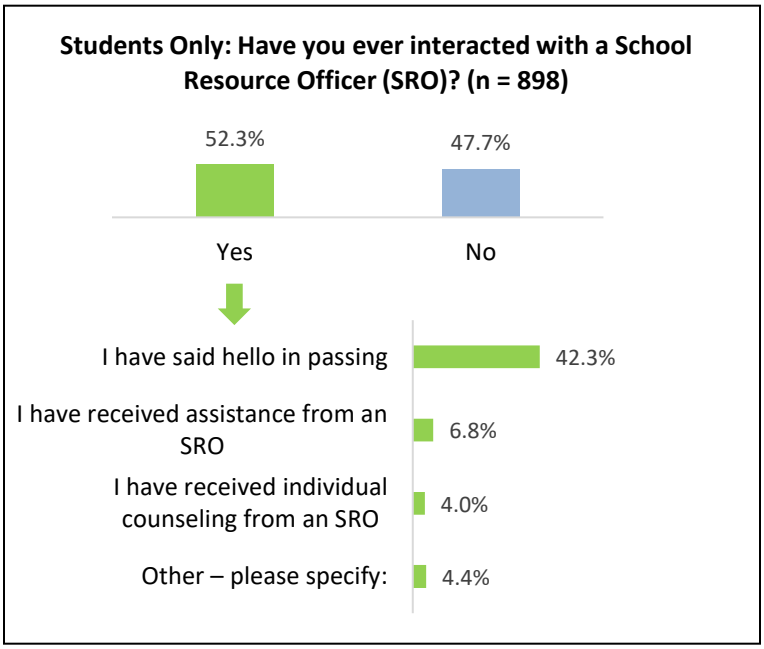


Interacting with SROs

The survey used a series of questions to understand respondents' experiences interacting with SROs including the impact of any interaction, as highlighted in the survey data to follow.

Q. Have you ever interacted with a School Resource Officer (SRO)?

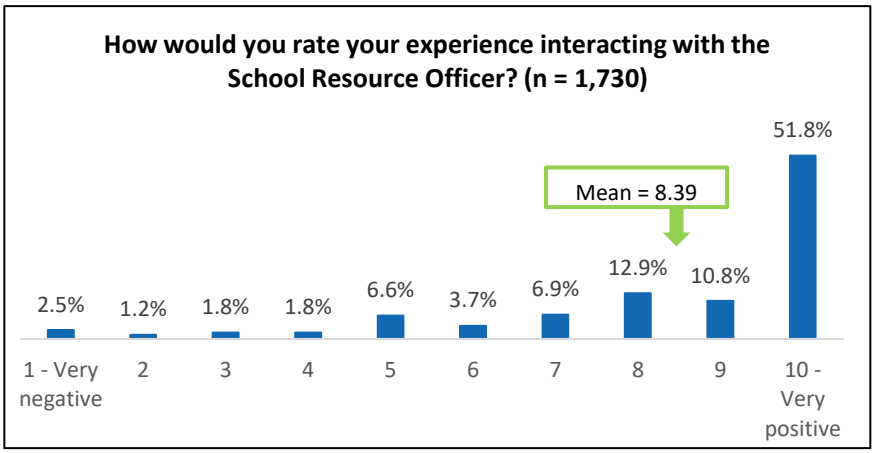


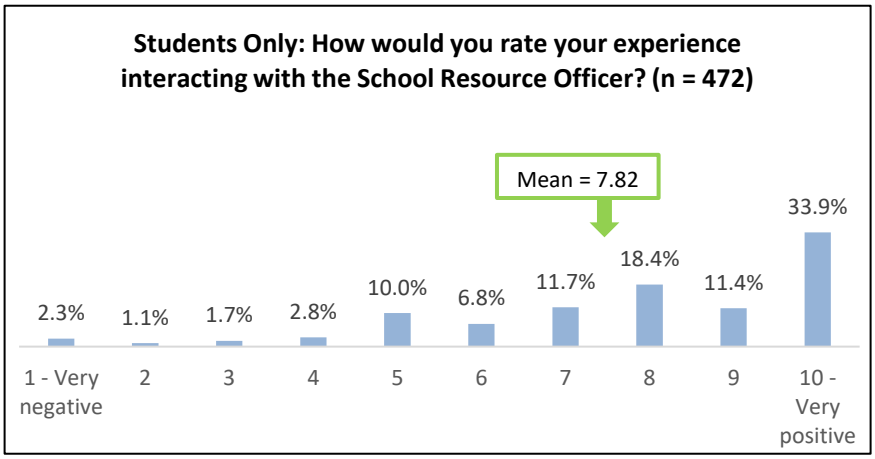


- Over six out of ten (64.1%) respondents have interacted with an SRO in the past. Among these respondents, over two-fifths (43.5%) have said hello in passing.
- Another one-fifth (22.2%) have received assistance from an SRO, while 5.2% have received individual counseling from an SRO.
- Students are less likely to have interacted with an SRO (52.3%) compared to other respondents. Among the students, 42.3% have said hello in passing.
- By comparison, staff members at both Regina public (90.3%) and Catholic (90.4%) schools are among the most likely to have interacted with an SRO.
- Indigenous respondents (78.5%) and those who identify as LGBTQIA2S+ (73.1%) are the most likely to have interacted with an SRO.
- Indigenous respondents are among the most likely to have said hello to an SRO in passing (53.2%).
- Respondents with a disability are among the most likely to have received individual counseling from an SRO (12.4%).
- Staff members at both Regina public (8.7%) and Catholic (10.2%) schools are also more likely to have received individual counseling from an SRO compared to the average.

Experiences Interacting with SROs

Q. How would you rate your experience interacting with the School Resource Officer?



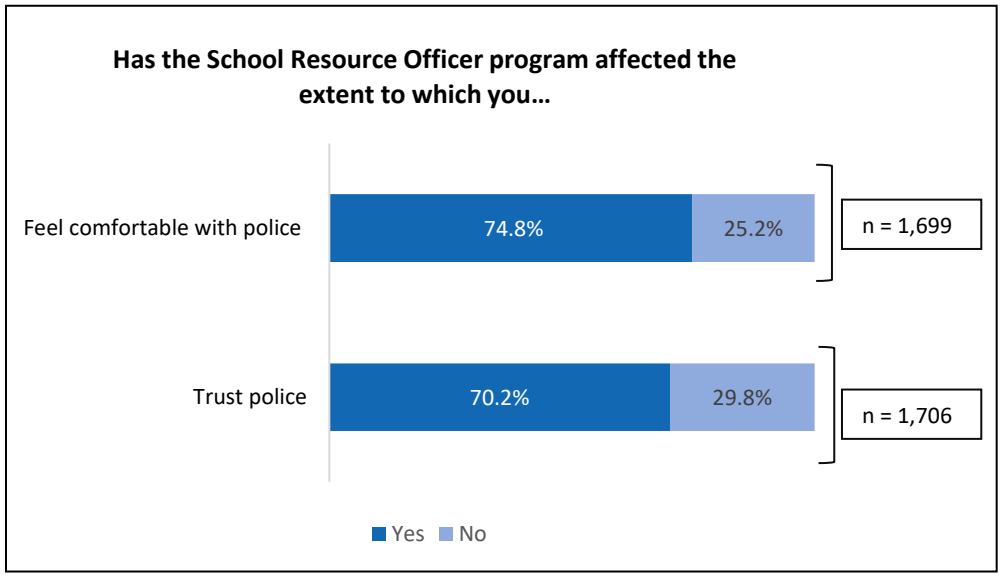


- Over half (51.8%) of those who indicate they have interacted with an SRO rate their experience as very positive, with a 10 out of 10 rating.
- In total, three-quarters (75.5%) indicate generally positive past interactions with SROs, providing a rating of either 8 (12.9%), 9 (10.8%), or 10 (51.8%) out of 10. Conversely, 5.5% of respondents indicate a generally negative past interaction with an SRO, providing a rating of 3 or lower.
- The overall mean score of 8.39 out of 10 indicates a high level of positive experiences interacting with an SRO. The mean score among students drops to 7.82 out of 10.
- Regina public school students (7.59) rate their past experiences interacting with an SRO less positively compared to Catholic school students (8.26) and other respondents.
- Respondents who have at least one child in a Regina Catholic school (9.01) and staff members at both Regina public (8.76) and Catholic (9.03) schools rate their past experiences interacting with an SRO more positively.
- Female respondents (8.69) rate their past interactions with an SRO more positively than male respondents (8.25).
- Indigenous respondents (7.31), respondents with a disability (7.51), those who identify as a member of a visible minority group (7.76), and those who identify as LGBTQIA2S+ (6.95) are among those who rate their past experiences interacting with an SRO less positively.

Impacts of Interactions

Q. Has the School Resource Officer program affected the extent to which you… (Asked of those who have interacted with an SRO)

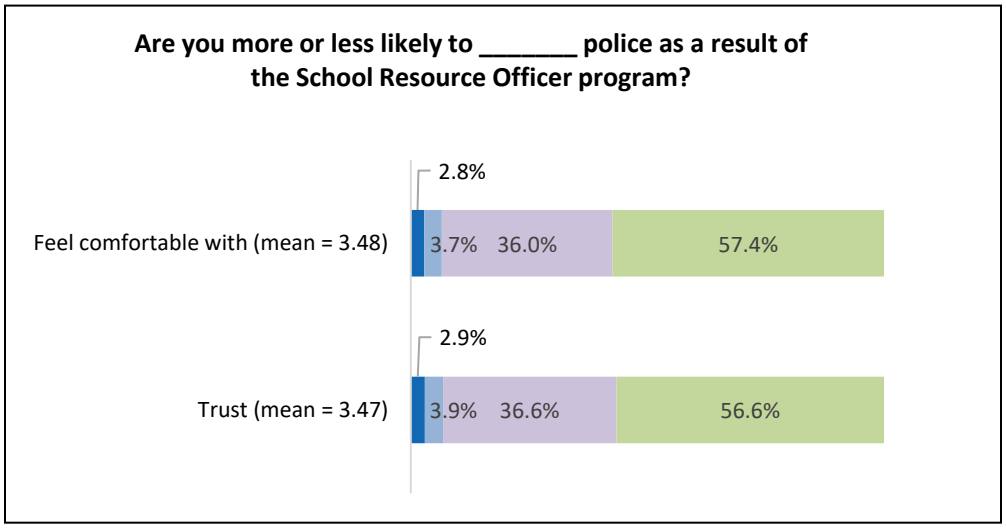
- *Feel comfor*table with police
- *Trust police*

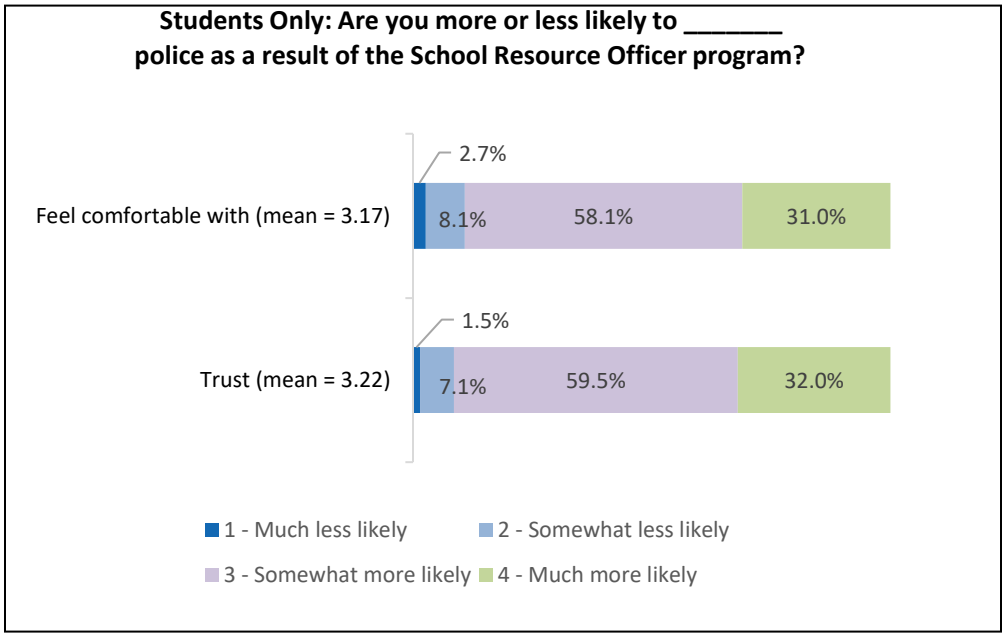


- Of those who have interacted with an SRO, nearly three-quarters (74.8%) indicate the SRO program affects the extent to which they 'feel comfortable with the police'. Additionally, 70.2% of respondents indicate the program affects the extent to which they 'trust police'.
- Those who identify as LGBTQIA2S+ are less likely to report that the SRO program has affected the extent to which they feel comfortable with police (60.3%) and trust police (60.8%).

Q. Are you more or less likely to _____ police as a result of
the School Resource Officer program? (Asked of those who indicate that the SRO program has affected the extend to which they feel comfortable with police)

- *Feel comfortable with*
- *Trust*





- Nine out of ten (93.4%) respondents who indicate that the SRO program has affected the extent to which they feel comfortable with police report feeling either somewhat (36.0%) or much (57.4%) more likely to feel comfortable with police because of the SRO program.
- Similarly, nine out of ten (93.2%) respondents who indicate that the SRO program has affected the extent to which they trust police report being somewhat (36.6%) or much (56.6%) more likely to trust police because of the program.
- Students at both Regina public (3.15 feel comfortable with; 3.17 trust) and Catholic (3.21; 3.29) schools are less likely to feel comfortable with and/or trust police as a result of the SRO program compared to other respondents.
- Those not born in Canada (3.26; 3.24), Indigenous respondents (3.21; 3.24), respondents who are from a visible minority group (3.32; 3.27), and those who identify as LGBTQIA2S+ (3.03; 3.07) are also among those less likely to feel comfortable with or trust police as a result of the SRO program.

Efficacy of the Program

This section of the report provides an overview of strengths and challenges of the program, heard through interviews and focus groups. The section delves into efficacy in relation to the program goals.

A high-level summary of the strengths and challenges of the program are highlighted below.

SRO Program Strengths Highlighted

Student Focus Groups	Staff Focus Groups	Community Interviews	Indigenous Interviews	Black in Sask Focus Group
- Providing a source of guidance and support - Providing a sense of safety and security - Providing a source of education - Connecting with students and the community	- Community Building - Accessible Support - Safety and Support - Bridging Between Staff, Students and Outside Community Resources - Education and Skill Development for SRO	- Relationship building - Visible presence - Longstanding reputation - Personnel (passionate and dedicated)	- Building Relationships and Community Connection - Information Sharing (to support students) - Accessibility and Comfort - Exemplifying a positive relationship with a police officer - Community Support	- Education on the law - Police presence in schools - Safety and security - Creating aware citizens - Diminishing the 'fear of the unknown'

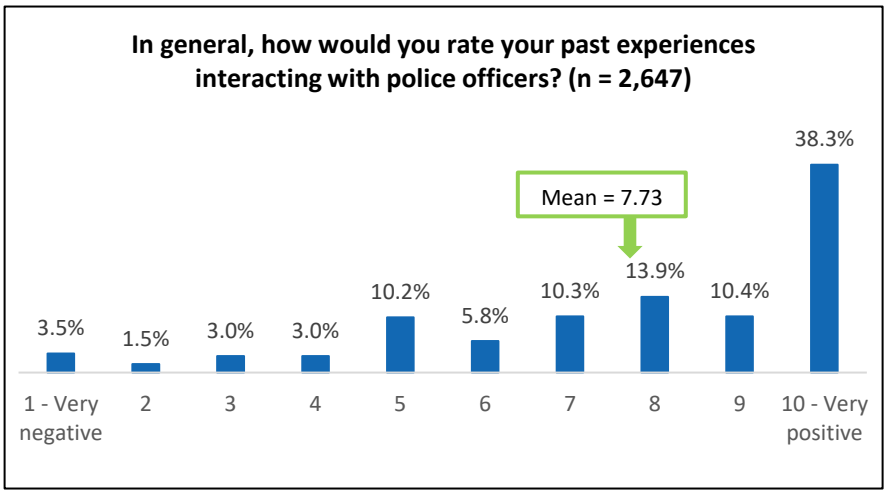
SRO Program Challenges Highlighted

Student Focus Groups	Staff Focus Groups	Community Interviews	Indigenous Interviews	Black in Sask Focus Group
- Police and/or the uniform is uncomfortable and intimidating - Lack of clarity on the SROs role - Lack of availability, accessibility, interaction, and visibility - Poor Attitude and Behaviour of SROs - Ineffective at resolving situations - Lack of sensitivity dealing with students - Lack of resources	- Gaps in availability (due to SROs taking vacation time, sick leave, or overall reduced availability due to significant workload) - Hiring individuals suited to the role - Intimidating nature of the SRO uniform as a barrier for relationship building with students and community	- Building relationships, particularly with BIPOC communities and New Canadians - Lack of resources - Hiring and recruitment - Length of posting - Clarity of the role of SROs - Limited professional development opportunities	- Having the right person in the role - Limited time to build relationships in elementary schools - Not visible - Enabling input from schools (on SRO selection) - Ensuring SROs know and understand the community and school demographics	- Lack of approachability and connection - Lack of Program Clarity and Feedback - Existence of inequity, racism, and threat within law enforcement, justice system, and policing - Difficulty for Newcomers to Understand SRO Program and Policing in Regina

Assumption Testing

The SRO Program Review tested assumptions that arose for potential testing when developing the program review methodology.

Exploring Whether Past Negative Experiences with Police May Impact Perception of the SRO Program



The SRO Program Review sought to understand whether there are populations within the schools that have had past negative experiences interacting with police officers in general, through the survey.

- When asked how they would rate their past experiences interacting with police officers, nearly four out of ten (38.3%) respondents provide a rating of 10 out of 10, indicating very positive past experiences.
- Those who were not born in Canada (7.42), Indigenous respondents (6.77), respondents with a disability (6.79), those who are a member of a visible minority group (7.17), and respondents who identify as LGBTQIA2S+ (6.35) rate their past experiences with police officers less positively overall.
- When asked if the School Resource Officer Program is a negative or positive program in schools, the majority of respondents indicated it is a positive program.
- When looking to the survey question regarding how negative or positive is the SRO program in schools, Indigenous respondents (7.18), respondents with a disability (6.78), and those who identify as LGBTQIA2S+ (6.27) are among those who are less likely to have a positive perception of the SRO program in schools.
- Past experiences interacting with police officers is strongly correlated with impressions of the program (r=.638). Those who have had a positive past experience interacting with police officers are considerably more likely to have a positive perception of the program, while those who have had a negative past experience are significantly more likely to have a negative perception of the program.

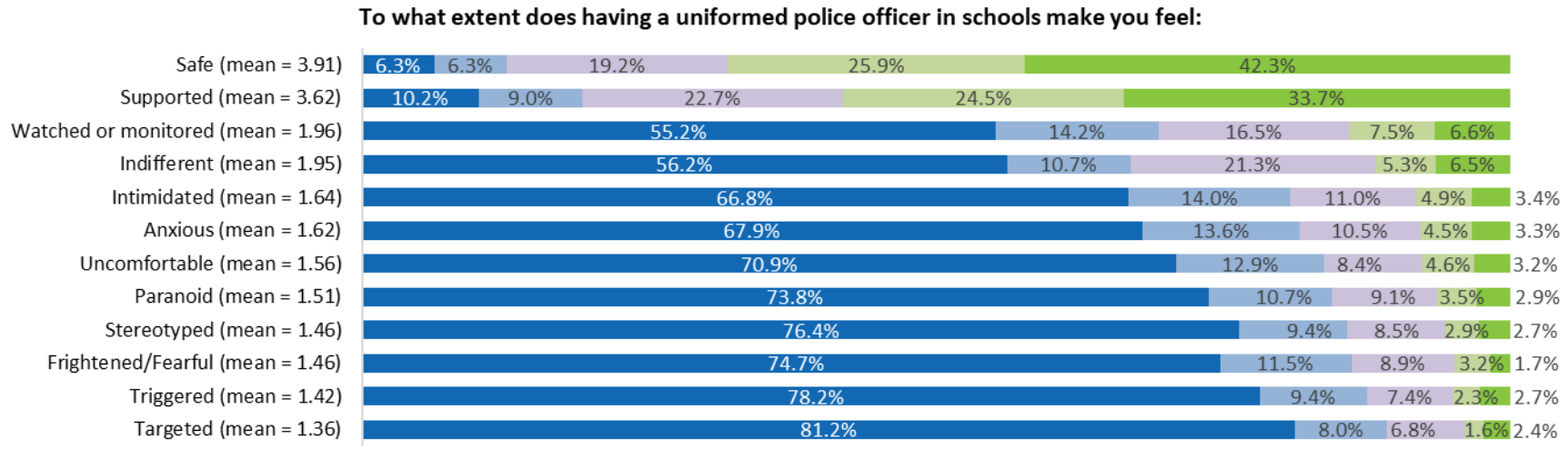
Further to the survey findings, some Indigenous interviewees referenced difficult experiences that students experienced or observed at home with police officers which may contribute to how the student sees the SRO at school. Another interviewee reflected on instances where a student may see a parent or family member having an encounter with a police at home and feel confusion when seeing the SRO in schools. Both Indigenous interviewees discussed the opportunity for the SRO to change the narrative for these students and introduce opportunities for positive relationship building and trust between the students and the SRO.

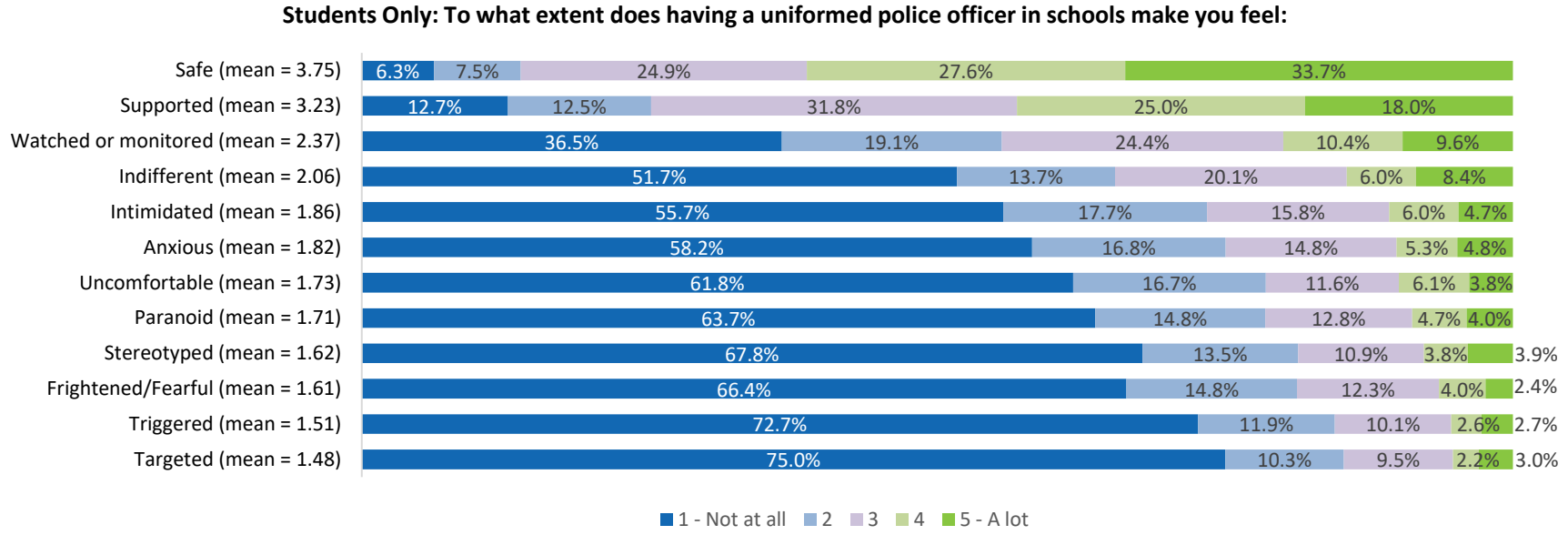
In the Black in Saskatchewan focus group, some participants made reference to negative past experiences or negative perceptions of police that impacted how they interpreted seeing a police officer in schools. Some participants discussed uncertainty regarding who the police officer was there to serve, and shared experiences of acting in a careful way when seeing the officer. Conversely, some participants referenced feeling the SRO was there to provide safety and ensure nothing happens to students in schools. Some participants in this focus group saw the SRO Program as an opportunity to change the negative narrative of policing for students, though they remarked that this is not currently being achieved.

Exploring whether youth or their family member that has a negative experience with a police officer may feel threatened/sense of trauma when police are in schools.

Based on early community interview and student focus group input, the survey asked if respondents felt a number of potential responses to seeing a uniformed police officer in schools. The survey used conversations in community interviews and the student focus groups to inform the battery of options, and explore negative feelings respondents may have when seeing a uniformed police officer, as follows (on the next page):

Q. To what extent does having a uniformed police officer in schools make you feel:





- Among the statements tested, respondents indicate that having a uniformed police officer at school makes them feel a lot safer and more supported (42.3% and 33.7%, respectively). In contrast, the majority of respondents indicate that having a uniformed police officer in schools does not at all make them feel targeted (81.2%), triggered (78.2%), stereotyped (76.4%), frightened/fearful (74.7%), paranoid (73.8%), uncomfortable (70.9%), anxious (67.9%), intimidated (66.8%), indifferent (56.2%), or watched/monitored (55.2%).

Of those that indicated negative feelings, the following correlation can be found with regards to past negative experiences with police officers in general:

- Survey respondents that indicated having a uniformed police officer in schools made them feel 'watched or monitored', 'triggered' or 'uncomfortable', were more likely to indicate having more negative experiences with police in general.
- Conversely, survey respondents indicating they felt 'supported' and 'safe' are positively correlated to having 'positive experiences' with police in general.

Exploring Whether a Uniformed Police Officer is Intimidating

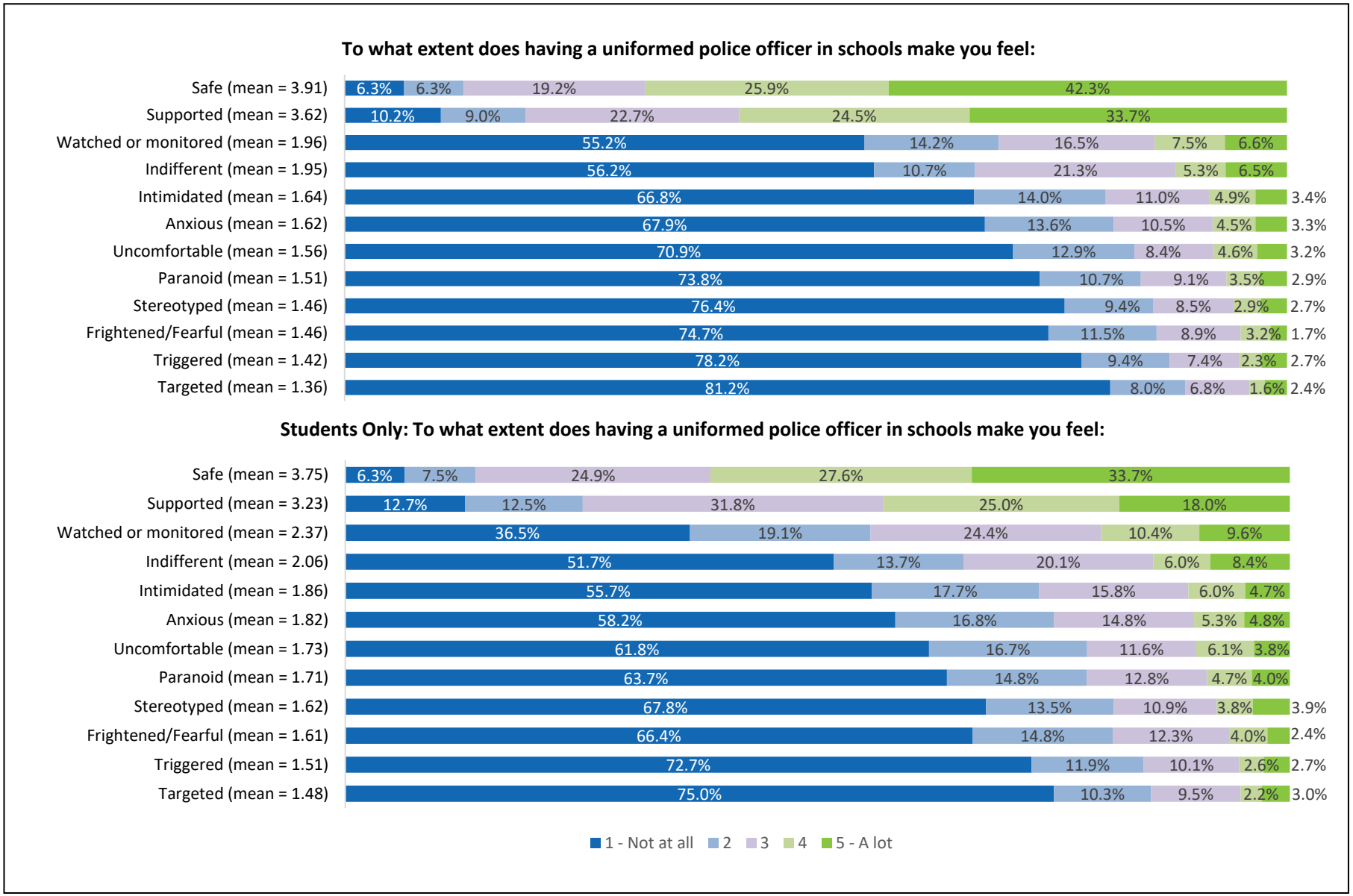
The SRO Program Review investigated how a uniformed police made survey respondents feel, using a battery of options. The majority of respondents indicated feeling safe (68.2%) and supported (58.2%).

With regards to the feeling of being intimidated, the following was found:

- With regards to the extent that all survey respondents felt intimidated by a uniformed police officer in schools, 66.8% indicated 5 - 'not at all' with a further 14.0% indicating a 4 of 5. Of those that felt intimidated, 3.4% indicated 1- 'a lot' and another 4.9% indicated a 2 on the 5-point scale. (See Survey Report in Appendix B for more details).
- To what extent does having a uniformed police officer in schools make you feel:

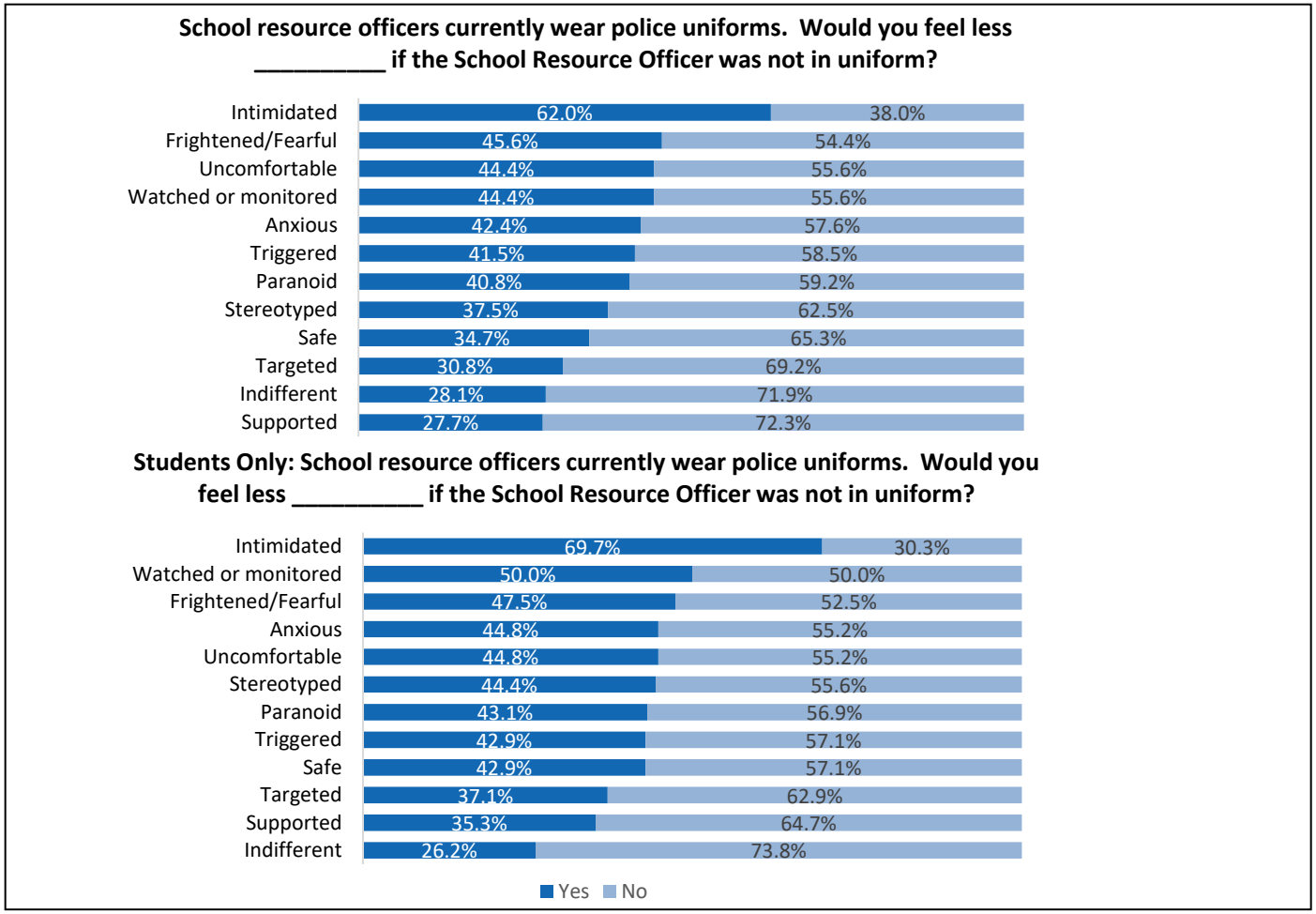
- With regards to the extent that students only felt intimidated by a uniformed police officer in schools, 55.7% indicated 5 - 'not at all' with a further 17.7% indicating a 4 of 5. Of those that felt intimidated, 4.7% indicated 1- 'a lot' and another 6.0% indicated 2 on the 5-point scale. (See Survey Report in Appendix B for more details).
- Students Only: To what extent does having a uniformed police officer in schools make you feel:

Q. To what extent does having a uniformed police officer in schools make you feel:



- Among the statements tested, respondents indicate that having a uniformed police officer at school makes them feel a lot safer and more supported (42.3% and 33.7%, respectively). In contrast, the majority of respondents indicate that having a uniformed police officer in schools does not at all make them feel targeted (81.2%), triggered (78.2%), stereotyped (76.4%), frightened/fearful (74.7%), or paranoid (73.8%).
- Students are less likely than the rest of the respondents to feel safe and supported by having a uniformed police officer in schools, and are more likely to feel intimidated, frightened/fearful, watched or monitored, targeted, paranoid, and anxious.
- Comparatively, parents and staff members are more likely to feel safe and supported by having a uniformed police officer in schools, and are less likely to feel intimidated, frightened/fearful, watched or monitored, stereotyped, paranoid, and anxious.
- Indigenous respondents, respondents who identify as gender diverse, respondents with a disability, respondents who identify as a member of a visible minority group, and those who identify as LGBTQIA2S+ are less likely to feel safe and supported by having a uniformed police officer in schools, and are more likely to feel intimidated, frightened/fearful, targeted, stereotyped, and paranoid.

Q. School resource officers currently wear police uniforms. Would you feel less _____ if the School Resource Officer was not in uniform?



Among the statements tested, six out of ten (62.0%) respondents indicate they would feel less intimidated if the SRO was not in uniform. This increases to 69.7% among the students surveyed.

Future Possibilities

The Program Review included several questions regarding how the program can meet the needs of students and the school community in the future. Regarding future possibilities, the survey asked respondents to indicate their desired traits of an SRO. The traits offered for selection were informed by early discussions with students and staff/administration. The traits selected with the highest frequency in the overall results were:

- approachable (69.0%);
- trustworthy (53.3%);
- friendly (41.3%);
- non-judgemental (37.9%); and,
- sensitive to issues facing youth (37.7%).

The student-only results pointed to the following top three traits:

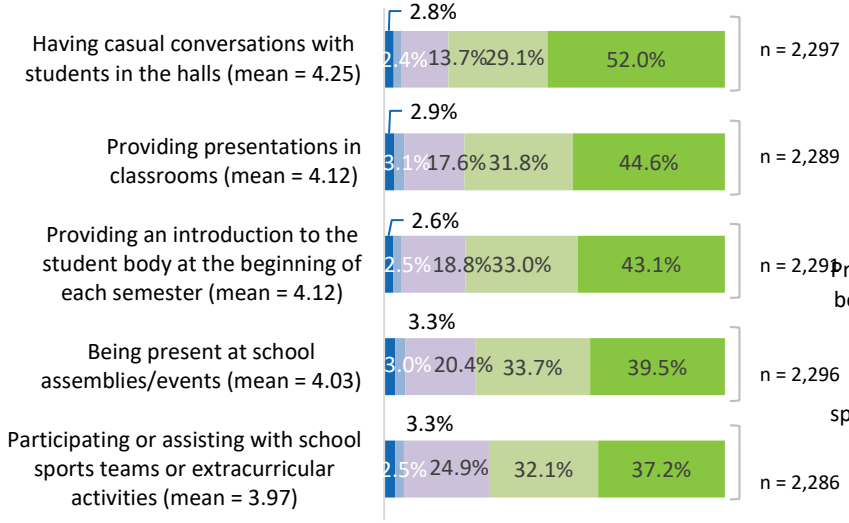
- trustworthy (52.2% RPSD; 55.0% RCSD);
- approachable (45.6% RPSD; 54.7% RCSD); and,
- friendly (48.8% RPSD; 49.2% RCSD).

The survey also looked at possibilities for the future, including how to strengthen relationship building with SROs and students, as indicated below. The battery of options was developed through early inputs from the student and staff/administration focus groups.

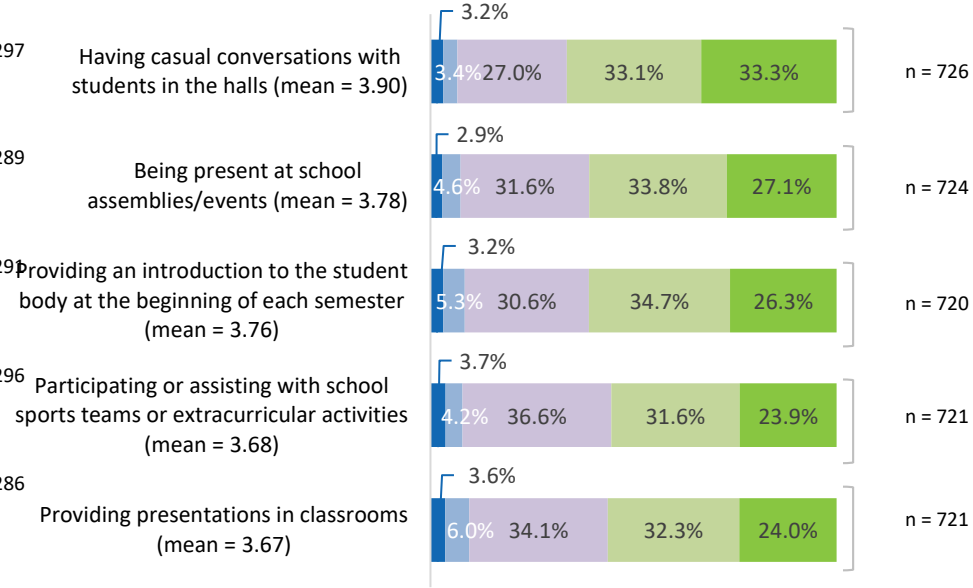
Q. To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students?

- *Having casual conversations with students in the halls*
- *Providing an introduction to the student body at the beginning of each semester*
- *Being present at school assemblies/events*
- *Participating or assisting with school sports teams or extracurricular activities*
- *Providing presentations in classroom*

To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students?



Students Only: To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students?



- Eight out of ten (81.1%) respondents indicate that having casual conversations with students in the halls would either somewhat (29.1%) or strongly (52.0%) strengthen the relationship between the SROs and the students.
- This is followed by providing presentations in the classrooms (31.8% somewhat; 44.6% strongly strengthen), providing an introduction to the student body at the beginning of each semester (33.0% somewhat; 43.1% strongly strengthen), being present at school assemblies/events (33.7% somewhat; 39.5% strongly strengthen), and participating or assisting with school sports teams or extracurricular activities (32.1% somewhat; 37.2% strongly strengthen).

Observations for the Future

This section of the report provides observations for the future. Specifically, this section highlights observations for the continuation of the program and observations for re-consideration of the program.

In either option, continuation or reconsideration of the program, a strong communication plan and change management plan will be critical components to move forward.

Continuation of the Program

If the SRO Program is continued, the following observations can be considered.

- Address Population Differences
- Program Stakeholder Connections and Relationships
  - Strengthen Relationships Between All SRO Program Partners and Stakeholders
  - Leverage Existing, Diverse Committees and Units to Enhance EDI in the SRO Program
- Program Governance
  - Establish Collaboration and Consultation within the Governance Model
  - Integrate Equity, Diversity, and Inclusion (EDI) into the SRO Program Governance
  - Establish an Advisory Body
- Program Management
  - Increase Clarity for all Partners and Stakeholders on Program Implementation
- Program Design
  - Update Program Design
  - Establish Regular Monitoring and Evaluation
- Program Recruitment and Training
  - Provide Improved, Ongoing SRO Training
  - Review and Update SRO Recruitment Criteria
- Program Information and Communication
  - Improve Information Sharing on the SRO Program
  - Need for Consistent Communication with all SRO Program Stakeholders

    - Establish an Appropriate, Reliable Information Sharing Process that can Contribute to Vulnerable Student Support
- Program Alignment with TRC Calls to Action and EDI
    - Create Improved Awareness and Realization of the SRO Program's Potential to Positively Impact Reconciliation
    - Realize the SRO Program's Potential to Change the Narrative for Black Students
- Additional Program Updates and Innovations
    - Review SRO Work Schedule Restrictions
    - Consider Opportunities in Plain Clothes
    - Engage Student Councils in Program Co-Design

Reconsideration of the Program

If the SRO Program is reconsidered, the following observations are provided.

- Program Pause to Ensure Strengths Are Not Lost and to Address Challenges
- Further Research into Approaches Used in Other Jurisdictions to Re-consider the Program
- Redesign of the Program
- Consideration of a Summative Report of Program Strengths and Challenges
- Further research on Potential Restorative Justice Practices in Education

Conclusion

This report provides extensive data to assist the Regina Public School Division and the Regina Catholic School Board in consideration of pending decisions regarding the School Resource Officer Program. Praxis Consulting wishes to thank the RPSD and the RCSD for the opportunity to conduct this research and put forward considerations for the future of the SRO Program.

A. INTRODUCTION

Praxis Consulting was engaged by the Regina Public School Division (RPSD) and the Regina Catholic School Division (RCSD) to conduct a third-party, objective review of the School Resource Officer (SRO) Program for the respective Boards of Education. The SRO Program is delivered through a partnership comprised of the Regina Public and Regina Catholic School Divisions and the Regina Police Service. The program review was not commissioned by the Regina Police Services.

This report, issued in confidence to the Regina Public School and Regina Catholic School Board of Trustees, provides the findings of the SRO Program Review conducted over 2022-2023. The report is structured as follows:

- Program Review Approach
- Research Methods
- Research Limitations and Future Research
- Review Findings
    - Original Intent of the Program
    - Current State
    - Efficacy of the Program
    - Assumption Testing
    - Jurisdictional Snapshot
    - Future Possibilities
    - Observations for the Future

The summary of what we heard in the various SRO Program consultations is included as Appendix A. The full Survey Report is featured in Appendix B.

B. PROGRAM REVIEW APPROACH

This section of the report provides an overview of the SRO Program Review approach, including its purpose and the context of the review. This section further outlines the use of a logic model and research framework for the program review. For an in-depth description of the research methods used, please see Section C of this report.

Program Purpose

The School Resource Officer (SRO) Program is a 43-year partnership between the Regina Police Service, the Regina Public School Division, and the Regina Catholic School Division. As with any longstanding program, periodic reviews are important for purposes of continuous improvement and impact assessment. The SRO Program has only been reviewed once throughout its 43-year history, making it even more timely for a thorough review.

The purpose of this review is to evaluate the program's efficacy, its strengths and challenges, as well as explore how the program can evolve to meet the changing needs of the school community now and into the future. The review was conducted with a lens of equity, safety, and wellbeing.

Context

According to background documents from the Regina Police Service[1], adjustments to the SRO program in Regina have taken place over the years due to changes such as:

- an increase in acute critical incidents;
- an increase of violent incidents or use of weapons;
- an increase in drug related activity; and,
- an increase in the use of electronics and social media, and the 'ever-changing' issues that can accompany these platforms.

SRO vehicles are now fitted with emergency equipment (i.e., lights/sirens) in order to respond to the increased number of emergency calls in a safe and timely manner. Regina Police Service has seen an increase in the quantity of time to respond to, investigate, and enforce laws of criminal activity as opposed to time spent on prevention. Fewer educational presentations and more calls for service are trending upward.

From a national context perspective, similar SRO programs across Canada have come under review. Current events in North America have shone a light on policing, police funding, and the relationship between police and racialized youth. This has resulted in a range of opinions about SRO programs and their impact on safety, physical wellness, and mental well-being.

[1] Regina Police Service, "Regina Police Service School Resource Officer Program" Updated Police Commission Presentation, 2022.

Logic Model

To initiate the program review process, a program logic model, included in Appendix C, was populated to reflect the known details of the SRO program. A logic model is 'a visual illustration of a program's resources, activities, and expected outcomes'[2]. A Program-Action logic model[3] was selected for the SRO Program Review. Background documents provided by the RPSD and RCSD were used to populate the logic model to the greatest extent possible. It should be noted that detailed information on most of the SRO Program's measures and outcomes were not readily available due to the long history of the program and incremental changes made throughout its tenure. The customized logic model provides a reliable tool that program partners can use to track more program measures in the future, if the program continues.

The logic model puts forth current potential assumptions and external factors that may have an impact on the Program. The initial development of the assumptions and external factors was informed by background documents, a scan of media publications on policing and SRO programs, and input from subject matter experts in education, Indigenous perspectives, and community development in Saskatchewan.

The logic model was used as the foundation to develop the review project's research framework, explained in detail below. The research framework outlines the research objectives for the program review.

Research Objectives

The research objectives were designed to approach the Program review from both a formative and summative perspective. Given the lack of reviews conducted in the last 43 years, designing the approach for the review had challenges to overcome including a lack of benchmark data, the absence of past data collection tools and approaches.

To fulfill the Program review purpose of researching the strengths, challenges, and efficacy of the SRO Program, research objectives included:

- understand the original intent of the Program;
- understand the current state of the Program, including strengths and challenges;
- review the Program goals;
- understand the future possibilities of the Program;

[2] W.K. Kellog Foundation. "Logic Model Development Guide: Using Logic Models to bring Together Planning, Evaluation, and Action", (2004). https://www.nj.gov/state/assets/pdf/ofbi/kellogg-foundation-logic-model-development-guide.pdf

[3] University of Wisconsin-Madison. "Enhancing program performance with logic models". Division of Extension, 2023. https://logicmodel.extension.wisc.edu/

- test assumptions; and,
- understand SRO programs in other jurisdictions.

The research framework, included in Appendix D provides areas of inquiry in relation to each research objective that helped guide the review.

C. RESEARCH METHODS

Introduction

Based on the scope of the project, it was determined that use of qualitative and quantitative data would yield a comprehensive and in-depth program review. Guided by the objectives and assumptions established in the research framework and logic model, engagements sought to gain input on the Program's efficacy, its strengths and challenges, and to understand how the program can evolve to meet the changing needs of the school community now and into the future.

This program review engaged a variety stakeholders and stakeholder groups in Regina including students, staff, administration, parents and caregivers, and community members from the RPSD and RCSD; the Regina Police Service; and diverse key community stakeholders and stakeholder groups. To establish candid and respectful engagement, and an environment of trust and willingness to share, all engagement activities were approached with an equity, diversity, and inclusion (EDI) lens. Engagement activities undertaken for this program review included:

- individual and group interviews;
- focus groups;
- a public online survey; and,
- public open houses.

Background Document Review

Praxis reviewed the background documents on the SRO program provided by RPSD and RCSD including:

- Citizen's Police Academy;
- School Resource - TRiP Information for 2021 - 2022;
- School Resource Officer Manual (2022);
- School Resource Officer Job Posting;
- updated SRO 2018 Police Commission; and,
- updated SRO Police Commission Presentation (2022).

Jurisdictional Review

The jurisdictional review was completed through desktop research and augmented by two interviews. SRO programs in Canada were the focus of this review. Praxis provided a snapshot of four SRO programs across the country, including Calgary, Camrose, Surrey, and Strathcona; as well as one alternative program currently offered in some Indigenous schools.

Engagement Approach

Interviews

Interviews were conducted with a range of stakeholders and stakeholder groups throughout the engagement process. These stakeholders included RPSD Board members, RCSD Board members, current and retired members of the Regina Police Service, and diverse key community members. Interview protocols and interviewees were approved in advance by the two school Divisions. Interviews were conducted from November 2022 through June 2023 and were held in-person, over the phone, and through virtual meeting platforms: Microsoft Teams and Zoom. Interviews ranged in length from 30 minutes to two hours and 30 minutes. Interview questions and protocols are included in Appendix E.

RPSD and RCSD Board members were identified as a stakeholder group. Interviews were carried out in a joint or individual interview style, with a total of four interviews completed. Interviews were held through Microsoft Teams in November 2022.

One interview was carried out with a retired Regina School Resource Officer. This interview was intended to supplement background research of the program, to specifically understand the original intent of the program, and to gain a comprehensive understanding of the scope of the program. The interview was conducted in-person in December 2022.

Three interviews were completed with current Regina Police Service members connected to the SRO program. These interviews aimed to understand the evolution of and the current state of the program. Interviews were conducted over the phone, and through Microsoft Teams from December 2022 to January 2023.

Individuals selected for community interviews were chosen in coordination with the RPSD and RCSD. Interviews sought to capture the diverse perspectives and experiences of community members with the program. Interviewees included those who have experience working with vulnerable members of the community. Interviews were conducted in-person, over the phone, and via Microsoft Teams from December 2022 to May 2023.

Focus Groups

Focus groups were conducted with RPSD students, RCSD students, RPSD staff and administration, RCSD staff and administration, and a community group[4] representing a diverse population. Focus groups enable participants to share perspectives and to build on one another's contributions. Focus groups, limited to 20 participants, sought to encourage meaningful, two-way dialogue through a range of participatory approaches.

Focus group protocols can be found in Appendix F.

[4] This key community group was selected as an interview. They requested a group conversation, and this was accommodated through a focus group.

Student Focus Groups

Student focus groups were intended to obtain insight and understanding of the student perspective on the strengths and challenges of the program, current needs, and future possibilities for the program. Students from RPSD and RCSD were combined into groups of up to 20 with two facilitators and two notetakers on hand. The school division Directors requested principals to assist with the selection of groups of diverse students, including diversity of gender, culture, and student experience. Students participated in the focus groups without school staff present (with the exception of special support staff, if required). Students were engaged and spoke candidly with the consultants throughout the three-hour focus groups.

Focus groups were designed to create an equitable, participatory environment in which students felt comfortable sharing their thoughts and experiences. In consideration of this approach, focus groups were formulated to allow for engagement that included large group discussion, small group discussion, kinesthetic activities, and individual essay-style worksheets. This session design enabled students to participate through their preferred method.

Three student focus groups were conducted in December 2022 at Scott Collegiate, Campbell Collegiate, and Michael A. Riffel High School. Focus groups were two hours in length and were held in-person. A range of diverse students from different schools from the two school divisions participated in each focus group. In total, 54 students were engaged, with no more than 20 students per focus group.

Staff and Administration Focus Groups

To develop an understanding of the experience of school staff and administration with the SRO program, one focus group was held with RPSD staff members and administration, and one focus group was held with RCSD staff members and administration. Specifically, staff and administration focus groups sought to understand the strengths and challenges, current needs, and future possibilities of the program from the perspective of staff members and administration including guidance counselors and those working in schools with diverse and vulnerable members of the school community. Questions were posed to each group through a large, virtual group discussion.

Focus groups were conducted in January 2023 via Microsoft Teams. The duration of the focus groups was approximately one hour and 30 minutes each. In total, 21 school staff members and administration were engaged.

Black in Saskatchewan Community Focus Group

Black in Saskatchewan was a community organization selected for one of the key community interviews. The organization requested to provide their information as a group conversation, which Praxis accommodated in the form of a focus group.

The community focus group was intended to build a deeper understanding of the lived experience of attendees and the perspectives of attendees on the SRO program including strengths and challenges, current needs, and future possibilities.

The session was co-facilitated with a Praxis facilitator who identifies as a person of colour and a member of Black in Saskatchewan. A meeting was held with Black in Saskatchewan leadership to review the questions and process prior to the focus group; this was to ensure all participants felt safe in the session. Contact information for a Black in Saskatchewan member was provided to participants as a safe contact if they had any further concerns or questions following the focus group.

To establish an equitable and safe environment and encourage candid discussion, participants were able to participate directly in a large group discussion, post notes on virtual boards, or provide feedback in an anonymous questionnaire available following the focus session.

The community focus group was held virtually in May 2023. The focus group registration was shared through Black in Saskatchewan's social media account. Through a discussion with the organization's Executive Committee, criteria for recruitment included: those who self-identified as Black, live in Regina, and are in the age category of 18 - 30. The Black in Saskatchewan facilitation guide is included in Appendix F. Six community members participated in the focus group. The session ran for approximately two hours.

Open Houses

Open Houses sought to gather input and perspectives from the general school community including parents, guardians, caregivers, and interested community members. Open Houses were also used to promote the online survey. Tablets, laptops, and paper copies of the survey were available on-site at all open houses. At least two Praxis consultants were available to walk individuals through the informational panels, to answer questions about the Program and the Program review process, and to record any additional feedback received from attendees.

Details regarding the Open Houses were available two weeks prior to the first Open House date. Periodic reminders were provided prior to each Open House date. Parents and caregivers of RPSD and RCSD students received a letter containing information on all six Open Houses and the online survey through "Edsby". The information was also available on the respective school division websites.

Six open houses were conducted in a "Come and Go" style from 5:00pm to 8:00pm. Geographically disbursed locations were chosen to ensure equitable access to all community members and were held in concert with the survey period. Open Houses were held at:

- Harbour Landing/St Kateri Tekakwitha on January 24, 2023;
- Campbell Collegiate on January 26, 2023;
- Ecole Wascana Plains School/Ecole St. Elizabeth on February 2, 2023;
- Plainsview School/St. Nicholas School on February 7, 2023;
- Michael A. Riffel Catholic High School on February 8; and,
- the mâmawêyatitân centre/Scott Collegiate on February 9, 2023.

Recorded attendance for the Open Houses was cumulatively 27 individuals. Despite efforts to attract as many community members as possible, low attendance was received and may have been attributed to the seasonal weather or a reluctance to meet in person due to residual effects of covid. A community survey was offered to ensure broad community feedback.

Community Survey

Survey questions were designed in consultation with RPSD and RCSD. Input gathered in the background document review, and through interviews and focus groups, conducted prior to the survey, were used to further refine survey questions. The survey was intended to validate qualitative findings from interviews and focus groups; and to quantify public input, reflections and ideas on the SRO program.

The survey was available through an online survey platform administered by Praxis. Praxis was responsible for all survey programming and testing. The survey was accessible via an online link and QR code found on the RPSD website and social media channels, the RCSD website and social media channels, through the two school divisions' digital communication platform "Edsby", and additional internal organization communications (e.g., emails to principals and staff).

The public online survey was open from January 24 through February 27, 2023[5]. A total of 2,695 responses were received during the survey period.

A copy of the public survey can be found in survey report in Appendix B.

Interpreting Mixed Methods Research

Mixed methods research is a research method that 'strategically integrates or combines quantitative and qualitative research methods to draw on the strengths of each'[6]. For the SRO Program Review, early qualitative results were used to develop the quantitative, public survey tool. The use of the mixed methods approach enabled the review to obtain different and multiple perspectives; build a more comprehensive understanding of program aspects; and, provide greater context on areas of inquiry for the review. The qualitative and quantitative data collected are equally important for interpreting the results of the program review.

The integration of qualitative and quantitative data to provide a comprehensive understanding of research findings is a core strength of mixed methods research[7]. Regardless of research method,

[5] Surveys are recommended to stay in field for a minimum of two weeks. The time period was extended to ensure the survey remained open during all six Open Houses and was extended by one week to enable participants to fill it out during the February family week break if this provided improved convenience and accessibility.
[6] Harvard Catalyst. "Mixed Methods Research". Community Engagement Program, 2017. https://catalyst.harvard.edu/community-engagement/mmr/
[7] Pierre Pluye and Quan Nha Hong, "Convergence and divergence in mixed methods research" *International Encyclopedia of Education*, (Fourth Edition, 2023).

primary research can still yield instances of divergent findings during integration[8]. Divergent findings highlight opportunities for further analysis and offer considerations for future research areas.

Interpreting Focus Groups

Focus groups are designed to reveal qualitative information - perceptions, outlooks, and attitudes. They can be used to deconstruct perceptions, provide indications of how values or expectations combine with experience to create attitudes, and explore how these attitudes have developed and may be developed further.

Focus groups can generate insights into range, depth, and intensity. They are more useful for gauging commitment than for estimating the extent of views. As the research is conducted "live", it is possible to follow leads that appear in the discussion and track unforeseen drivers.

Focus group results should be understood as subjective and personal to the individuals who offered them in the sessions. They are valuable as insights into how opinion is framed and how values lead to attitudes, but because of sample sizes, they are not statistically significant. Charts and tables showing how participants rated issues are also not statistically significant. These are included as comparative data to provide a sense of each group's disposition, and to indicate patterns that may be relevant. Numeric data in this report cannot be projected to the larger user and non-user populations.

Citations

Throughout this report, comments from participants are included to provide context and help illustrate or underscore findings. In some cases, direct quotes from individual participants are used; in others, discussions are paraphrased, or similar comments are synthesized succinctly.

[8] Pluye and Hong, "Convergence and divergence".

D. RESEARCH LIMITATIONS AND FUTURE RESEARCH

Research Limitations

The following list highlights the limitations of the SRO Program Review research.

- The Regina Police Service was not involved in a leadership capacity with the program review. Apart for four stakeholder interviews, the RPS did not influence the process. This design was intentional to ensure a non-biased review, however, may have resulted in some content limitations.
- Limited program foundational and historical documents were available. This resulted in challenges in establishing an understanding of early program goals and objectives.
- Limited program measures and data on impact were available. This resulted in challenges in establishing baseline data.
- Lack of interim evaluations over the program's 43-year existence. Research found that one review was conducted in 1986 through a poll issued at one Regina Public School.[9] This resulted in challenges in establishing baseline data.

Future Research

The program review revealed opportunities for further research, as described below.

- Opportunities for further research to understand specific SRO programming and educational presentations. This could assist in identifying content most relevant to Regina communities regarding safety and legal concerns.
- Opportunities to further engage population groups that consistently rated the program comparatively lower than the overall survey responses. This includes further research on the experiences and needs of those who self identify as Indigenous, people of colour, newcomers, people with a disability or as a member of the LGBTQIA2S+ community.[10]

[9] Interview with a past RPS SRO Constable.
[10] Recognizing that identities are intersectional.

E. REVIEW FINDINGS

1. Original Intent

Findings

Praxis began the review by establishing the original intent of the School Resource Officer program. This historical grounding helps establish how the program may have changed since its original inception. The historical review found that the program has been evaluated once throughout its 43-year duration, in 1986.

Program Conception and Implementation

The Regina Police Service partnered with the Regina Board of Education to establish the SRO Program in September 1979[11]. The program's inaugural placement was at Thom Collegiate, where one constable was placed.

Prior to the official implementation of the SRO program, one constable delivered educational presentations to high school students throughout Regina on subjects such as criminal offenses, drugs and alcohol, and traffic infractions. In the opinion of this past constable, these presentations highlighted the need for a closer relationship between law enforcement and the student population. After receiving approval from the Regina Police Service, a past constable visited Calgary, Alberta, to observe an existing SRO program. Upon return, the Regina Police Service determined that the implementation of an SRO program in Regina was worth pursuing and began the approval process in consultation with the Regina Public School Division.

A community poll was conducted in January 1979 to gauge public opinion on the program's potential implementation. The Regina Public Board of Education, Division Administration, staff, students, and parents of Thom Collegiate were consulted to assess community sentiment towards the program.

In 1982, the SRO program expanded to include the first Catholic school in Regina, Miller High School. By 1986, the SRO program had been implemented at Thom Collegiate, Balfour Collegiate, Cochrane High School, Scott Collegiate, Miller High School, Archbishop M.C. O'Neill Catholic High School, and Sister McGuigan High School. Additionally, F.W. Johnson received visits from the SRO at Scott Collegiate once a week.

Original Purpose and Objectives of the Program

The SRO program "was implemented for the purpose of providing an opportunity for students to form a better understanding of the role of the Police Officer in the community and the individual's responsibility to the community, the law, and the enforcement of the law."[12] Moreover, the program was intended to "make available resource persons to the principals, teachers, counsellors, students and

[11] M. Popp, "Evaluation Report: High School Resource Officer Program". Regina School Division No. 4, 1986.
[12] M. Popp, "Evaluation Report", 1986.

parents”[13]. As articulated by the Regina Police Service in 1986, the objectives of the program were as follows:

- to facilitate the development in students of more positive attitudes towards police officers and authority, and to contribute to the improvement of relationships between youth and police;
- to provide students with direct and continuing exposure to an immediate resource in the areas of law and police in the community;
- to provide administrators, teachers, and counsellors an immediate resource in the areas of law and police in the community;
- to provide students an opportunity to get to know a policeman as a person and helper rather than only as an enforcer of the law;
- through involvement in school programs and related activities to provide the police officer and his police colleagues with a deeper understanding of young people, their needs, and frustrations, particularly in the community;
- to create a better understanding of the role of the policeman in the community;
- to create a better understanding of the individual’s responsibility to the community; and,
- to create a better understanding of why there are laws and why they are enforced.

1986 Program Review

In 1986, an assessment of the SRO Program was conducted by the RPSD. This review aimed to measure the effectiveness of the program after eight years of operation. The review sought to appraise the program's performance in relation to five pre-defined objectives:

1. to develop in students a positive attitude toward authority, the law and police officers;
2. to contribute to the improvement of relationships between young people and police officers;
3. to act as resource person to the school in the areas of law and police work in the community;
4. to provide individual counselling and direction to students relative to the law; and,
5. to provide assistance in the areas of extra-curricular activities.

A questionnaire was posed to principals, teachers, and students from Thom Collegiate, Scott Collegiate, Balfour Collegiate, and Cochrane High School.

Program History Considerations

Regarding the history of the program, it was observed that the program is not well documented and past evaluations were limited to a single review over 43 years.

[13] M. Popp, “Evaluation Report”, 1986.

2. Current State

Current State Description

This section of the report provides an overview of current state of the SRO Program according to background research. The section provides findings on how stakeholders of the program describe and understand the program.

Current State Findings

The SRO program is a partnership between the RPSD, the RCSD, and the Regina Police Service. For 43 years, the SRO program has placed School Resource Officers as a resource within one or multiple schools. As of 2022, the SRO program consisted of 12 Constables, two Corporals, and one Sergeant. SROs cover 14 high schools, 81 elementary schools, and approximately 10 alternate schools and programs[14]. SROs are allocated to approximately one high school and seven elementary schools, and the SRO to student ratio is approximately 2,750 students to one SRO officer.[15] The program is funded collectively by the three partners. In the 2022 calendar year, the RPSD contributed $49,343.00, the RCSD contributed $23,271.54, and the Regina Police service contributed staffing and program resources.

As per the SRO Program mandate, "the Regina Police Service School Resource Officer program combines education, investigation, law enforcement, counselling [related to the law], crime prevention, and community relations to meet the diverse needs of the students, teachers, and staff in the school community." [16]

The SRO Program started from the concept of community policing but has expanded its role to providing a resource for faculty, students, parents, and the larger community. The SRO assists with school activities such as emergency planning, emergency response drills, and student safety presentations. The program is constantly changing and adapting to the evolving needs of stakeholders and the community, which underscore the importance of periodic reviews.

The SRO Section of the Regina Police Services primarily works under a Community Policing Framework, focusing on preventative and proactive approaches to public safety.

SRO Program Mandate

The SRO Program combines education, investigation, law enforcement, counselling [relative to the law], crime prevention, and community relations to meet the diverse needs of the students, teachers, and staff in the school community.

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[14] Board of Police Commissioners. "Meeting of Board of Police Commissioners Held in Public Session". 2023. https://reginapolice.ca/pdfviewer/bpcreport20230530/?auto_viewer=true#page=&zoom=auto&pagemode=none Retrieved June 3. 2023

[15] Engagement Strategy

[16] Engagement Strategy

SRO Program Goals

Current goals of the SRO Program include:

- to develop positive attitudes toward police officers;
- to develop positive relationships between youth and the police;
- to provide administrators, counsellors and teachers with a resource in the areas of law and police work in the community;
- to provide information to students on the law, the work of the police, and legal consequences;
- to provide individual counselling and assistance to students relative to the law;
- to gather information on youth activities in schools and the community;
- to reduce crime on school property and in the community, now and in the future; and,
- to help to create a safe school environment.

SRO Roles and Responsibilities

The SRO's roles and responsibilities are described in background documents as follows:

- to serve as a positive role model to instill in students good moral standards, good judgment and discretion, respect for others, and sincere concern for the school community;
- to establish a trusting channel of communication with the students, parents, and school staff;
- to reduce youth crime through counselling, teaching about the criminal justice system, and taking a personal interest in the students;
- to function as a resource in legal/social related issues in cooperation with school officials;
- to interpret the law and assist in answering questions or concerns pertaining to law and police matters;
- to coordinate and monitor established school safety programs and activities; and,
- to prepares and conduct classroom and large group presentations.

SRO Criteria

The behavioural competencies of an SRO, extracted from background documents provided by the Regina Police Service[17], include:

Adaptability
- by adjusting own behaviours and approaches in light of new information and changing situations;
- tailors approach to meet needs of individuals and groups; and,
- modifies own behaviour or approach to adapt to a situation.

Conflict Management
- by recognizing that conflict can occur in many ways and intercedes to resolve the situation; and,
- resolves difficult interpersonal situations.

Decision Making
- by making decisions involving varied levels of risk and ambiguity; and,
- makes decisions by interpreting rules.

[17] Regina Police Service. "Posting-School Resource Officer". PDF posting. Issued May 1, 2022.

Developing Self and Others
- by contributing to learning and development;
- provides guidance and feedback to improve performance and achieve objectives; and,
- shares expertise with others.

Fostering Relationships
- by seeking and building alliances with internal and external stakeholders to meet their needs and further the organization's objectives;
- uses an understanding of stakeholders' needs, desires and critical success factors to influence priorities, initiatives and objectives and teaches others to do the same; and,
- works with stakeholders.

Interactive Communication
- by utilizing communication strategies in an effort to achieve common goals, influence and gain others' support; and,
- adapts communication to appeal to others' interests.

Planning and Organizing
- by effectively planning and organizing self and/or others to achieve goals, prioritize tasks, and allocate time and resources accordingly to ensure completion within set timelines.
- plans and organizes daily activities and operations for area of responsibility.

Problem Solving
- by identifying problems, implementing solutions, and evaluating the outcomes; and,
- solves basic problems.

Teamwork
- by working cooperatively with members of the work team;
- contributes to the development of a team environment where team members ultimately achieve established goals; and,
- fosters teamwork.

In addition, one general investigation competency is asked of an SRO:
- note taking and report writing by gathering, recording, and maintaining accurate information in notes and reports to provide a detailed account of the investigation; and,
- applies basic knowledge in a range of typical situations that present limited challenges. Guidance required. Some individual autonomy or responsibility.

SRO Assignments

The SRO assignments, highlighted below, indicate the high schools and elementary schools served by each SRO according to the Regina Police Services website.[18]

[18] Regina Police Service. "School Resource Officer Program". 2023. https://reginapolice.ca/about-us/community-services/schoolresource/#:~:text=The%20Regina%20Police%20Service%20School,a%20number%20of%20elementary%20school

Constable	High School(s)	Elementary School(s)
School Resource #1	Dr. Martin LeBoldus Luther College High School	Deshaye École St. Pius X St. Matthew École Monseigneur de Laval Holy Rosary
School Resource #2	Miller Comprehensive	St. Augustine St. Marguerite Bourgeoys Jean Vanier (St. Maria Faustina School) École St. Elizabeth St. Gabriel École Wascana Plains Jack MacKenzie
School Resource #3	F.W. Johnson Collegiate	St. Catherine Henry Braun St. Theresa Glen Elm Dr. George Ferguson Judge Bryant École Wilfrid Walker
School Resource #4	Campbell Collegiate	École Massey Marion McVeety Dr. A. E. Perry Thomson Grant Road Wascana Rehab
School Resource #5	Sheldon Williams Collegiate	École Connaught Lakeview Ethel Milliken The Crescents École Harbour Landing St. Kateri Tekakwitha Argyle
School Resource #6	Balfour Collegiate	W.F. Ready École W.S. Hawrylak Arcola Wilfrid Hunt Douglas Park St. Dominic Savio École Du Parc
School Resource #7	Archbishop M.C. O'Neill Post-Secondary VTRAs	Coronation Park St. Peter St. Timothy Gladys McDonald

		Regina Huda École St. Mary Dr. L.M. Hanna
School Resource #8	Scott Collegiate	Seven Stones Albert Sacred Heart Kitchener
School Resource #9	Thom Collegiate	McDermid St. Michael Mother Theresa Imperial M.J. Coldwell Ruth Pawson
School Resource #10	Michael A. Riffel	École Elsie Mironuck Plainsview St. Josaphat St. Bernadette St. Nicholas St. Jerome
School Resource #11	Winston Knoll Collegiate École Monseigneur de Laval, PSQV	MacNeill George Lee École Centennial Henry Janzen École St. Angela Merici W.H. Ford
School Resource #12	Martin Collegiate	Rosemont Ruth M. Buck St. Francis St. Gregory Walker McLurg St. Joan of Arc
School Resource #13	Allan Blakeney Adult Campus	St. Luke Seven Stones Morning Star Christian Prairie Sky Harvest City Christian
School Resource #14	Campus Regina Public (Pre-trades programs) Cornwall Alternative Victoria Campus St.Luke School Concord Fresh Start Vocational Alt ISP 1 & 2	

SRO Program Activities

The SRO Program provides the following programs, services, and events:

- a School Resource Officer allocated to each primary school and high school in Regina
- preventative and proactive approaches to public safety
- investigation
- law enforcement
- counseling
- crime prevention
- community relations
- education
  - alcohol and drug education
  - Youth Criminal Justice Act
  - safe relationships
  - anti-bullying
  - anti-gang
  - internet safety/social media
  - Halloween (safety)
  - parent education on internet safety/social media
  - pedestrian safety
  - role of police/SRO
  - “Stranger danger”

- proactive policing collaborations
  - Violent Risk Assessment (VTRA), lockdown, secure the building, weapon protocol, bomb protocol, emergency responses
  - Regina Police Service Student Police Academy
  - CAA Safety Patrol of the Month
  - CopShop (holiday shopping with select students)
  - Safe Driving Water Bottle Drive
  - Day of Pink (anti-bullying)
  - Scott Police Academy
  - Law, Public Safety and Security (LPSS)

School Resource Officer Program Statistics

School Resource Officer Program Statistics, three-Year Average of 2019, 2020, 2021[19]

The following table, provided by the Regina Police Service, illustrates a three-year average of activities measured for the SRO Program. This table was provided in a 2022 report, and reflects an average of program statistics in 2019, 2020, and 2021.

School Resource Officer Program Statistics (3-Year Annual Average)					
Presentations	**Events**	**Lockdown Drills**	**Mediations and Meetings**	**Originals/Supp/Case Summary Reports**	**Case Summaries Only (files with Criminal Code Charges)**
427	**242**	**144**	**540**	**1510**	**64**

[19] Regina Police Service. "Regina Police Service School Resource Officer Program". Updated Police Commission Presentation, 2022. Slide Deck received from RCSD and RPSD.

School Resource Officer Program Statistics, 2023 Report

The following table, provided in a public Regina Police Service report, illustrates SRO Program statistics from 2022[20].

School Resource Officer Program Statistics Provided in 2023 Report Reflecting 2021/2022 Program Stats						
Presentations	**Event Participation**	**Lockdown Drills**	**Mediations/ Problem Solving Initiative (PSI) Meetings**	**IEIS Reports (originals, supplements, case summaries)**	**Case Summaries Only (files with Criminal Code Charges)**	**Violent Threat Risk Assessments (VTRA)**
245	**32**	**106**	**308**	**1508**	**N/A**	**95**

The 2022 Report indicates that 'due to the increase in students' use of electronics and social media, the increase of acute critical incidents, the increase of violent incidents/weapons, and the high number of Violent Threat Risk Assessments, the SROs are now not only responding as primary units to in-progress calls for service in schools, but are also completing very involved investigations."[21]

SRO Program Information Available on School Division Websites

A description of the SRO Program is publicly available on the Regina Police Services website which includes a program description, a list of the SRO Program Goals, Safety Protocols, and a list of SROs and their assigned schools[22].

The RPSD highlights the program in their 'About Us' section of the site under 'Safety Comes First' with the following information:

Your child's safety and security are paramount in Regina Public Schools. The Board of Education takes a proactive and preventative role in ensuring that all students remain safe and secure while they learn. In addition to emphasizing positive behaviour and role modelling for students, initiatives include:

- *a safe schools handbook that provides a comprehensive set of guidelines and procedures for staff,*
- *mediation and conflict resolution training programs for staff and students,*

[20] Board of Police Commissioners (May 2023) *Board of Police Commissioners Public Session, Tuesday, April 25, 2023.* PDF File. https://reginapolice.ca/pdfviewer/bpc-report-2023-05-30/?auto_viewer=true#page=&zoom=auto&pagemode=none

[21] Board of Police Commissioners (May 2023) *Board of Police Commissioners Public Session, Tuesday, April 25, 2023.* PDF File. https://reginapolice.ca/pdfviewer/bpc-report-2023-05-30/?auto_viewer=true#page=&zoom=auto&pagemode=none

[22] Regina Police Service. "School Resource Officer Program". 2023. https://reginapolice.ca/about-us/community-services/schoolresource/#:~:text=The%20Regina%20Police%20Service%20School,a%20number%20of%20elementary%20school. Accessed May 28, 2023

- ***a Resource Officer program in partnership with the Regina Police Service, and***
- *anti-racism and cross-cultural training programs for students and staff.*[23]

The Regina Catholic School Division does not appear to have a section referencing the SRO Program on their division website.

Stakeholder Understanding and Familiarity of the Program

This section of the report provides findings on stakeholder understanding and familiarity of the SRO program, gained through qualitative and quantitative research methods.

Student Understanding of the Program

When asked to what extent students in all three focus groups understood the SRO program in schools, of the 54 students present:

- 5 out of 54 stated they understood the program very well;
- 32 of 54 indicated they understood it somewhat well;
- 12 of 54 indicated they did not understand it; and,
- 5 of 54 did not respond.

Students described the program and its purpose as:

- providing an increased sense of safety (including the feeling of safety);
- assisting with security protocols;
- available/accessible to serve students (easier than calling the police or going to the station);
- building relationships between students, community, and law enforcement;
- providing a support resource for students; and,
- providing education and information.

Staff and Administration Understanding of the Program

Within the two, school staff and administration focus groups,

- 9 of 21 participants indicated they understood the SRO Program very well;
- 11 of 21 indicated they understood it somewhat; and,
- 1 of 21 indicated they did not understand it.

Staff and administration described the program as one focused on:

- community building;
- education;

[23] Regina Public School Division. “About Us”. https://www.reginapublicschools.ca/about_us. Retrieved May 28, 2023.

- providing a resource and outreach for the school and community; and,
- de-stigmatizing the role of police officers.

Staff further described the purpose of the program as creating police accessibility to students, staff and community; contributing to safety or the sense of safety in the school; and, building community relationships. They added that the program enables SROs to gain new skills, experience, and perspectives through working with youth in the school environment.

As to whether the program is achieving this stated purpose, staff shared that there is a need for more SROs including increased SRO availability and support. Some mentioned that they have noticed less SRO availability over the years. They added that a lack of availability impacts the SRO's ability to build relationships. Some wondered whether an SRO can manage the workload of all of the schools assigned to them effectively.

Regarding relationship building, staff commented that relationships are being built, but there is still lack of trust present. They mentioned that some students are uncomfortable with police because of experiences outside of the SRO program. Staff voiced that the program contributes to a sense of safety, adding students sometimes gain reassurance from having police presence. Additionally, some staff mentioned that the program has worked differently in different schools, depending upon how the individual SRO uses their resources and training.

Community Understanding of the Program

Community interviews revealed that board members generally have a good understanding of the program, while some other key community members have a more limited awareness or understanding.

Community generally described the program as one which:

- carries out work related to police matters (criminal investigations, mediation, online bullying harassment, etc.);
- provides resources for the school community;
- provides community policing;
- builds relationships/public liaison/supporting families, schools, and community;
- provides education; and,
- provides preventative assistance.

Community understanding of the purpose of the SRO program was contributing to safety in the school; providing crisis intervention; serving as a resource for students; building connections with students; building relationships between police community and school community; providing community policing; and, re-affirming or conveying advice to students (e.g., getting involved in negative peer groups). Some referenced a misconception that the purpose is to intimidate and ensure good behaviour.

Further to the key community input, Indigenous interviewees stated that they understood the program very well. Two interviewees described the program as one which:

- supports families, schools, and community;
- helps and educates; and,
- is accessible to the school community as someone to go to when they need them.

These respondents understood the purpose of the program as one which contributes to relationship building, particularly if the same SRO is in place for an extended period. Having a presence in the feeder, elementary schools was cited as a means to start an relationship early. The purpose was also cited as positively influencing views of the police and establishing the SRO as someone students know and recognize in the community.

Another interviewee who identified as Indigenous, commented that the program is based on crime prevention. They suggested crime prevention as targeting people who are at risk and bringing police into the school system puts students at risk. They understood that the program is about relationships with students and the community but mentioned that having an armed person in the halls of the school does not promote relationship development. They added that it is not the uniform that is the issue, but the arms that they carry on their belts. In the interviewee's opinion, the perception is that the SRO is there because there is trouble.

The Black in Saskatchewan focus group participants had a range of understanding of the program. Of the participants that chose to answer:

- 1 out of 6 understood the program very well; and,
- 3 out of 6 identified that they do not understand the program.

Black in Saskatchewan participants described the program and its purpose as one which:

- serves and protects students (including preventative measures and helping with safety drills);
- polices students (as an extension of the law enforcement in the community); and
- has the intention of building and connecting with students.

Regarding the intention of building and connecting with students, a participant further shared that the SRO Program is not currently fulfilling this intention.

When asked if the program is achieving their understanding of its purpose, the community data is mixed. Some interviewees suggest the program is achieving its purpose, some are unsure, and others feel it is not currently achieving its purpose. For those who felt it is not achieving its purpose, or those who were unsure, they referenced a lack of information, a lack of data, or a lack of clarity of the purpose. Some were interested in students' perspectives of the program, and wondered if the program is a barrier for some students to have comfort in the school setting which may impact attendance. Others referenced a lack of resources, including time, for SROs to provide all the necessary services. Some mentioned that changing demographics in schools should be considered such that some students may not feel safe around police and therefore the program is not addressing safety concerns. Some discussed success of the program depends on the individual SRO; if they are known in the community and accessible there is greater opportunity to achieve the purpose.

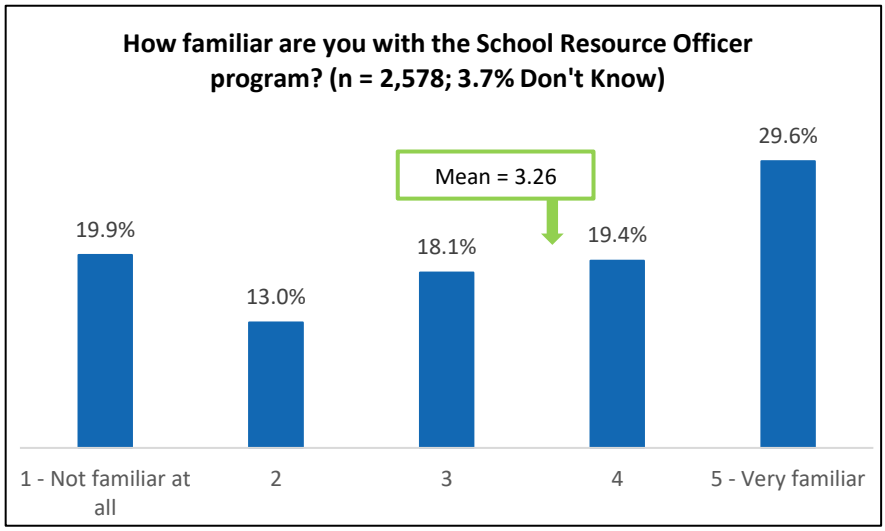
Of those that felt the program is achieving its purpose, they stressed the importance and value of building relationships between the police and schools.

Survey Snapshots

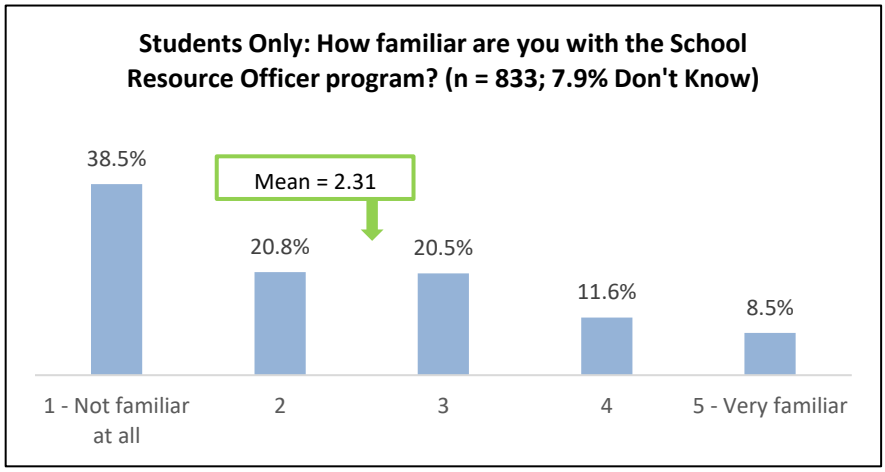
Familiarity with SRO Program

Data collected through the interviews and focus groups identified the need to further explore the level of familiarity that students, staff, and parents had with the program. The SRO program review survey findings confirmed there is room to enhance familiarity with the program, particularly with students.

Q. The School Resource Officer (SRO) program is a partnership with the Regina Police Service that sees



the presence of uniformed police in schools. How familiar are you with the School Resource Officer



program?

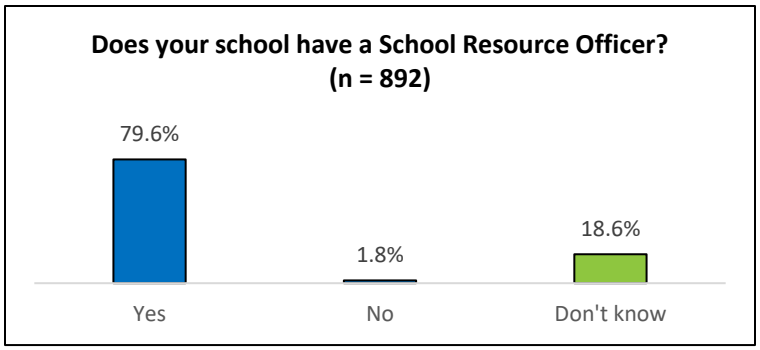
Three out of ten (29.6%) of respondents indicate they are very familiar with the SRO program. In contrast, two out of ten (19.9%) indicate they are not at all familiar with the program. The overall mean of 3.26 out of 5 indicates that there is room to enhance familiarity with the SRO program.

- Students are significantly less familiar with the SRO program overall (2.31), with familiarity slightly higher among those at a Regina public school (2.36) than at a Regina Catholic school (2.22).
- Those who are new to Canada (2.05) or identify as a person from a visible minority group (2.60) are also less familiar with the SRO program.

Awareness of SRO Program

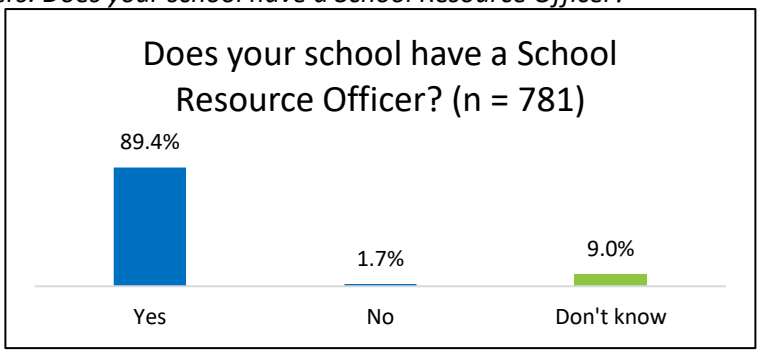
The survey further explored whether students, staff, and parents were aware if their school/their child's school had a School Resource Officer. Parents are found to be comparatively less likely to be aware of whether their child's school has an SRO (60.1%).

Q. Students: Does your school have a School Resource Officer (i.e., an on-site police officer)?



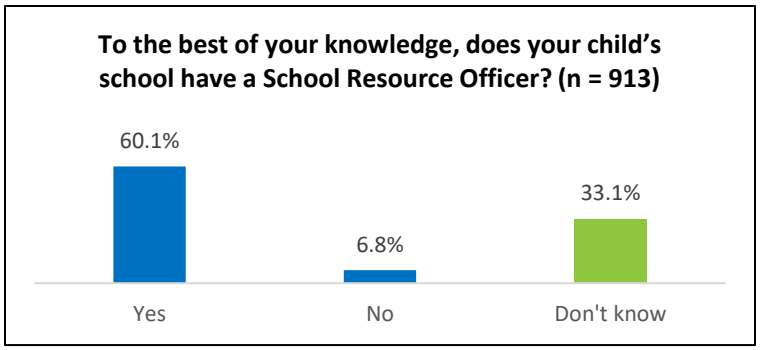
Eight in ten (79.6%) who indicate being a student at either a Regina Public or Catholic School report that their school has an SRO.

Q. Staff Members: Does your school have a School Resource Officer?



Nine in ten (89.4%) who indicate being a staff member at either a Regina public or Catholic school report that their school has an SRO.

Q. Respondents Who Have a Child Attending a Regina School:
To the best of your knowledge, does your child's school have a School Resource Officer?



Comparatively, parents are less likely to be aware of whether their child's school has an SRO (60.1%). Another 33.1% indicated 'Don't know'.

Current State Perception

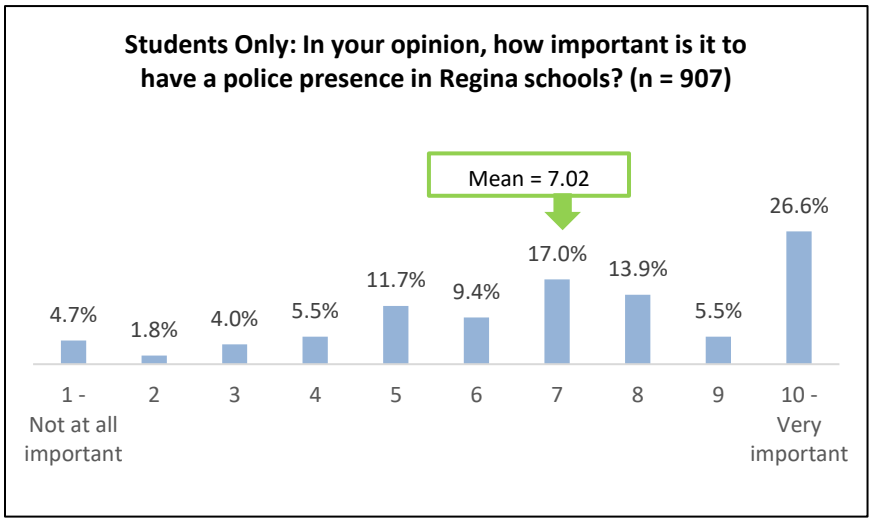
This section of the report includes findings from the various data collection methods regarding perceptions on the SRO Program, in its current state. The current state perceptions include strengths, challenges, benefits and impacts of the program.

Survey Snapshot

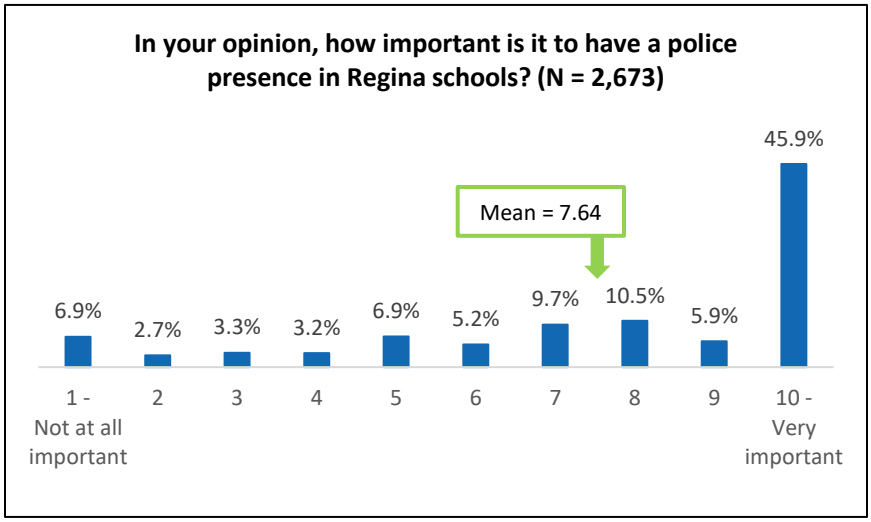
Program Importance

The survey tested the level of importance of having police presence in schools. Full survey results are found in Appendix B.

Q. In your opinion, how important is it to have a police presence in Regina schools?



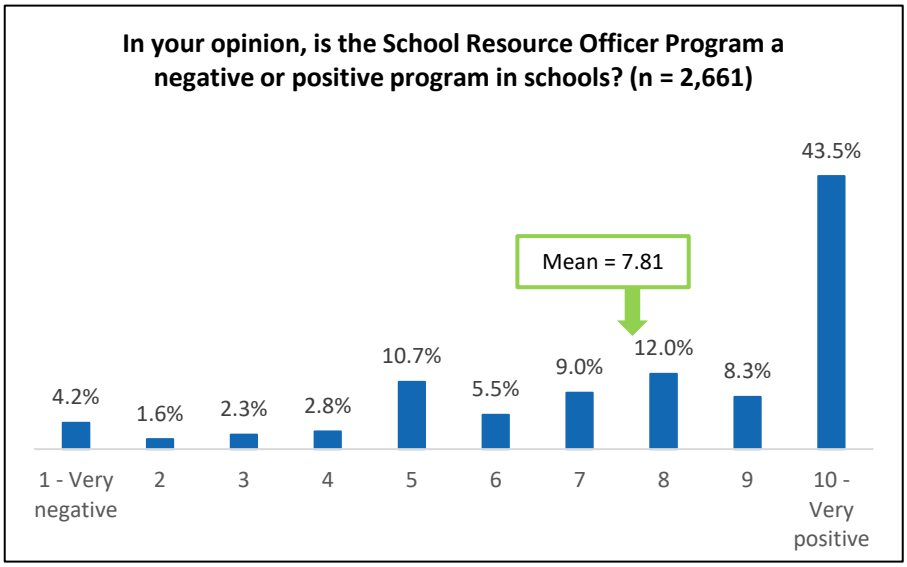
- When asked how important it is to have a police presence in Regina schools, over six out of ten (62.3%) respondents provide a rating of 8 (10.5%), 9 (5.9%), or 10 (45.9%) out of 10, indicating high importance. In contrast, 12.9% provide a rating of 3 or lower.
- The overall mean score of 7.64 out of 10 indicates high perceived importance of having a police presence in Regina schools. The mean importance score among student respondents drops slightly to 7.02 out of 10.
- Respondents who have at least one child in a Regina Catholic school (8.49), and staff members at both Regina public (8.54) and Catholic (8.63) schools are among the most likely to feel it is important to have a police presence in schools.
- Females (8.06) are also more likely than males (7.47) to feel it is important to have police presence.
- Indigenous respondents (6.99), respondents with a disability (6.51), and those who identify as LGBTQIA2S+ (6.03) are less likely, overall, to feel it is important to have a police presence in schools.

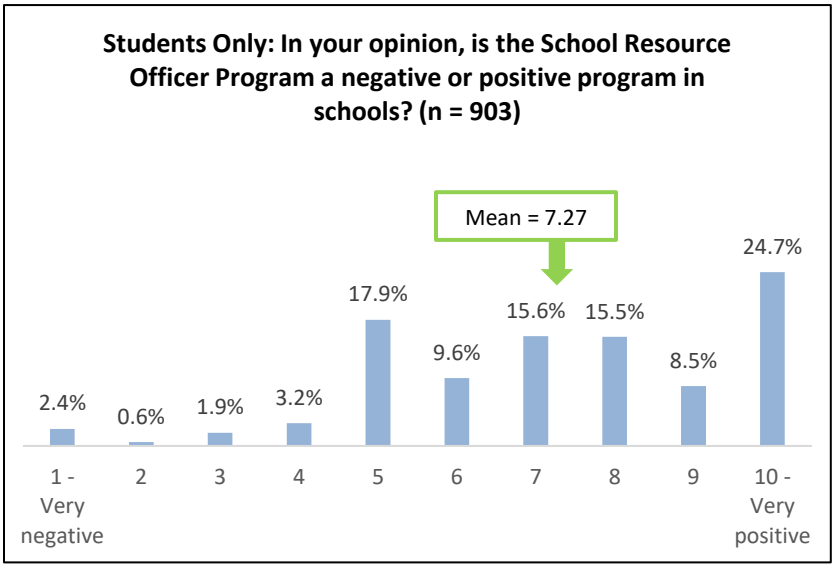


Is the SRO Program a Negative or Positive Program in Schools?

The survey also tested whether respondents felt the SRO Program was a positive or negative program.

Q. In your opinion, is the School Resource Officer Program a negative or positive program in schools?



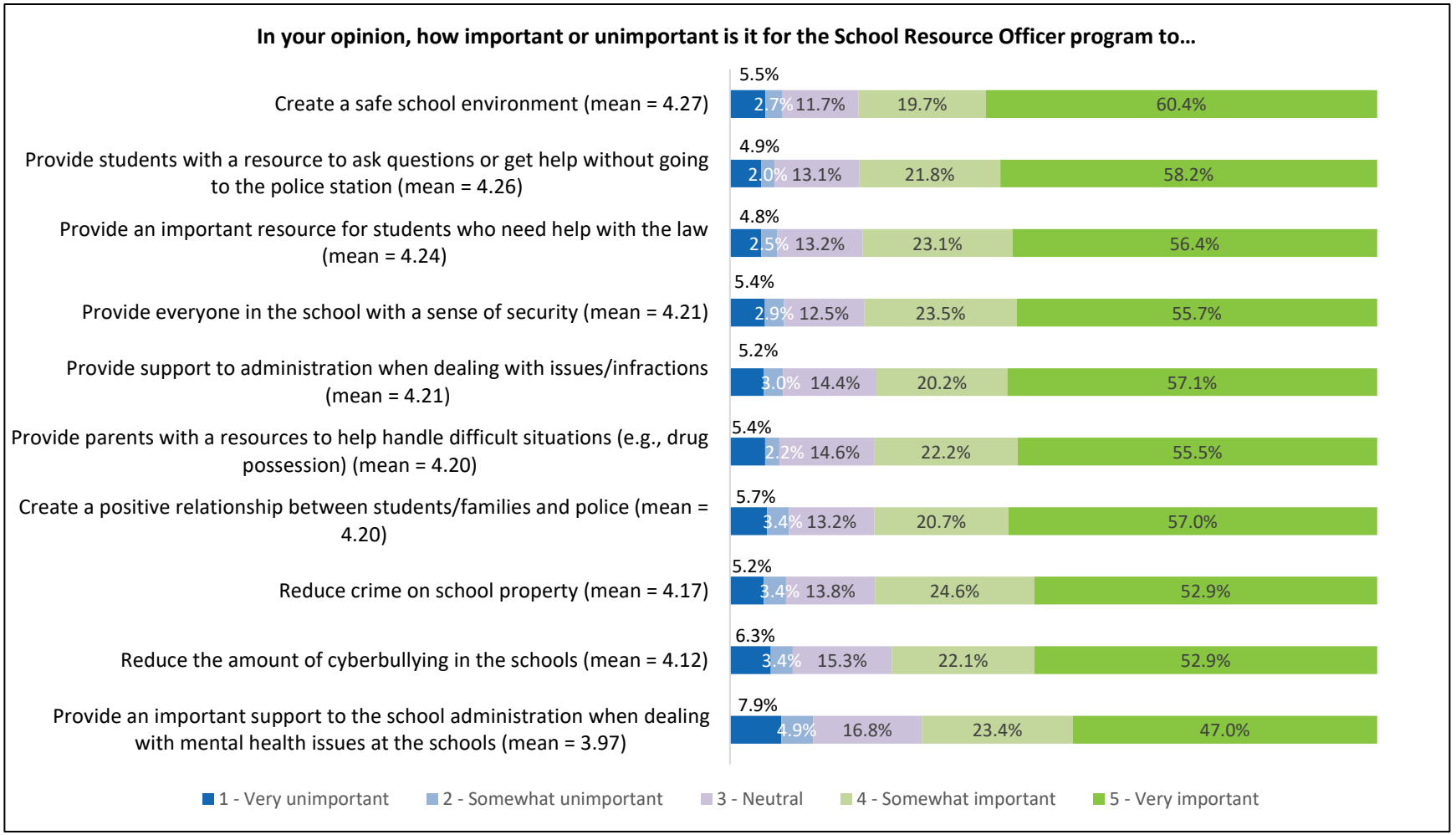


- When asked if the SRO Program is a negative or positive program in schools, over four out of ten (43.5%) respondents provide a rating of 10 out of 10, indicating the SRO Program is perceived very positively in schools.
- In total, over six out of ten (63.8%) provide a rating of either 8 (12.0%), 9 (8.3%), or 10 (43.5%) out of 10. In contrast, 8.1% hold a generally negative opinion, providing a rating of 3 or lower.
- The overall mean score of 7.81 out of 10 indicates a high perceived positive opinion of the SRO Program. The overall mean score among student respondents drops slightly to 7.27.
- Respondents who have at least one child in a Regina Catholic school (8.68) and staff members at both Regina public (8.49) and Catholic (8.61) schools are more likely to have a positive impression of the SRO program in schools.
- Respondents who identify as female are also more likely to have a positive impression of the program (8.22) in schools compared to respondents who identify as male (7.65).
- Indigenous respondents (7.18), respondents with a disability (6.78), and those who identify as LGBTQIA2S+ (6.27) are among those who are less likely to have a positive perception of the SRO program in schools.

Importance of Detailed Aspects of the SRO Program

The survey went into greater details of program importance by testing the level of importance of several program aspects that arose in the interviews, focus groups, and background document review.

Q. In your opinion, how important or unimportant is it for the School Resource Officer program to…
(See graph on next page followed by analysis.)


In your opinion, how important or unimportant is it for the School Resource Officer program to…
Create a safe school environment (mean = 4.27)
5.5%
2.7%
11.7%
19.7%
60.4%
n = 2,363
Provide students with a resource to ask questions or get help without going to the police station (mean = 4.26)
4.9%
2.0%
13.1%
21.8%
58.2%
n = 2,364
Provide an important resource for students who need help with the law (mean = 4.24)
4.8%
2.5%
13.2%
23.1%
56.4%
n = 2,358
Provide everyone in the school with a sense of security (mean = 4.21)
5.4%
2.9%
12.5%
23.5%
55.7%
n = 2,380
Provide support to administration when dealing with issues/infractions (mean = 4.21)
5.2%
3.0%
14.4%
20.2%
57.1%
n = 2,361
Provide parents with a resources to help handle difficult situations (e.g., drug possession) (mean = 4.20)
5.4%
2.2%
14.6%
22.2%
55.5%
n = 2,349
Create a positive relationship between students/families and police (mean = 4.20)
5.7%
3.4%
13.2%
20.7%
57.0%
n = 2,362
Reduce crime on school property (mean = 4.17)
5.2%
3.4%
13.8%
24.6%
52.9%
n = 2,359
Reduce the amount of cyberbullying in the schools (mean = 4.12)
6.3%
3.4%
15.3%
22.1%
52.9%
n = 2,344
Provide an important support to the school administration when dealing with mental health issues at the schools (mean = 3.97)
7.9%
4.9%
16.8%
23.4%
47.0%
n = 2,354
1 - Very unimportant
2 - Somewhat unimportant
3 - Neutral
4 - Somewhat important
5 - Very important

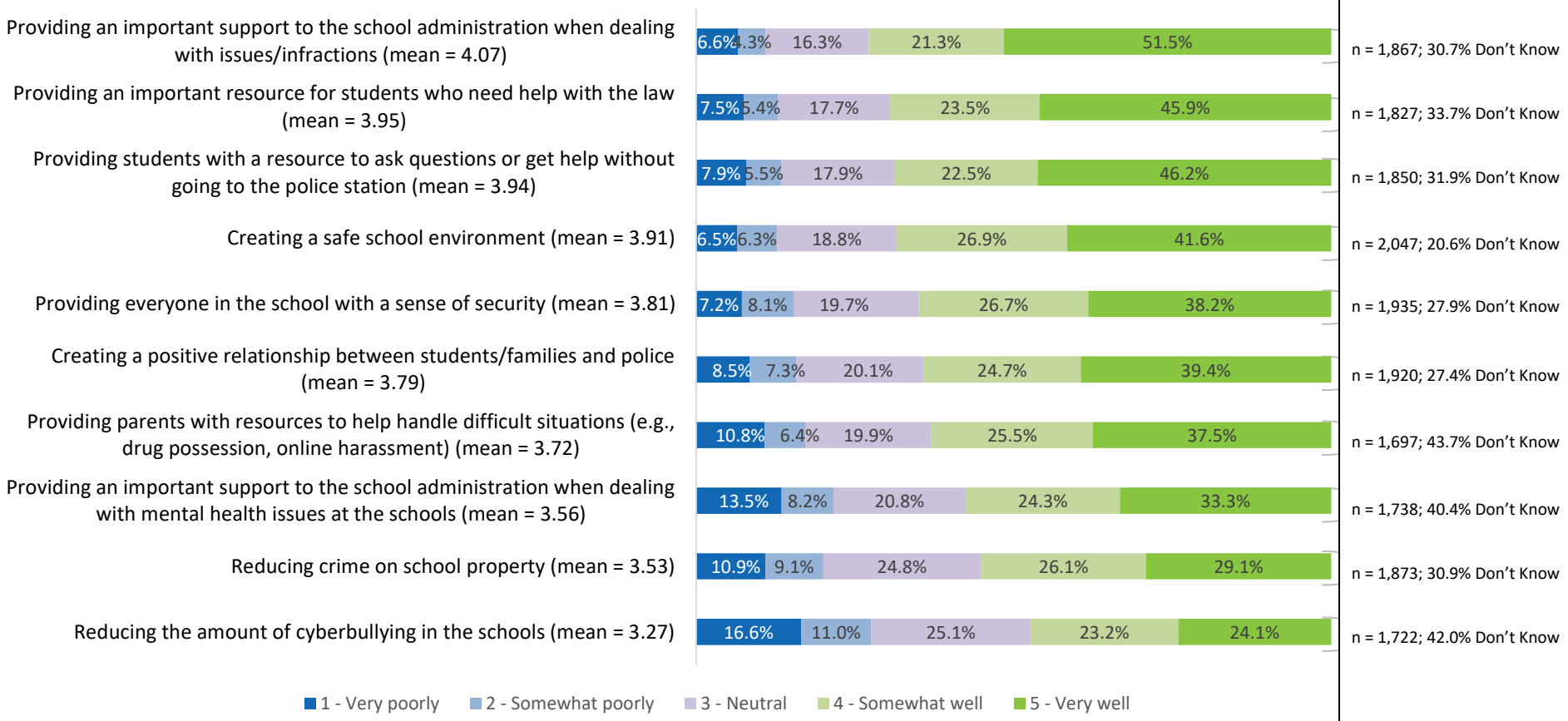
- When examining the importance of various aspects of the SRO program, perceived importance is highest for the SRO program to 'create a safe school environment' with eight out of ten (80.1%) respondents indicating that it is either somewhat (19.7%) or very (60.4%) important.
- Perceived importance is high for all aspects tested, but comparatively lowest for the SRO program to 'provide an important support to the school administration when dealing with mental health issues at the schools' with 70.4% indicating that it is either somewhat (23.4%) or very (47.0%) important.

Perceived Performance of Detailed Aspects of the SRO Program

The survey tested the same program aspects as featured on the previous page for 'perceived performance' as were tested for importance, enabling a gaps analysis to be performed.

Q. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas? (See graph on next page followed by analysis.)

To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

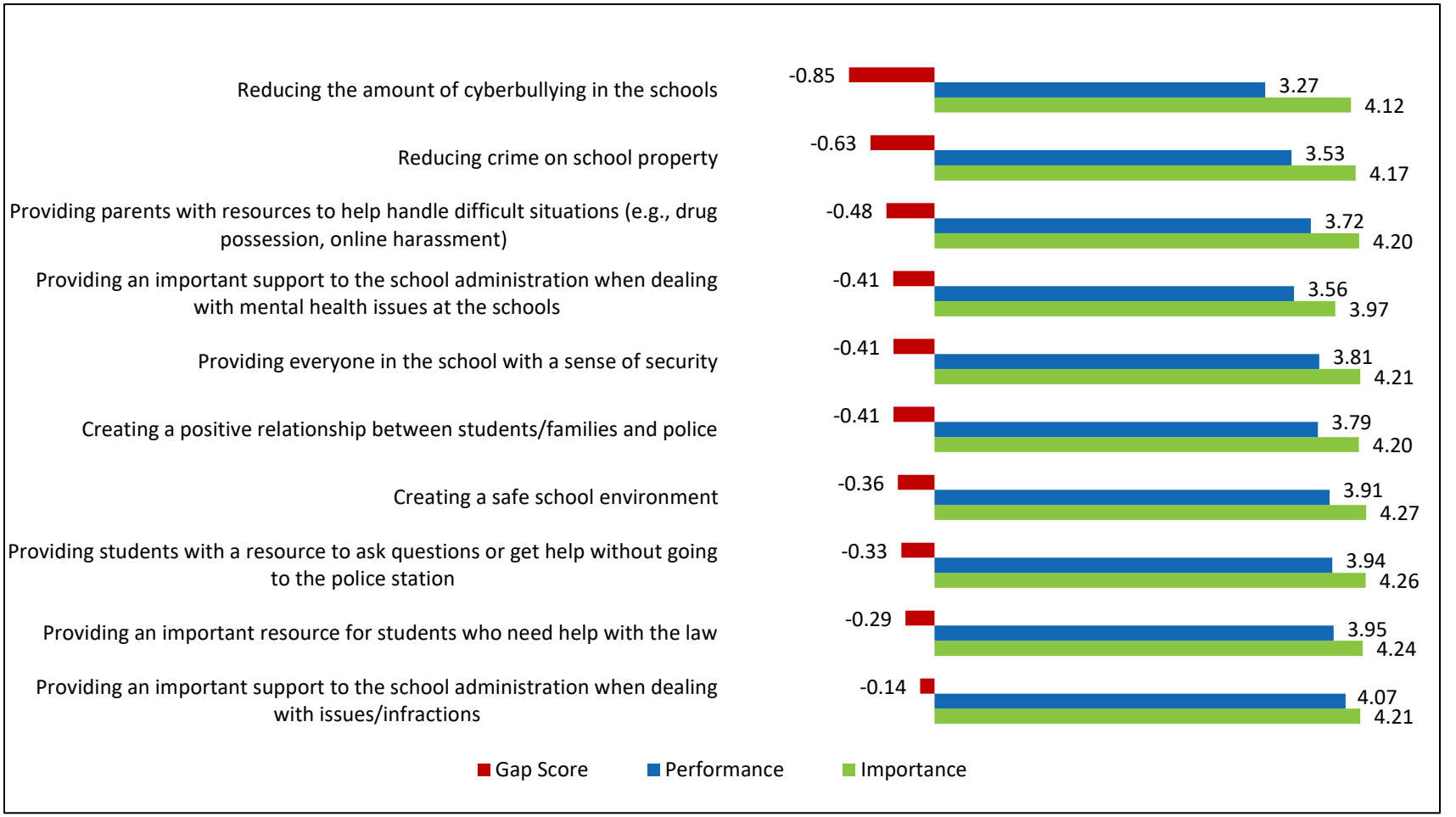


- Seven out of ten (72.8%) respondents report the SRO program is currently performing either somewhat (21.3%) or very (51.5%) well at 'providing important support to the school administration when dealing with issues/infractions.'
- Perceptions of the SRO program's performance is comparatively lowest for 'reducing crime on school property' (26.1% somewhat well; 29.1% very well), and 'reducing the amount of cyberbullying in the schools' (23.2% somewhat well; 24.1% very well).
- Regina public school students report significantly lower ratings for almost all statements.
- Those who identify as gender diverse, Indigenous, and/or LGBTQIA2S+ report significantly lower ratings comparatively in almost all statements.
- Respondents who have at least one child at a Regina Catholic school have significantly higher ratings for all statements.
- Staff members have significantly higher ratings for almost all statements.

Gap Analysis: Importance vs. Performance of the SRO Program: All Respondents

A gap analysis helps to prioritize areas that should be improved and/or focused on. Those areas with the largest gaps are the ones where importance exceeds performance by the greatest margin, suggesting they are in greater need of attention.

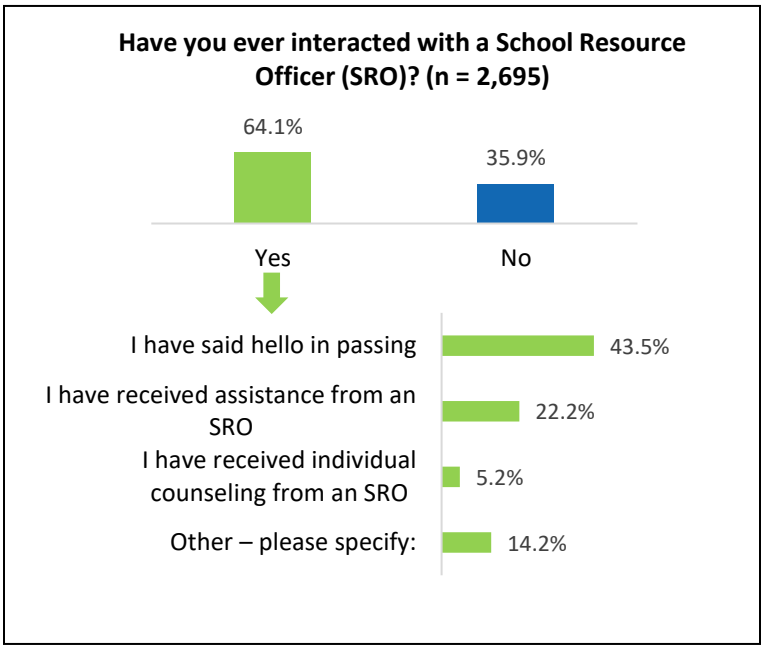
Among all respondents, the largest gaps between importance and perceived performance include reducing the amount of cyberbullying in the schools (-0.85), reducing crime on school property (-0.63), and providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment) (-0.48).

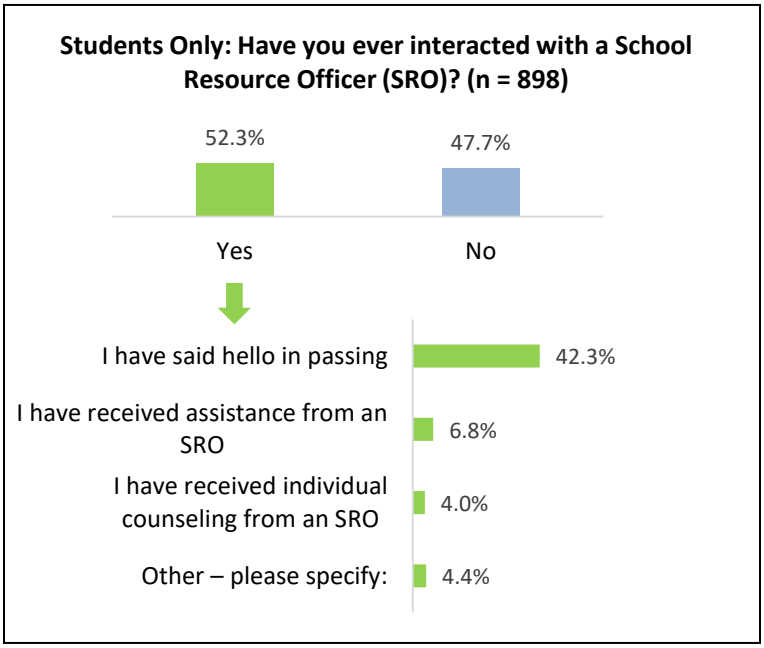


Interacting with SROs

The survey used a series of questions to understand respondents' experiences interacting with SROs including the impact of any interaction, as highlighted in the survey data to follow.

Q. Have you ever interacted with a School Resource Officer (SRO)?

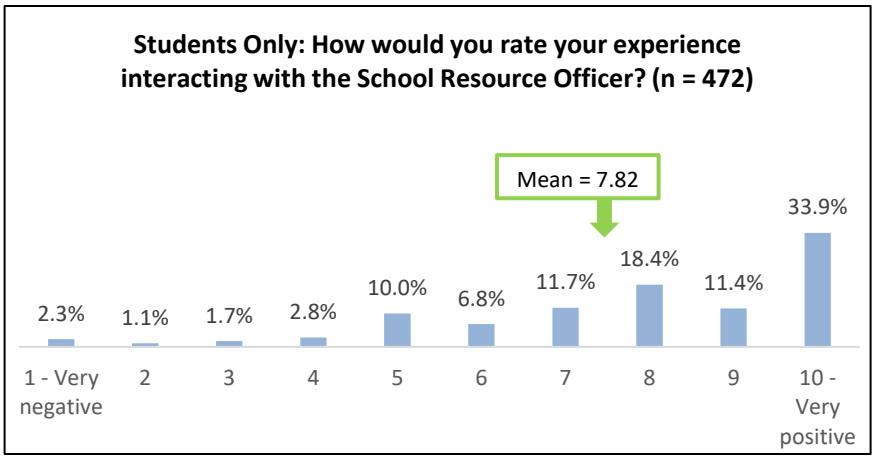


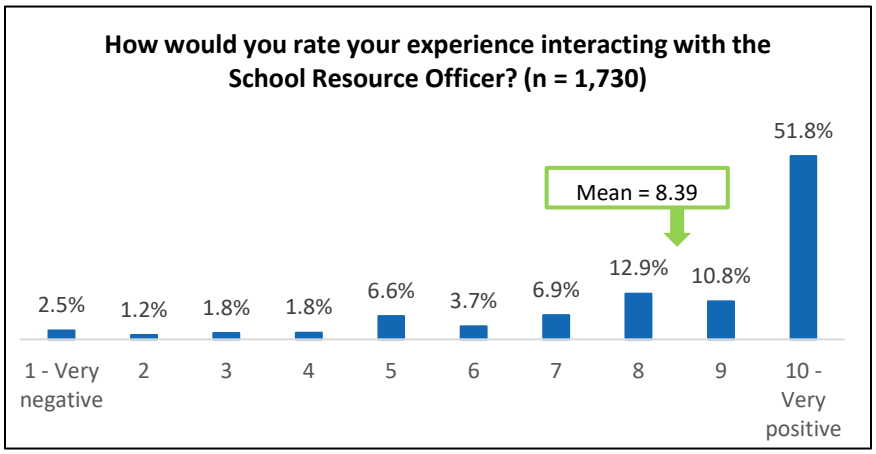


- Over six out of ten (64.1%) respondents have interacted with an SRO in the past. Among these respondents, over two-fifths (43.5%) have said hello in passing.
- Another one-fifth (22.2%) have received assistance from an SRO, while 5.2% have received individual counseling from an SRO.
- Students are less likely to have interacted with an SRO (52.3%) compared to other respondents. Among the students, 42.3% have said hello in passing.
- By comparison, staff members at both Regina public (90.3%) and Catholic (90.4%) schools are among the most likely to have interacted with an SRO.
- Indigenous respondents (78.5%) and those who identify as LGBTQIA2S+ (73.1%) are the most likely to have interacted with an SRO.
- Indigenous respondents are among the most likely to have said hello to an SRO in passing (53.2%).
- Respondents with a disability are among the most likely to have received individual counseling from an SRO (12.4%).
- Staff members at both Regina public (8.7%) and Catholic (10.2%) schools are also more likely to have received individual counseling from an SRO compared to the average.

Experiences Interacting with SROs

Q. How would you rate your experience interacting with the School Resource Officer?



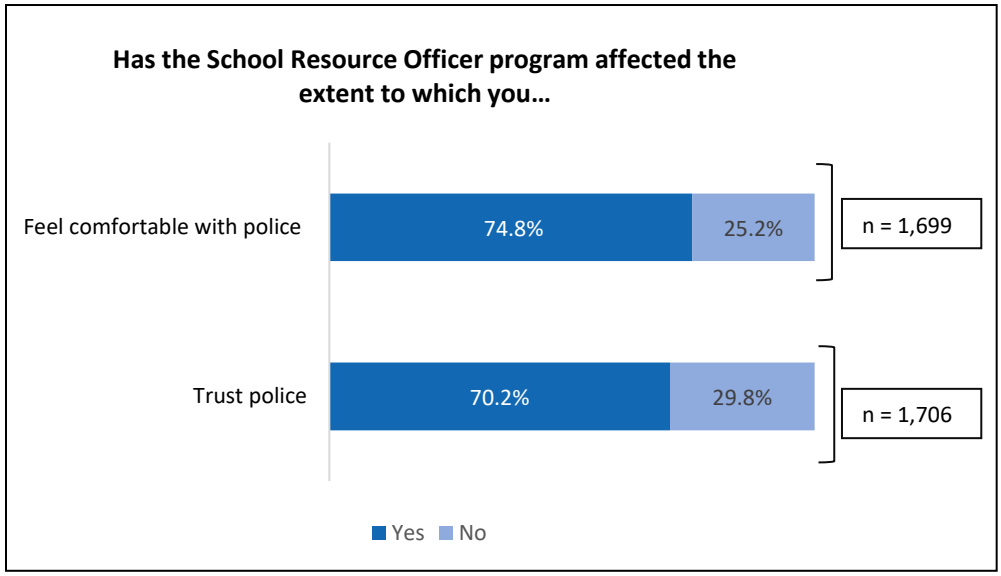


- Over half (51.8%) of those who indicate they have interacted with an SRO rate their experience as very positive, with a 10 out of 10 rating.
- In total, three-quarters (75.5%) indicate generally positive past interactions with SROs, providing a rating of either 8 (12.9%), 9 (10.8%), or 10 (51.8%) out of 10. Conversely, 5.5% of respondents indicate a generally negative past interaction with an SRO, providing a rating of 3 or lower.
- The overall mean score of 8.39 out of 10 indicates a high level of positive experiences interacting with an SRO. The mean score among students drops to 7.82 out of 10.
- Regina public school students (7.59) rate their past experiences interacting with an SRO less positively compared to Catholic school students (8.26) and other respondents.
- Respondents who have at least one child in a Regina Catholic school (9.01) and staff members at both Regina public (8.76) and Catholic (9.03) schools rate their past experiences interacting with an SRO more positively.
- Female respondents (8.69) rate their past interactions with an SRO more positively than male respondents (8.25).
- Indigenous respondents (7.31), respondents with a disability (7.51), those who identify as a member of a visible minority group (7.76), and those who identify as LGBTQIA2S+ (6.95) are among those who rate their past experiences interacting with an SRO less positively.

Impacts of Interactions

Q. Has the School Resource Officer program affected the extent to which you… (Asked of those who have interacted with an SRO)

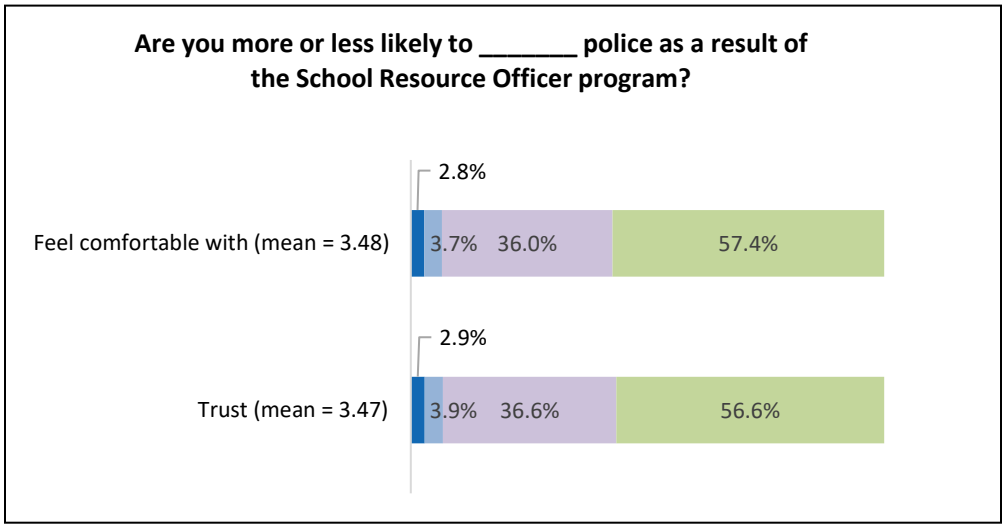
- *Feel comfor*table with police
- *Trust police*

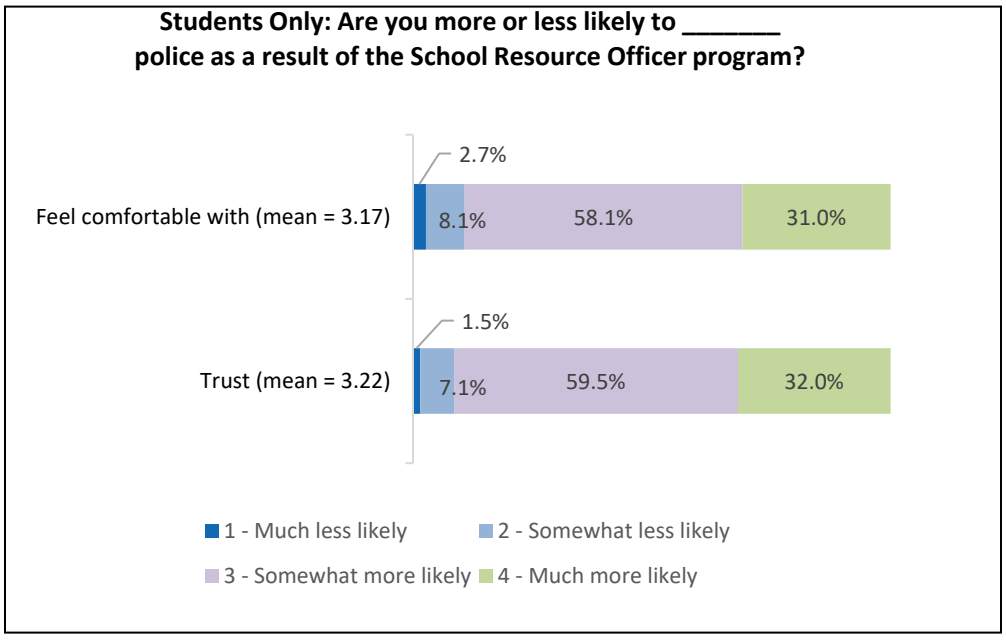


- Of those who have interacted with an SRO, nearly three-quarters (74.8%) indicate the SRO program affects the extent to which they 'feel comfortable with the police'. Additionally, 70.2% of respondents indicate the program affects the extent to which they 'trust police'.
- Those who identify as LGBTQIA2S+ are less likely to report that the SRO program has affected the extent to which they feel comfortable with police (60.3%) and trust police (60.8%).

Q. Are you more or less likely to _____ police as a result of
the School Resource Officer program? (Asked of those who indicate that the SRO program has affected the extend to which they feel comfortable with police)

- *Feel comfortable with*
- *Trust*





- Nine out of ten (93.4%) respondents who indicate that the SRO program has affected the extent to which they feel comfortable with police report feeling either somewhat (36.0%) or much (57.4%) more likely to feel comfortable with police because of the SRO program.
- Similarly, nine out of ten (93.2%) respondents who indicate that the SRO program has affected the extent to which they trust police report being somewhat (36.6%) or much (56.6%) more likely to trust police because of the program.
- Students at both Regina public (3.15 feel comfortable with; 3.17 trust) and Catholic (3.21; 3.29) schools are less likely to feel comfortable with and/or trust police as a result of the SRO program compared to other respondents.
- Those not born in Canada (3.26; 3.24), Indigenous respondents (3.21; 3.24), respondents who are from a visible minority group (3.32; 3.27), and those who identify as LGBTQIA2S+ (3.03; 3.07) are also among those less likely to feel comfortable with or trust police as a result of the SRO program.

3. Efficacy of the Program

This section of the report provides an overview of strengths and challenges of the program, heard through interviews and focus groups. The section delves into efficacy in relation to the program goals.

Perceived Strengths / Benefits of the Program - Student Focus Groups

In the student focus groups, students highlighted the strengths of the program and discussed program benefits as described below.

Strengths that were most talked about with the strongest recurring inputs across all three focus groups include:

Providing a Source of Guidance and Support - Students shared that the SRO program provides students with a safe, comfortable place to report incidents or talk. They indicated that SROs can help 'kids in tough situations', including those that are dealing with issues or incidents outside of schools (e.g., an abusive home life or relationship). Students referenced approaching SROs as an alternative to going to the principal when needing to discuss serious conflicts. SROs were described as encouraging, and easily accessible to those who need them. They were noted as treating everyone equally or as a human and as doing their best to help students. Students referenced that SROs provide their support in an accessible space that is judgement-free, inclusive, and, dependable. SROs allow students to feel heard.

Sense of Safety and Security - Many students - Students highlighted safety and security when discussing the strengths and benefits of the SRO Program. They noted that SROs can handle difficult situations that teachers or students cannot. Students further shared a sense of safety they feel, knowing that there is a person of authority present to protect students. Students referenced SROs contributing to safety in specific instances such as assisting with lockdowns, providing rapid response, and issuing first aid, including CPR. They mentioned that SROs keep a sense of order in schools and deal with legal issues that arise in the schools.

Additional strengths noted in the student focus groups include:

Source of Education - Students identified that SROs share knowledge with students and provide education on topics such as crime, gangs, and online safety. They added that SROs provide answers based on fact not opinion.

Connecting with Students and the Community - Students shared that SROs bridge the gap with the community and involve Regina Police Services in the lives of youth. Some students reflected on SROs helping coach sports teams, and working with counselors and teachers to create safe households and safe relationships. Other participants noted the SRO Program enables the community to come forward with school issues.

Building Relationships with Students for the Future - Students mentioned that the SRO Program allows students to feel more comfortable when dealing with police later in life. It is an investment for future generations, bridging the gap to future members of the community. Some students mentioned that the SRO program increases familiarity with police.

Authoritative Figure/Presence as a Deterrent - Students mentioned that the SRO can help students more than teachers or principals in certain situations. Some students felt the SROs have more power or more authority when dealing with conflicts (e.g., stopping fights from happening).

Perceived Strengths / Benefits of the Program from Staff and Administration Focus Groups

Staff and administration focus groups discussed the strengths of the SRO program as follows:

Community Building - SROs provide community- focused relationship building.

Accessible Support - SROs provide an 'open door' resource.

Safety and Support - SROs provide a sense of safety and support from Regina Police Service.

Bridging between staff, students and outside community resources

Education and Skills Development for SRO - The program enables an SRO to learn from working with youth within schools.

Regarding impacts of the program for students, the staff and administration focus group highlighted the following:

Providing a Resource/Support - The SROs provide a resource for students, supporting them through various problems or situations. They provide education, focused on proactive work, safe behaviours, and early intervention.

Breaking Down Stigmas - The SROs help break down stigmas or barriers that students may have with respect to police.

Liaison Between Community - The SRO acts as a liaison between the school community and the broader community (e.g., weekend activities, situations).

According to the staff and administration focus groups, the benefits and impacts of the program for staff include:

Creating a Sense of Safety and Security - SROs provide staff with a sense of assurance for safety protocols and procedures, given the SRO's expertise. Their physical presence in the building contributes to the sense of safety and security. They are also a resource for de-escalation support.

Liaison Between Community Supports/Resources - SROs are a resource for Violence Threat Risk Assessment (VTRA). They provide a connection with other community resources.

The staff and administration focus groups also added the following benefits and impacts of the program for administration, as follows:

Sense of Reassurance and Security - SROs have knowledge of proper safety and security procedures and protocols. The SRO helps organize, facilitate, and consult on lockdown drills, hold and secure, and safety drills.

Rapid Response - SROs provide a rapid response when needed.

Perceived Strengths / Benefits of the Program from Community

When asked this question, participants recurrently identified the following strengths of the program:

Relationship Building - Most commonly, participants noted that establishing relationships with students and staff in schools and with the community is a key strength of the program. Participants believe that building relationships allows SROs to act as a bridge between the school and the greater community. Participants highlighted that relationship building is even more essential following COVID-19.

Visibility - Participants emphasized that SROs who were visible and involved in schools and in the community were more likely to build authentic connections and relationships. A participant underscored the significance of the visibility of SROs in the community as active participants and not as enforcers.

Reputation - Many interviewees considered the reputation of the program to be a strength. Those who did cited the program's longevity and good relationship in the community. A few participants echoed that the reputation of SROs also facilitates a potential policing career path for students.

Build Trust - Most participants identified that a benefit is the trust and relationships established between students and SROs. Students experience positive interactions with police and are able to become for familiar and comfortable with community policing approaches. Importantly, one participant noted that this benefit is severely dependent on the ability of the SRO to build a rapport and maintain a relationship with students.

Sense of Safety - The presence of an SRO in the school and the community contributes to feelings of safety for students and staff. Participants believed that the presence of an SRO increased the perception of safety by students, staff, and community members. One participant emphasized that their presence serves as a vital deterrent.

Accessibility - When SROs are based within schools, some participants commented that students have easier access to police; therefore, are more likely to reach out to SROs for advice or support. With SROs based in schools, there is almost immediate access to support in emergency situations.

Resource - A few participants believed that students utilize the expertise of SROs related to legal issues or the criminal code. One interviewee considered educational programs offered by SRO to be a significant benefit for a student.

Collaborative - Many participants identified that SROs and school staff can collaborate to best support students and ensure an informed and coordinated response in handling different situations in schools. Participants stressed collaboration would ensure an approach that utilizes the expertise of SROs and school staff, together.

A Resource to School and Broader Community - SROs are a resource to students, staff, administration, and the community by providing educational programs and presentations and counselling and guidance.

Community Safety - Violence Threat Risk Assessment (VTRA) process was consistently indicated as a benefit of the program for students. VTRA brings multiple agencies and information together to best support students. Interviewees identified SROs as important component of VTRA.

Emergency Preparedness - SROs are trained police officers that can offer valuable expertise and skills to school staff in emergency situations.

Personnel - A significant number of participants identified that current and previous personnel are a strength of the program. Participants believed SROs to be friendly, passionate, and dedicated. Additionally, they felt that SROs have always exhibited professionalism and are a positive role model to have in schools. An interviewee also suggested the program would benefit from increasing the diversity of SROs.

Cultural Sensitivity - SROs serve diverse communities and must be sensitive to the differing needs of those populations.

Career Mentorship - A few participants noted that SROs in schools exemplify to students policing as a potential career option.

Perceived Strengths/Benefits of the Program from Indigenous Interviewees

Indigenous Interviewees indicated the strengths and benefits of the SRO program as follows:

Building Relationships and Community Connection - By being in the school community for an extended period, SROs can build relationships and maintain a connection to the community. Uniformed SROs seem less intimidating when seen interacting, and building relationships.

Information Sharing/ Great Partnership with the Regina Police Service - The SRO officers can share information with the Regina Police Service to respectfully serve the students and the community. For example, other Regina Police Service officers can make arrangements through an SRO to speak to a youth, if needed.

Accessibility/Comfort - SROs provide a level of accessibility and comfort for students, to have someone to talk to in their school, if they are afraid to call 911, or go to the police station.

Provides an Example of a Positive Relationship with a Police Officer - SROs can act as a positive example of a healthy relationship between a police officer and community members.

Support for Community - SROs provide support to students and the community regarding questions or legal issues.

Not Supportive - One Indigenous interviewee was not supportive of SROs in the schools and did not mention strengths. They suggested an alternative approach of having a community based safety personnel rather than police officers in schools.

Perceived Strengths / Benefits of the Program - Black in Saskatchewan

In the Black in Saskatchewan focus group, participants highlighted the strengths, as well as benefits and impacts of the SRO program for students, as follows:

Education on the Law - The SRO program introduces students to law enforcement and provides an opportunity to make the connection between the justice system and education.

Police Presence in Schools - The program gives students an opportunity to understand police, which can help to change the negative perception of police.

Safety and Security - The program ensures students are safe or feel safe and secure by their presence in the school, responding to threats, and executing emergency procedures.

Creating Aware Citizens - SROs contribute to creating citizens that are more aware of the consequences and parameters of the law e.g., bicycle safety, cyber bullying.

Not having to fear the unknown - Interactions with the system enable a student to feel more empowered to interact with police services in the future.

Perceived Challenges/Drawbacks of the Program - Student Focus Groups

The following section includes challenges or drawbacks of the program, from various stakeholder perspectives.

Seven key themes emerged from the student focus group responses regarding perceived challenges or drawbacks of the program, as summarized below.

The challenges student focus groups talked about with increased frequency and detail included the following.

Police and/or Their Uniform is Uncomfortable and Intimidating - Police in the school makes some students feel uncomfortable. Some discussed that police presence creates a tense environment, makes them feel paranoid, and makes the school feel “more like a prison”. Some shared that it was difficult for them to be comfortable enough to approach the SRO or talk about sensitive topics, and that it can be difficult to build a relationship due to a power imbalance. Some participants were concerned that the presence of SROs can be intimidating to some students. They noted that if students have had previous negative experiences with police officers, the SRO may incite reactions of fear and re-traumatization.

Lack of Clarity of SRO Role - SROs are underutilized by some students due to a lack of awareness of the SRO program, and a lack of understanding that the SRO available to them as a resource. As one student noted, “so many students are unaware of it and how it can help them”. Some students were unsure of what could be discussed with the SRO. They highlighted concerns about how the information would be used and what confidentiality would be afforded to students.

Lack of Availability, Accessibility, Interaction, and Visibility - SROs as not seen as being interactive with the community or doing much within the school. Some students felt that the officers should be more visible to students, and that more could be done to offer support or point them in the right direction. Other students noted that the officers are always not available, and there is a lack of accessibility for students and parents to access an SRO.

Additional challenges identified in the student focus groups included the following themes.

Poor Attitude and Behaviour of SROs – Some students described a negative perception of SROs due to some SRO attitudes and behaviours. For example, one student shared “our SRO seems to think he’s the ‘top of the food chain’ and no one can get in his way”. A selection of students also mentioned the following instances:

- acts tougher than needed in certain circumstances;
- acts superior to others;
- makes unnecessary, inappropriate comments;
- yells and swears at students; and,
- lacks cultural sensitivity.

Ineffective at Resolving Situations - Some students shared a feeling that SROs are ineffective at resolving problems, and not all problems were treated with the necessary severity. Possible reasons cited included that the SROs are not always aware of what is happening in the school; it is difficult for the officers to resolve situations without a relationship with the students; and, the students will not reach out to the SRO if they think that the officer will not resolve the issue. Some students explained that their issue may not be taken seriously and noted instances of victim blaming where “both are at fault, rather than supporting the victim”. Others commented that SROs are assigned to more than one school, meaning they are not always there to respond.

Lack of Availability, Accessibility, Interaction, and Visibility – Some sstudents indicated they do not see the SROs as being interactive with the community or doing much within the school. They felt that the officers should be more visible to students, and that more could be done to offer support or point them in the right direction. Students noted that the officers are always not available, and there is a lack of accessibility for students and parents to access an SRO.

Lack of Sensitivity Dealing with Students – A selection of students shared that the SRO officers appear to lack the experience and perspectives needed to deal with issues concerning youth. Some students felt the SRO officers do not see the bigger picture or understand the nuances of conflicts.

Lack of Resources – Some students mentioned a current lack of resources within the SRO Program lacks resources. In general, there are not enough officers to talk to all the students in a single day. More specifically, if there are many conflicts, the officer may not be able to get there in time. On the other hand, it was mentioned by a participant that the SRO program takes time and money away from the police force for other important matters.

Perceived Challenges/Drawbacks of the Program from Staff and Administration Focus Groups

Through group discussion, the most common challenges identified by staff were the gaps in availability of SROs due to vacation time, sick leave, and reduced availability due to significant workload. Staff also noted the potential challenge of hiring the right individuals who could fulfill the unique responsibilities of the role. Some participants also remarked that the intimidating nature of the SRO uniform could be a barrier to relationship building and prevent SROs from serving as a resource to students and the community.

Perceived Challenges/Drawbacks of the Program from Community

When considering the challenges of the program, the following themes emerged from participant responses.

Building Relationships - A number of participants felt that they were unsure about the ability of SROs to build authentic relationships. They believed that it would be especially difficult for SROs to build relationships with those who had had negative experiences or have experienced past trauma with police. Those who felt this way indicated that extended tenure of officers in schools would not mitigate this concern.

Power Dynamics - Interviewees identified that SROs occupy a position of authority. This creates an imbalance in power between SROs and those seeking their assistance. This serves as a barrier to relationship building and would likely discourage individuals from reaching out to SROs for support.

Intimidation - Uniformed SROS and armed police officers can be perceived as intimidating hindering individuals from speaking to and seeking advice. Several participants highlighted that the presence of a uniformed SRO may be particularly daunting for newcomers who have previously had adverse encounters with law enforcement.

Re-Traumatization - Some participants commented that community members who have had negative experience with police could experience re-traumatization with the presence of SROs in schools and in the community.

Systemic Racism - Some participants felt that SROs, as members of the police force, may be part of a systemically racist institution. It was suggested that historical experiences of Black and Indigenous communities with police and with policing institutions must be recognized.

Clarity of Role - Many participants believed there to be a general lack of clarity surrounding the purpose of the program and role of the SRO. A few participants noted specifically school staff who are unsure of the purpose of the SRO, will be unlikely to utilize them as a resource. Interviewees noted that it could also be confusing for staff who have had negative experiences with police to be encouraged to seek support or guidance from SROs.

Resources - Funding and personnel numbers were identified as significant challenges to the program. Resource challenges result in a higher ratio of SRO to students/schools and limited time for SROs to build relationships, which is critical to the Program's success.

Social Media - Many participants cited the influence of social media in schools and, often, its influence on exacerbating situations. SROs are now dealing with more serious and quickly evolving situations where the complexity is compounded by social media.

Hiring and Recruitment - Participants stressed the importance of establishing hiring practices that ensure SROs mirror the diversity of the communities they serve. Participants also highlighted that hiring practices should ensure SROs are prepared to work with a diverse student and community population.

Strategic and Operational Planning - Interviewees cited a need for a more strategic, clear approach to the SRO program, including defined roles and responsibilities of the SROs.

Limited Professional Development Opportunities - A lack of program-specific training and professional development opportunities was highlighted. A lack of established mental health and trauma-sensitive training were particularly noted.

Perceived Challenges/Drawbacks of the Program from Indigenous Interviewees

Indigenous Interviewees noted several challenges of the SRO program, as highlighted below:

Having the Right Person in the Role - It is important to have the right person in the role of SRO, with a willingness to collaborate and build relationships with students and the community. Furthermore, if they are not willing to make those connections, it can do more damage than good.

Limited Time to Build Relationships in Elementary Schools - The SROs are mostly placed in high schools, and "helicopter" into the elementary schools**.**

Not Visible - SRO officers may not be visible to students.

Enable Input from Schools - As SROs are in a position to share knowledge, schools should have a say in SRO placements.

Ensure SROs Know and Understand the Community and School Demographics - It is important for SROs to understand the community and school demographics, for example, how many Indigenous students are at the school. The SROs should be responsive to Indigenous Students and ensure Truth and Reconciliation is a focus.

Other Approaches to Safety - One interviewee understood the need for social safety and peace but felt unsure that this is achieved by having an armed police officer walking down the hall. They also

mentioned that the 'racialized community' feel police officers are not there to protect them, but to penalize them. With this in mind, the interviewee was not sure the program is right in the schools, and suggested there may be better ways to approach safety. Ideas suggested were a different kind of uniform, a peace-keeping approach without carrying weapons, or carrying some self-defence tools but nothing that is energy controlled. The interviewee also mentioned it depends on the school environment, not all schools need police for issues and lockdowns.

Perceived Challenges/Drawbacks of the Program - Black in Saskatchewan

Participants in the Black in Saskatchewan focus group provided their input on challenges of the program through a MIRO whiteboard. Challenges identified by the group include:

Lack of Approachability and Connection - Specifically, the focus group shared a lack of connection with Black students and a lack of care for racialized students. They highlighted an unnecessary relational gap between SROs and students; and noted the challenge as it relates to navigating the trauma of some students.

Lack of Program Clarity and Feedback - The group mentioned students have a lack of understanding of the aims of the SRO program, which they added impacts accountability of the program. They identified the need for a clear feedback loop from the student body and the community to the SRO management and officers. They referenced the need for more frequent, consistent review processes for the program.

Existence of Inequity, Racism, and Threat within Law Enforcement, Justice System, and Policing - The focus group highlighted that to some, police are equivalent to a threat. They added that police presence does not equal safety for many students from marginalized communities. They discussed issues of perpetuated injustice and raised concerns that tools of law enforcement can be used as instruments of racism.

Difficulty for Newcomers to Understand the SRO Program and Policing in Regina - The focus group participants recognized challenges for newcomers to understand the program, as well as to understand policing in general in Regina.

Regarding negative impacts or drawbacks of the program, the group discussed the following:

Ambiguity of the SRO Role - The SRO's role is ambiguous as it is communicated to the students.

Not Meeting Student Needs - The responsibilities of the role do not capture the full extent of the needs of students.

Lacking Consent on Interactions - Interactions with SROS lack the consent of students. Principals or teachers initiate the involvement of the SRO, but not with student consent or proper notice. Students' parents also are not notified. It is important for parents to be included to facilitate conversations.

Power Imbalance - With an adult not present with the minor, use of the SRO creates a power imbalance and it appears the teacher or administration are using the SRO for their own gain. This impacts student trust in SROs and causes confusion as to whether SROs support the student body, administration, or both.

Lack of Clarity of Consequences - There is a lack of understanding about how SROs can influence a student's record beyond school, which can lead to misjudgments about how to engage with SROs.

Impersonal interactions - A lack of effort to connect with students was identified. This includes instances where SROs are speaking with "all the white students but it's different with the marginalized community".

Program Goals Review

The following section offers a review of the eight, current goals of the SRO Program.

Goal 1 - To Develop Positive Attitudes toward Police Officers

During student focus groups, when asked whether the SRO program has impacted their attitude towards police officers, most participants indicated a generally positive attitude. Of the 54 students in attendance at the focus groups:

- 31 of 54 placed their response as positive;
- 13 of 54 indicated neutral or no impact; and,
- 14 of 54 indicated a negative impact.

Students that shared positive thoughts and feelings on the SRO program discussed feeling that the SRO was someone to talk to; identified the SRO as a resource for issues, including those taking place outside of school; and, described the SRO as offering a judgement free, and accessible space. Alternatively, there were also negative thoughts and feelings shared when students discussed the SRO program. These included negative past experiences with police that impacts student's trust or perception of an SRO; a lack of visibility or presence of an SRO impacting trust or relationship; a lack of clarity on the consequences when sharing an issue with an SRO; and, a sense that SROs are not aware of what is going on in the school.

Community interview responses questioned how different schools and communities are prioritized in the program's efforts to develop positive attitudes. Further, positive attitudes toward police officers are predicated on the establishment of trust between students, staff, and community members with SROs, and that trust is built over time and with sustained effort. Interviewees noted that efforts to engage should be grounded in a trauma-informed approach.

Indigenous interviewees discussed past difficult experiences with police as impacting some students' thoughts and feelings about police in a negative way. Some felt that having a police officer in the school who is building relationships with students and the community can change this negative narrative for students.

Black in Saskatchewan focus group participants also referenced negative past experiences or perceptions that impact their thoughts and feelings about police. Participants referenced learning at an early age to have concern or act cautiously when seeing a police officer. A participant referenced the SRO program as a "missed opportunity" to change this negative narrative.

Goal 2 - To Develop Positive Relationships between Youth and the Police

When students in the focus group were asked whether the presence of an SRO in their school impacts their sense of relationship with police, of the 54 students across the focus groups:

- 21 of 54 indicated a positive impact;
- 10 indicated a neutral impact; and,

- 7 of 54 indicated a negative impact.

When investigating positive relationships between students/families and police through the survey:

- 64.1% of respondents indicated the program is performing either very well or somewhat well at 'creating a positive relationship between students/families and police'.
- A further 20.1% of indicated a neutral response; and,
- 15.8% of respondents indicating that the program is either performing somewhat poorly or very poorly.

Of these survey responses, students score lower than parents and staff. Those who are gender diverse and those with a disability have significantly lower ratings regarding positive relationships between students/families and the police (means of 2.76 and 3.47 respectively, compared against the overall mean of 3.79).

Additional Data Regarding Positive Attitudes and Relationships

Early program review findings revealed the importance of pursuing input on connection and building relationships among the SRO and students, as well as the school community. Therefore, the review sought additional input in this area. In relation to positive relationships with police, student focus group discussions suggest that this differs between schools. When thinking about relationships with students, some students spoke positively of an active SRO who was described as participating in activities and talking to students in the halls. Alternatively, others mentioned not knowing who their SRO was and described them as staying in their office with the door closed.

Relationship building was a reoccurring theme when participants noted strengths and benefits of the program. Staff referenced the program as bridging between students, staff, and the community.

Community interviewees reiterated that creating positive relationships between youth and police officers is largely dependent on trust. They suggested that early engagement with students who are more likely to have experienced trauma would be foundational to relationship building.

Two Indigenous interviewees discussed that through building relationships, both with students and in the community, the SRO can establish trust and become a resource for students.

Some Black in Saskatchewan participants noted an unnecessary relational gap between SROs and students or a lack of connection with Black students when discussing challenges or drawbacks of the program for students. Of those that filled out the stoplight answers (in the table below) on the SRO Program impacting sense of relationship with police, two noted the impact was neutral, one noted it was negatively impacted.

Additional Observations Regarding Positive Attitudes and Positive Relationships with Students

Students were asked whether the presence of an SRO in their school impacts their sense of trust, comfort, and familiarity with police. The stop-light table below provides a snapshot of the student focus group results.

Does the SRO Program impact your sense of…			
Area of potential impact	**Green (Positive Impact)**	**Yellow (Neutral Impact)**	**Red (Negative Impact)**
Sense of trust in police	21/54	23/54	10/54
Sense of comfort with police	16/54	22/54	17/54
Sense of familiarity with police	30/54	16/54	7/54

Black in Saskatchewan Focus Group

The Black in Saskatchewan focus group was also presented the same table as the student focus groups, asking participants to reflect on their experience as past students. The numbers below reflect those that choose to answer.

Does the SRO Program impact your sense of…			
Area of potential impact	**Green (Positive Impact)**	**Yellow (Neutral Impact)**	**Red (Negative Impact)**
Sense of trust in police			2
Sense of comfort with police			3
Sense of familiarity with police		1	

Goal 3 - To Provide Administrators, Counsellors and Teachers with a Resource in the Areas of Law and Police Work in the Community.

The staff focus group referenced SROs as a resource that provides educational support through doing presentations in class and supporting specific topic matters in class; creates awareness of police work and the role of police; and, provides a resource to staff when they have questions about a procedure or a law. The staff expressed a desire for more access to SROs.

Community interviews noted that increasing awareness of what the program has to offer would enhance the likelihood of school staff utilizing SROs as a resource. Schools staff would have a clearer understanding of what is available to them.

The survey indicated that 72.8% of respondents feel the program is doing ‘very well’ or ‘somewhat well’ at providing an important resource to the school administration when dealing with issues and infractions. Conversely, 4.9% of respondents rated this element as ‘very poorly’ or ‘somewhat poorly’.

Goal 4 - To Provide Information to Students on the Law, the Work of the Police, and Legal Consequences.

Student focus group identified SROs as a source of guidance and support when discussing strengths of the program. They referenced SROs as providing education and providing good fact-based information.

Students identified specific topics of information shared by SROs including education and guidance on crime, gangs, and online safety. Conversely, students in the focus groups also expressed uncertainty about legal consequences, including the consequences of discussing their issue with an SRO. Some students in the focus groups also referenced an SRO that was not accessible or visible.

Staff referenced SROs as providing education to students in the classroom on specific topic matters, including awareness of police work and the role of the police.

The Black in Saskatchewan focus group identified education on the law as one of the strengths of the program. This included an opportunity to connect the justice system and education; and provide an introduction to law enforcement. Through discussion, they referenced that the SRO program gives students an opportunity to understand police, which can change the negative narrative if used properly. They also referenced a benefit of the program as creating citizens that are more aware of the consequences of the law e.g., bicycle safety, cyber bullying. Additionally, they mentioned that interactions with the system enable a student to feel more empowered to interact with them in the future.

In the survey, when asked how well or how poorly the SRO program is currently performing with regards to 'providing an important resource for students who need help with the law', 69.4% of survey respondents indicated that the program is performing 'very well' or 'somewhat well'. Conversely, 12.9% of respondents indicated the program is performing 'somewhat poorly' or 'very poorly'.

Goal 5 - To Provide Individual Counselling and Assistance to Students Relative to the Law.

When asked if they had received assistance from an SRO, 6.8% of student survey respondents indicated that they had. Additionally, 4.0% of students indicated that they have received individual counseling from an SRO.

Of those students who have received assistance from an SRO (N=61), when asked to rate their experience interacting with the SRO on a scale of 1 to 10, where 1 is very negative and 10 is very positive, they have a mean impression rating of 7.82. Of the students who have received individual counselling from an SRO (N=35), when asked to rate their experience interacting with the SRO on a scale of 1 to 10, where 1 is very negative and 10 is very positive, they have a mean impression rating of 6.83.

Based on student focus group findings, the survey also asked how well or how poorly the program was performing in terms of 'providing students with a resource to ask questions or get help without going to the police station'. Within this question, 68.7% of survey respondents indicated the program is performing 'very well' or 'somewhat well'. Conversely, 13.4% indicated the program is performing 'somewhat poorly' or 'very poorly' in this area.

Two Indigenous interviewees specifically mentioned that the SRO program provides a more accessible option for students to access help or questions with the law, in comparison to going to the police station or calling the police. One mentioned that a student approaching the SRO is a much better alternative

than seeing them do nothing at all when dealing with important matters of their personal safety. Two interviewees referenced relationship as the foundation for building trust to encourage students to come to the SRO as a resource.

Goal 6 - To Gather Information on Youth Activities in Schools and the Community.

With regard to the goal of gathering information on youth activities, community interviewees had varying perspectives. Some mentioned that this aspect of the program, information sharing, is underutilized by the police service. They added that the expertise and information that SROs have can help other police units make good decisions and have more meaningful responses to situations. Interviews with community revealed that clear information sharing guidelines exist, for example, through the TRiP program. They referenced TRiP as a main line for an internal information system, allowing information sharing among different community and city agencies. They expressed that shared information can help students that are experiencing complex situations where multiple agencies are involved; it can enable an SRO to be aware of a certain student's situation and be a proactive resource for them; and, it can help build relationships with staff, by assuring them that the SRO is part of the team.

Additionally, some community interviewees felt that the intent of the goal should focus on increasing student comfort levels with SROs. Offering further that, in their view, the goal does not and should not seek to create an environment in which individuals feel compelled to act as informants concerning the behaviours of others in the community. If it is required, criminal investigations should be conducted carefully and appropriately.

Goal 7 - To Reduce Crime on School Property and in the Community, Now and in the Future.

The survey findings indicate that 55.2% of survey respondents feel the SRO program is performing 'very well' or 'somewhat well' when it comes to reducing crime on school property. Conversely, 20% of respondents indicated the program is performing 'somewhat poorly' or 'very poorly'.

Some community interviewees referenced the presence and visibility of SROs as a deterrent to crime. Alternatively, some felt this is a challenging area to measure, or an aspect of the program that requires improved information sharing. Some interviewees referenced that the school is the centre of the community and the presence of SROs in schools can help build rapport in the community and could act as a deterrent to crime. With regard to this rapport and a community policing model, community interviewees mentioned with elevated levels of trust, crime decreases. Interviewees also mentioned that it is beneficial to have an SRO that is available and accessible to intervene or be involved when a student is ready to reach out for support, if there is a crime incident. One participant questioned if younger students were being criminalized for small things. One interviewee felt there is no role for the police in schools. They mentioned crime prevention belongs to the community, school, and student body. They mentioned that teachers and guidance counsellors should be the ones working with those at risk of offending, and that this is crime prevention, through intervention.

Goal 8 - To Help Create a Safe School Environment

Through the survey, 68.5% of respondents indicated that the program is performing 'very well' or 'somewhat well' when it comes to creating a safe school environment. Conversely, 12.8% of respondents indicated it is performing 'somewhat poorly' or 'very poorly' when it comes to creating a safe school environment.

In addition to safety, the survey also investigated sense of security, as many initial conversations referenced both safety and security. When responding to performance of 'providing everyone in the school with a sense of security', 64.9% of survey respondents indicated the program is performing 'very well' or 'somewhat well'. Conversely, 15.3% of survey respondents indicated the program was performing 'somewhat poorly' or 'very poorly'.

Students in the focus groups were asked whether SROs contribute to safety in schools. Some students discussed that the SRO prevents issues, creates a strong presence in the schools and builds bonds with students, and participates in activities. Students also referenced lockdowns and rapid responses. Alternatively, some mentioned that the program provides safety for certain students, in certain programs and in specific cases. A few comments reflected that SROs do not have an impact because they are not visible or present. Others felt that the program does not contribute to safety, it creates intimidation for some and creates feelings of decreased safety. (Intimidation and other negative feelings are explored further in the 'Assumption Testing' section of the report).

When students discussed strengths of the program, safety and security were among the most recurring themes across the three focus groups, along with providing guidance and support. Regarding safety, students referenced safety protocols, including lockdowns; they discussed having someone there to protect them; and, they talked about having someone who can help deal with threats or unsafe situations. Some mentioned the greater level of authority or training that SROs have over principals and teachers to deal with some issues.

Staff referenced safety protocols and procedures, rapid responses to handle emergency situations, and the physical presence of the SRO when thinking about the creation of a safe school environment.

A majority of community respondents believe that SROs do contribute to safety, but views differed on how and the extent to which this occurred. Some discussed the quick response SROs can provide for incidents, and suggested an increase in personnel is needed. They referenced VTRA, preventative education, and safety measures and procedures. Some community interviewees discussed that SROs contribute to the perception of safety, but not actual safety. Others commented that there is perceived safety for some individuals, but that others, specifically those from racialized communities, likely do not experience an increased sense of safety. Another participant commented that while a majority of students may feel safe with an SRO in school, special consideration should be given to those who have had a previously negative experience with SROs and might experience increased harm or re-traumatization as a result. Two participants felt that the SRO should not be in the schools, but rather a police officer could be called upon when needed.

Many community interviewees and students made reference to relationships, or an established presence of SROs that can enhance safety.

Black in Saskatchewan participants referenced lockdowns with regards to instances when they feel safe with an SRO. Outside of specific safety instances such as a lockdown, participants referenced a lack of safety. They discussed feeling that the SRO duty is to the law first, and that the SRO may not view the student as a child or someone that needs protection. One participant discussed that without a relationship with the SRO, in their experience as a student, they felt ambiguous as to if the SRO sees them as a threat, or someone who needs protecting.

A Deeper Dive on Safety

Further to creating a safe school environment, students were also asked to what extent seeing a police officer in their school makes them feel safe. Those with positive views about feeling safe referenced:

- increased security;
- sense of safety;
- SROs providing an alternative resource to school staff;
- building relationships between students, SROs, and law enforcement; and,
- being comfortable with the uniform.

Those with negative feelings of safety when seeing a police officer in their school referenced:

- lack of the SROs' visibility and presence;
- intimidating in the uniform;
- arms are threatening;
- a lack of trust in police conduct; and,
- no impact, resulting in a question as to why they are there.

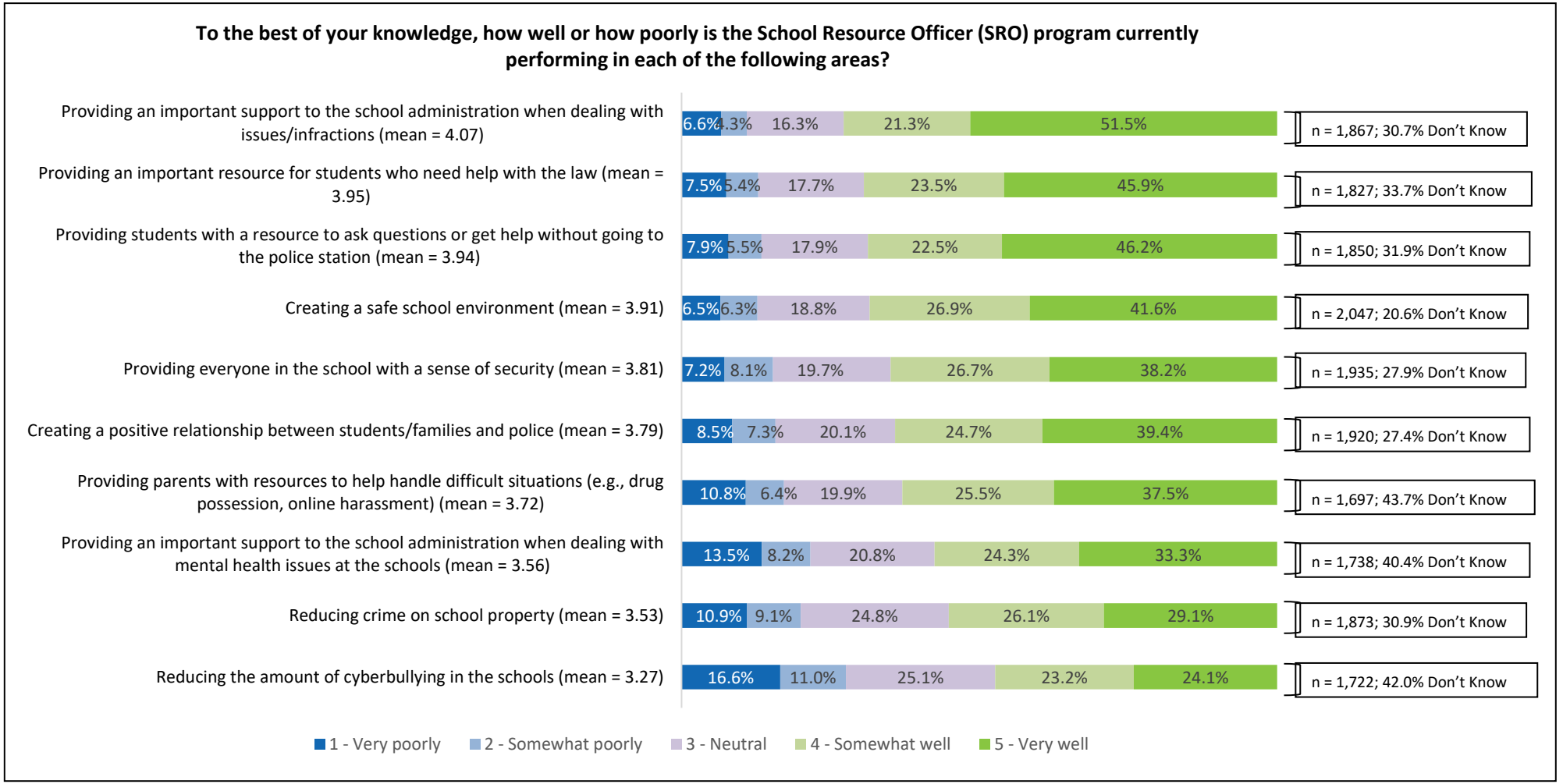
Students were also asked to share what their primary safety concerns in schools are, which resulted in nine key themes:

- violence or threat of violence;
- bullying and harassment;
- emotional and mental health concerns;
- sexual assault and harassment;
- discrimination based on identity;
- drug-use and addictions;
- security (i.e., lockdowns);
- limits to current SRO resources; and,
- feeling of being monitored or policed.

Demographic Variances

In the battery of questions used to help inform the eight program goals, (the chart featured on the following two pages) there were some variances in the mean scores depending on stakeholder groups. For specific details on the differences in mean scores, see the Survey Report in Appendix B. Generally, RPSD students report significantly lower ratings for almost all statements. Though still positive overall, those who identify as gender diverse, Indigenous, and/or LGBTQIA2S+ report significantly lower ratings in almost all statements on performance. Respondents who have at least one child at a Regina Catholic school have significantly higher ratings for all statements. Staff members have significantly higher ratings for almost all statements.

Q. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?



- Seven out of ten (72.8%) respondents report the SRO program is currently performing either somewhat (21.3%) or very (51.5%) well at 'providing important support to the school administration when dealing with issues/infractions.'
- Perceptions of the SRO program's performance is comparatively lowest for 'reducing crime on school property' (26.1% somewhat well; 29.1% very well), and 'reducing the amount of cyberbullying in the schools' (23.2% somewhat well; 24.1% very well).

Mean Scores: To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

Mean scores are based on 5-point scale, with 1 denoting "very poorly" and 5 denoting "very well". Red mean scores are those that are significantly lower than the overall average; green mean scores are those that are significantly higher than the overall average.

*Data is not displayed due to no significant difference.	Students		Parents		Staff		Gender Diverse	Indigenous	A Person with a Disability	A Visible minority	LGBTQIA2S+
	RPS	RCS	RPS	RCS	RPS	RCS					
Providing everyone in the school with a sense of security (3.81)	3.62	*	*	4.09	3.96	4.06	2.87	*	3.54	3.37	*
Creating a safe school environment (3.91)	*	*	*	4.12	*	4.14	2.94	3.90	3.70	3.49	*
Reducing crime on school property (3.53)	3.41	*	*	3.76	*	*	2.67	*	*	3.18	*
Creating a positive relationship between students/families and police (3.79)	3.50	3.59	*	4.18	3.94	4.16	2.76	*	3.47	*	*
Providing an important support to the school administration when dealing with issues/infractions (4.07)	3.74	3.72	*	4.39	4.40	4.43	3.22	*	3.72	*	3.74
Providing an important resource for students who need help with the law (3.95)	3.74	3.77	3.83	4.24	4.16	4.24	2.98	*	3.55	3.66	3.71
Providing students with a resource to ask questions or get help without going to the police station (3.94)	3.79	3.78	*	*	4.05	4.14	3.17	3.96	3.51	*	*
Providing an important support to the school administration when dealing with mental health issues at the schools (3.56)	3.35	*	*	3.87	3.79	3.87	2.49	3.62	3.15	3.19	*
Providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment) (3.72)	3.45	*	*	3.96	3.93	3.94	2.62	3.72	3.36	*	*
Reducing the amount of cyberbullying in the schools (3.27)	3.07	3.02	*	3.49	3.42	*	2.27	3.47	3.02	2.85	*

- RPSD students report significantly lower ratings for almost all statements.
- Those who identify as gender diverse, Indigenous, and/or LGBTQIA2S+ report significantly lower ratings in almost all statements.
- Respondents who have at least one child at a Regina Catholic school have significantly higher ratings for all statements.
- Staff members have significantly higher ratings for almost all statements.

Additional Findings

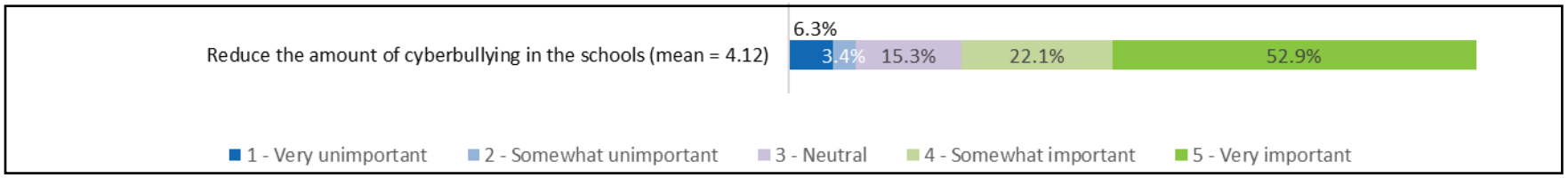
Early interview and focus group findings as well as background document reviews revealed two additional aspects of the program that are not identified in the program goals but have become relevant to the program. Cyberbullying or online harassment was mentioned at times in the student focus groups. The Regina Police Services documents also indicated cyberbullying as an emerging trend requiring SRO response.

Additionally, dealing with mental health issues or concerns arose in community interviews when discussing SROs in schools.

The survey tested these aspects, with the results provided below. Whether the program is continued or reconsidered, these are likely issues that require further research and monitoring in future.

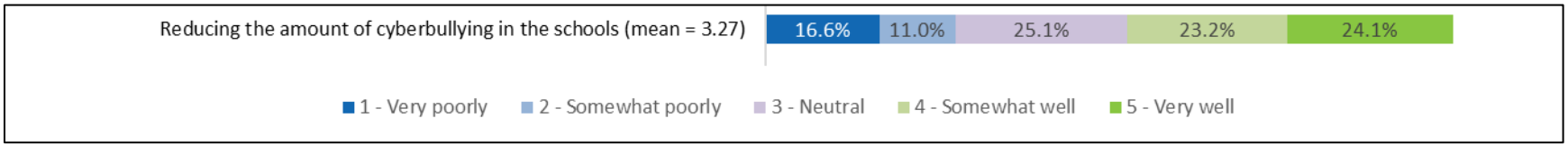
Q. In your opinion, how important or unimportant is it for the School Resource Officer program to…

- *Reduce the amount of cyberbullying in schools*



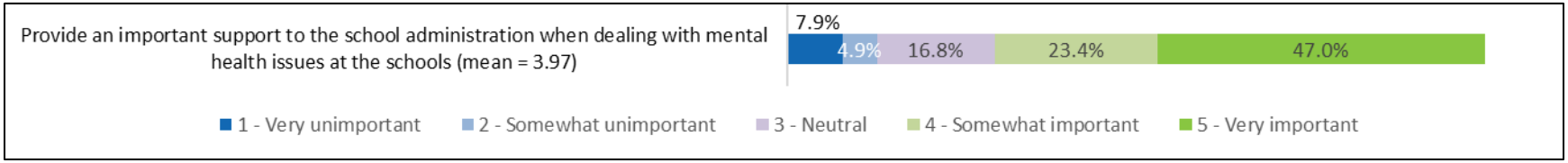
Q. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

-Reducing the amount of cyberbullying in the schools



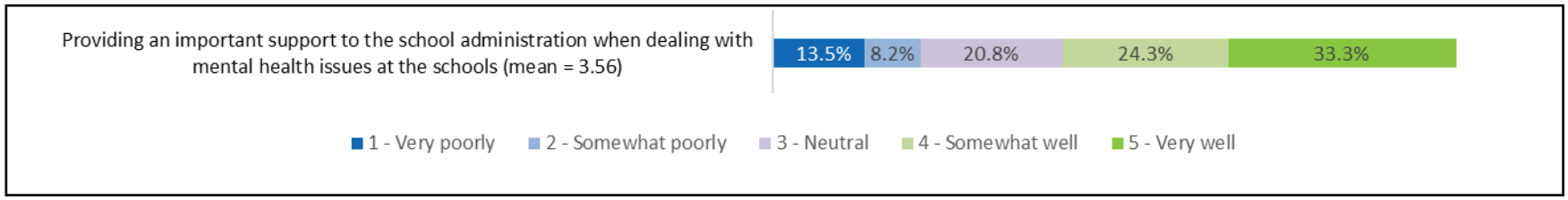
Q. In your opinion, how important or unimportant is it for the School Resource Officer program to…

- *Provide an important support to the school administration when dealing with mental health issues at the schools*



Q. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

- *Providing an important support to the school administration when dealing with mental health issues at the schools*

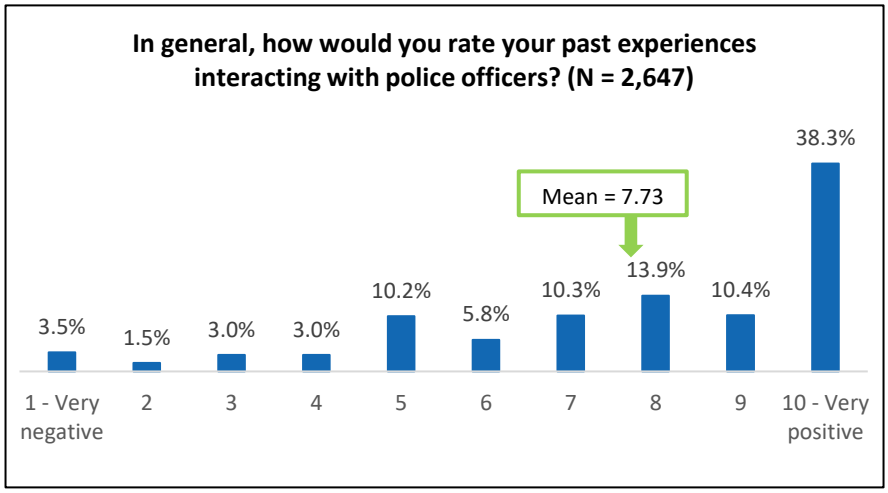


4. Assumption Testing

The SRO Program Review tested assumptions that arose for potential testing when developing the program review methodology.

Exploring Whether Past Negative Experiences with Police May Impact Perception of the SRO Program

The SRO Program Review sought to understand whether there are populations within the schools that have had past negative experiences interacting with police officers in general, through the survey.



- When asked how they would rate their past experiences interacting with police officers, nearly four out of ten (38.3%) respondents provide a rating of 10 out of 10, indicating very positive past experiences.
- Those who were not born in Canada (7.42), Indigenous respondents (6.77), respondents with a disability (6.79), those who are a member of a visible minority group (7.17), and respondents who identify as LGBTQIA2S+ (6.35) rate their past experiences with police officers less positively overall.
- When asked if the School Resource Officer Program is a negative or positive program in schools, the majority of respondents indicated it is a positive program.
- When looking to the survey question regarding how negative or positive is the SRO program in schools, Indigenous respondents (7.18), respondents with a disability (6.78), and those who identify as LGBTQIA2S+ (6.27) are among those who are less likely to have a positive perception of the SRO program in schools.
- Past experiences interacting with police officers is strongly correlated with impressions of the program (r=.638). Those who have had a positive past experience interacting with police officers are considerably more likely to have a positive perception of the program, while those who have had a negative past experience are significantly more likely to have a negative perception of the program.

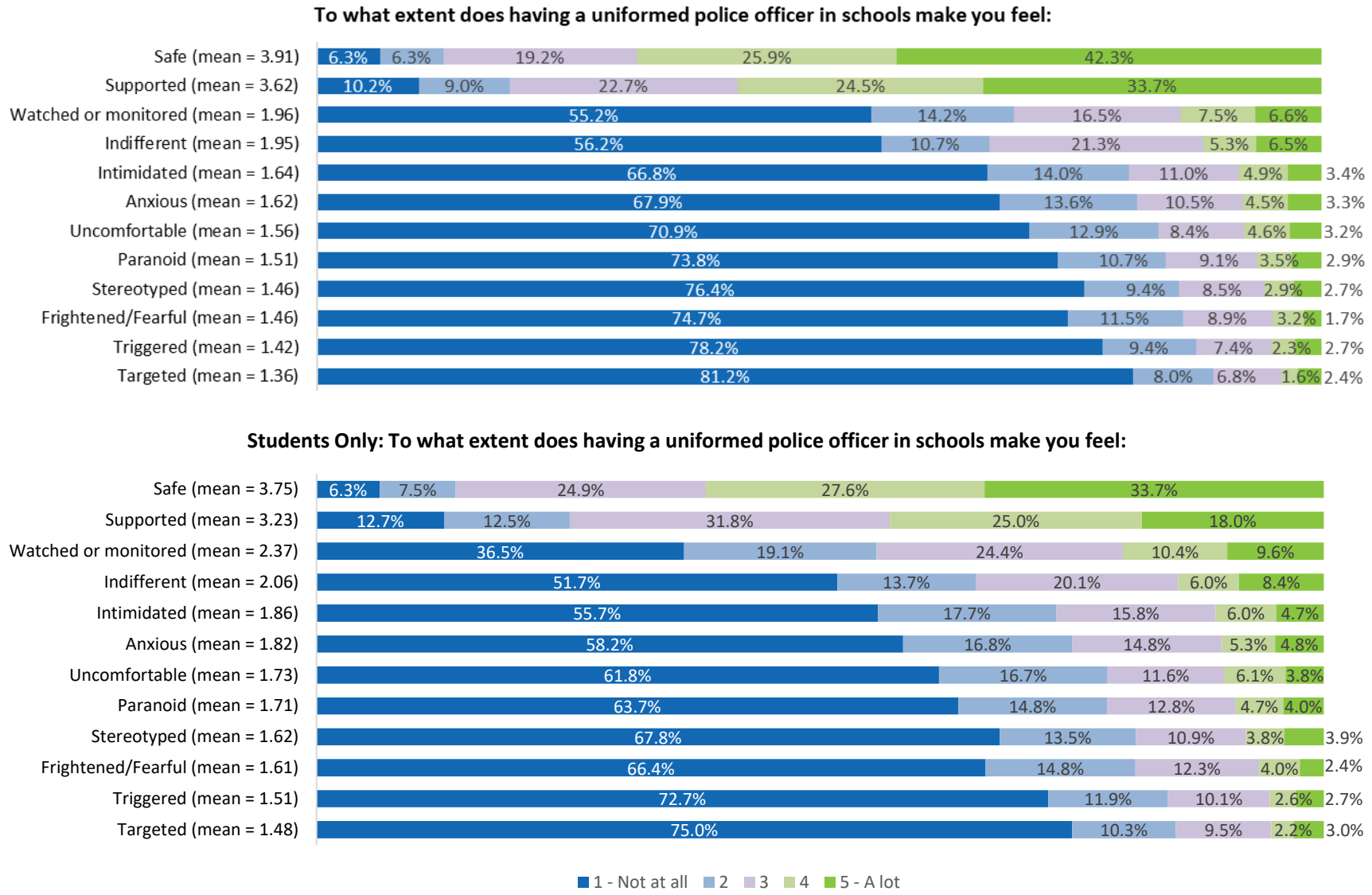
Further to the survey findings, some Indigenous interviewees referenced difficult experiences that students experienced or observed at home with police officers which may contribute to how the student sees the SRO at school. Another interviewee reflected on instances where a student may see a parent or family member having an encounter with a police at home and feel confusion when seeing the SRO in schools. Both Indigenous interviewees discussed the opportunity for the SRO to change the narrative for these students and introduce opportunities for positive relationship building and trust between the students and the SRO.

In the Black in Saskatchewan focus group, some participants made reference to negative past experiences or negative perceptions of police that impacted how they interpreted seeing a police officer in schools. Some participants discussed uncertainty regarding who the police officer was there to serve, and shared experiences of acting in a careful way when seeing the officer. Conversely, some participants referenced feeling the SRO was there to provide safety and ensure nothing happens to students in schools. Some participants in this focus group saw the SRO Program as an opportunity to change the negative narrative of policing for students, though they remarked that this is not currently being achieved.

Exploring whether youth or their family member that has a negative experience with a police officer may feel threatened/sense of trauma when police are in schools

Based on early community interview and student focus group input, the survey asked if respondents felt a number of potential responses to seeing a uniformed police officer in schools. The survey used conversations in community interviews and the student focus groups to inform the battery of options, and explore negative feelings respondents may have when seeing a uniformed police officer, as follows (on the next page):

Q. To what extent does having a uniformed police officer in schools make you feel:



- Among the statements tested, respondents indicate that having a uniformed police officer at school makes them feel a lot safer and more supported (42.3% and 33.7%, respectively). In contrast, the majority of respondents indicate that having a uniformed police officer in schools does not at all make them feel targeted (81.2%), triggered (78.2%), stereotyped (76.4%), frightened/fearful (74.7%), paranoid (73.8%), uncomfortable (70.9%), anxious (67.9%), intimidated (66.8%), indifferent (56.2%), or watched/monitored (55.2%).

Of those that indicated negative feelings, the following correlation can be found with regards to past negative experiences with police officers in general:

- Survey respondents that indicated having a uniformed police officer in schools made them feel 'watched or monitored', 'triggered' or 'uncomfortable', were more likely to indicate having more negative experiences with police in general.
- Conversely, survey respondents indicating they felt 'supported' and 'safe' are positively correlated to having 'positive experiences' with police in general.

Exploring Whether a Uniformed Police Officer is Intimidating

The SRO Program Review investigated how uniformed police made survey respondents feel, using a battery of options. The majority of respondents indicated feeling safe (68.2%) and supported (58.2%).

With regards to the feeling of being intimidated, the following was found:

- With regards to the extent that all survey respondents felt intimidated by a uniformed police officer in schools, 66.8% indicated 5 - 'not at all' with a further 14.0% indicating a 4 of 5. Of those that felt intimidated, 3.4% indicated 1- 'a lot' and another 4.9% indicated a 2 on the 5-point scale. (See Survey Report in Appendix B for more details).
- To what extent does having a uniformed police officer in schools make you feel:

- With regards to the extent that students only felt intimidated by a uniformed police officer in schools, 55.7% indicated 5 - 'not at all' with a further 17.7% indicating a 4 of 5. Of those that felt intimidated, 4.7% indicated 1- 'a lot' and another 6.0% indicated 2 on the 5-point scale. (See Survey Report in Appendix B for more details).
- Students Only: To what extent does having a uniformed police officer in schools make you feel:

Further to the survey, some participants in each of the three student focus groups referenced feeling intimidated or uncomfortable by a police uniform when discussing challenges of the program or drawbacks of the program for students. Within this discussion some of the following key themes were shared:

- Intimidating (related to the uniform, police title, or being armed)
    - re-traumatization/reactions of fear because of uniformed/armed or because of previous interactions with police
    - approaching individuals with a negative previous experience with police without inciting more fear is difficult
    - it is intimidating to have a police officer inside the school
    - SROs need to understand how they appear to kids and teens, some might find it intimidating
- Uncomfortable with the police/and or uniform:
    - police presence in schools makes people feel uncomfortable
    - makes school feel 'more like a prison'
    - creates a tense environment even if there is nothing bad happening
    - makes people feel paranoid
    - difficult to be comfortable talking about sensitive topics
- Intimidating to talk to
    - 'intimidating', students may not be fully comfortable or may be scared to talk to their resource officer
    - do not seek out police for support, it is hard to build a relationship with the SRO
    - difficult to talk to someone with as much power as they have
    - students may not feel comfortable

Conversely, when discussing the strengths of the program, students in the focus groups also referenced as:

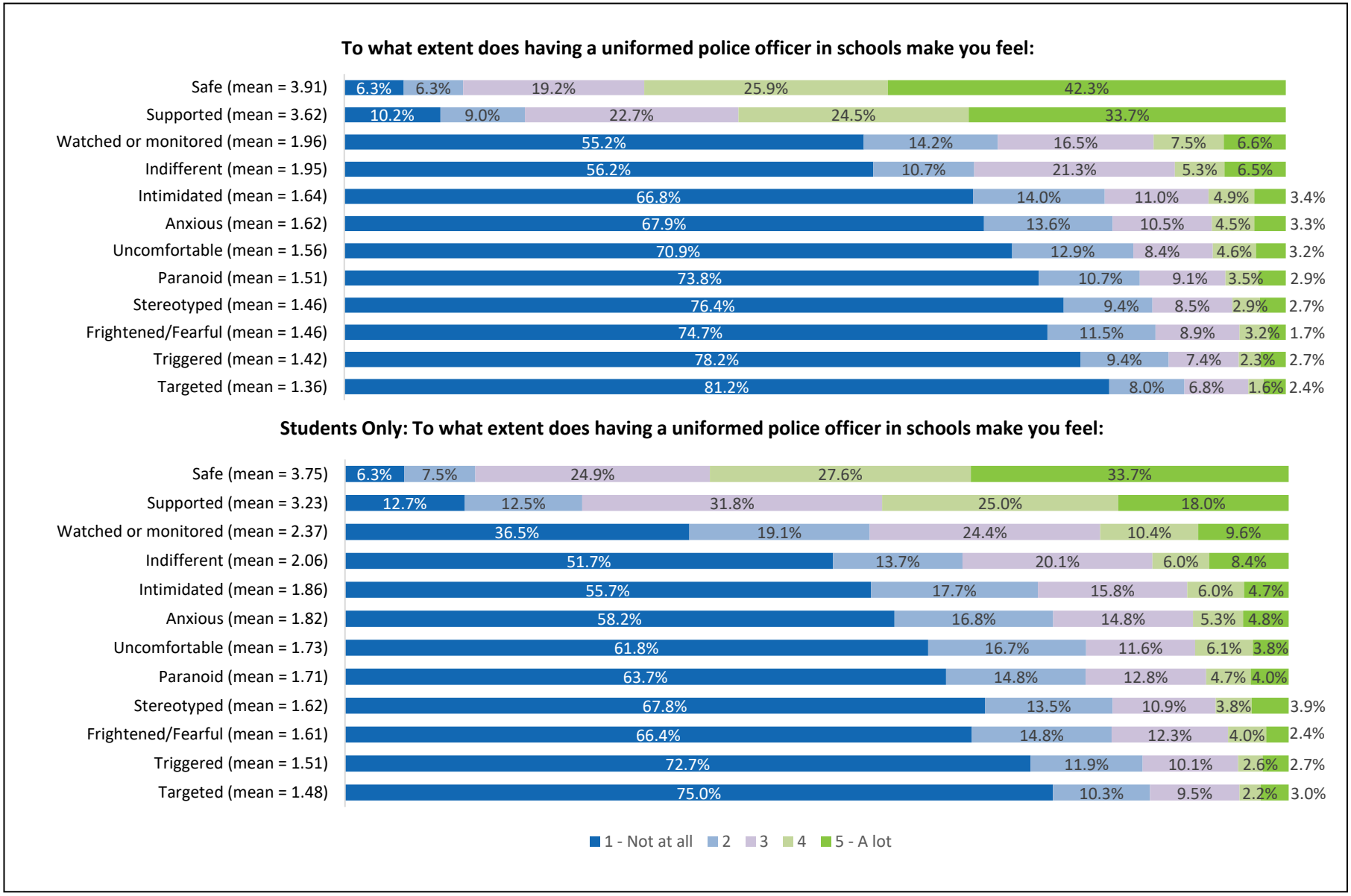
- a source of guidance and support;
- providing a sense of safety and security;
- a source of education;
- building relationship/connections between community, school, and police;
- providing rapid response; and,
- an authoritative figure (presence is a deterrent; they can stop fights or address situations).

In the staff focus group, two participants referenced that a challenge of the program relates to the uniform as a potential barrier. They went on to share that it can impact relationship building. A participant highlighted helping new families to understand the role of the SRO may overcome potential past negative experiences with police, and their perception of seeing the SRO in uniform.

Some key community interviewees discussed opportunities for the SROs to be present in plain clothes, or a simplified uniform. With regards to these opportunities, they suggested attending extracurricular activities, community events, or cultural events in plain clothes. Some discussed the opportunity to see the person beyond the uniform, others referenced plain clothes when discussing building relationships with students and/or the community.

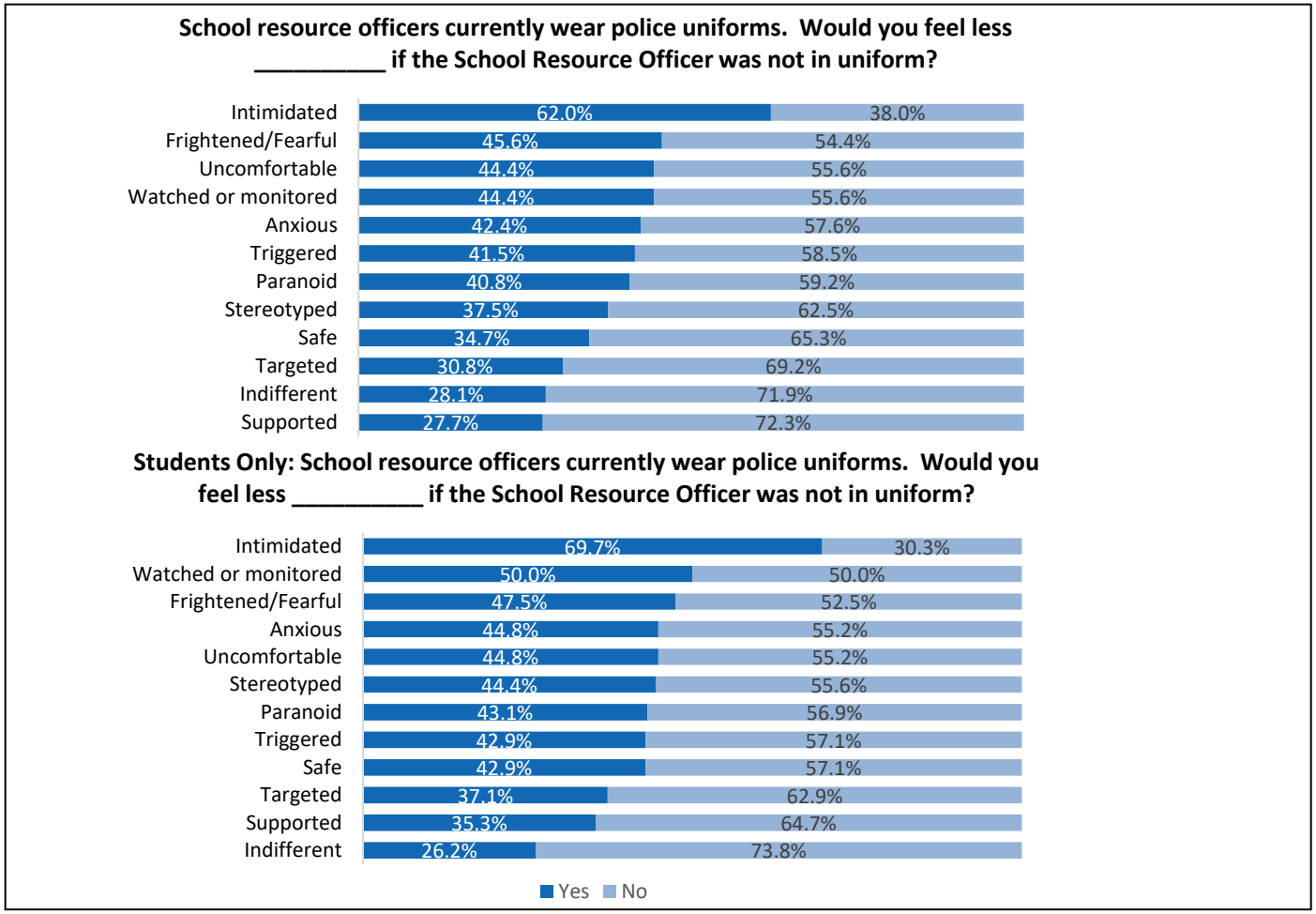
The full battery of potential negative feelings from the presence of a uniformed police officer is featured in the Survey Report in Appendix B with a snapshot on the following page.

Q. To what extent does having a uniformed police officer in schools make you feel:



- Among the statements tested, respondents indicate that having a uniformed police officer at school makes them feel a lot safer and more supported (42.3% and 33.7%, respectively). In contrast, the majority of respondents indicate that having a uniformed police officer in schools does not at all make them feel targeted (81.2%), triggered (78.2%), stereotyped (76.4%), frightened/fearful (74.7%), or paranoid (73.8%).
- Students are less likely than the rest of the respondents to feel safe and supported by having a uniformed police officer in schools, and are more likely to feel intimidated, frightened/fearful, watched or monitored, targeted, paranoid, and anxious.
- Comparatively, parents and staff members are more likely to feel safe and supported by having a uniformed police officer in schools, and are less likely to feel intimidated, frightened/fearful, watched or monitored, stereotyped, paranoid, and anxious.
- Indigenous respondents, respondents who identify as gender diverse, respondents with a disability, respondents who identify as a member of a visible minority group, and those who identify as LGBTQIA2S+ are less likely to feel safe and supported by having a uniformed police officer in schools, and are more likely to feel intimidated, frightened/fearful, targeted, stereotyped, and paranoid.

Q. School resource officers currently wear police uniforms. Would you feel less _____ if the School Resource Officer was not in uniform?



- Among the statements tested, six out of ten (62.0%) respondents indicate they would feel less intimidated if the SRO was not in uniform. This increases to 69.7% among the students surveyed

5. Jurisdictional Snapshot

The following jurisdictional review highlights five other SRO programs throughout Canada. This snapshot provides further context on SROs programs in Canada.

Research Methods

Praxis conducted secondary desktop research on School Resource Officer Programs practices to determine key information such as program impacts, cost of operations, human resources capacity, and more. This information was gathered from various sources including official city websites, police services websites, school board websites, and online news articles.

Research Limitations

This jurisdictional review had some limitations, including:

- a general lack information available online (some jurisdictions were more robust than others);
- outdated information on official websites; and,
- several SRO programs being temporarily discontinued or under review.

Jurisdictional Snapshot Findings

In this section, the findings of the jurisdictional review are presented. Five School Resource Officer programs or alternatives have been described in detail including: Camrose, Alberta; Calgary, Alberta; Surrey, British Columbia; Strathmore, Alberta; and, an alternate program in an Indigenous Community.

The following table provides a high-level overview of a snapshot of SRO programs throughout Canada.

Program Name	City	Province	Number of Resource Officers in the Program	Number of Schools Served by the Program	Program Impacts (might be quantitative findings or just their program objectives)	Cost of Operations (likely per year…you may have to look at a city police budget or a municipal City budget)	Program in Effect
1. School Resource Officer (SRO) Program	Toronto	Ontario	30	46 schools by 2010/2011[25]	Program objectives: - improve safety, real and perceived, in and around public schools; - improve the perception of the police amongst youth in the community; and,	$2.1 million - One-year provincial grant[27]	Program discontinued in 2017[28]

[25] "School Resource Officer Program (Details)". Public Safety Canada, Government of Canada. https://www.publicsafety.gc.ca/cnt/cntrng-crm/plcng/cnmcs-plcng/ndx/dtls-en.aspx?n=71

[27] "School Resource Officer Program (Details)". Public Safety Canada, Government of Canada. https://www.publicsafety.gc.ca/cnt/cntrng-crm/plcng/cnmcs-plcng/ndx/dtls-en.aspx?n=71

[28] Nick Westoll, ""TDSB temporarily suspends program that puts Toronto police officers in schools" *Global News*, August 31, 2017. https://globalnews.ca/news/3708973/toronto-school-resource-officer-program-suspended/

			(2008 at program inception)[24]		- improve the relationship between students and police.[26]		
2. School Resource Officer (SRO) Program	Edmonton	Alberta	14[29]	17[30]	Intended outcomes: - provide quality dedicated service to students, schools, and community partners and - collaborative partnership designed to impact the safety, well-being, and development of youth in the education system.[31]	$1,219,246 annual cost of to the Edmonton Public School Board (EPSB)[32]	EPSB - program suspended; Edmonton Catholic School Board (ECSB) - program ongoing.[33]

[24] "School Resource Officer Program (Synopsis)". Public Safety Canada, Government of Canada. https://www.publicsafety.gc.ca/cnt/cntrng-crm/plcng/cnmcs-plcng/ndx/snpss-en.aspx?n=71

[26] "School Resource Officer Program (Details)". Public Safety Canada, Government of Canada. https://www.publicsafety.gc.ca/cnt/cntrng-crm/plcng/cnmcs-plcng/ndx/dtls-en.aspx?n=71

[29] Stephen Cook, "Data on Edmonton police officers in schools shows program must end, researchers say". *CBC News*, March 23, 2022. https://www.cbc.ca/news/canada/edmonton/data-on-edmonton-police-officers-in-schools-shows-program-must-end-researchers-say-1.6393957#:~:text=There%20are%20currently%2014%20SROs%20across%2017%20schools%20in%20Edmonton.

[30] Cook, "Data on Edmonton", March 23, 2022.

[31] Edmonton Public Schools. "School Resource Officer (SRO) Program (Response to Request for Information #075)". June 9, 2020. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2020-21/september82020/07-SchoolResourceOfficer(SRO)Program.pdf

[32] Edmonton Public Schools, "School Resource Officer (SRO) Program (Response to Request for Information #075)". June 9, 2020.

[33] Cook, "Data on Edmonton", March 23, 2022.

3. School Resource Officer (SRO) Program	Calgary	Alberta	36[34]	450[35]	Program objectives: - maintaining a safe and secure environment; promoting awareness for the role of the police in society; - establishing and maintaining a relationship with school personnel and students; and, - bridging the gap between police officers and students.[36]	$3,960,000 allocated annually by the Calgary Police Service (CPS). $1,700 is paid annually by each school board.[37]	Program ongoing and under review.[38]
4. School Resource Officer (SRO) Program	Strathcona County	Alberta	5[39]		Program objectives: - help to identify and address concerns in schools and build relationships between the police, schools, and the greater community and - ensure a safe environment is available to help build successful students.[40]		Program returned October 2021.[41]

[34] Calgary Police Service, "School Resource Officer (SRO) Program Evaluation: Final Report for the Calgary Police Service (CPS). August 2021. https://www.calgarypolicecommission.ca/wp-content/uploads/2021/04/Sept-2021-AR-6.5-SRO-Evaluation-Argyle-Report-V3.pdf

[35] Calgary Police Service, "Final Report for the Calgary Police Service (CPS)". August 2021.

[36] Calgary Police Service, "Final Report for the Calgary Police Service (CPS)". August 2021.

[37] Calgary Police Service, "Final Report for the Calgary Police Service (CPS)". August 2021.

[38] Calgary Police Service, "Final Report for the Calgary Police Service (CPS)". August 2021.

[39] Strathcona County. "School Resource Officer program". October 13, 2021. https://www.strathcona.ca/emergencies-enforcement/policing-and-enforcement/school-resource-officer-program/

[40] Strathcona County. "School Resource Officer program". October 13, 2021.

[41] Strathcona County. "School Resource Officer program". October 13, 2021.

5. Camrose Police Service (CaPS) School Resource Officer (SRO) Program	Camrose	Alberta	1[42]	10[43]	Program objective: - to build rapport between youth and the police, and to provide the highest level of safety possible to every school in Camrose.[44] C.O.R.E. program objectives: - build meaningful, long-lasting partnerships, enhance overall safety in schools, and provide important, community-focused instruction to local youth.[45]	Funding from Battle River School District, Elk Island Catholic Schools and the City of Camrose.[46] $39,000 was allocated by the City of Camrose in 2018.[47]	Program ongoing.[48]
6. School Resource Officer (SRO) Program - Thames Valley District School Board	London	Ontario					Program paused in 2021.

[42] John Corbett. "The evolution of a new school resource officer program". Blue Line, January 4, 2022. https://www.blueline.ca/the-evolution-of-a-new-school-resource-officer-program/
[43] John Corbett. "The evolution of a new school resource officer program". Blue Line, January 4, 2022.
[44] City of Camrose. "Camrose Police Service School Resource Officer" Retrieved November 11. https://www.ourcamrose.ca/cps
[45] Camrose Police Service "School Resource Officer". 2022. Retrieved from: https://camrosepoliceservice.ca/divisions/school-resource-officer/
[46] Camrose Police Service "School Resource Officer". 2022.
[47] City of Camrose. "2020 – 2022 Operating Budget". December 16, 2019. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.camrose.ca/en/your-government/resources/Documents/2020-Operating-Budget.pdf
[48] John Corbett. "The evolution of a new school resource officer program". Blue Line, January 4, 2022.

7. Ottawa-Carleton School District Board	Ottawa[49]	Ontario	24 full-time SROs	375 schools, across four school boards and private schools			Program discontinued June 2021.
8. Surrey School Resource Officer Program[50]	Surrey	British Columbia	1 SRO assigned to each school	103 elementary schools, 21 secondary schools[51]	School Resource Officers (SROs) play a key role in schools and are part of a much larger strategy in supporting youth and families. The roles within the schools have been designed in direct consultation with the district and work effectively utilizing the current allocated resources. - provide enforcement, intervention, education at Surrey schools; - foster relationships with both students and administration at Surrey secondary and elementary schools; - facilitate many different programs and initiatives designed to promote positive choices for kids at a young		Program ongoing.

[49] Ottawa-Carleton District School Board. "Policy and Practice of Police Involvement in Schools", Office of the Human Rights and Equity Advisor. June 2021.,chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/News/OCDSB%20News/2021/June/Appendix%20A%20to%20Report%2021-049.pdf

[50] Royal Canadian Mounted Police. "School Resource Officer Program". April, 2023. https://surrey.rcmp-grc.gc.ca/ViewPage.action?siteNodeId=2177&languageId=1&contentId=78988

[51]Surrey Schools, "2022/2023 Fact Sheet". https://sbsurreystor.blob.core.windows.net/media/Default/medialib/surrey-schools-fact-sheet.100fca69428.pdf

					age and to provide accessible support and guidance to parents; and, - work closely with Surrey safe schools liaisons.		

Camrose, Alberta - SRO Program

Since 1996, the Camrose SRO program has been in existence, with a full time SRO working with all 10 schools in the city and serving approximately 3,500 students.[52] The main objective of the SRO Program is to "to build rapport between youth and the police, and to provide the highest level of safety possible to every school in Camrose."[53] The SRO spends time at each school, providing various programs, presentations and assisting with special events. The SRO aims to provide proactive strategies to address problems by providing advice and direction, as opposed to focusing primarily on enforcement.[54]

The SRO program is jointly funded by Battle River School District, Elk Island Catholic Schools and the City of Camrose.[55] Detailed information regarding exact cost of operations is not readily available, although in the City of Camrose 2020-2022 Operating Budget, it was stated that $39,000 was allocated to the SRO program in 2018, and that the SRO continues to receive annual funding from the City of Camrose through the City Police Budget.[56]

The D.A.R.E program, the predominant curriculum used in SRO programs across the country, was the basis of the Camrose SRO program from its inception until 2020, when the program was replaced by a new curriculum called C.O.R.E.[57] C.O.R.E revolves around the concept that youth are at the "C.O.R.E" of the community.[58] The program was developed by the Camrose Police Service by blending the understanding that youth need healthy connections within their communities, and providing education around specific challenges they may be facing. Furthermore, youth who are healthy and have healthy connections can better serve their community. By serving their community, youth will increase their level of resilience when overcoming life's challenges. [59]The four main focus areas of C.O.R.E are as follows:

- C - Caring for their body, mind, and spirit
- O - Online safety, integrity and responsibility
- R - Relationship with self (mental health) and others based on respect and trust
- E - Establishing healthy boundaries or healthy decision making [60]

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[52] John Corbett, Corbett, John. "The evolution of a new school resource officer program". *Blue Line*, January 4, 2022. https://www.blueline.ca/the-evolution-of-a-new-school-resource-officer-program/
[53] Camrose Police Service "School Resource Officer". 2022. Retrieved from: https://camrosepoliceservice.ca/divisions/school-resource-officer/
[54] John Fernhout (n.d.). "Camrose Police Service School Resource Officer 2021 Annual Report."
[55] Fernhout, "Camrose Police Service School Resource Officer 2021 Annual Report"
[56] City of Camrose . (n.d.). 2020 - 2022 Operating Budget.
[57] City of Camrose. "Camrose Police Service School Resource Officer" Retrieved November 11. https://www.ourcamrose.ca/cps
[58] Camrose Police Service "School Resource Officer". 2022. Retrieved from: https://camrosepoliceservice.ca/divisions/school-resource-officer/
[59] Fernhout, "Camrose Police Service School Resource Officer 2021 Annual Report"
[60] City of Camrose. "Camrose Police Service School Resource Officer" Retrieved November 11. https://www.ourcamrose.ca/cps

These areas are aligned with the Alberta Health Curriculum which has three main objectives: Wellness Choices, Relationship Choices, and Life Learning Choices. The curriculum focuses on youth making healthy and well-informed choices, and developing behaviors which contribute to the well-being of self and others. [61]

The C.O.R.E program takes the focus off drug and alcohol resistance and changing the focus to developing good attitudes and behaviours towards health, mental wellbeing, and decision making.[62]

In 2021, a survey was conducted to "gather feedback on how the program was being received by students, parents, and staff in all of the schools."[63]

Highlights of the survey are provided below:

- 89 per cent of students believe it is very or somewhat important to have a police officer in schools.
- 92 per cent of students have seen the SRO at their school before.
- 97 per cent of parents believe it is very or somewhat important to have a police officer in schools.
- 82 per cent of parents believe their child's school is a safe place (four per cent believe it is not safe).
- 100 per cent of staff feel comfortable approaching the SRO.
- 99 per cent of staff believe it is very or somewhat important to have a police officer in schools.
- 98 per cent of staff believe their school is a safe place.[64]

Based on this information alone, it appears that the C.O.R.E program has been well received and is supported by most students, parents, and staff. However, more details regarding the evaluation process are needed.

[61] The C.O.R.E. Program Information & Facilitators Manual. (2021, December 8).
[62] The C.O.R.E. Program Information & Facilitators Manual. (2021, December 8).
[63] John Corbett,"The evolution of a new school resource officer program". *Blue Line*, January 4, 2022. https://www.blueline.ca/the-evolution-of-a-new-school-resource-officer-program/
[64] John Corbett"The evolution of a new school resource officer program". *Blue Line*, January 4, 2022.

Calgary, Alberta - SRO Program

The Calgary SRO Program was Established in 1976.65 As of 2021, the program operates in 450 schools, including all publicly funded schools. There are 12 officers dedicates to Elementary schools, 8 officers dedicated to Junior/Middle school, and 16 officers for Senior high.66 The Calgary SRO program is a partnership between the Calgary Police Service, the Calgary Board of Education, the Calgary Catholic School District, the Francosud School Board, and the Palliser School Division. However, the Calgary Police Service (CPS) takes on the primary funding obligation. The CPS allocates $3,960,000 annually to the SRO program, and in addition, each school board will contribute $1,700 annually.

The SROs are generally chosen based on having a background in working with youth and community programs,[67] and are further trained as a law-related educator, law-related counsellor, and law enforcement. [68] In addition, there is mandatory annual training that the offers must partake in, as well as opportunities for professional and personal development.[69]

There are four main objectives of the Calgary SRO program including:

- maintaining a safe and secure environment within the schools to support a positive atmosphere for education;
- promoting awareness for the role of the police in society through engagement with students in both formal and informal activities;
- establishing and maintaining a relationship with school personnel and students to prevent criminal involvement, and;
- bridging the gap between police officers and students to promote positive attitudes towards law enforcement and reduce youth involvement in crime.[70]

The Calgary Police Service (CPS) hired a third-party organization in spring 2021 to conduct an independent program evaluation “in response to changing conversations about the role of policing in schools, and to fulfill its commitments to an anti racism lens through its programming.” The evaluation included background research, an environmental scan and public engagement that involved two online

[65] The City of Calgary - Home Page. (n.d.). “School Resource Officer Program Review “Retrieved November 13, 2022, from https://www.calgary.ca/cps/commitment-to-anti-racism/school-resource-officerprogramreview.html#:~:text=Calgary’s%20launched%20its%20School%20Resource,build%20positive%20relatioships%20with%20students.
[66] The City of Calgary - Home Page. (n.d.). “School Resource Officer Program Review “Retrieved November 13, 2022.
[67] The City of Calgary - Home Page. (n.d.). “School Resource Officer Program Review “Retrieved November 13, 2022,
[68] *Calgary Police Commission*. Calgary Police Commission iCal. (n.d.). Retrieved November 13, 2022, from https://www.calgarypolicecommission.ca/wp-content/uploads/2021/04/Sept-2021-AR-6.5-SRO-Evaluation-Argyle-Report-V3.pdf
[69] *Calgary Police Commission*. Calgary Police Commission iCal. (n.d.).
[70] *Calgary Police Commission*. Calgary Police Commission iCal. (n.d.).

surveys, interviews, interactive webinars, and online portal for written and visual feedback, and email submissions with the purpose of understanding the following:

- what the program is achieving;
- current gaps; and,
- how the program can be adjusted to close the gaps[71]

Overall, 1900 responses were collected from students, parents/guardians, school staff, teachers, CPS staff and SROs, and community members.[72]

The general findings of the evaluations are below:

a. General support for the program's continuation due to positive impacts and testimonials

b. Desire for more training, resources, and supports for SROs to better carry out duties - particularly for junior high and high schools

c. Identification of structural concerns from officer conduct changes to resourcing and programmatic changes

d. Concerns about negative program impacts, particularly for racialized students, and associated desire to explore alternative models to supportive safe and secure school environments without having a regular police presence in schools[73]

[71] *Calgary Police Commission*. Calgary Police Commission iCal. (n.d.). Retrieved November 13, 2022, from https://www.calgarypolicecommission.ca/wp-content/uploads/2021/04/Sept-2021-AR-6.5-SRO-Evaluation-Argyle-Report-V3.pdf
[72] *Calgary Police Commission*. Calgary Police Commission iCal. (n.d.).
[73] *Calgary Police Commission*. Calgary Police Commission iCal. (n.d.).

Surrey, British Columbia - SRO Program

The SRO program in Surrey, British Colombia is administered by the RCMP and plays a key role in the schools in survey and is identified as part of a larger strategy to support the school district's youth and families[74]. The SRO roles in schools have been designed through consultation with the district. This role includes:

- Provide enforcement, intervention, education at Surrey schools;
- Foster relationships with both students and administration at Surrey secondary and elementary schools;
- Facilitate many different programs and initiatives designed to promote positive choices for kids at a young age and to provide accessible support and guidance to parents;
- Work closely with Surrey safe schools liaisons.

The Surrey SRO's are assigned to a regions of schools, to ensure they are familiar with the region and each school's context; however, they are not stationed in schools[75]. The program states 'there are multiple officers assigned to each region on any given day'[76]. The SROs work closely with the schools, school district, and safe school liaisons to provide enforcement, intervention and education.

The SROs in Surrey are responsible for

- Attending calls for service at the schools
- Providing education and outreach to students of all ages

The provide programming[77] such as

- **Code Blue/Mini Blue** - a program that helps build positive police-youth relationships through fitness.
- **Project Lavender** - a program that aims to empower youth to make positive choices and understand the importance of engaging in healthy relationship.
- **Shattering the Image** - an anti-gang presentation that is tailor-made for Surrey youth, parents, educators and community groups.

[74]Surrey Schools, "2022/2023 Fact Sheet". https://sbsurreystor.blob.core.windows.net/media/Default/medialib/surrey-schools-fact-sheet.100fca69428.pdf
[75] Surrey Schools, "2022/2023 Fact Sheet".
[76] Surrey Schools, "2022/2023 Fact Sheet".
[77] Royal Canadian Mounted Police. "School Resource Officer Program". April, 2023. https://surrey.rcmp-grc.gc.ca/ViewPage.action?siteNodeId=2177&languageId=1&contentId=78988

- **Wrap Program** - a collaborative support program for students who exhibit signs of gang associated behaviour and those who may have historically had difficulty with police or authority figures.

Strathcona County, Alberta - SRO Program

The School Resource Officer Program in Strathcona County returned in October 2021, originally being in place from the early to mid-1990s.[78]

The new program will be a part of the integrated Community Policing Unit, which will work closely with the Strathcona County Enforcement Services "to build community engagement, implement, and promote safety initiatives."[79]

In the previous model, general duty officers served as SROs, causing gaps in officers being readily available to fulfill their duties. In the new model, five SROs will work under the community investigative unit, on cases which don't require public interaction. In addition, the same members will be assigned as SROs to build and maintain trust with the staff and students.[80]

The SROs are responsible for overseeing and participating in various school activities, as well as community policing initiatives such as community presentations, red serge requests and police presence at community events.[81]

The aim of the program is to:

- proactively identify and address school concerns;
- build relationships between communities, schools and the police; and,
- build lasting and meaningful relationships with students.[82]

The SRO program also provides students the "opportunity to interact with a police officer in a positive, non-confrontational way that humanizes the uniform and lets them see our officers as adults they can trust."[83]

London, Ontario - School Resource Officer Program

The School Resource Officer (SRO) Program in London Ontario is currency paused, however the London District Catholic School Board (LDCSB) is in the process of redesigning their program according to

[78] Morey, L. (2020, June 16). RCMP changing approach for School Resource Officers. The Sherwood Park Strathcona County News. https://www.sherwoodparknews.com/news/local-news/rcmp-changing-approach-for-school-resource-officers

[79] Travis Dosser. "School Resource Officer Program set to return". *The Sherwood Park – Strathcona County News*, Oct. 15, 2021. https://www.sherwoodparknews.com/news/local-news/school-resource-officer-program-set-to-return

[80] Travis Dosser. "School Resource Officer Program set to return". *The Sherwood Park – Strathcona County News*, Oct. 15, 2021.

[81] Dosser. "School Resource Officer Program set to return". The Sherwood Park – Strathcona County News, Oct. 15, 2021.

[82] Dosser. "School Resource Officer Program set to return". *The Sherwood Park – Strathcona County News*, Oct. 15, 2021.

[83] Dosser. "School Resource Officer Program set to return". *The Sherwood Park – Strathcona County News*, Oct. 15, 2021.

recommendations from a comprehensive trauma informed review that was completed in August 2021.[84]

An article by the LDCSB explains that in the past, each school is assigned an SRO, who's role is to build long lasting relationships with staff and students in line with community policing principles. The SROs teach lesson plans on various topics including drug and alcohol use and addictions, bullying, cyber safety, diversity/tolerance, and human trafficking. Additionally, the officers respond to non-emergency calls, such as helping a student, providing guidance and or remedying a situation at their respective school.[85]

Recommendations from the School Resource Officers Program Review to consider if reintroducing an SRO program in the future include the following:

1. Continue to Use a Trauma-Informed Approach
2. Be Led by and Co-Create with BIPOC Students, Parents and Graduates
3. Continue to Address Systemic Racism & Work Toward Reconciliation
4. Clearly Articulate the Purpose of the SRO Program
5. Improve SRO Officer Continual Professional Learning & Increase Diversity
6. Increase Accountability for the SRO Program
7. Review, Critique and Update the Educational Materials Used[86]

[84] London District Catholic School Board. "School Resource Officer Program Review Update" https://www.ldcsb.ca/apps/news/article/822352

[85] London District Catholic School Board. "School Resource Officer Program Review Update"

[86] Centre for Organizational Effectiveness. "School Resource Officers Program Review"., August 2021.

Alternate Resource

Different from the SRO Program, an Indigenous Police force in the province engages Special Constables, also known as Community Safety Officers within some of the schools in their jurisdiction. The Community Safety Officers are trained through the 6-week 'Community Safety Officer Course' offered at Saskatchewan Polytechnic[87]. They are highly trained security officers, but not sworn police. Within the schools, these constables are there to develop relationships. Their presence is a calming item for the schools. The police officers are there from time to time, dealing with teachers and students regarding protocols and instructions for emergency situations, including shooters or a disruption. The police officers share the emergency action plan, but they do not have an office located within the schools. The Special Constables are in the schools to develop community relations, participate in cultural activities, and work with students. The Special Constables are community-based; they are from the community themselves. This enables them to have familiarity with the family members attending the school in that community.

[87]Saskatchewan Polytechnic. "Community Safety Officer Course". https://saskpolytech.ca/about/school-of-human-services-and-community-safety/community-safety-officer.aspx

Alberta's Restorative Justice Approaches

Restorative practices, rooted in restorative justice, emphasize relationships, strong leadership and modelling by school staff, and informal and formal strategies. Restorative practices focus on repairing harm done to people and relationships, through socio-emotional learning and supportive learning environments, as opposed to punishment.

The foundational ideas of restorative practice include "empowering others and using practices that provide high standards and high support." Potential outcomes for restorative practice include:

- reducing social barriers to learning;
- engaging more students;
- creating a context for understanding and valuing diversity;
- nurturing a sense of belonging; and,
- promoting positive mental health.

These approaches are supported by researched evidence that shows utilizing restorative practices in schools can lead to a reduced number of suspensions and expulsions, reduces office referrals, reduced aggression, and improved social skills. Furthermore, it has been found that restorative practices have the following positive impacts:

- people are happier, more cooperative, engaged and productive, and more likely to make positive changes;
- practices allow schools to provide high standards and high support;
- change in relationships by using positive language opposed to blaming, stigmatizing, excusing or rescuing; and,
- staff are empowered to effectively respond to situations in the classroom, interpersonal conflict, and or minimize behavioural and relationship problems.[88]

[88] Government of Alberta, "Restorative Practices". https://www.alberta.ca/restorative-practices.aspx#:~:text=A%20set%20of%20strategies%20that,more%20effectively%20to%20unacceptable%20behaviour.

6. Future Possibilities

This section of the report provides findings on how the SRO Program can meet the needs of the school community now and into the future.

How can SROs contribute to safety in schools?

STUDENT FOCUS GROUPS

Students were asked how SRO's can contribute to safety in schools, in which responses from students were summarized into three key themes, as noted below:

- be more present and empathetic.
- awareness of how the SRO's role is received by students and staff; and,
- conflict resolution.

Be more Present/Empathetic - Under this theme, students described how SRO's can work to build relationships with students and be a part of the community and school "family." A starting point would be to give presentations to introduce themselves to the community and be more visible to students. Students also mentioned that the SRO's should seek to understand the students, have cultural awareness, and always be present and available.

Awareness of how the SRO's Role is Received by Students and Staff - Students shared the importance of defining the role and purpose of the SRO, as well as their authority in general and specific situations. Introductions and orientation to their role should be provided to build relationships and trust with students. Students noted that the SRO should be aware of the affect of their physical appearance, and suggested the SRO's present as more casual, and in plain clothes.

Conflict Resolution - Students noted ways that SRO's can contribute to safety in schools through conflict resolution that is consistent, non-biased, culturally aware, and trustworthy. The SRO's should seek to understand and mediate situations, be open minded, and ensure/protect the privacy of students.

STAFF AND ADMINISTRATION FOCUS GROUPS

When considering how SRO's contribute to safety in schools, staff and administration focus group participants discussed three main points, with the provision of safety protocols and procedures highlighted most frequently. Providing a rapid response to handle emerging situations and contributing to an increased perceived safety due to their physical presence in the school, were two additional themes mentioned.

COMMUNITY INTERVIEWS

When considering how SRO's contribute to safety in schools, community interviewees identified the subsequent ways in which SROs contribute to the safety.

Part of Community Supports - SROs are one aspect of the available community supports. In collaboration with other community organizations and initiatives, like TRiP, SROs can help to amplify the impact that such organizations and initiatives have on the community. Conversely, in the opinion of one participant, TRiP works effectively without the involvement of SROs.

Community Engagement - For the program to ensure safety for all students, participants suggested consultation with marginalized communities to ensure inclusive safety practices. Participants also highlighted the need for engagement with new Canadians.

Visibility in Schools - Participants reiterated the need for SROs to be visible to students in schools and in the community. Further, that the visible presence of SROs could serve as a deterrent to negative behaviours.

Engage Schools in Recruiting Process - In recognizing the program as a partnership, a few participants suggested that schools should be consulted in throughout the recruitment and hiring process.

Best Practices - Participants noted that the program should look examples of other programs in Canada regarding best practices. Relatedly, a participant expanded on this suggestion, commenting that police should not be in school.

When posed these questions, a number participants noted that any broadening of the scope of the program would necessitate additional funding and personnel.

INDIGNEOUS INTERVIEWS

Indigenous interviewees noted the following ways that SRO's can contribute to safety in schools:

Show the Individual Beyond the Uniform - The SRO to show who they are, both in and out of their uniform.

Longevity of SROs in School - If an SRO is present in the school for an extended period e.g., four years, they have enough time to establish relationships, create a positive impression, and a system of safety.

Visibility and Presence - SROs can make an effort to be visible and present in the school and community.

The Right Person in the Role - Ensuring the right SRO candidate is selected, that wants to be visible and present in the school and community.

Use Past Year for Planning Safety Ahead - Taking time to debrief from the past year, and plan for the year ahead.

No role for police in schools - One interviewee did not see a role for police in schools, in a full-time presence.

BLACK IN SASKATCHEWAN FOCUS GROUPS

When considering how SRO's contribute to safety in schools, Black in Saskatchewan focus group participants identified the subsequent ways in which SROs can contribute to safety.

Building Relationships - One participant discussed that SROs can contribute to safety in schools if the SRO program promotes a culture where the Regina Police Service values the lives of young people, including students, and shows a desire to create relationships and project students on their journey. They felt the only way to accomplish this is through building relationships; being present; and showing a desire to actively invest in student safety. The group further discussed that many people don't have positive experiences with police, including people who are low-income, and marginalized. They shared that police presence in low-income communities is much different than high-income communities. They highlighted the idea of a judicial/policing institution that says and shows that every child matters happens through relationship building. This is done through creating pathways and different connections with students, such as through student clubs, and not just through school administration.

Rethinking the Location of SRO Offices - Another participant reflected on their friend group avoiding SROs in school, and a feeling of discomfort when seeing them. Part of this discomfort derived from where the SRO office was located at the school, next to the guidance counselors. This made the former student question why police are in a place where people are supposed to feel safe to share what they are enduring. She mentioned that it makes people feel uncomfortable to see a police officer in that area.

Creating Improved Accountability and Availability of Reporting Information - Another participant in the groups asked who the SROs are accountable to - the community, the law, the school, the students.? They reflected that they haven't seen student governments (e.g., student representative councils) connecting with SROs, and they haven't seen SROs report to SRCs or students at all. They brought up a lack of reporting and an overall lack of information on the program.

How can SROs contribute to crime reduction in schools?

When participants were asked how SROs can contribute to crime reduction in schools, they provided the following responses.

STAFF AND ADMINISTRATION FOCUS GROUPS

Continuing to Build Relationships - In particular, using a community model rather than a policing model and building those relationships from elementary to high school.

Providing Support for Students - De-escalating where assaults are chargeable. SROs can be a great support to reduce the charges laid and to lessen situations that could have been worse.

COMMUNITY INTERVIEWS

In considering how SRO's might contribute to crime reduction in the future, community interview participants highlighted that SRO's should take an empathetic approach, offering alternatives before criminally charging youth. Many participants reiterated that SROs could maintain a visible presence, and should work to create positive and safety spaces that promote a sense of belonging for everyone at school. One participant commented that increasing the number of personnel would contribute to crime reduction. Another noted that a focus on mentorship between students and SROs would help encourage positive behaviours.

INDIGENOUS INTERVIEWS

One interviewee noted that SRO's can contribute to crime reduction in schools by **being established as a support for the community**, opposed to being there to "police" the community.

One interviewee felt there is no role for the police in schools. They mentioned crime prevention belongs to the community, school, and student body. They mentioned that teachers and guidance counsellors should be the ones working with those at risk of offending, and this is crime prevention, intervention. They added someone needs to teach students what crime prevention means, and it is not the role of a police officer here with a gun.

How can SRO's continue to develop relationships with students in schools?

STUDENT FOCUS GROUPS

One of the most resounding inputs across the three student focus groups regarding building relationships with students was presence of the SRO. Within the topic of presence, students discussed the SRO being available and visible to students, being approachable, and saying hello in the hallways.

Students also discussed the importance of connection. They highlighted the need to understand students as individuals, show interest in students, put effort into relationship development, show students the SRO cares, and develop collaborative relationships with students.

Students also highlighted the following with regards to building relationships with students:

- **Availability** - communication availability (e.g., email); being welcoming; having an open door and a welcoming space for students; and, letting students know they are there to talk.
- **Approachable** - less official (e.g., the uniform is intimidating); informally being around the school acting in a friendly, personable way; and, being present in plain clothes.
- **School and Community Involvement** - getting involved in extracurricular activities (e.g., pep rallies, liturgies, basketball); getting involved in community work; and, connecting outside school.
- **Confidentiality** - providing a confidential, safe space; ensuring communications are private; being trustworthy; and, offering clarity on the relationship ('wont get you in trouble').
- **Teaching** - Providing presentations or taking part in classes in schools e.g., law class.
- **Formal Introductions** - Conducting formal introductions, identifying who the SRO is at the beginning of the year, introducing SROs at assemblies.
- **Awareness** - Approaching student relationships with both cultural awareness and self-awareness.

STAFF AND ADMINISTRATION FOCUS GROUPS

Regarding the development of relationships with students, staff and administration most frequently discussed the need to hire the right personnel who can connect with students and staff. Additionally, they shared the following suggestions:

- creating more consistency by keeping SROs in their role longer, enabling them to foster community connections, and, having a limit on terms;
- providing a clear mission, objectives, and job description, which would include the role of building relationships; and,
- participating in extracurricular activities, to enable students to see the SRO as a person; and, create opportunities for SROs to be available outside the work of being a police officer.

COMMUNITY INTERVIEWS

Almost all participants commented that SRO's should focus on community involvement, volunteering, and creating opportunities for interactions with students, staff, families, and community members. Some participants suggested SROs should work in "plain clothes" more often, recognizing that the uniform and firearm could create barriers to building relationships with students. The program would also benefit from focus on informal interactions with students. Participants stressed the importance of SRO's being accessible and approachable to students. Others highlighted that mental health training, diversity, and cross-cultural competency training would help SRO's develop relationships with students. Specifically, the program should look to understand the experience of racialized communities with police.

Conversely, one interviewee felt that it is not the role of the SRO to build relationships with students and that existing relationships between SROs and students mostly benefit SROs. Additionally, they noted that it could be confusing for students understand how SROs are a resource for them, when SROs are also police officers.

INDIGENOUS INTERVIEWEES

Engage with Community - SROs can engage with the community by serving and taking part in cultural events and community activities.

Be Visible and Present - SROs can develop relationships with students by being visible, present and developing trust. Some ways this can be done is through an open door policy, stopping to talk to kids, speaking with students in classrooms (from Elementary to High School), and delivering presentations.

Create Relationships - It is important for SROs to focus on building relationships with students, as the uniform may be intimidating if they are not familiar with the officer, and some students may not engage due to negative past experiences. A recommended staring point is classroom visits.

Information Sharing Among Those Serving Students - The Regina Police Service can share information internally regarding incidents so that the SROs, teachers, and staff are aware. Bringing in an outside agency working with the school can help deal with incidents externally.

BLACK IN SASKATCHEWAN FOCUS GROUP

The focus group identified a number of ideas on how SROs can build relationships with students, including:

- Let students lead the conversation on relationship building and next steps.
- Realize that it won't be 'one-size fits all' and that a different, customized approach will be required in different school settings.
  - Consider the income of the community to inform a starting point for the discussion.
  - Be culturally sensitive, and realize that games or jokes will not have the same impact in some communities that have a history of dealing with injustices with police.
- Help students understand the unique roles of SROs and the difference between SROs and the police.
  - Create improved transparency on SRO roles.
  - Better communicate how SROs can help (students).
  - There has been international and national narrative on what the role of the police is. SROs need to speak on what they believe, and what SROs in Regina believe. It is easy to align their police officers with the local national and international conversation going on. When police don't take the initiative to make vocal what their own beliefs are, it leaves room for assumptions.
  - SROs should be committed to defining what police look like in our community.
  - Look at injustices in policing. There are different ways we as a community can look at those injustices, look at corruption. Address these conversations and build trust that the Regina Police Services is really serving the community.
- Provide more clarity on whether SROs advocate for students, and how they do so.
  - 'Go to bat' for students' advocacy. There is a gap in terms of being able to stand up for students, specifically, we have had a lot of reports about anti-black racism in schools, which is often allocated to anti-bullying. But few to no policies exist that specifically deal with racism. Racism is different than bullying. With SROs involved in those instances, SROs rarely are advocating for the safety of the student that has been impacted by racist actions and impacts. We haven't seen SROs align themselves with anti-racism as much as they should be.
- Build relationships with parents (because a student's home impacts their experience as well)
- Be visible and approachable
  - Come into schools in regular attire so we don't have to feel fearful
  - Get involved in school activities (e.g., track team). This would enable us to see a different side of them, aside from knowing them as a police officer.
- Build and improve on existing efforts, the littlest efforts make a big difference.

How can SROs be a resource for students/staff/administration and the community?

STAFF AND ADMINISTRATION FOCUS GROUPS

The focus groups spoke recurrently about the need to be present in the community. They emphasized the need to be present not only in negative situations, but to be visible in positive situations as well. Ideas they suggested included:

- hold a community evening, such as a meet and greet with police, that could include Indigenous and non-Indigenous police officers and
- continue the cultural and community engagement that the Regina Police Services is going in other units around the community.

COMMUNITY INTERVIEWS

Responses highlighted that SROs are another avenue of support for students, and that SROs also provide support to school staff and administration. Almost all interviewees discussed transparent, two-way communication between SROs and schools is essential. Many participants commented that increasing awareness about the program would amplify the ability of SROs to support the school and broader community. One participant noted specifically that engagement with parents, caregivers, and families would further contribute to relationship building. Another highlighted the continued used of relevant educational and safety programming.

INDIGENOUS INTERVIEWEES

Interviewees indicated the following ways in which SROs can act as a resource:

Available for Questions - Students will come to know that the SRO is there, and available to ask questions when needed.

Present in the Community - By being present in the community, SROs contribute to safety, and a sense of calm and trust.

Information Sharing - SROs can contribute to information sharing with other providers serving students.

Watch for Indicators - SROs can create a system in collaboration with teachers and staff to deal with problems and watch for indicators.

Relationships - SROs can work to build relationships with staff and students.

One interviewee felt the only thing they could think of was a safety plan for the school. The police would not be the centre of the safety plan, school leadership and community would be. The police would be accountable to the schools to help develop the plan.

How can the program meet the future needs of the community? / Are there additional programs or services that should be offered by the SRO?

STUDENT FOCUS GROUP

In small group discussions, students in each focus group elaborated on five ways in which the SRO program needs to change to meet the future need of the students, as summarized below.

Understand the Needs of the Community - Students most frequently mentioned the need for SRO's to understand and be more sensitive to the needs of the community. This included being flexible to the needs of different schools and students. Students noted a desire to see the SRO's connecting to and increasing casual interactions with the community.

Build Genuine Relationships with Students - Students also highlighted the need for SROs to build genuine relationships with students over time. They noted that SROs should be more personable, vulnerable, and human. To close the gap between police and students, it was suggested that there be a student representative designated to work with the SRO and police service.

(Re)introduce the Program to Students - Students shared that providing an orientation to the SRO program would be beneficial. Students would like to gain a better understanding of the program, and clarity on the role of the SRO, who they are, and what they do.

Increase Involvement and Visibility - Students noted a desire for the SRO's to be more available, accessible, and involved with students. For example, by hosting a club or teaching safety precautions.

Change the SRO Uniform - Students also noted a desire to change the SRO uniform to be more casual. More specifically, for the officers to wear the belt with plain clothes.

STAFF AND ADMINISTRATION FOCUS GROUPS

The focus groups discussed five key areas of focus to meet the future needs of the community, as follows:

- providing the time and resources to build relationships;
- hiring the right personnel;
- enabling SROs to approach situations with students in schools, in a collaborate effort with regular patrol (e.g., SROs have a different approach/effect when approaching a student than the regular patrol would)
- developing a transition program to deal with gaps in hiring, training, or leaves; and,
- enabling rapid accessibility to SROs.

COMMUNITY INTERVIEWS

To meet the future needs of the community, two themes that recurred throughout the interviews were providing the program more resources related to funding and inclusive recruitment, and to consider utilizing other resources including community organizations. This would provide SROs with more time to build relationships and be involved with the community. Other suggestions for the future included softening the uniform, continuing to be involved and engaged in the community, professional development, relevant training for SROs, and unit-specific strategic planning.

One participant responded that for the program to move froward, there should be a genuine effort to reform the program. Another participant suggested that schools should perhaps move away from having SROs and suggested considering alternatives to better meet the needs of the community.
When thinking about additional programs or services that SROs could look to offer, many participants noted that SROs should continue effective communication with schools, continue to focus on involvement in the community, and to consider opportunities for collaboration with other specialized police units. Mental health training for SROs, and collaboration with social workers and mental health advocate was noted as an important focus area for the future. Participant suggestions also focused on mentorship, family outreach, and traffic safety.

INDIGENOUS INTERVIEWEES

Interviewees provided numerous ideas for how the SRO program needs to change to meet the future needs of the community, as noted below:

More Presence in Elementary Schools - SROs to spend more time in elementary schools, having a physical presence in the buildings.

Improved Resourcing - Consider having one SRO working with elementary schools, and one in high schools, and staggering their hours so the officers are able to attend evening activities.

Engage and Connect with Students and Community - Recruit SROs that want to be there and will put in an effort to connect with students in the hallways, at sports, and lunches, as well as engaging with families.

In and Out of Uniform - SROs to be present in schools and the community both in and out of the uniform, as the uniform can be triggering for some.

Connect Students with Community Dangers/Happenings - Educating students on problems prevalent in the community e.g., meth.

Information Sharing and Planning - Ensure SROs have time for pre-planning and sharing information, such as providing debriefs on previous years and developing a tighter approach to guide what the schools need.

Indigenous Collaboration and Ceremony - SROs should collaborate with Indigenous helpers and participate in Indigenous ceremonies.

Modernization - Modernize the SRO program to ensure it is in keeping with our changing world e.g., safe uses and danger related to social media, technology, etc.

Updated, Specific Training - SROs should be provided with specific training to prepare for specific situations they will encounter in schools.

Strong Recruitment Process - Develop a strong recruitment process to ensure the right people are in the role, for the right reasons. This could include establishing criteria and accountability to ensure SROs are meeting their job description and the needs of the community.

Additional programs that interviewees noted would be beneficial are as follows:

Mental Health and Wellness - Should be provided for all students.

Education on Policing - Provide opportunities for students to see what it is like to be a police officer, the training regime, and science behind it all.

Education on Important Community Concerns - Educate youth about important community concerns including drugs, driving, relationships, mental health, bullying, and substance abuse.

Improve Approachability and Relevance - SROs need to change their approachability to better serve the needs of teenagers that are navigating their own personal lives and struggles.

Provide Mental Health Awareness - Police officers have mandatory mental health kits. They are positioned to provide more education on student's mental health, and how this can impact their interactions with others.

Meeting the Needs of Students - Provide clarity on how the SRO program's targets align with the desires and needs of students.

Regular Program Review - Provide regular review of the program, including input from people that engage with the program. Strategic planning often takes place in 2 - 3 year cycles, this is because enough can change in this timeframe to warrant reflection and renewal. The same should be the case for the SRO program.

Student-Centered Approach -The program should be student-centered and students need a method to outline their needs. As students enter and leave the school system, the program needs a means to engage in way that works for the new generation of students. This role is often facilitated by administration, and they cannot accurately communicate what students need. There is a generational gap, and administration are not students. Approach the process with a lens of harnessing the unique insight that young people have to offer.

SURVEY INSIGHTS ON FUTURE POSSIBILITIES

The survey asked respondents to indicate their desired traits of an SRO, which could be considered for future possibilities. The traits offered were selected through early discussions with students and staff. The traits selected with the highest frequency in the overall results were:

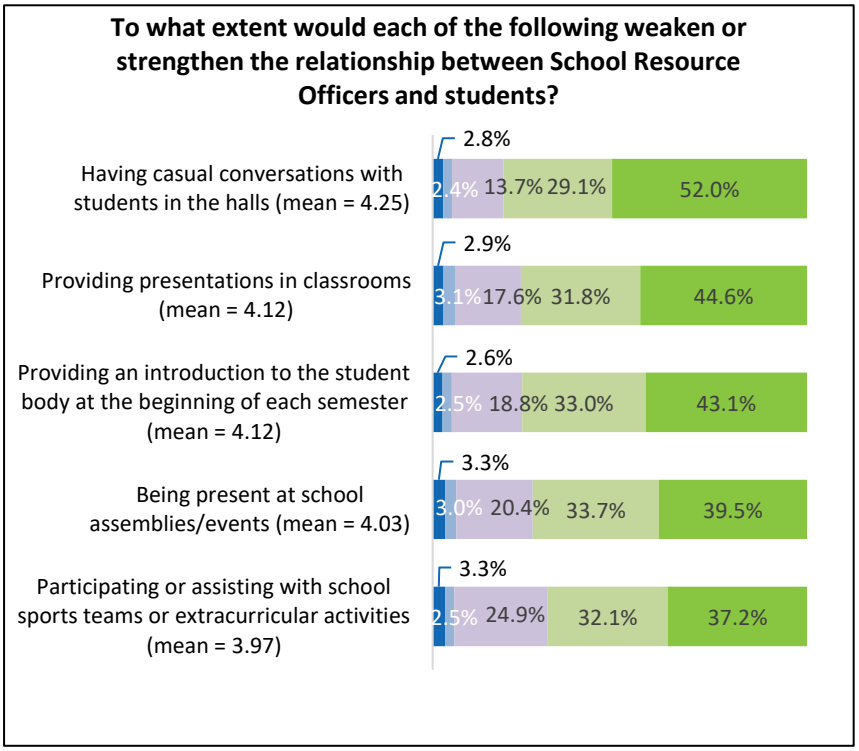
- approachable (69.0%);
- trustworthy (53.3%);
- friendly (41.3%);
- non-judgemental (37.9%); and,
- sensitive to issues facing youth (37.7%).

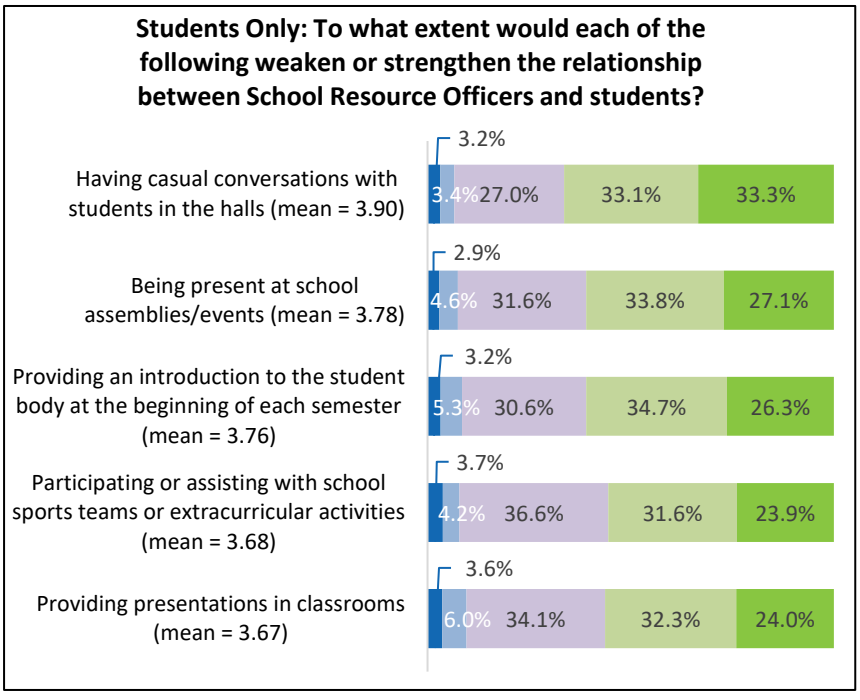
The student only results pointed two the following top three traits:

- trustworthy (52.2% RPSD; 55.0% RCSD);
- approachable (45.6% RPSD; 54.7% RCSD); and,
- friendly (48.8% RPSD; 49.2% RCSD).

The survey also looked at possibilities for the future, including how to strengthen relationship building with SROs and students, as indicated below. The battery of options was developed through early inputs from the student and staff/administration focus groups.

Q. To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students?





- Eight out of ten (81.1%) respondents indicate that having casual conversations with students in the halls would either somewhat (29.1%) or strongly (52.0%) strengthen the relationship between the SROs and the students.
- This is followed by providing presentations in the classrooms (31.8% somewhat; 44.6% strongly strengthen), providing an introduction to the student body at the beginning of each semester (33.0% somewhat; 43.1% strongly strengthen), being present at school assemblies/events (33.7% somewhat; 39.5% strongly strengthen), and participating or assisting with school sports teams or extracurricular activities (32.1% somewhat; 37.2% strongly strengthen).

7. Observations for the Future

This section of the report provides considerations for the future of the SRO Program. Specifically, this section highlights observations for 1) continuation of the program; or, 2) re-consideration of the program.

In either scenario, continuation or reconsideration of the program, a strong communications plan and change management plan will be critical components of moving forward.

Continuation of the Program

The observations listed below are offered for consideration if the School Resource Officer program continues. Observations are based on interpretation of the program review findings.

Consideration for Unique Attributes of Population Grouping

Program review data revealed lower ratings of the perception of and experience with the SRO Program from those who identify as Indigenous, visible minorities, those New to Canada, persons with a disability, and members of the LGBTQIA2S+ community. Changes in demographics are significant since the inception of the program with no system change to approach. Approaches for diversity training and improved cultural sensitivity are among the considerations that should first be addressed to ensure all populations are regarded with the same respect and value.

Program Stakeholder Connections and Relationships

Strengthen Relationships Between All SRO Program Partners and Stakeholders - The need to establish and maintain relationships between program partners, SROs, students, and the community was a consistent theme throughout the interviews and focus groups. Mechanisms, policies, and procedures that can create more collaboration and relationship building amongst program partners and stakeholders should be explored.

Leverage Existing, Diverse Committees and Units to Enhance EDI in the SRO Program - Leveraging EDI knowledge and expertise already present in the respective school division committees and Regina Police Service special units, could enhance the relevance of the Program. Specifically, there is opportunity to realize relationship building and collaboration between existing EDI resources such as the Regina Police Service's Cultural and Community Diversity Unit[89] and school committees such as Anti-Racism/Anti-Oppression Committees, Elders Advisory Councils, or Indigenous Advisory Committees. These existing resources can contribute to a fulsome, localized EDI approach for the SRO Program. Regular opportunities to meet and collaborate can enhance these relationships and leverage existing knowledge and expertise.

[89] The Cultural and Community Diversity Unit mandates to develop and maintain communication between the Regina Police Service and all Indigenous, ethnic, religious, and diverse communities in Regina for the purpose of building a closer relationship. Retrieved from: https://reginapolice.ca/about-us/headquarters/cultural-community-and-diversity-unit/

Program Governance

Establish Collaboration within the Governance Model – Consideration to increase collaboration between the three program partners in the governance of the SRO Program would assist in greater partner engagement and alignment. A governance model affirming partner and stakeholder roles will provide clarity in Program ownership, responsibilities, and decision-making. Further, collaborative efforts will result in mutually agreeable goals and objectives, KPIs, and performance targets.

Integrate Equity, Diversity, and Inclusion (EDI) into the SRO Program Governance – Integration of EDI principles into program governance is required, e.g., adopting and cascading EDI principles into program structures; decision-making procedures[90]; standard operating procedures; and, communication procedures. Establish regulations for procedures regarding how challenges to EDI principles or discrimination will be addressed[91].

Establish an Advisory Body – Establishing an advisory body representative of the school population demographics will support program relevance. Responsibilities of the advisory body could include[92]:

- providing advisement on monitoring, and enforcing standards of practice to enhance the quality of the program;
- providing input and feedback on a 'continuing competency program' to promote high, consistent standards amongst all SROs;
- providing input and feedback on establishing and enforcing consistent, professional ethics amongst SROs;
- developing program goals and objectives; and,
- developing and implementing SRO competency profiles and selection processes.

Program Management

Increase Clarity in Program purpose and SRO roles – SROs require clearer direction. Specifically, there is a need to provide guidance to the prioritization of time allocated across high schools and feeder schools and direction on how time is spent.

Ensure school administration, and staff have clarity in the Program goals, priorities, and SRO roles so they understand how and when to engage SROs.

Provide clear information to students and parents/caregivers/guardians. Ensure students are aware of the role of the SRO and how to engage the SRO in relevant matters, e.g., safety and legal matters. Provide clarity to students and parents/caregivers/guardians on confidentiality protocols that ensure student safety and establish awareness of consequences or options when sharing issues of concern with an SRO.

[90] https://www.edi-toolkit.org/governance/
[91] https://www.edi-toolkit.org/governance/
[92] https://professionalgovernancebc.ca/duties-of-regulatory-bodies/

Ensure Sufficient Time for SRO/Student Relationship Building - SRO job descriptions and performance metrics should prioritize time invested in relationship building, and provide clear direction on how this can be achieved with EDI at the forefront.

Students and other stakeholders suggested the following activities to better build relationships between SROs and the student body *(derived from student focus groups, interviews, and Survey Report findings):*

- having casual conversations with students in the hall;
- being present at school assemblies/events;
- providing an introduction to the student body at the beginning of each semester;
- participating or assisting with school sports teams or extracurricular activities;
- providing presentations in classrooms; and,
- attending cultural/community events in the student's community.

Intentional, culturally appropriate efforts should be made to build genuine relationships with all students including Indigenous and BPOC students, gender diverse students, students who are members of the LGBTQIA2S+ community, vulnerable students, and all diverse populations represented in the schools.

Program Design

Update Program Design - An update to the program design should reflect the changing needs of students and the community since the program's inception 43 years ago. The demographics of Regina have changed significantly over the past 43 years, and as such, so has the student population. A refreshed program design should meet the needs of an increasingly diverse student/community population, and reflect other evolving needs such as VTRA or lockdown safety protocols. EDI and anti-racism should be considered in all aspects of the program design updates. School divisions can also provide clear direction and communication to SROs regarding opportunities to connect with students and community, such as upcoming assemblies, etc.

Establish Regular Monitoring and Evaluation - Embed regular monitoring and evaluation into the updated SRO program design. Student, community, and school needs will always change and evolve; the SRO Program needs to evolve with them. Regular monitoring and evaluations will provide data to inform program updates and evolvement and, create improved program accountability and transparency for all program stakeholders. Perform a more fulsome program review every 3 - 5 years to assess the programs outcomes and impact.

Program Recruitment and Training

Provide Improved, Ongoing SRO Training - Given SROs presence in schools, which includes regular interaction and relationship building with students and the community, it is imperative that all SROs have robust, consistent training to ensure their presence has the intended, positive impact. Training should include:

- anti-racism/Anti-oppression training;
- unconscious bias training;
- Indigenous cultural awareness training;
- understanding lived experience[93]; and,
- mental health issue or crisis response/first aid[94].

Review and Update SRO Recruitment Criteria - Review and update the SRO recruitment criteria to ensure appropriate selection of SROs. Apply an EDI lens to the recruitment process to attract diverse candidates that better reflect the demographics of school communities.

Update the recruitment process to better identify candidates that meet the needs of the school communities, including those that are:

- motivated to serve youth and the community;
- willing to build relationships with students and community including involvement in extra-curricular events and community/cultural activities such as round dances;
- sensitive to current issues faced by youth;
- aware of the unique strengths and challenges of neighbourhoods;
- actively aware of EDI as it relates to community policing;
- conscious of national research and findings regarding racial profiling and racial discrimination in policing;
- aware of Saskatchewan's Indigenous history including intergenerational trauma caused by residential schools, the sixties scoop, MMIWAG, and The Starlight Tours;
- respectful of the TRC Calls to Action; and,
- embody traits most desired by community and students including approachable, trustworthy, and friendly (*see Survey Report, page 27*).

[93] Ontario Association of Chiefs of Police. "2023 Equity, Diversity, and Inclusion Training Course" https://www.oacp.ca/en/events-and-professional-development/2023-equity-diversity-and-inclusion-training-course.aspx

[94] Mental Health Commission of Canada, "Mental Health First Aid – Police" https://mentalhealthcommission.ca/training/mhfa/police/

Program Information and Communication

Improve Information Sharing on the SRO Program - The SRO Program requires improved, updated information sharing with all program stakeholders including Regina Public and Regina Catholic School Division students; parents, guardians, and caregivers; administration; staff; and, community partners including other Regina Police Service units. All stakeholders will benefit from improved clarity and familiarity on the SRO Program purpose; the role and job description of the SRO; the programming and services provided by SROs in schools; priorities of the SROs; and, who the SRO program serves. *(See Survey Results, Page 6).*

Need for Consistent Communication with all SRO Program Stakeholders - The SRO Program requires ongoing, consistent communication with all program stakeholder groups. The communication approach can be tailored for each stakeholder group, such as with students, but it should consistently reflect the EDI lens of the SRO Program's governance principles. Ongoing communications that are inclusive, accessible, culturally appropriate, and reflect of the diverse populations of the RPSD and RCSD will help

- create a consistent, shared understanding of the SRO program;
- enhance collaboration among the program partners and other community partners;
- enhance relationship building with SROs and all program stakeholders; and,
- overcome a lack of awareness/clarity among stakeholders on the role and responsibilities of the SRO, as well as who they are there to serve.

Establish an Appropriate, Reliable Information Sharing Process that can Contribute to Vulnerable Student Support - School staff and SROs may be better equipped to provide enhanced support or improved empathy for students that are vulnerable, at risk, or currently experiencing trauma or hardship in their personal lives through more information sharing among teachers, SROs, the Regina Police Service, and affiliated partnerships such as the TRiP Program. Use established information sharing networks to better realize intersectional support for vulnerable students.

Program Alignment with TRC Calls to Action and EDI

Create Improved Awareness and Realization of the SRO Program's Potential to Positively Impact Reconciliation - The SRO Program can be a tool for reconciliation. SRO's presence within the education system aligns with TRC Calls to Action. The program provides an opportunity within community policing to shift the negative narrative of police that some may have as a result of socio-economic issues, the community environment, or adverse opinions held in households. An SRO who has the right personality, is culturally sensitive, and is aware of biases can have a positive impact towards reconciliation in the school community.

Realize the SRO Program's Potential to Change the Narrative for Black Students - Black in Saskatchewan participants indicated the SRO Program's potential to shift the negative narrative of policing. This would require having targeted selection of SROs that can establishe relationships with Black students and create trust that the SRO is present to serve and support all students.

Additional Program Updates and Innovations

Review SRO Work Schedule Restrictions - Create more flexibility within the SRO work schedules. Some students and community members would benefit from SRO presence in the afterschool hours when there is less structure present in the community. A more flexible work schedule would also promote SRO involvement in extra curricular activities and attendance of community events.

Consider Opportunities in Plain Clothes - The police uniform is intimidating for some students/community (*see Survey Report in Appendix B).* Some students in the focus groups spoke specifically to the large stature of officers when in uniform, or how armed belts were intimidating. Conversely, other students stated that an SROs side arms and uniform made them feel safe. Consider opportunities where the SRO can be visible in plain clothes, such as when they are involved in extra curricular activities or attending community events. This enables people to see the person beyond the uniform and may allay feelings of intimidation.

Engage Student Councils in Program Co-Design - Engage student councils/advocacy groups or SRCs into some aspects of the SRO Program design update. This enables the program to ensure it is reflective of the needs of students. The co-design process builds relationships with students, and enable the development of student champions for the program.

Reconsideration of the Program

The observations listed below are offered as options in the event the School Resource Officer program is reconsidered.

Program Pause to Ensure Strengths Are Not Lost During Reconsideration

Consider a program pause that ensures strengths are not lost, while time is committed to addressing challenges of the program. A similar approach was taken by the London District Catholic School Board (LDCSB). The program was put on pause in the LDCSB schools while an approach was put in place to address challenges in the 2021-2022 school year. Following a comprehensive review of their SRO Program, the LDCSB is 'moving forward with the report's recommendations to re-design the School Resource Officer program'[95]. The redesign approach is set to include collaboration with members of the LDCSB Leadership Committee, current students, parents, alumni, and community partners. The LDCSB states that they will utilize a 'trauma-informed approach to create a psychologically safe space, an environment and readiness to reconcile past systemic and racial injustices and opportunities for generative dialogue that harmonizes power relationships'[96].

[95] London District Catholic School Board. "School Resource Officer Program Review Update" https://www.ldcsb.ca/apps/news/article/822352

[96] London District Catholic School Board. "School Resource Officer Program Review Update"

Further Research into Approaches Used in Other Jurisdictions to Re-consider the Program

Several SRO Programs throughout Canada have been reviewed over recent years. Continue to watch for results and actions from other program reviews including redesigns or alternatives approaches or programs. Continue to explore school division's approaches currently being used in cities that no longer have SRO Programs including Toronto, Winnipeg, and Edmonton.

Redesign of the Program

Consider other trained supports that can address the main safety concerns of students. This may come in the form of a peace officer or another trained safety officer. Peace Officers 'help keep communities safe and enforce laws that protect communities and public facilities'[97]; they are not sworn police officers. Peace Officers are employed for roles such as conservation officers, hospitals, Indigenous communities, and more[98]. Their roles and responsibilities vary depending on where they work.

Consideration of a Summative Report of Program Strengths and Challenges

If the program is reconsidered, developing a summative report of strengths and challenges will ensure a record of the program is in place. The program review indicated that limited documentation or program records were kept in past regarding the program; a summative report will overcome future information voids on the SRO Program.

Further research on Potential Restorative Justice Practices in Education

Consider possibilities of restorative justice approaches within education. The Province of Alberta references restorative practices as a 'set of strategies that can transform learning environments and help school staff respond more effectively to unacceptable behaviour'[99]. The Province of Alberta identifies foundational ideas for restorative practices and highlights their positive impacts including[100]:

- people of all ages are happier, more cooperative, engaged and productive, more likely to make positive changes when those in authority do things with them, rather than to or for them;

[97] Wilfred Laurier University. "What is the difference between a police officer and a peace officer?". https://online.wlu.ca/news/what-difference-between-police-officer-and-peace-officer
[98] Wilfred Laurier University. "What is the difference between a police officer and a peace officer?".
[99] Government of Alberta, "Restorative Practices". https://www.alberta.ca/restorative-practices.aspx#:~:text=A%20set%20of%20strategies%20that,more%20effectively%20to%20unacceptable%20behaviour.
[100] Government of Alberta, "Restorative Practices".

- relationships change when we move away from blaming, stigmatizing, excusing or rescuing and use more positive language;
- staff are empowered to respond effectively to classroom disruptions to end interpersonal conflict or minimize behavioural and relationship problems.

The Province of Alberta site includes external references for more information, including 'PolicyWise: Supporting Every Student Learning Series - Restorative Justice Practices'[101]. PolicyWise for Children and Families is an organization that 'informs, identifies, and promotes effective social policy and practice to improve the well-being of children, youth, families, and communities'. The work and research of Dr. Brenda Morrison, Associate Professor of the School of Criminology at Simon Fraser University[102] is referenced as a contributing subject matter expert within the PolicyWise resource noted.

[101] Policywise. "SES: Restorative Practices". https://policywise.com/resource/restorative-practices/
[102] Simon Fraser University, "Brenda Morrision". Centre for Restorative Justice. https://www.sfu.ca/crj/about/our-people/brenda-morrison.html

F. CONCLUSION

This report provides extensive data to assist the Regina Public School Division and the Regina Catholic School Board in consideration of pending decisions regarding the School Resource Officer Program. Praxis Consulting wishes to thank the RPSD and the RCSD for the opportunity to conduct this research and put forward considerations for the future of the SRO Program.

APPENDIX A: WHAT WE HEARD

Community Interview Findings

The following section provides a summary of findings from interviews conducted with RPSD and RCSD board members; current Regina Police Services members; and key community members.

Q. What is your connection to the SRO program? / How long have you been involved with the program?

To protect the anonymity of participants, responses to this question have been excluded.

Q. How would you describe the SRO program?

When interview participants were asked to describe the program from their perspective, the following themes were heard.

Connection between School and Community - The majority of participants identified that the Program serves as a means to connect police with the school, and with the broader community. Participants noted that SROs can serve as a public liaison, and work to increase connections between the school and the community. Establishing familiarity between SROs and the community

Relationship Building - Building relationships with students, staff, and the broader school community was highlighted by many participants when they were asked to describe the Program. Participants noted further that establishing trust is essential to building positive relationships. Relatedly, participants noted that increasing familiarity with SROs could aid in establishing positive relationships and increasing comfortability with SROs for those who have had previously negative experiences with police in Canada and elsewhere.

Resource to School and Community - Many participants described the program as a resource for students, staff, and the community. Further, participants were of the view that SROs could serve to provide students with support and guidance; and serve as a place of safety. One participant noted that SROs are an educational resource to students through provided programming.

Police Work - A number of participants described the program related to the handling of issues in school such as mediation, criminal investigations; and other issues such as bullying, online harassment, or sexual harassment.

Sense of Safety –Some participants described the program as providing a sense of safety for students and staff. Participants felt that SROs provide the perception or feeling of safety.

Prevention - Some participants described that SROs serve a preventative purpose and work proactively to mitigate risk and intervene early. They identified that this utilizes a community policing model, and that this could be a deterrent for negative behaviours.

Police in Schools - A participant expressed that they felt that the Program served as a means for the placement of police in the school system. They referenced that they believed the program to be connected to colonialism.

Q. To what extent do you feel aware of the purpose of the SRO program in schools?

The majority of interview participants believed themselves to be either “very aware” or “somewhat aware of the purpose of the program. They cited their awareness of the purpose owing to presentations, previous reports, work with students, and first-hand experience with the program. A few noted that they had “no awareness” of the purpose of the program.

Q. From your perspective, what is the purpose of the SRO program in schools?

The most prominent theme among participant responses was that the purpose of the SRO Program is to increase school safety. Related to school safety, participants specifically mentioned risk mitigation and crisis intervention; and noted that the presence of SROs in schools might serve as a further deterrent to negative behaviours. Another recurrent them among responses was community outreach. Participants believed that community outreach could work to reduce fear of police and establish positive interactions with youth. Some responses characterized that the purpose of the program is for SROs to serve as a resource to students. Participants responded that SROs possess direct experiential knowledge regarding the daily challenges encounter by students, thereby equipping them with distinctive capabilities to provide guidance to those who may be facing challenging circumstances. Some participants commented that SROs are able to provide a safer and more welcoming environment that would encourage students to reach out for support. One participant responded that the Program’s purpose is to intimidate students and make them feel unsafe.

Some participants noted that there is also a fear of authority and a fear of police, where the presence of an SRO in a school would be considered intimidating. Participants believed that those who had had previously negative experiences with SROs or police would likely not feel more safety with their presence in schools and that this would overshadow any positive influences the program may have.

A few respondents felt there was a lack of clarity and consistency regarding an understanding of the purpose of the program. Further, some participants believe that this has resulted in a sense of uncertainty about the purpose of the Program generally.

Q. Is the program achieving this purpose?

All most all participants felt that they did not have enough information to say whether or not the program is achieving its purpose. They indicated they felt there is a lack of clarity on the role of the SRO and no metric tracking for the program. One participant indicated they would be interested in the perspectives of students on this question.

A few participants stated that they felt the program was not achieving its purpose. They referenced that SROs should look to be involved in the community and initiate positive interactions with students.

Some participants responded that if students felt safe, then the program is achieving its purpose. One participant commented that there are challenges, but that there is a general sense of respect for police in Regina, and that if students feel safe at school, then that should be considered success.

Q. In your opinion, what are the strengths of the program?

When asked this question, recurrently, participants identified the following strengths of the program:

Relationship Building - Most commonly, participants noted that establishing relationships with students and staff in schools; and with the community is a key strength of the program. Participants believe that building relationships allows SROs to act as a bridge between the school and the greater community; highlighting that relationship building is even more essential following COVID-19.

Visibility - Participants highlighted that SROs who were visible and involved in schools and in the community were more likely to build authentic connections and relationships. A participant underscored the significance of the visibility of SROs in the community as active participants and not as enforcers.

Reputation - Many interviewees considered the reputation of the program to be a strength. Those who did, cited the program's longevity and good relationship in the community. A few participants echoed that the reputation of SROs also exemplifies a potential career path for students.

Sense of Safety - The presence of an SRO in the school and the community contributes to feelings of safety for students and staff. Participants believed that the presence of an SRO increased the perception of safety by students, staff, and community members. One participant emphasized that their presence serves as a vital deterrent.

Personnel - A significant number of participants identified that current and previous personnel are a strength of the program. Participants believed SROs to be friendly, passionate, and dedicated. Additionally, they felt that SROs have always exhibited professionalism and are a positive role model to have in schools. An interviewee also suggested that would benefit from increasing the diversity.

Cultural Sensitivity - SROs serve diverse communities and must be sensitive to the differing needs of those populations.

A Resource to School and Broader Community– SROs are a resource to students, staff, administration, and the community by providing educational programs and presentations, and counselling and guidance.

Q. In your opinion, what are the challenges of the program?

When considering the challenges of the program, the following themes emerged from participant responses.

Building Relationships –A number of participants felt that they were unsure about the ability of SROs to build authentic relationships. They believed that it would be especially difficult for SROs to build relationships with those who had had negative experiences or have experienced trauma as a result of interactions with police. Additionally, some felt that the current length of the SRO position postings would not provide enough time to establish relationships with students, staff, and the community.

Power Dynamics - Interviewees identified that SROs occupy a position of authority. This creates an imbalanced power dynamic between SROs and those seeking their assistance. This serves as a barrier to relationship building and would likely discourage individuals from reaching out to SROs for support.

Intimidating - SROs are uniformed and armed police officers that can present an intimidating image. This hinders individuals from speaking to and seeking advice from SROs. Several participants highlighted that the presence of a uniformed SRO may be particularly daunting for newcomers who have had previously adverse encounters with other law enforcement.

Historical Context and Systemic Racism - As SROs are members of the police service, they must recognize the historical experiences of Black and Indigenous communities with police, and with policing as an institution.

Clarity of Role - Many participants believed there to be a general lack of clarity surrounding the purpose of the program and role of the SRO. A few participants noted specifically that if school staff are unsure of how the purpose of the SRO, they are unlikely to utilize them as a resource. Interviewees noted that it could also be confusing for those with negative experiences with police to be encouraged to seek support or guidance from SROs.

Resources - Funding and personnel numbers were identified as significant challenges to the program. Fewer SROs increases the number of schools assigned per SRO, and limits the time SROs have to build relationships, and limits their availability which decreases student accessibility to them.

Social Media –Many participants cited the influence of social media in schools and, often, its influence on exacerbating situations. SROs are now dealing with more serious and quickly evolving situations where the complexity is compounded by social media.

Hiring and Recruitment - Participants stressed the importance of establishing hiring practices that ensure SROs mirror the diversity of the communities they are serving. Participants also highlighted that hiring practices should ensure SROs are prepared to work with a diverse student and community population.

Strategic and Operational Planning - A lack of clear definition and parameters for the role**,** specifically, interviewees cited a need for a unit-specific strategic and operational planning.

Limited Professional Development Opportunities - A lack of program-specific training and professional development opportunities was highlighted. A lack of established mental health and trauma-sensitive training were particularly noted.

Q. What are the benefits/impacts of the program for students?

Interviewees were asked to consider the benefits and the impacts of the program in relation to the student experience. In considering the impacts of the programs, the following themes were consistently heard.

Outdated - Some participants felt that the program is outdated. Specifically, they were of the opinion that students are unlikely to utilize the SRO as a resource because police are an unlikely resource that students identify with. Further, that SROs are not able to meet the changing needs of the community.

Power Dynamics - It was also noted that there exists a specific power dynamic between students and SROs. SROs are police officers and are part of the broader institution of policing. Therefore, students who are seeking support, are unlikely to reach out to SROs.

In considering the benefits of the program for students, participants responses reflected the following themes.

Build Trust - Most participants identified that a benefit is the trust and relationships established between students and SROs. Students get to have positive interactions with police and are able to become for familiar and comfortable with community policing approaches. Importantly, one participant noted that this benefit is severely dependent on the ability of the SRO to build a repour and maintain a relationship with students.

Sense of Safety - The presence of an SRO in schools, and the sense of safety this provides to students was highlighted by many respondents. The sense of safety for students when SROs are present was highlighted by respondents.

Resource - A few participants believed that students can utilize the expertise of SROs related to legal issues or the criminal code. One interviewee considered educational programs offered by SRO to be a significant benefit for student.

Community Safety - Violence Threat Risk Assessment (VTRA) process was consistently indicated as a benefit of the program for students. VTRA brings multiple agencies and information together to best support students. Interviewees identified SROs as important component of VTRA.

Accessibility - When SROs are based within schools, some participants commented that students have easier access to police, and are therefore, more likely to reach out to SROs for advice or support. With SROs based in schools, there is almost immediate access to support in emergency situations.

Career Mentorship - A few participants noted that SROs in schools exemplify to students policing as potential career option.

Q. What are the benefits or impacts of the program for staff? / What are the benefits or impacts of the program for administration?

In considering the benefits of the program for students, participants' responses reflected the following themes:

Collaborative - Many participants identified that SROs and school staff can collaborate to best support students and ensure an informed and coordinated response in handling different situations in schools. Participants stressed collaboration would ensure an approach that utilizes the expertise of SROs and school staff, together.

Accessible - In a few instances it was highlighted that when SROs are located with the school building, it is easier for staff to seek assistance and support.

Sense of Safety - Most participants regarded the presence of SROs in schools as reassuring and providing a sense of increased safety for staff. Specifically, that staff may feel more at ease with the knowledge an SRO is present in the building.

Q. What are the benefits/impacts of the program for the greater school community?

Other impacts of the program for the greater school community identified were:

Re-Traumatization - Some participants commented that community members who have had negative experience with police could experience re-traumatization with the presence of SROs in schools and in the community.

Lack of Trust - Relatedly, communities with historically negative experiences with police will still experience a lack of trust in SROs.

Interviewees characterized the benefits of the program for the greater school community were:

Build Trust - Trust that is established with students through relationship building often extends to families. Establishing trust with students and families will cascade and contribute to broader community safety

Community Resource - Participants commented that SROs can also serve as an additional resource to families and community members. In the view of one participants, positive interactions and engagement with SROs would only serve to benefit the community.

Emergency Preparedness - SROs are trained police officers that can offer valuable expertise and skills to school staff in emergency situations.

Q. In your opinion, to what extent does the SRO program contribute to safety in the school environment?

Almost all participants responded that they believe SROs do contribute to safety. Participants expanded on this view, citing participants VTRA, early intervention, preventative educational programs, and a reassuring presence. A few interviewees highlighted that SROs provide specific expertise related to emergency preparedness and dealing with rapidly evolving situations. Others identified that SROs in school increases familiarity and comfortability of students with police. Some participants concluded that, based on their current information, the contribution of the program is hard to quantify. They noted that, anecdotally, they felt the program does contribute to safety. Others commented that there is perceived safety for some individuals, but that others, specifically those from racialized communities, likely do not experience an increased sense of safety. Another participant commented that while a majority of students may feel safe with an SRO in school, special consideration should be given to those who have had a previously negative experience with SROs and might experience increased harm or re-traumatization as a result.

Q. How can SRO's contribute to safety in schools?

When considering how SRO's contribute to safety in schools, participants identified the subsequent ways in which SROs contribute to the safety.

Part of Community Supports - SROs are one aspect of the available community supports. In collaboration with other community organizations and initiatives, like TRiP, SROs can help to amplify the impact that such organizations and initiatives have on the community. Conversely, in the opinion of one participant, the TRiP initiative works effectively without the involvement of SROs.

Community Engagement - For the program to ensure safety for all students, participants suggested consultation with marginalized communities to ensure inclusive safety practices. Participants also highlighted the need for engagement with New Canadians.

Visibility in Schools - Participants reiterated the need for SROs to be visible to students in schools and in the community. Further, that the visible presence of SROs could serve as a deterrent to negative behaviours.

Engage Schools in Recruiting Process - In recognizing the program as a partnership, a few participants suggested that schools should be consulted in throughout the recruitment and hiring process.

Best Practices - Participants noted that the program should look examples of other programs in Canada regarding best practices. Relatedly, a participant expanded on this suggestion, commenting that police should not be in school.

When posed these questions, a number participants noted that any broadening of the scope of the program would necessitate additional funding and personnel.

Q. In your opinion, to what extent does having an SRO in the school reduce crime on school property & in the community?

Respondents identified that they perceived available data to be insufficient to be able to assess the extent to which the program contributes to crime reduction. Some participants expressed that, in their view, there was no reduction in school crime linked to the program. While others felt that, anecdotally, the presence of an SRO likely served as deterrent to crime. They highlighted that the school is often the centre of the community, and that an SRO potentially provides a deterring presence that cascades to the broader community. One participant questioned if younger students were being criminalized for what, in their view, we small things. Participants reiterated that any positive impact from the program is dependent on the involvement of SROs, and the extent to which they are trusted in the community.

Q. How can SRO's contribute to crime reduction in schools?

In considering how SRO's might contribute to crime reduction in the future, participants highlighted that SRO's should take an empathetic approach, offering alternatives before criminally charging youth. Many participants reiterated that SROs could maintain a visible presence, and should work to create positive and safety spaces that promote a sense of belonging for everyone at school. One participant commented that increasing the number of personnel would contribute to crime reduction. Another noted that a focus on mentorship between students and SROs would help to encourage positive behaviours.

Q. To what extent does the SRO program aid police officers to gather information on youth activities in schools and community? / How can this information collection be improved?

The majority of participants that responded to this question identified that SROs possess specific expertise based on their working environment in schools and the community. Participants felt that this specific expertise could provide value to other police units, creating a more meaningful and nuanced response to situations. Some community interviewees felt that the intent of the goal should focus on increasing student comfort levels with SROs. Offering further that, in their view, the goal does not and should not seek to create an environment in which individuals feel compelled to act as informants concerning the behaviours of others in the community. Relatedly, some participants emphasized the utilization of the community policing model, and the continued use of TRiP. TRiP was referenced as the key internal communication tool for information sharing, it allows for a multi-agency approach in supporting students.

Q. [List program goals] Are these goals relevant for the future? What is missing? What is no longer relevant?

Interviewees were provided with the stated goals of the program. Some participants felt that goals were still relevant and appropriate, serving as a strong foundation for the program currently, and for the future. They highlighted that these goals are underpinned by education and community interaction. Another participant highlighted that negative perceptions or experiences with police in communities can result in more harm. Further, if the program helps to create more positive relationships between police and community members, that will lead to safer schools and communities.

In contrast, some participants expressed the viewpoint that the goals should be adjusted to address the current needs of the community more effectively. With efforts to develop positive attitudes towards police officers being a stated goal of the program, one participant questioned which schools and neighborhoods were prioritized in this effort. They commented that establishing positive attitudes rests on the formation of trust, and that trust should be built through a trauma-informed approach. They cautioned that positive attitudes cannot be forced, and doing so would result in oppositional responses to SROs. A focus of positive relationship building could be early engagement with students who are more likely to be experience violence or racism. Relatedly, none of the current goals provide a focus for decolonization efforts, or self-reflection of the institution of policing.

Q. How can SRO's develop relationships with students in schools?

Almost all participants commented that SRO's should focus on community involvement, volunteering, and creating opportunities for interactions with students, staff, families, and community members. Some participants suggested SROs should work in "plain clothes" more often, recognizing that the uniform and firearm could create barriers to building relationships with students. The program would also benefit from focus on informal interactions with students. Participants stressed the importance of SRO's being accessible and approachable to students. Others highlighted that mental health training, diversity, and cross-cultural competency training would help SRO's develop relationships with students. Specifically, the program should look to understand the experience of racialized communities with police.

Conversely, one interviewee felt that it is not the role of the SRO to build relationships with students and that existing relationships between SROs and students mostly benefit SROs. Additionally, they noted that it could be confusing for students understand how SROs are a resource for them, when SROs are also police officers.

Q. How can SRO's be a resource for students/staff/administration/the community?

Responses highlighted that SROs are another avenue of support for students, and that SROs also provide support to school staff and administration. Almost all interviewees discussed mentioned transparent, two-way communication between SROs and schools is essential. Many participants commented that increasing awareness about the program would amplify the ability of SROs to support the school and broader community. One participant noted specifically that engagement with parents, caregivers, and families would further contribute to relationship building. Another highlighted the continued used of relevant educational and safety programming.

Q. To what extent are you aware of the specific programming SRO officers provide in schools?

Almost half of participants said they were "somewhat aware" or "very aware" of specific programming offered by SROs in schools. The remaining respondents felt that they were not aware of the specific programming offered.

Q. Are there additional programs or services that should be offered by SRO's?

When thinking about additional programs or services that SROs could look to offer, many participants noted that SROs should continue effective communication with schools, continue to focus on involvement in the community, and to consider opportunities for collaboration with other specialized police units. Mental health training for SROs, and collaboration with social workers and mental health advocate was noted as an important focus area for the future. Participant suggestions also focused on mentorship, family outreach, and traffic safety.

Q. Are there programs/services provide by SRO's that are no longer needed?

In almost all interviews, where this question was posed, participants identified that classroom presentations on irrelevant topics should be removed. Remaining respondents indicated that they either did not know or did not have an opinion.

Q. From your perspective, has the SRO program changed over the time you have been involved/aware of it? In what ways?

Many participants felt that with the lack of historical program information, it was difficult for them to say specifically how the program has changed. A participant commented that the program has not changed, expanding that the program still does not create space to hear marginalized voices. Some noted that there has been a shift in policing in general, and that the approach has become more community oriented. Many interviewees commented that the issues that SROs presently handle have become wider-ranging and are evolving faster. Situations concerning mental health and social media are quickly becoming the most prevalent and serious issues that SROs face in schools.

Q. Does the SRO program need to change to meet the future needs of the community? How can the program meet the future needs of the community?

To meet the future needs of the community, two themes that recurred throughout the interviews were providing the program more resources related to funding and inclusive recruitment, and to consider utilizing other resources including community organizations. This would provide SROs with more time to build relationships and be involved with the community. Other suggestions for the future included softening the uniform, continuing to be involved and engaged in the community, professional development, and relevant training for SROs, unit-specific strategic planning.

One participant responded that for the program to move froward, there should be a genuine effort to reform the program. Another participant suggested that schools should perhaps move away from having SROs and suggested considering alternatives to better meet the needs of the community.

Q. What should absolutely remain part of the SRO program?

When posed with this question, the majority of responses related to the continued utilization of VTRA and the focus on establishing relationships and community connections. Furthermore, participants emphasized the need for the program to continue to focus on supporting and creating a safe environment for students. Similarly, participants also commented that the program could better serve students by integrating the use of other subject-matter experts such as psychologists. Relevant educational programs, and continued communication with schools were stated by participants as ways for the program to continue to support students. Another participant commented that a restorative justice approach should be a focus of the program.

Q. What should the purpose of the SRO program be in the future?

When asked to consider future purposes for the program, one participant indicated that it does not need to change in the future, from their view, the program was already successful. Two participants commented that the stated goals of the program are sufficient, but reflection needs to occur in how they are achieved. Participants underscored the importance of utilizing a community policing model, that would create a more holistic direction for the program. Participants reiterated the need for SROs to be involved and visible in the communities they are serving. Softening the presence of an SRO through the removal of their firearm or working in “plain clothes” more frequently were also suggested.

Q. Is there anything else you’d like to see from the SRO program in the future?

At the conclusion of the interview, participants were provided the opportunity to express any additional comment. Additional comments of participants are provided.

Communication - Enhance clarity of the scope of the program by clearly communicating to schools, families, and community members what the program provides.

Broader Engagement - SROs should look to continue to engage with alternative schools, and youth organizations. SROs need to ensure all voices are heard.

Trust - SROs should continue to work to build trust with communities.

Representative Hiring - Look to develop diverse and inclusive recruitment that mirrors the diversity of the communities being served.

Professional Development - Provide professional development opportunities related to mental health training, trauma-sensitive approaches, and community safety-focused approaches.

Strategic Planning - Establish clear strategic direction and operational plan for the program. Specifically, to clarify the role of SROs.

Proximity - SROs should continue to be located on the school premises. This enables SROs to be embedded in the community, and ensure proximity to increase student accessibility.

Mental Health Services - Increase services and expertise related to mental health.

Outdated - The program is no longer relevant, and does not reflect our current social fabric.

Indigenous Interviewees

To what extent do you understand the SRO program in schools?

Two interviewees indicated that they understand the SRO program **"Very Well."** One interviewee discussed a need to understand what the job description of the SRO is, and another assumed that the SROs were in place for the community.

How would you describe the SRO program?

Two interviewees described the SRO program as a needed program, which is there to help and educate; support families, schools, and the community; and accessible, as described below:

Help and Educate - The SRO officers can relate to what is going on in the community, which helps them to provide support, and effectively educate students.

Support Families, Schools, and Community - The SRO's help to support families, schools, and the situated community. The school is the hub of the community, and the SROs engage however they can assist within that capacity.

Accessible - The SROs are accessible, and there to provide support when needed.

Another interviewee commented that the program is based on crime prevention. They discussed that crime prevention really targets people who are at risk. They shared that if you bring a police into the school system, all of the students are at risk; it creates an automatic bias. They understand that its about relationships with students and the community but mentioned that having an armed person walking down the halls does not promote relationship development. They added that it is not the uniform that is the issue, but the arms that they carry, the duty belts. They mentioned that the perception is that they are there because there is trouble.

To what extent do you feel aware of the purpose of the SRO program in schools? / From your perspective, what is the purpose of the SRO?

Interviewees viewed the purpose of the SRO program/SRO as Relationship Building, and to Influence Views of the Police, as noted below.

Relationship Building - SROs develop relationships with students by being present for an extended period. For instance, by developing relationships in feeder schools, they will already have built a foundation for when students get to high school.

Influence Views of the Police - SROs help to influence the view of police, as a familiar person that community members can get to know.

Another interviewee did not feel there is a purpose for the program.

Is the SRO Program achieving this purpose? Please explain.

When asked if the SRO program is achieving its purpose, interviewees responded that it **depends on the individual SRO**, and **if the SRO is known in the community** and **if they are accessible**. The following factors were noted as contributing to achieving this purpose:

- if the SRO is known in the community, taking the initiative to be a part of the community and students' lives;
- if the SRO has an open door policy; and,
- if the SRO has a visible presence and is within close proximity to students.

One interviewee understood the need for social safety and peace, but felt unsure that this is achieved by an armed police officer walking down the hall. They also mentioned that 'racialized community' feel police officers are not there to protect them, but to penalize them. With this in mind, the interviewee was not sure the program is right in the schools, and suggested their may be better ways to approach safety. Ideas suggested were a different kind of uniform, a more peace-keeping approach without carrying weapons, or carring some self defense tools but nothing that is energy controlled. They also mentioned it depends on the school environment, not all schools need police for issues and lockdowns.

To what extent are you aware of the programming SROs provide in schools?

One of two interviewees indicated that they are not aware of the specific programming that SROs provide in schools.

What are the strengths of the SRO program?

Interviewees indicated the strengths of the SRO program as building relationships/community connection, information sharing, and being a great partner with the RPS.

Building Relationships/Community Connection - By being in the school community for an extended period, SROs can build relationships and maintain a connection to the community. An important aspect of this is the SROs being seen in uniform, interacting, and building relationships.

Information Sharing/ Great Partnership with the RPS - The SRO officers can share information with the RPS, to respectfully serve the students and the community. For example, street cops can make arrangements through an SRO to speak to a kid.

One interviewee noted that although the uniform can be intimidating, it can be dangerous for the officers, so it may be necessary for them to be armed (have magazines in their vest).

One interviewee was not supportive of SROs in the schools and did not mention strengths. They suggested an approach of community safety officers or security officers.

What are the challenges of the SRO program?

Interviewees noted several challenges of the SRO program, as highlighted below:

Having the Right Person in the Role - It is important to have the right person in the role of SRO, with a willingness to collaborate and build relationships with students and the community. Furthermore, if they are not willing to make those connections, it can do more damage than good.

Limited Time to Build Relationships in Elementary Schools - The SROs are mostly placed in high schools, and "helicopter" into the elementary schools**.**

Not Visible - SRO officers may not be visible to students, which is

Enable Input from Schools - As SROs are in a position to share knowledge, schools should have a say in which SRO is placed in the school.

Ensure SROs Know and Understand the Community/School Demographics - It is important for SROs to understand the community and school demographics, for example, how many Indigenous, First Nations, Metis peoples, etc., are at the school. The SROs should be responsive to Indigenous Students and ensure Truth and Reconciliation is a focus.

What are the benefits/impact of the program for students?

Interviewees mentioned positive impacts of the SRO program, as noted below:

Accessibility/Comfort - SROs provide a level of accessibility and comfort for students, to have someone to talk to in their school, if they are afraid to call 911.

Provides an Example Positive Relationship with a Police Officer - SROs act as a positive example of a healthy relationship between a police officer and community members can look like.

Support for Community - SROs provide support to students and the community regarding questions or legal issues. For example, can an officer come to my boyfriend's house with me to collect my belongings if I feel unsafe.

Interviewees highlighted that for the SRO program to have the aforementioned benefits, they need to first establish trust and a relationship with students.

Need to Establish Trust - The SRO must be filled with someone that students trust. If they feel that what they share could be used against them, they may go downtown instead, or not seek help at all.

Need a Relationship - It's important for the SRO to be present in the building and have a relationship with students. If a relationship is not built, the student likely will not reach out for help.

What are the benefits/impact of the program for the greater school community?

In a sense of the greater school community, interviewees noted that the SRO program can have an impact on the negative narrative/cycle of trauma and building relationships with the community.

Impacting the Negative Narrative/Cycle of Trauma - The SRO program can be a part of creating a positive impression for parents, and community members that may have had a negative experience with police officers in the past.

Building Relationships with Community - By having SROs in uniform, building connections with the community, the SRO program contributes to police being seen in a more positive capacity.

In your opinion, to what extent does the SRO program contribute to safety in the school environment? Please explain.

Interviewees shared that by having access to a trained professional, and establishing a presence at the school, the SRO program contributes to safety in the school environment.

Accessibility to a Trained Professional - The SRO program provides schools with direct access to a trained professional.

Established Presence - The SROs do not provide an additional security measure, as they are already in the community. However, their presence at community events can help deter vandalism and or violence.

How can SRO's contribute to safety in schools?

Interviewees noted the following ways that SRO's can contribute to safety in schools:

Show the Individual Beyond the Uniform - The SRO to show who they are, both in and out of their uniform.

Longevity of SROs in School - If an SRO is present in the school for an extended period e.g., four years, they have enough time to establish relationships, create a positive impression, and a system of safety.

Visibility and Presence - SROs can make an effort to be visible and present in the school and community.

The Right Person in the Role - Ensuring the right SRO candidate is selected, that wants to be visible and present in the school and community.

Use Past Year for Planning Safety Ahead - Taking time to debrief from the past year, and plan for the year ahead.

One interviewee did not see a role for police in schools, in a full-time presence.

In your opinion, to what extent does having an SRO in the school reduce crime in school property & community? Please explain.

Both interviewees shared that they believe the presence of an SRO will deter undesirable behaviour and help to build respect that will reduce crime in school property and the community.

Presence Deters - The presence of the SRO deters students from falling into undesirable behaviors.

Build Respect - By providing support for students, staff, and the community, SROs can help create respect for the people in the building. As negative impacts or thoughts towards police can carry over into building damage, building respect for police officers can in turn, create respect for the building itself.

One interviewee did not see a role for police in schools, in a full-time presence.

How can SRO's contribute to crime reduction in schools?

One interviewee noted that SRO's can contribute to crime reduction in schools by **being established as a support for the community**, opposed to being there to "police" the community.

One interviewee felt there is no role for the police in schools. They mentioned crime prevention belongs to the community, school, and student body. They mentioned that teachers and guidance counsellors should be the ones working with those at risk of offending, and this is crime prevention, intervention. They added someone needs to teach students what crime prevention means, and it is not the role of a police officer here with a gun.

How can SRO's continue to develop relationships with students in schools?

Engage with Community - SROs can engage with the community by serving and taking part in cultural events and community activities.

Be Visible and Present - SROs can develop relationships with students by being visible, present and developing trust. Some ways this can be done is through an open door policy, stopping to talk to kids, speaking with students in classrooms (from Elementary to High School), and delivering presentations.

Create Relationships - It's important for SROs to focus on building relationships with students, as the uniform may be intimidating if they are not familiar with the officer, and some students may not engage due to negative past experiences. A recommended staring point is classroom visits.

Information Sharing Among Those Serving Students –The Regina Police Service can share information internally regarding incidents so that the SROs, teachers, and staff are aware. Bringing in an outside agency working with the school can help deal with incidents externally.

How can SRO's be a resource for students/staff/administration/the community?

Interviewees indicated the following ways in which SRO's can act as a resource:

Available for Questions - Students will come to know that the SRO is there, and available to ask questions when needed.

Present in the Community - By being present in the community, SRO's contribute to safety, and a sense of calm and trust.

Information Sharing - SROs can contribute to information sharing with other providers serving students.

Watch for Indicators - SROs can create a system in collaboration with teachers and staff to deal with problems and watch for indicators.

Relationships - SROs can work to build relationships with staff and students.

One interviewee felt the only thing they could think of was a safety plan for the school. The police would not be the centre of the safety plan, school leadership and community would be. The police would be accountable to the schools to help develop the plan.

Are there additional programs or services that should be offered by SRO's?

One interviewee noted that they do not feel aware of the programs that the SROs are supposed to offer. Programs interviewees noted would be beneficial are as follows:

Mental Health and Wellness - Should be provided for all students.

Education on Policing - Provide opportunities for students to see what it is like to be a police officer, the training regime, and science behind it all.

Education on Important Community Concerns - Educate youth about important community concerns including drugs, driving, relationships, mental health, bullying, and substance abuse.

What should absolutely remain part of the SRO program?

One interviewee shared the importance of the **SROs presence in the building and being assigned to one school for a significant length of time**, as it takes one or two years to build relationships.

One interviewee was not supportive of the program at all, meaning nothing of the program should remain.

Are there programs/services provided by SRO's that are no longer needed?

One interviewee noted that they **do not know enough about the specific programs and services** to comment.

Has the program changed?

When asked if the SRO program has changed, one interviewee noted that they **haven't seen a change in support**. One participant highlighted that **feeder schools would benefit from a consistent schedule** and building relationships with SROs earlier on.

Does the SRO program need to change to meet the future needs of the community? Does the program need to change? How can it?

Interviewees provided numerous ideas for how the SRO program needs to change to meet the future needs of the community, as noted below:

More Presence in Elementary Schools - SROs to spend more time in elementary schools, having a physical presence in the buildings.

Improved Resourcing - Consider having one SRO working with elementary schools, and one in high schools, and staggering their hours so the officers are able to attend evening activities.

Engage and Connect with Students and Community - Recruit SROs that want to be there and will put in an effort to connect with students in the hallways, at sports, and lunches, as well as engaging with families.

In and Out of Uniform - SROs to be present in schools and the community both in and out of the uniform, as the uniform can be triggering for some.

Connect Students with Community Dangers/Happenings - Educating students on problems prevalent in the community e.g., meth.

Information Sharing and Planning - Ensure SROs have time for pre-planning and sharing information, such as providing debriefs on previous years and developing a tighter approach to guide what the schools need.

Indigenous Collaboration and Ceremony - SROs should collaborate with Indigenous helpers and participate in Indigenous ceremonies.

Modernization - Modernize the SRO program to ensure it is in keeping with our changing world e.g., safe uses and danger related to social media, technology, etc.

Updated, Specific Training - SROs should be provided with specific training to prepare for specific situations they will encounter in schools.

Strong Recruitment Process - Develop a strong recruitment process to ensure the right people are in the role, for the right reasons. This could include establishing criteria and accountability to ensure SROs are meeting their job description and the needs of the community.

What should the purpose be for the future?

Interviewees shared that **advocacy** and **addressing stigma** should be the purpose of the SRO program in the future.

Advocacy - The SRO advocates for and supports the community, building relationships, trust and safety.

Addressing Stigma - There are persistent issues of mistrust between Indigenous people and white people. These stigmas need to be worked on with young people.

One interviewee did not believe there is a purpose for SROs in the schools. They felt the police officers could do more good on the streets. They suggested community safety officers that are from the community itself.

Anything else?

Key Theme	Details	#
Relationship Building	- The length of time they are assigned to a school, longer term results in relationship building - The right people hired into the positions and being part of those goals - Look to the needs of the community	**1**
Reflect Needs of the community	- Including Indigenous students - Indigenous Students probably see more violence than anyone else. White students have probably seen the least. Indigenous communities are still transient, struggling, trying to get better.	**2**
Principals and VP to have input on SRO activities in school		**1**
Past Trauma and Traumatic Happenings	- A lot of Indigenous people have did through police officers when they have reacted to mental help crisis intervention on a mental health issue. Social scientists are the ones who should be sent to respond to these needs.	**1**

One interviewee discussed that the perception is that they are there to penalize and are not there for prevention. They discussed that things happen in the community, such as a police being violent with a neighbour or the family, and then all officers are pained with the same brush. This results in fear and disrespect. Historical incidents, back to history of the police services, and happenings such as the Saskatoon police and Neil Stonechild also have an affect on perceptions. They felt that police are not viewed as individuals, they are part of a system.

One interviewee highlighted the need for **relationship building**, by looking to the needs of the community, ensuring the people hired into positions are a part of those goals, and considering the length of time SROs are assigned to a school.

One interviewee noted that the SRO program should **reflect the needs of the community**, including Indigenous students. They shared that Indigenous students likely see more violence than others, and Indigenous communities are still transient, struggling, and trying to get better.

One interviewee further elaborated on the topic of Indigenous Students. They noted that each school has an Indigenous leader as a resource, which is a start. However, more needs to be done, and the community should have a say in who works there. They noted that not all First Nations people are agreeable to what is taught in schools, and sometimes helpers can be negative, or are not well seen by

an Indigenous instructor. For this reason, **the Indigenous Community should help identify who the helpers should be.**

Furthermore, **the Indigenous Helper and the SRO need to collaborate and work together**, especially if there is a concern with an Indigenous student. **Elders should also be utilized**, for example, the RPS Elders Advisory Council or other Indigenous Councils that the schools work with for advice. Lastly, it was added that **Principals and VP should have input on SRO activities in school** as well.

Student Focus Groups and Black in Saskatchewan Focus Group Findings

The following section provides a summary of findings from the Student Focus groups and the Black in Saskatchewan focus groups.

To what extent do you understand the SRO program in schools? / How well do you feel you understand the SRO Program? *(I understand it very well; I understand it somewhat; I do not understand it*)

STUDENTS

By show of hands, students were encouraged to candidly share how well they felt they understood the SRO program in schools. The majority of students felt they 'somewhat' understand the program.

FOCUS GROUP #	I UNDERSTAND IT VERY WELL	I UNDERSTAND IT SOMEWHAT	I DO NOT UNDERSTAND IT	TOTAL # OF PARTICIPANTS
1	2	5	6	14
2	3	10	5	20
3	0	17	1	20
	5	**32**	**12**	**54**

BLACK IN SASKATCHEWAN FOCUS GROUP

The focus group attendees were invited to share their understanding of the SRO program through a similar show of hands as the student focus group. Of the participants that chose to answer, one of six mentioned they understood the program very well, another three of six identified that they do not understand it.

How would you describe the SRO program? / What is its purpose?

STUDENTS

Students in each focus group were asked to describe the SRO program and indicate what they felt was the purpose of the program. This question was approached as a full group exercise. The responses from students were summarized into six key themes, as noted below:

- assisting with security in schools;
- increasing students' feeling of safety in the schools;
- providing supportive resources for students;
- being more accessible and easier to access than calling a police;
- building relationships between students, community, and law enforcement; and,
- providing education and information.

Each of these six themes are described in detail below.

Students most frequently described the SRO program's purpose as **assisting with security in the schools**. Within this theme, students referenced SRO's assisting as follows:

- leading lockdown drills;
- implementing standard safety;
- addressing drug concerns;
- providing rapid response in schools;
- having a greater ability or capacity to deal with threats in comparison to teachers, principals, or support staff (some mentioned SRO's are armed); and,
- handling tough situations including intervening during fights or drama.

Students also frequently noted that SRO's increased the **feeling of safety** in schools. They shared that the SRO's presence creates a safe environment and deters certain behaviours.

Many students highlighted that SRO's are a **supportive resource for students**. They shared that SRO's can:

- provide students with someone to talk to about specific situations;
- help students in unsafe home situations;
- help solve conflicts;
- handle an incident report (e.g., harassment); and,
- address mental wellness at school.

Students mentioned that SRO's are **more accessible and easier to access than calling the police**. When alluding to situations such as reporting a crime, or inquiring about a concern, they described SRO's as being more accessible; and, providing a 'softer,' more inviting, or more comfortable place to go than a police station.

Students highlighted that the SRO program **builds relationships between students and police and works with the community.** They noted that the program helps students understand police better and feel more comfortable approaching police.

Students described the SRO program as providing education and information in the following ways:

- providing an example of behaviour;
- exhibiting a career option;
- providing advice and guidance;
- providing information, awareness, and education; and,
- answering students' questions.

BLACK IN SASKATCHEWAN FOCUS GROUP

Serving and Protecting Students - Two focus group members described the SRO Program as serving students and protecting them from danger. These participants mentioned that SRO's conduct preventative measures to deter anything from happening to students when they are at school. One participant further recalled SRO's being on site to help with safety drills and intruder alters.

Policing Students - One participant described the program as policing students. They described SRO's as an extension of law enforcement in the community, tasked with enforcing the rules of the school. They observed SRO's as positioned in the middle of external law enforcement and the regulations/rules of the school.

Intention of Building and Connecting with Students (but not fulfilling this intention) - One participant agreed with the groups' discussion points above and added that they understood the 'official' purpose of SRO's as creating connections and developing relationships with students. They do not feel SRO's are are fulfilling this purpose.

In your opinion, what are the strengths of the SRO program? What are the benefits/impact of the program for students?

STUDENTS

In each focus group, students were asked to write down what they thought were the strengths of the SRO program. Students' responses were categorized into seven key themes, as described below.

Providing a Sense of Safety and Security - Students shared that SRO's contribute to a feeling of safety and security in the school environment. They noted that SRO's can handle difficult situations that teachers or students may not be equipped to deal with, for example, lockdowns, threats, and legal issues. Furthermore, the SRO's are trained with first aid and CPR. Students mentioned a feeling of safety, protection, and order, knowing that a person of authority is there to protect them.

Providing a Rapid Response - Students highlighted that the SRO's can provide a rapid response to potential issues going on in the school, since they are already there.

Being a Source of Guidance and Support - Students shared that the SRO Program provided students with a safe space to talk and access support if they are in a tough situation or feeling endangered (e.g., an abusive home or relationship). They shared that it is a safe place to report incidents that occur outside of the school and provides another avenue for serious conflicts to be handled. Students noted that the SRO's may have more knowledge about their situation than teachers and mentioned being able to trust the SRO with personal issues and sharing their story. Students explained that the SRO's allow students to be heard, are encouraging, do their best to help, and treat everyone equally as a human being. The students described the space created by the SRO Program as:

- comfortable;
- easily accessible;
- judgement-free;
- safe space;
- inclusive; and,
- dependable.

Builds Relationships Between Community, School, and Police - Students noted that the SRO Program brings the school community together and bridges the gap between students and the wider community. The SRO's can work with councillors and teachers to create safe households and relationships, and the RPS can be involved in the lives of youth by, for example, helping to coach sports teams. The SRO program also "allows community members to come forward with concerns pertaining to the school itself."

Acts as a Source of Education - Students explained how the SRO program provides education, guidance, and advice on topics relating to crime, gangs, and online safety. They described it as a good source of information and knowledge, based on facts rather than opinion.

Building Relationships with Students for the Future - Students shared that the SRO Program was an investment for future generations, as it provided the opportunity for students to become more familiar with the police and more comfortable interacting with them later in life. They described the program as a way to "bridge the gap to future members of the community."

Acting as an Authoritative Figure and Deterrent– Students mentioned that the SRO has more authority than a principal or teacher may have when dealing with conflicts. Their presence can be a deterrent for starting fights as students don't want to be charged.

BLACK IN SASKATCHEWAN FOCUS GROUP

The focus group was invited to identify strengths of the program using a virtual MIRO board. They shared the following strengths:

- **Education on the Law**
  - opportunity to connect the justice system and education; and,
  - providing an introduction to law enforcement.

- **Police presence in schools**

- **Safety and Security**
  - executing emergency procedures;
  - responding to exhibited threats to the safety of the school population;
  - student protection/ensuring students feel and are safe; and,
  - the perception of safety for some students.

Through further discussion, a participant mentioned that the SRO program gives students an opportunity to understand police, which can change the negative narrative if used properly. Another participant added that there are SRO's out there that are good people, and not a direct threat to us, but we [black students] come to understand there is a larger institution connected with the program. This participant reflected that a lot of young black people start to learn at an early age about 'the history of the relationship between institutions and racialized/ethnic communities outside of the school setting first'. They added that due to learning this history, some students may recognize institutions they engage with and individuals who are part of those institutions as part of the historical legacy, which 'cannot be separated from present-day experience'. The participant also referenced learning that a 'failure to acknowledge and plan with historical context' can be harmful to already marginalized communities.

The group also discussed that there are individuals in policing that are good, and some that are bad. They wondered what a standard procedure is for a police officer. They discussed that each interaction with each individual is different, for example, when it comes to interacting with a police officer in a school, some SRO's will stop and talk with students, others won't. A participant questioned 'what is the definition of the [policing] institution and what is the role of SRO's/police in schools?'

Another participant who was unfamiliar with the SRO program noted the safety they feel with the University of Regina's campus security program. Though this is a different program from the SRO Program, they shared that they use campus security to have someone walk them to their car at night, and they feel very safe with this arrangement. They don't see campus security and feel scared. They observed from other's comments that with the SRO's, because they work directly with police officers, they have more power. This led some in the focus group to add that for a newcomer to the city, it may be difficult to understand the difference - for example from a security officer/program to the SRO program. They suggested that this lack of clarity leads to a challenge in understanding exactly what level

of authority these different programs have and what the larger concept of SRO's/police in Regina is meant to be.

The focus group discussed the following benefits/impacts of the program for students:

- **Creating Aware Citizens** - creating citizens that are more aware of the consequences and parameters of the law e.g., bicycle safety, cyber bullying.
- **Not having to fear the unknown** - Interactions with the system enable a student to feel more empowered to interact with them in the future.

In your opinion, what are the challenges of the SRO program? What are the drawbacks of the program for students?

STUDENTS

In a large group exercise, students in each focus group were asked to write down what they thought were the challenges of the SRO program. Seven key themes emerged from students' responses, as summarized below.

The challenges student focus groups talked about with increased frequency and detail included the following.

Police and/or Their Uniform is Uncomfortable and Intimidating - Police in the school makes some students feel uncomfortable. Some discussed that police presence creates a tense environment, makes them feel paranoid, and makes the school feel "more like a prison". Some shared that it was difficult for them to be comfortable enough to approach the SRO or talk about sensitive topics, and that it can be difficult to build a relationship due to a power imbalance. Some participants were concerned that the presence of SROs can be intimidating to some students. They noted that if students have had previous negative experiences with police officers, the SRO may incite reactions of fear and re-traumatization.

Lack of Clarity of SRO Role - SROs are underutilized by some students due to a lack of awareness of the SRO program, and a lack of understanding that the SRO available to them as a resource. As one student noted, "so many students are unaware of it and how it can help them". Some students were unsure of what could be discussed with the SRO. They highlighted concerns about how the information would be used and what confidentiality would be afforded to students.

Lack of Availability, Accessibility, Interaction, and Visibility - SROs as not seen as being interactive with the community or doing much within the school. Some students felt that the officers should be more visible to students, and that more could be done to offer support or point them in the right direction. Other students noted that the officers are always not available, and there is a lack of accessibility for students and parents to access an SRO.

Additional challenges identified in the student focus groups included the following themes.

Poor Attitude and Behaviour of SROs – Some students described a negative perception of SROs due to some SRO attitudes and behaviours. For example, one student shared "our SRO seems to think he's the 'top of the food chain' and no one can get in his way". A selection of students also mentioned the following instances:

- acts tougher than needed in certain circumstances;
- acts superior to others;
- makes unnecessary, inappropriate comments;
- yells and swears at students; and,
- lacks cultural sensitivity.

Ineffective at Resolving Situations - Some students shared a feeling that SROs are ineffective at resolving problems, and not all problems were treated with the necessary severity. Possible reasons cited included that the SROs are not always aware of what is happening in the school; it is difficult for the officers to resolve situations without a relationship with the students; and, the students will not reach out to the SRO if they think that the officer will not resolve the issue. Some students explained that their issue may not be taken seriously and noted instances of victim blaming where "both are at fault, rather than supporting the victim". Others commented that SROs are assigned to more than one school, meaning they are not always there to respond.

Lack of Availability, Accessibility, Interaction, and Visibility – Some sstudents indicated they do not see the SROs as being interactive with the community or doing much within the school. They felt that the officers should be more visible to students, and that more could be done to offer support or point them in the right direction. Students noted that the officers are always not available, and there is a lack of accessibility for students and parents to access an SRO.

Lack of Sensitivity Dealing with Students – A selection of students shared that the SRO officers appear to lack the experience and perspectives needed to deal with issues concerning youth. Some students felt the SRO officers do not see the bigger picture or understand the nuances of conflicts.

Lack of Resources – Some students mentioned a current lack of resources within the SRO Program lacks resources. In general, there are not enough officers to talk to all the students in a single day. More specifically, if there are many conflicts, the officer may not be able to get there in time. On the other hand, it was mentioned by a participant that the SRO program takes time and money away from the police force for other important matters.

BLACK IN SASKATCHEWAN FOCUS GROUP

Challenges identified by the group through the MIRO virtual whiteboard included:

- **Lack of approachability and connection**
  - Lack of connection with black students
  - Lack of care for coloured students
  - Navigating the trauma of some students
  - Unnecessary relational gap between SRO's and students

- **Lack of Program Clarity and Feedback**
  - Lack of student understanding of the aims of the SRO program and how to create accountability
  - Lack of a clear feedback loop from the student body/community to SRO management and officers
  - Infrequent (and previously non-existent) review process

- **Existence of inequity, racism, and threat within law enforcement, the justice system, and policing**
  - weaponizing access to tools of law enforcement; it is especially used as an instrument of racism
  - Reflection of the justice system = perpetuation of the injustices faced in society at large
  - To some police = threat
  - Police presence does not equal safety for many students from marginalized communities
  - Reversing the perception of police and black community

- **Difficulty for Newcomers to understand the SRO program and policing in Regina**

Participants recognized challenges of the program when discussing newcomers' potential difficulty in understanding the SRO program and policing in Regina. A participant shared as an example that although they attended high school in Regina for 4 years, their parents didn't understand the program. They added that information about the program is not readily available.

The focus group further discussed the following negative impacts or drawbacks of the program:

- Ambiguity of the role of the resource officers as it is communicated to students.

- Responsibilities of the role do not capture the full extent of the needs of students.

- Lack of student consent sought regarding interactions with SRO's
  - Principals or teachers initiate the involvement of the SRO, but not with student consent or proper notice. Students have no choice on whether an SRO is involved. Student's parents are also not getting notice. Its important for parents to be present and help facilitate the conversation.

- Power imbalance
  - Lack of adult present when engaging with minors creates an unfair impact of power imbalance
  - Teachers/administrators using the SRO for their gain.
  - Impacts how much a student can trust an SRO. Are they here for the student body, administration, or both?
- Lack of understanding about how SRO's can influence your record beyond school, which can lead to misjudgments about how to engage with SRO's

- Impersonal interactions

- Lack of effort to connect with students. SRO's speaking with 'all the white students but its different with the marginalized community'

Does the presence of an SRO in your school impact your sense of trust in police?

STUDENTS

Students were asked to use stoplight stickers (green, yellow, and red) to indicate how the presence of an SRO impacts their sense of trust in police. The results were as follows:

	GREEN (POSITIVE)	YELLOW (NEUTRAL)	RED (NEGATIVE)	TOTAL # OF PARTICIPANTS
FG 1	6	5	3	14
FG 2	7	8	5	20
FG 3	8	10	2	20

BLACK IN SASKATCHEWAN FOCUS GROUP

The Black in Saskatchewan focus group attendees were asked to use stoplight stickers (green, yellow, and red) in a virtual Miro Board to indicate how the presence of an SRO impacts their sense of trust in police. Of the two respondents that shared, both indicated their sense of trust was impacted in a negative way. One mentioned that their trust was meant to be rooted in the safety SRO's are supposed to provide; however, that safety seems to be tied to whiteness. They added that as an individual who is Black, if they are in a situation that is unsafe, the SRO has been nowhere to assist.

Another participant mentioned that they felt SRO's were at the school randomly. They reflected that when they were younger, and the SRO was making presentations, the role of SRO's made more sense. As this participant got older, they no longer saw the purpose of the SRO's. They recall seeing police in their full uniforms, armed with a gun, and feeling their presence was unprovoked. They shared that the random presence of SRO's created a sense of mistrust, and seeing their gun was intimidating. The participant had noted that SRO's always felt comfortable laughing with teachers, and giggling with other students, but not those that 'look like me' or were in their friend group.

Does the presence of an SRO in your school impact your familiarity with police?

STUDENTS

Students were asked to use stoplight stickers (green, yellow, and red) to indicate how the presence of an SRO impacts their sense of familiarity with police. The results are indicated below:

	GREEN (POSITIVE)	YELLOW (NEUTRAL)	RED (NEGATIVE)	TOTAL # OF PARTICIPANTS
FG 1	3	8	2	14
FG 2	13	5	2	20
FG 3	14	3	3	20

BLACK IN SASKATCHEWAN

The Black in Saskatchewan focus groups atttendees were asked to use stoplight stickers (green, yellow, and red) to indicate how the presence of an SRO impacts their sense of familiarity with police. One individual answered this question and choose 'neutral' as their response.

Does the presence of an SRO in your school impact your sense of comfort with police?

STUDENTS

Students were asked to use stoplight stickers (green, yellow, and red) to indicate how the presence of an SRO impacts their sense of comfort with police. The results are indicated below:

	GREEN (POSITIVE)	YELLOW (NEUTRAL)	RED (NEGATIVE)	TOTAL # OF PARTICIPANTS
FG 1	6	6	2	14
FG 2	5	5	11	20
FG 3	5	11	4	20

BLACK IN SASKATCHEWAN

Three individuals answered the question regarding 'sense of comfort' and identified that the presence of an SRO in their school has negatively impacted their sense of comfort with police.

Has the SRO program impacted your relationship with police?

STUDENTS

Students were asked to use stoplight stickers (green, yellow, and red) to indicate how the SRO program has impacted their relationship with police. The results are indicated below:

	GREEN (POSITIVE)	YELLOW (NEUTRAL)	RED (NEGATIVE)	TOTAL # OF PARTICIPANTS
FG 1	7	7	0	14
FG 2	9	8	3	20
FG 3	5	10	4	20

BLACK IN SASKATCHEWAN FOCUS GROUP

The Black in Saskatchewan focus group was asked to use stoplight stickers (green, yellow, and red) to indicate how the SRO program has impacted their relationship with police. Two individuals noted the impact was neutral, one noted it as negatively impacted.

How has the SRO program impacted your attitude towards police officers? <positive - negative scale>

STUDENTS

	NOT AT ALL POSITIVE <5	NEUTRAL/NO PERCEIVED IMPACT =5	POSITIVE >5	TOTAL # OF PARTICIPANTS
FG 1	2	3	9	14
FG 2	2	4	14	20
FG 3	6	6	8	20

BLACK IN SASKATCHEWAN

One person noted their attitude towards police has been impacted negatively - choosing 3 out of the 10-point scale.

Through further discussion, another participant shared that when they look at the program as a whole, when it comes to their attitude towards police, they see a missed opportunity. They felt the program had the opportunity to focus on what the goals of the program are supposed to be, such as building relationships and building more engaged citizens, however, it missed the mark in a lot of ways for students in those areas.

A participant shared that there are police as individuals, who are positive and interactive as a person however, theses character traits are not a reflection of the role, in the participant's opinion.

The group discussed that perhaps they don't always think about how their body reacts or goes into a certain space then they see a police officer.

A participant built from this, adding that they feel discomfort. They commented that SRO's know there are people that are Black, or Indigenous, or marginalized, and due to that, they don't try to resolve concerns, make them feel safe, or make them feel they are cared for. Additionally, they don't appear to be providing education for them. A participant recalled spending four years in high school and never seeing a presentation from an SRO on the law.

How can SRO's build relationships with students?

STUDENTS

One of the most resounding inputs across the three student focus groups regarding building relationships with students was presence of the SRO. Within the topic of presence, students discussed the SRO being available and visible to students, being approachable, and saying hello in the hallways.

Students also discussed the importance of connection. They highlighted the need to understand students as individuals, show interest in students, put effort into relationship development, show students the SRO cares, and develop collaborative relationships with students.

Students also highlighted the following with regards to building relationships with students:

- **Availability -** communication availability (e.g., email); being welcoming; having an open door and a welcoming space for students; and, letting students know they are there to talk.
- **Approachable** - less official (e.g., the uniform is intimidating); informally being around the school acting in a friendly, personable way; and, being present in plain clothes.
- **School and Community Involvement -** getting involved in extracurricular activities (e.g., pep rallies, liturgies, basketball); getting involved in community work; and, connecting outside school.
- **Confidentiality** - providing a confidential, safe space; ensuring communications are private; being trustworthy; and, offering clarity on the relationship ('wont get you in trouble').
- **Teaching -** Providing presentations or taking part in classes in schools e.g., law class.
- **Formal Introductions -** Conducting formal introductions, identifying who the SRO is at the beginning of the year, introducing SROs at assemblies.
- **Awareness -** Approaching student relationships with both cultural awareness and self-awareness.

BLACK IN SASKATCHEWAN FOCUS GROUP

The focus group identified a number of ideas on how SROs can build relationships with students, including:

- Let students lead the conversation on relationship building and next steps.
- Realize that it won't be 'one-size fits all' and that a different, customized approach will be required in different school settings.
  - Consider the income of the community to inform a starting point for the discussion.
  - Be culturally sensitive, and realize that games or jokes will not have the same impact in some communities that have a history of dealing with injustices with police.
- Help students understand the unique roles of SROs and the difference between SROs and the police.
  - Create improved transparency on SRO roles.
  - Better communicate how SROs can help (students).

    - There has been international and national narrative on what the role of the police is. SROs need to speak on what they believe, and what SROs in Regina believe. It is easy to align their police officers with the local national and international conversation going on. When police don't take the initiative to make vocal what their own beliefs are, it leaves room for assumptions.
    - SROs should be committed to defining what police look like in our community.
    - Look at injustices in policing. There are different ways we as a community can look at those injustices, look at corruption. Address these conversations and build trust that the Regina Police Services is really serving the community.
- Provide more clarity on whether SROs advocate for students, and how they do so.
    - 'Go to bat' for students' advocacy. There is a gap in terms of being able to stand up for students, specifically, we have had a lot of reports about anti-black racism in schools, which is often allocated to anti-bullying. But few to no policies exist that specifically deal with racism. Racism is different than bullying. With SROs involved in those instances, SROs rarely are advocating for the safety of the student that has been impacted by racist actions and impacts. We haven't seen SROs align themselves with anti-racism as much as they should be.

- Build relationships with parents (because a student's home impacts their experience as well)

- Be visible and approachable
    - Come into schools in regular attire so we don't have to feel fearful
    - Get involved in school activities (e.g., track team). This would enable us to see a different side of them, aside from knowing them as a police officer.

- Build and improve on existing efforts, the littlest efforts make a big difference.

To what extent does seeing a police officer in your school make you feel safe?

STUDENTS

In small groups, students were asked to place their ideas on flipchart paper, regarding what extent seeing a police officer in their school made them feel safe. The responses from students were grouped into ten key themes, five of which indicated a positive relationship between police officers in the school and feelings of safety, and five indicated a negative or neutral relationship. The themes indicating a positive relationship include:

- increased security;
- sense of safety;
- alternative resource to school staff;
- builds relationship between students, SROs, and law enforcement; and,
- becoming comfortable with the uniform.

Increased Security - Students highlighted that SRO's in the school provided increased security. Since the SRO's are familiar with the school, students noted that this increased their response time and quality when situations occur. Students felt that they won't get hurt when the SRO's are present, as they are

armed and prepared to respond to threats. Students mentioned that the SRO's add extra protection and can assist with stopping fights and solving conflicts.

Sense of safety - Students shared that they felt an increased sense of safety when the SRO's are present. More specifically, students noted that seeing the SRO in threatening situations such as a lockdown made them feel safer, and as if nothing bad will happen. Students noted that the SRO's are there to provide leadership in threatening situations, and that their presence in the school allows the officer to have increased awareness if something goes wrong.

Alternative resource to school staff - Students noted that the SRO's act as an alternative resource to school staff and have the ability to do more than a teacher or principle in certain situations. They provide a legal voice and can ensure that situations will be handled properly and not pushed to the side, for example, abusive situations at home or school. Student also highlighted the ability of SRO's to communicate and connect with other police officers and law enforcement.

Builds Relationship Between Students, SROs, and Law Enforcement - Students shared that having police officers in the school helps to build positive relationships between the students and law enforcement. Additionally, building relationships between the SRO's and students, helps the officers to be proactive rather than reactive in dealing with situations. Students also noted that if the SRO's have a positive attitude, it helps to create a positive space.

Becoming Comfortable with the Uniform - Students explained that although the uniform can be intimidating, it is also used as a tool, and provides a sense of order and seriousness when needed. Students noted that having police officers in the school allows them to build a relationship with their uniform, and become comfortable with the uniform, belt, and gun.

The themes indicating a negative or neutral relationship include:

- lack of visibility and presence;
- intimidating in the uniform;
- arms are threatening;
- lack of trust in police conduct; and,
- no impact.

Lack of Visibility and Presence - Students **described a lack of visibility and presence** of the SRO in their school. Therefore, students felt as though the officers do not know what is going on in the school or have any connection to the community. It was noted that the SRO's are not usually around the school, so when they are present, they assume the worst. Students shared that the SRO's are not good as councillors. They often forget about issues and do not follow up. Other comments made from students were that the officers are only seen in their officer, are unavailable, and do not seem busy.

Intimidating in the uniform - Students shared that the uniform and vest makes them feel intimated, and scared, even if they are in a non-threatening situation. Students also noted that it makes them feel like something bad will happen, as if they are "prepared for the worst." They also identified that the uniform

can be triggering for those with past negative experiences with police. Students shared that the officers feel more like a 'figure' rather than a person and felt that the SRO's may also be a danger to students.

Arms are Threatening - Students shared that the belt is the most threatening part of the uniform. They noted that police officers carrying arms are threatening, intimidating and makes them feel uncomfortable. Students questioned if the officers are competent enough to handle their weapons, and expressed concerns that the officers may be reckless with the use of force. Students noted that there is a lack of trust, since they are not acquainted with the officer who is carrying the gun.

Lack of Trust in Police Conduct - Some students noted a lack of trust in police conduct. Students explained that if there is a poor relationship between SRO's and students, there will be a lack of trust in the officers' actions. Students noted that the officers' actions can be unpredictable, sometimes acting based on racialization and bias.

No Impact - Students who indicated that seeing a police officer in the school had no impact on how the felt, questioned why the officers are needed.

What are your primary safety concerns at your school?

STUDENTS

In small groups discussions, students shared nine primary safety concerns at their schools, as follows:

- violence or threat of violence;
- bullying and harassment;
- emotional and mental health concerns;
- sexual assault and harassment;
- discrimination based on identity;
- drug-use and addictions;
- security (i.e., lockdowns);
- limits to current SRO resources; and,
- feeling of being monitored or policed.

Students further elaborated on some of these concerns, as are summarized below.

Students shared the following concerns relating to **violence or threat of violence** at their schools:

- school shootings
- weapons including knives, guns, and mace
- fights and physical violence
- gang activity on school grounds and in class
- threats including guns and bombs

Bullying and Harassment - Students mentioned that bullying and harassment happens both online and in person. This includes blackmail, peer pressure, rumors and gossip (within and between schools), and conflict between students.

Emotional and Mental Health Concerns - Students shared that school is not a safe space to deal with mental heath concerns, as there is a lack of mental health resources. Students expressed a need for more professional supports, as wait times are too long to see a councillor. Students noted instances of mental health crises, self harm and threats of self harm, unpredictable behaviour of students, and threats to emotional health in their schools.

Discrimination Based on Identity - Students have experienced discrimination-based harassment, group-based violence and dehumanizing behaviours based on their identity. Racism, sexism, and marginalization is also present in their schools.

Limits to SRO Resources - Students explained that there are limits to what the SRO can do. They shared concerns with confidentiality and SRO's taking advantage of resources and their authority.

Do SRO's contribute to safety in schools?

STUDENTS

When asked if SRO's contribute to safety in schools, ten students responded yes, two students responded no, and two students thought they had no impact.

Students who responded yes, explained that the SRO's contribute to safety by having a strong presence, building bonds with students, participating in school activities, and preventing issues. Some students clarified that this is only for certain students, through certain programs and in certain cases. Others noted that the SRO's contribution to safety extends beyond the school.

Students who responded no, noted feeling less safe with SRO's in the school, and feeling intimidated by their presence. Students who expressed that there was no impact explained that they do not notice the SRO's, and that they are not visible or present.

BLACK IN SASKATCHEWAN

One participant responded that the only time they felt SRO's contributed to safety in the schools was during lockdown drills. Otherwise, they avoid SROs. They felt that the SRO's duty is loyalty to the law first, and shared that this results in a fear that the SRO might not see them as a child, someone that needs protection. They explained that in instances of danger, they were clear on an the SRO's role and felt safe (i.e., the lockdown drill). However, in any other non-specific situation at school, when seeing an SRO, this former student mentioned that they felt concerned that they had the potential to create the

danger themselves. Without a relationship with SRO's, they felt it is ambiguous if the SRO sees them as a threat, or someone who might need protection from a threat.

How can SRO's contribute to safety in schools?

STUDENTS

Students were asked how SRO's can contribute to safety in schools, in which responses from students were summarized into three key themes, as noted below:

- be more present and human;
- awareness of how the SRO's role is received by students and staff; and,
- conflict resolution.

Be more Present/Human - Under this theme, students described how SRO's can work to build relationships with students and be a part of the community and school "family." A starting point would be to give presentations to introduce themselves to the community and be more visible to students. Students also mentioned that the SRO's should seek to understand the students, have cultural awareness, and always be present and available.

Awareness of how the SRO's Role is Received by Students and Staff - Students shared the importance of defining the role and purpose of the SRO, as well as their authority in general and specific situations. Introductions and orientation to their role should be provided to build relationships and trust with students. Students noted that the SRO should be aware of the affect of their physical appearance, and suggested the SRO's present as more casual, and in plain clothes.

Conflict Resolution - Students noted ways that SRO's can contribute to safety in schools through conflict resolution that is consistent, non-biased, culturally aware, and trustworthy. The SRO's should seek to understand and mediate situations, be open minded, and ensure/protect the privacy of students.

BLACK IN SASKATCHEWAN FOCUS GROUP

Building Relationships - One participant discussed that SROs can contribute to safety in schools if the SRO program promotes a culture where the Regina Police Service values the lives of young people, including students, and shows a desire to create relationships and project students on their journey. They felt the only way to accomplish this is through building relationships; being present; and showing a desire to actively invest in student safety. The group further discussed that many people don't have positive experiences with police, including people who are low-income, and marginalized. They shared that police presence in low-income communities is much different than high-income communities. They highlighted the idea of a judicial/policing institution that says and shows that every child matters happens through relationship building. This is done through creating pathways and different connections with students, such as through student clubs, and not just through school administration.

Rethinking the Location of SRO Offices - Another participant reflected on their friend group avoiding SROs in school, and a feeling of discomfort when seeing them. Part of this discomfort derived from where the SRO office was located at the school, next to the guidance counselors. This made the former student question why police are in a place where people are supposed to feel safe to share what they are enduring. She mentioned that it makes people feel uncomfortable to see a police officer in that area.

Creating Improved Accountability and Availability of Reporting Information - Another participant in the groups asked who the SROs are accountable to - the community, the law, the school, the students.? They reflected that they haven't seen student governments (e.g., student representative councils) connecting with SROs, and they haven't seen SROs report to SRCs or students at all. They brought up a lack of reporting and an overall lack of information on the program.

Does the SRO program need to change to meet the future needs of students?

STUDENTS

In small group discussions, students in each focus group elaborated on five ways in which the SRO program needs to change to meet the future need of the students, as summarized below.

Understand the Needs of the Community - Students most frequently mentioned the need for SRO's to understand and be more sensitive to the needs of the community. This included being flexible to the needs of different schools and students. Students noted a desire to see the SRO's connecting to and increasing casual interactions with the community.

Build Genuine Relationships with Students - Students also highlighted the need for SRO's to build genuine relationships with students over time. They noted that SRO's should be more personable, vulnerable, and human. To close the gap between police and students, it was suggested that there be a student representative designated to work with the SRO and police service.

(Re)introduce the Program to Students - Students shared that providing an orientation to the SRO program would be beneficial. Students would like to gain a better understanding of the program, and clarity on the role of the SRO, who they are, and what they do.

Increase Involvement and Visibility - Students noted a desire for the SRO's to be more available, accessible, and involved with students. For example, by hosting a club or teaching safety precautions.

Change the SRO Uniform - Students also noted a desire to change the SRO uniform to be more casual. More specifically, for the officers to wear the belt with plain clothes.

BLACK IN SASKATCHEWAN FOCUS GROUP

Improve Approachability and Relevance - SRO's need to change their approachability to better serve the needs of teenagers that are navigating their own personal lives and struggles.

Provide Mental Health Awareness - Police officers have mandatory mental health kits. They are positioned to provide more education on student's mental health, and how this can impact their interactions with others.

Meeting the Needs of Students - Provide clarity on how SRO's program targets align with the desires and needs of students.

Regular Program Review - Provide regular review of the program, including input from people that engage with the program. Strategic planning often takes place in 2 - 3 year cycles, this is because enough can change in this timeframe to warrant reflection and renewal. The same should be the case for the SRO program.

Student - Centered Approach - The program should be student-centered and students need a method to outline their needs. As students enter and leave the school system, the program needs a means to engage in way that works for the new generation of students. This role is often facilitated by administration and they cannot accurately communicate what students need. There is a generational gap, and administration are not students. Approach the process with a lens of harnessing the unique insight that young people have to offer.

What is your general perception of police officers?

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

STUDENTS

As an individual exercise, students were asked to rate their general perception of police officers on a scale of 1-10 and submit their answers in a ballot box.

SCALE	1	2	3	4	5	6	7	8	9	10
FG1				1	4	2	1	4	1	1
FG2	1		1	1	2	4	4	3	3	1
FG3			1	1	3	1	5	7	1	1
TOTAL	1	0	2	3	9	6	10	14	5	3

BLACK IN SASKATCHEWAN FOCUS GROUP

Two participants answered this question, administered through an online survey. Responses were 3/10 and 4/10 respectively.

How would you describe your past interactions/experiences with police?

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

STUDENTS

Students were then asked to rate their past interactions or experiences with police on a scale of 1-10 and submit their answers in a ballot box.

SCALE	1	2	3	4	5	6	7	8	9	10
FG1			1		1	4	4	1	1	2
FG2		1	2	1	1	2	7	3	3	
FG3	3			2	2	3	2	4	2	1
TOTAL	3	1	3	3	4	9	13	8	6	3

BLACK IN SASKATCHEWAN

One participant noted 1/10, the other chose 5/10.

What is your perception of seeing uniformed police officers in your school?

STUDENTS

When asked about their perception of seeing a uniformed police officer at school, students' responses fell primarily into two key themes described in detail below: sense of safety, security, and order; and intimidated by presence and/or uniform.

Sense of Safety, Security, and Order - Most frequently, students shared that they felt a sense of safety and security with police officers in the school. One student noted that although the uniform can be intimidating, it provides the sense that situations will be handled properly. Students mentioned that seeing officers in uniform makes them feel safe, knowing they are present in case of an emergency, and can provide a rapid response.

Students noted that they feel comfortable around the officers, since the police station is located in the same building as their school, and the officers regularly participate in school activities. Similarly, students noted feeling comfortable around the officers due to the police academy.

Students described their perception that the police officers' job is to protect the students and community, keep them safe, resolve conflict, and keep things orderly. Other comments made by students include:

- feel secure as they display authority, power, and an example of consequences;
- feel assured with the authority they hold;
- officers feel powerful while having a big responsibility; and,
- officers are a positive resource for students.

Intimidated by Presence and/or Uniform - Students also frequently described how the presence of a uniformed police officer in their school was intimidating and made them feel uncomfortable. Some students specified that the full uniform is too official, excessive, intimidating, unapproachable, and can be triggering. Students further elaborated that the uniform creates the feeling of the officer as a "figure" instead of a person, representing the stereotype of a police officer. Other words used to describe students' perception of seeing a uniformed officer at schools are stressed, paranoid, unsafe, anxious, nervous, and judged. One student noted that this perception is what makes students not want to open up to the officers and another noted that it would be better if they were dressed more casually.

Other themes collated from students' responses are summarized below.

Students shared that they **assume something is wrong when the SRO is present.** They explained that seeing the SRO in the hallway makes them concerned that something bad has happened.

Some students noted that seeing a uniformed police officer in their school had **no impact** on how they felt as they are just doing their job.

Other students mentioned that the police officers feel **disconnected from the school and community,** which makes them feel less accessible as a resource.

BLACK IN SASKATCHEWAN FOCUS GROUP

One participant expressed that seeing a uniformed police officer in their school created fear and discomfort for them. They shared that they 'don't feel good' knowing an armed person is in the building.

Another participant shared the feeling of being under surveillance as a Black person, made them have a heightened awareness of their surroundings and how they may be perceived in the presence of the police officer. They recalled trying to ensure they were engaging in a neutral, non-threatening way.

Have you had any negative experiences with SRO's in schools? If so, can you explain the negative experience and how it made you feel?

STUDENTS

Most students indicated that they had not had any negative experiences with SRO's in their school. Students who indicated previous negative experiences shared examples that fit into two key themes: the situation was not considered properly (taken too seriously or not taken seriously enough), and misconduct of the SRO.

Situation was not Considered Properly - One student shared that they did not feel heard by the SRO. They explained that officers sometimes do not acknowledge their side of the story and what they have been through. Another student added that serious situations are not always handled well. For example, a student noted that an SRO was unable to help them with a situation involving cyber bullying and rumors. Other experiences quoted by students include:

- an incident in elementary school, "made me feel small, almost like I was in more trouble than I was"; and,
- "my elementary school officers threatened to put me in cuffs and assumed I was in a gang."

Misconduct of the SRO - Students shared a variety of examples explaining experiences they had relating to misconduct of SRO's, as listed below:

- "I got arrested last year because of a picture of a gun I was holding. The cuffs left marks. She was mad when she found out that it was a water gun."
- "I was treated like a criminal. I barely ever see her, and when I don't, she is in her office doing nothing."
- "He's made racist comments to my friends."
- "He's called my friends hair 'nappy.'"
- "Always picks on the coloured kids at school."
- "I personally haven't, but I have heard of others being treated badly."
- "Personally haven't, but I have heard of situations of SROs being sexist, racist, homophobic…"

BLACK IN SASKATCHEWAN FOCUS GROUP

One participant recalled an altercation with an individual 'over the N word'. They were called into the SROs room, and the SRO closed the door, which made the participant panic because they were aware the SRO is armed. The SRO 'discredited my issue, and told me everyone says it'. The participant shared feeling more discomfort leaving the SRO room, than they did before. The experience made them feel unworthy. The participant was having a tough week and felt the message from the SRO was to move on, as if it was not important to them.

Another participant shared that after learning about the impact of white supremacy in elementary school, they remembered feeling anxious when seeing a police officer with a weapon at the age of 7.

They recalled feeling the need to always be on their best behaviour when an officer was around, even if others felt they could ‘let loose’.

Staff and Administration Focus Groups Findings

The following section provides a summary of what we heard in two focus groups comprised of staff and administration, with Regina Public and Regina Catholic school divisions.

To what extent do you understand the SRO program in schools?

Of the 21 staff and administration across the two focus groups, the following was found regarding the understanding of the program:

- 9/21 understand it very well;
- 11/21 understand it somewhat; and,
- 1/21 did not understand the program.

How would you describe the SRO program?

Staff and administration focus groups most frequently discussed the program as one focused on community building and providing outreach or resourcing to the school community. The following are the themes discussed when describing the program.

Community Building - SROs are part of the development of the community; they provide support for dealing with situations beyond school bounds; and, they serve the community at large.

School Community Outreach/Resource - The SRO program provides a resource for students that might not otherwise have access; and, provides a resource to students, who are more likely to reach out to an SRO about topics or issues than go to a detachment. They also provide a resource for parents/guardians, and staff about handling difficult situations; and, provide prevention and intervention for students in potentially bad situations.

Providing Education - The SROs are an extension of curricular education through presentations. They provide support for topics in other classes, e.g., health, and psychology.

De-stigmatizing the job/role of the police officer - The SROs create better relationships between students and police by being present and visible at the school.

From your perspective, what is the purpose of the SRO?

Staff and administration focus groups most frequently discussed the program purpose as providing police accessibility to students, staff, and the community. They also discussed safety/sense of safety; community relationship building; and, the ability of SROs to develop new skills and perspectives by working with youth in the school environment. The following are additional details the focus groups shared when discussing the purpose of the SRO program.

Accessibility - Bridging between school community and police services; providing an example to students of police in a positive role; creating a connection to the individual beyond the uniform;

breaking down the barrier of reaching out to police; building a connection with community and allowing parents to have trust in police; and, offering a convenient, comfortable space for students to access police as a resource.

Safety/Sense of Safety - Providing expertise on safety, including emergency procedures and protocols; providing physical police presence in the school vicinity; providing more regular support through education and safety; and, having the knowledge to handle emergency/conflict situations effectively.

Community Relationship Building - The SRO in the school places them in the hub of the community, enabling the SRO to foster a positive relationship in whatever capacity they may need e.g., education, support, and access.

Is the SRO Program achieving this purpose? Please explain.

When thinking about whether the program is achieving the purpose the focus groups described, both groups talked most extensively about the need for more SROs, and a desire for increased availability of the SRO. Some wondered whether the SRO can manage the workload of the number of schools assigned to them effectively. Others mentioned that it is difficult to develop important relationships when they have less time to commit. Some noted that they have noticed less availability of the SRO over the years.

Additional topics that arose when thinking about the achievement of the program purpose included the following:

Different Outcomes in Different Schools - Achievement of the program purpose depends of how the individual SRO utilizes the resources and training available to them.

Positive Outcome on Sense of Safety - Sometimes students gain reassurance from having police presence in the school.

Relationship Building - Relationships are built, but there is still a lack of trust for some. There are students that have had a negative experience with police outside of the SRO program, which creates discomfort with the SRO.

To what extent are you aware of the programming SRO officers provide in schools?

The majority of focus group attendees indicated they felt 'somewhat aware' of the programming SROs provide. Participants mentioned that there are no documents that describe the role of the SRO, what programs they offer, or what the program is. Further to this, some noted that they just call the SRO and make a request, while others mentioned they have learned about SRO programming simply through experience. Some discussed that the SRO role develops differently depending on the individual SRO and where their strengths lie. Further, some mentioned that the SROs are often dedicated, but are unsure of what they can provide the school.

The focus groups recommended a transition program for incoming and outgoing SROs. They discussed the need for SROs to hold dedicated office hours, and consistently maintain a visible presence in the school. They mentioned that SROs need to understand that it takes time to build relationships and trust.

What are the strengths of the SRO program?

The staff and administration focus groups noted the following strengths of the program:

- Community building;
- Accessible support;
- Providing a sense of safety, and support from RPS;
- Bridging between staff, students, and the outside community; and,
- Aiding the SRO to build skills and experience through working with youth within the schools.

What are the challenges of the SRO program?

Challenges of the program discussed across the two focus groups included:

- Lengthy turnaround time, extensive workload, and lack of availability;
- Gaps in staffing, leading to loss of relationships;
- Hiring the right person for the SRO role, and
- Lack of accessibility.

Some participants also noted that the uniform can cause intimidation, and create a barrier for relationship building. They discussed a need to help new families understand the role of the SRO, considering that some may have potential negative past experiences with police and uniforms.

What are the benefits/impact of the program for students?

The focus groups highlighted the main benefit for students was providing them with a resource and support for various problems or situations. They discussed the opportunity for students to learn that the SRO is s support for them. They also discussed the value of SROs providing education, focused on proactive work, developing safe behaviors, and providing early intervention.

Additional benefits staff discussed were breaking down stigmas or barriers that can accompany police; and, providing a liaison between the school community and the broader community (e.g., when dealing with weekend activities or other situations).

What are the benefits/impact of the program for staff?

The focus groups highlighted two primary benefits, as follows:

Sense of Safety and Security - Providing staff with a sense of reassurance for safety protocols and procedures because of the SROs expertise.; providing a SRO presence in the building; and, providing de-escalation support.

Liaison Between Different Community Supports/Resources - Providing supports such as VTRA; and, providing a connection with other community resources.

What are the benefits/impact of the program for administration?

The primary benefits of the program noted with regards to administration was once again discussing the sense of reassurance for security, considering the knowledge of proper safety and security procedures and protocols that SROs have. Additionally, participants noted their rapid response.

What is your experience with SROs in schools?

The following themes were discussed by staff and administration when describing their experience in schools.

Bridge Between Students, Staff, and the Community - The groups discussed seeing the SRO program create community connections and helping to de-stigmatize perceptions of police. They highlighted the SRO relationship that staff, students, and the community can trust and seek out for support.

Dealing with Online Issues - Dealing with online issues that go beyond the bounds of school hours and school facilities but may come up as issues again during school hours.

Willingness to Be Part of the School Community (Though Differing between Schools) - Some participants mentioned SROs as willing to participate in extra school and community events to build relationships. Others mentioned that experiences vary depending on the SRO and what they are willing to put into the role.

Experience of Marginalized Students, Staff, and Community Can Be Different - Some participants highlighted that 'marginalized communities' may have different experiences or may be worried about how they will be perceived by the SRO.

Curriculum Education - The SROs have contributed to education components in classes such as health.

Safety Planning - SROs are a resource for staff, providing extra expertise in safety planning.

How can SROs build relationships with students? / How can SROs continue to develop relationships with students in schools?

Regarding the development of relationships with students, staff and administration most frequently discussed the need to hire the right personnel who can connect with students and staff. Additionally, they shared the following suggestions:

- creating more consistency by keeping SROs in their role longer, enabling them to foster community connections, and, having a limit on terms;

- providing a clear mission, objectives, and job description, which would include the role of building relationships; and,

- participating in extracurricular activities, to enable students to see the SRO as a person; and, create opportunities for SROs to be available outside the work of being a police officer.

Are SRO's a resource to admin/ counsellors/teachers in the area of law and police work? Please explain.

The focus groups noted the SROs as providing a resource in the area of law and police work in the following ways:

Providing Education Support - Providing presentations in class, and support for topics that come up in class. Working with teachers if there are questions in class regarding the law and/or police work.

Creating Awareness of Police and Role of the Police - Providing lunch and learns with students interested in becoming a police, creating an opportunity to learn more about the profession.

Providing a Resource to Staff - Providing a 'go-to' resource when staff or administration have questions about a procedure or a law, enable them to ensure they get protocols correct.

Is there additional support that SRO's should provide admin/counsellors/teachers?

The focus groups identified that if staff and administration are asking more of SROs, the SROs need more resources in turn. Staff and administration spoke of a desire for the following:

More availability - Including fewer schools assigned to each SRO; SROs providing open office hours; and, SROS holding consistent office hours when students know the SRO will be available.

Communication Between SRO and Staff/Administration - Define the role of the SRO and allow administration to understand where SROs can offer support. Provide a package of information for staff on what SROs do. Create a shared destination for administration, staff, and SROs to share information.

Cultural Awareness Training - SROs need to be up to date on the changing student population, and open to diversity, including cultural and gender diversity. Acknowledge that learning happens through

experience and enable SROs with training such as trauma work, and cultural awareness. Diversity in SRO hiring could also be helpful.

Visible and Present - Including SROs providing an orientation for students, and introducing themselves to classrooms.

To what extent does the SRO program contribute to safety in the school environment? / How can SRO's contribute to safety in schools?

The staff and administration focus groups discussed three main points, with the provision of safety protocols and procedures highlighted most frequently. Providing a rapid response to handle emerging situations and contributing to an increased perceived safety due to their physical presence in the school, were two additional themes mentioned.

In your opinion, to what extent does having an SRO in the school reduce crime in school property & community? Please explain. / How can SRO's contribute to crime reduction in schools?

The focus groups mentioned that they currently contribute to crime reduction potentially by creating a positive deterrent through their presence and connections. However, some mentioned it is difficult to know if these truly make an impact.

Future forward, regarding crime reduction, the groups discussed the following:

Continuing to Build Relationships - In particular, using a community model rather than a policing model and building those relationships from elementary to highschool.

Providing Support for Students - De-escalating where assaults are chargeable. SROs can be a great support to reduce the charges laid and to lessen situations that could have been worse.

How can SROs be a resource for students/staff/administration/the community?

The focus groups spoke recurrently about the need to be present in the community. They emphasized the need to be present not only in negative situations, but to be visible in positive situations as well. Ideas they suggested included:

- hold a community evening, such as a meet and greet with police, that could include Indigenous and non-Indigenous police officers; and,

- continue the cultural and community engagement that the Regina Police Services is going in other units around the community.

Does the SRO program need to change to meet the future needs of the community? / How can the program meet the future needs of the community?

The focus groups discussed five key areas of focus to meet the future needs of the community, as follows:

- providing the time and resources to build relationships;
- hiring the right personnel;
- enabling SROs to approach situations with students in schools, in a collaborate effort with regular patrol (e.g., SROs have a different approach/effect when approaching a student than the regular patrol would)
- developing a transition program to deal with gaps in hiring, training, or leaves; and,
- enabling rapid accessibility to SROs.

APPENDIX B: SURVEY REPORT

REGINA PUBLIC SCHOOLS

Regina Catholic Schools

PRAXIS
RESEARCH | STRATEGY | RESULTS

Regina School Resource Officer Program Review

Survey Report

March 2023

Regina School Resource Officer Program Review Survey Report

Executive Summary

Methodology

In March 2023, the Regina Public School Division and Regina Catholic School Division, engaged Praxis Consulting as an independent, third-party to conduct an online survey to gauge perceptions of the School Resource Officer Program.

The survey was distributed using existing school communication channels including a post with the QR code on the Regina Public School Division website, the Regina Catholic School Division website, as well as through the school divisions' 'Edsby' digital communication platform which reaches teachers and families. The survey was also promoted at all six of the Open Houses, where tablets and paper copies of the survey were available to increase accessibility.

The questions summarized in this report were designed by Praxis in consultation with Regina Public School Division and Regina Catholic School Division. The survey instrument was programmed into an online survey platform and pre-tested to ensure the questions flowed efficiently and incorporated correct branching and skip patterns.

A total of 2,695 responses were received between January 24th and February 27th, 2023.

The sampling method used produces a non-probability sample. Margins of error cannot be applied to non-probability samples. However, a probability sample of this size would yield a general margin of error of plus or minus 1.9% at the 95% confidence level.

Regina School Resource Officer Program Review Survey Report

Survey Results

Q. The School Resource Officer (SRO) program is a partnership with the Regina Police Service that sees the presence of uniformed police in schools. How familiar are you with the School Resource Officer program?

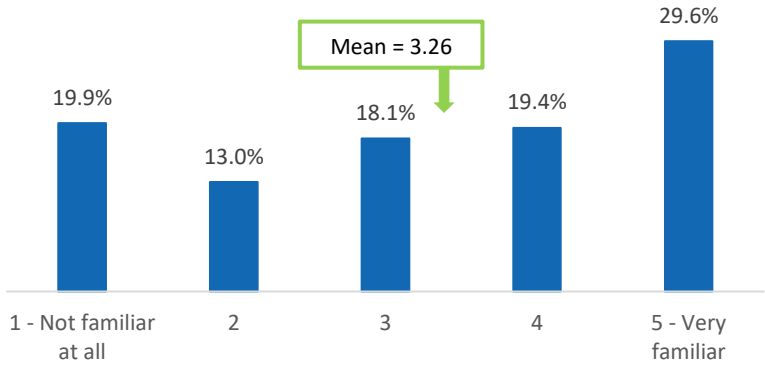
Three out of ten (29.6%) respondents indicate they are very familiar with the SRO program. In contrast, two out of ten (19.9%) indicate they are not at all familiar with the program.

The overall mean of 3.26 out of 5 indicates that there is room to enhance familiarity with the SRO program.

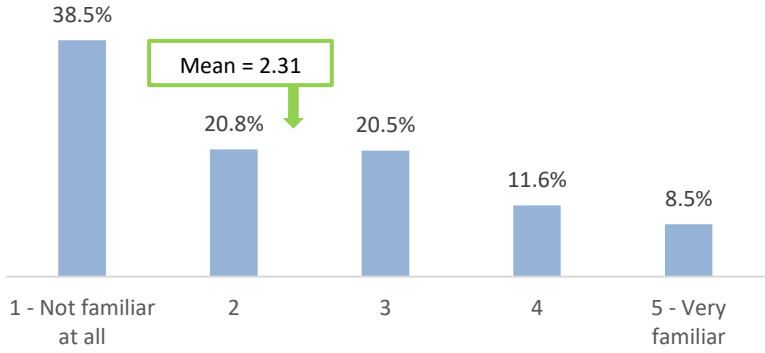
Students are significantly less familiar with the SRO program overall (2.31), with familiarity slightly higher among those at a Regina public school (2.36) than at a Regina Catholic school (2.22).

Those who are new to Canada (2.05) or identify as a person from a visible minority group (2.60) are also less familiar with the SRO program.

How familiar are you with the School Resource Officer program? (n = 2,578; 3.7% Don't Know)



Students Only: How familiar are you with the School Resource Officer program? (n = 833; 7.9% Don't Know)

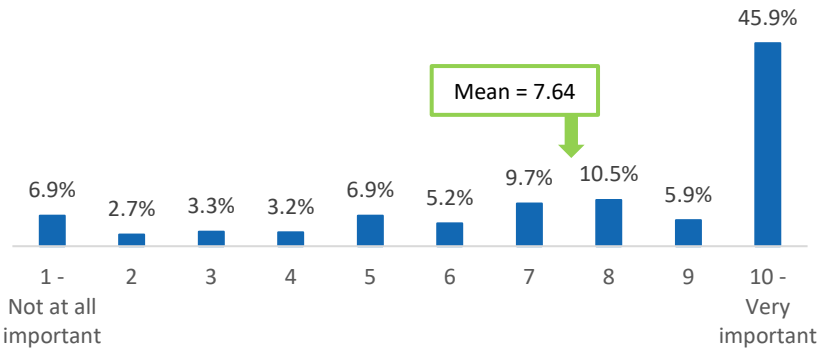


Q. In your opinion, how important is it to have a police presence in Regina schools?

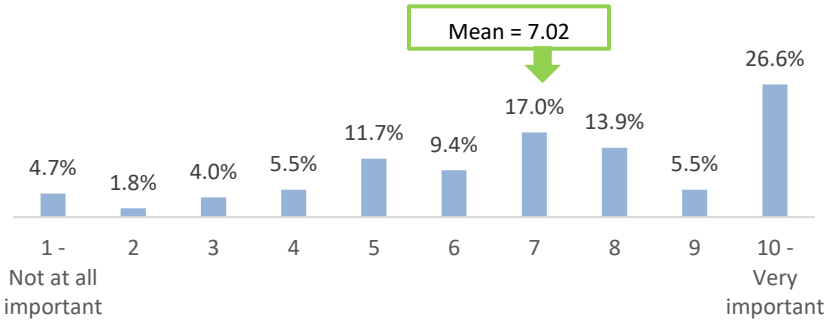
When asked how important it is to have a police presence in Regina schools, over six out of ten (62.3%) respondents provide a rating of 8 (10.5%), 9 (5.9%), or 10 (45.9%) out of 10, indicating high importance. In contrast, 12.9% provide a rating of 3 or lower.

The overall mean score of 7.64 out of 10 indicates high perceived importance of having a police presence in Regina schools. The mean importance score among student respondents drops slightly to 7.02 out of 10.

In your opinion, how important is it to have a police presence in Regina schools? (n = 2,673)



Students Only: In your opinion, how important is it to have a police presence in Regina schools? (n = 907)



Respondents who have at least one child in a Regina Catholic school (8.49), and staff members at both Regina public (8.54) and Catholic (8.63) schools are among the most likely to feel it is important to have a police presence in schools.

Females (8.06) are also more likely than males (7.47) to feel it is important to have police presence.

Indigenous respondents (6.99), respondents with a disability (6.51), and those who identify as LGBTQIA2S+ (6.03) are less likely, overall, to feel it is important to have a police presence in schools.

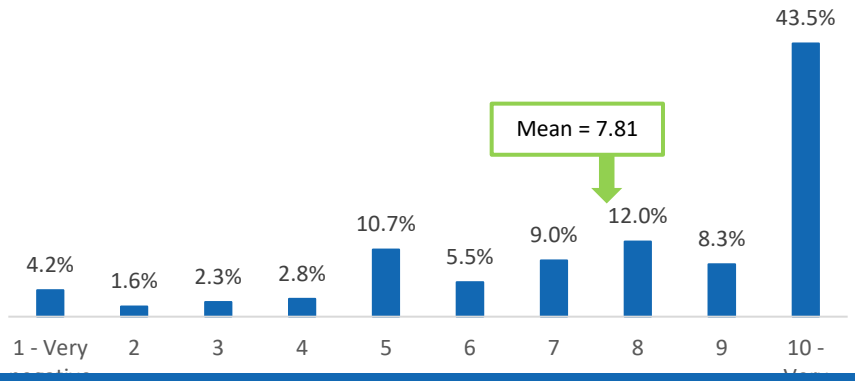
Q. In your opinion, is the School Resource Officer Program a negative or positive program in schools?

When asked if the SRO Program is a negative or positive program in schools, over four out of ten (43.5%) respondents provide a rating of 10 out of 10, indicating the SRO Program is perceived very positively in schools.

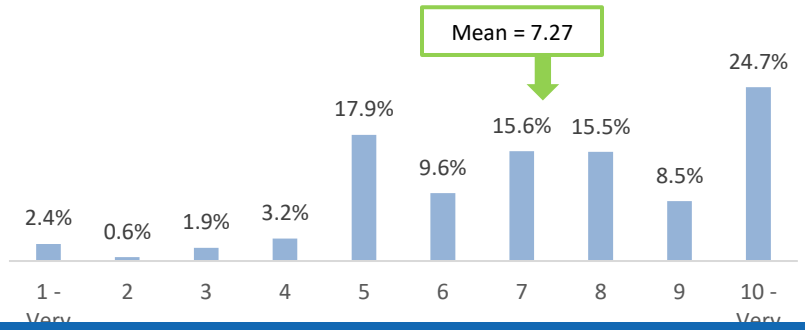
In total, over six out of ten (63.8%) provide a rating of either 8 (12.0%), 9 (8.3%), or 10 (43.5%) out of 10. In contrast, 8.1% hold a generally negative opinion, providing a rating of 3 or lower.

The overall mean score of 7.81 out of 10 indicates a high perceived positive opinion of the SRO Program. The overall mean score among student respondents drops slightly to 7.27.

In your opinion, is the School Resource Officer Program a negative or positive program in schools? (n = 2,661)



Students Only: In your opinion, is the School Resource Officer Program a negative or positive program in schools? (n = 903)



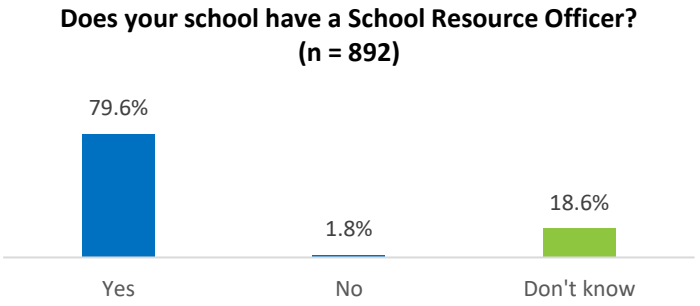
Respondents who have at least one child in a Regina Catholic school (8.68) and staff members at both Regina public (8.49) and Catholic (8.61) schools are more likely to have a positive impression of the SRO program in schools.

Female respondents (8.22) are also more likely to have a positive impression of the program in schools compared to male respondents (7.65).

Indigenous respondents (7.18), respondents with a disability (6.78), and those who identify as LGBTQIA2S+ (6.27) are among those who are less likely to have a positive perception of the SRO program in schools.

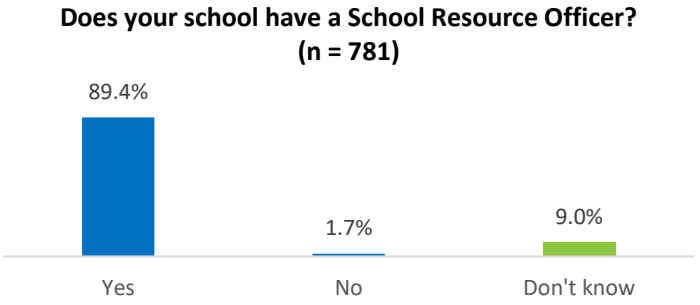
Q. Students: Does your school have a School Resource Officer (i.e., an on-site police officer)?

Eight in ten (79.6%) who indicate being a student at either a Regina public or Catholic school report that their school has an SRO.



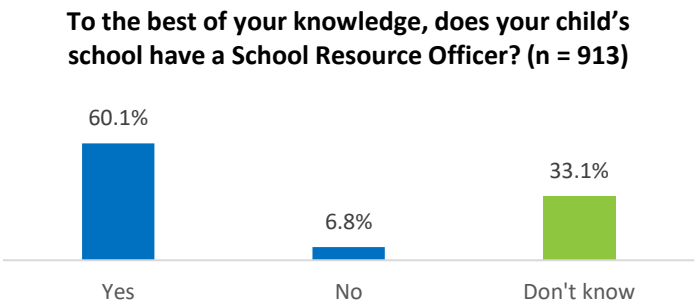
Q. Staff Members: Does your school have a School Resource Officer?

Nine in ten (89.4%) who indicate being a staff member at either a Regina public or Catholic school report that their school has an SRO.



Q. Respondents Who Have a Child Attending a Regina School: To the best of your knowledge, does your child's school have a School Resource Officer?

Comparatively, parents are less likely to be aware of whether their child's school has an SRO (60.1%).



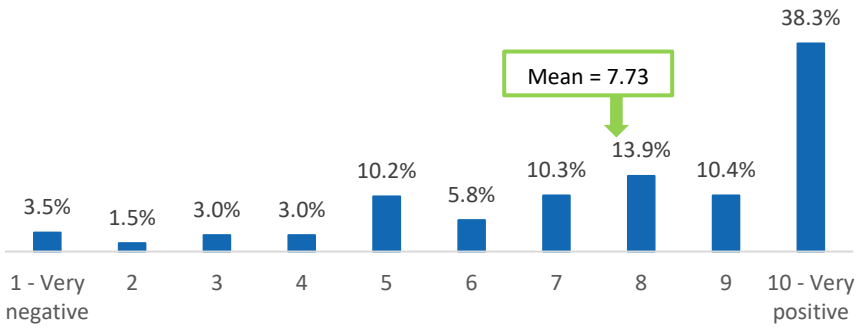
Q. In general, how would you rate your past experiences interacting with police officers?

When asked how they would rate their past experiences interacting with police officers, nearly four out of ten (38.3%) respondents provide a rating of 10 out of 10, indicating very positive past experiences.

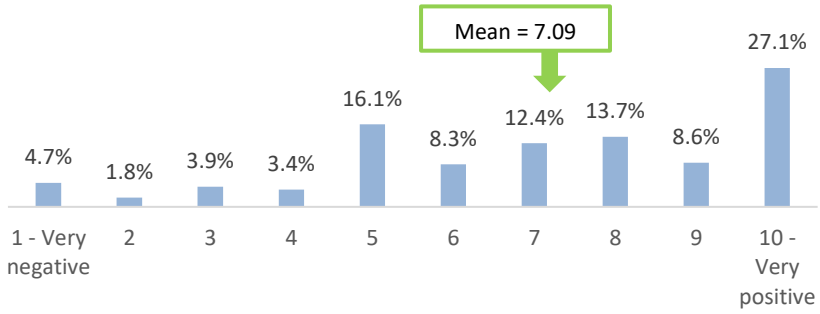
In total, over six out of ten (62.6%) indicate generally positive past interactions with police officers, providing ratings of 8 (13.9%), 9 (10.4%), or 10 (38.3%) out of 10. Conversely, 8.0% indicate generally negative past interactions, providing a rating of 3 or lower.

The overall mean score of 7.73 out of 10 indicates generally positive past interactions with police officers. The mean score among students drops to 7.09 out of 10.

In general, how would you rate your past experiences interacting with police officers? (n = 2,647)



Students Only: In general, how would you rate your past experiences interacting with police officers? (n = 893)



Students at both Regina public (7.07) and Catholic (7.12) schools rate their past experiences interacting with police officers comparatively less positively than other respondents.

Respondents who have at least one child in a Regina Catholic school (mean of 8.38), and staff members at both Regina public (8.39) and Catholic (8.71) schools rate their past experiences interacting with police officers more positively.

Female respondents (8.10) rate their past interactions with a police officer more positively than male respondents (7.55).

Those who were not born in Canada (7.42), Indigenous respondents (6.77), respondents with a disability (6.79), those who are a member of a visible minority group (7.17), and respondents who identify as LGBTQIA2S+ (6.35) rate their past experiences with police officers less positively overall.

Q. Have you ever interacted with a School Resource Officer (SRO)?

Over six out of ten (64.1%) respondents have interacted with an SRO in the past. Among these respondents, over two-fifths (43.5%) have said hello in passing.

Another one-fifth (22.2%) have received assistance from an SRO, while 5.2% have received individual counseling from an SRO.

Students are less likely to have interacted with an SRO (52.3%) compared to other respondents. Among the students, 42.3% have said hello in passing.

By comparison, staff members at both Regina public (90.3%) and Catholic (90.4%) schools are among the most likely to have interacted with an SRO.

Open-ended responses to "Other – please specify:" are provided verbatim in Appendix B.

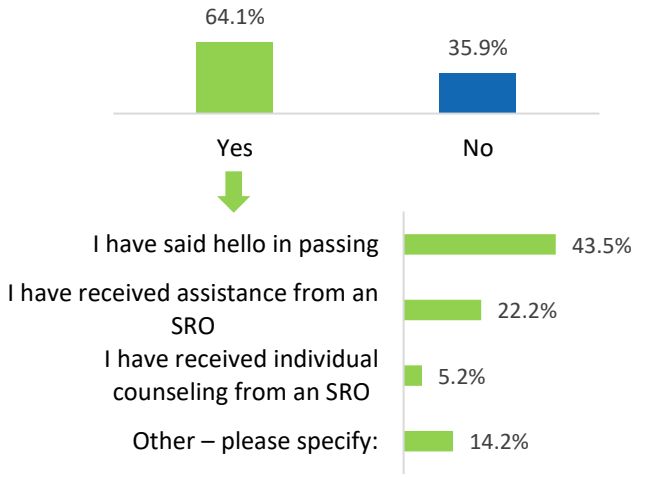
Indigenous respondents (78.5%) and those who identify as LGBTQIA2S+ (73.1%) are the most likely to have interacted with an SRO.

Indigenous respondents are among the most likely to have said hello to an SRO in passing (53.2%).

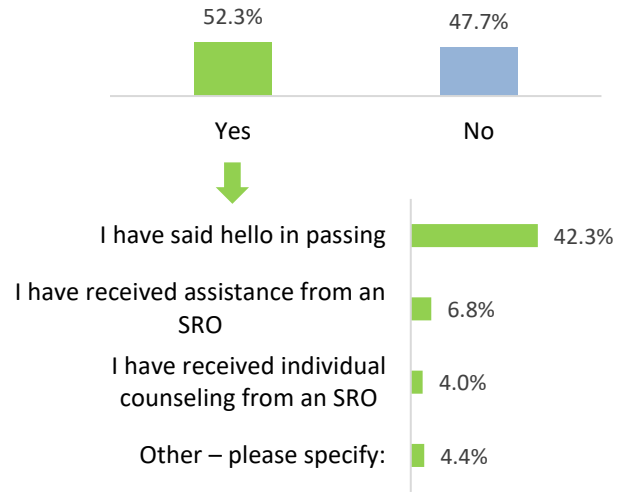
Respondents with a disability are among the most likely to have received individual counseling from an SRO (12.4%).

Staff members at both Regina public (8.7%) and Catholic (10.2%) schools are also more likely to have received individual counseling from an SRO compared to the average.

Have you ever interacted with a School Resource Officer (SRO)? (n = 2,695)



Students Only: Have you ever interacted with a School Resource Officer (SRO)? (n = 898)



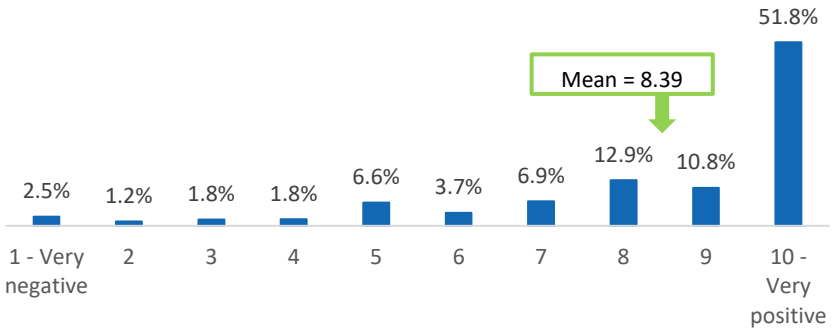
Q. How would you rate your experience interacting with the School Resource Officer?

Over half (51.8%) of those who indicate they have interacted with an SRO rate their experience as very positive, with a 10 out of 10 rating.

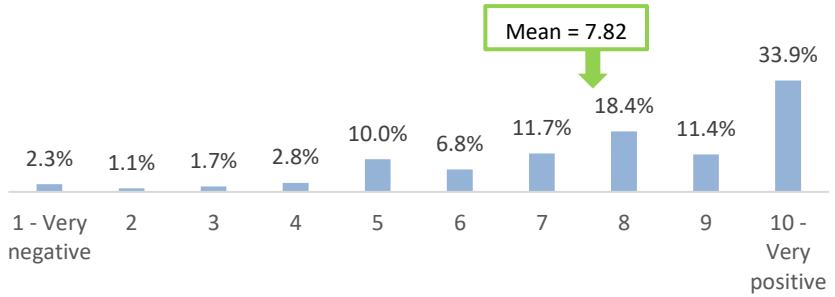
In total, three-quarters (75.5%) indicate generally positive past interactions with SROs, providing a rating of either 8 (12.9%), 9 (10.8%), or 10 (51.8%) out of 10. Conversely, 5.5% of respondents indicate a generally negative past interaction with an SRO, providing a rating of 3 or lower.

The overall mean score of 8.39 out of 10 indicates a high level of positive experiences interacting with an SRO. The mean score among students drops to 7.82 out of 10.

How would you rate your experience interacting with the School Resource Officer? (n = 1,730)



Students Only: How would you rate your experience interacting with the School Resource Officer? (n = 472)



Regina public school students (7.59) rate their past experiences interacting with an SRO less positively compared to Catholic school students (8.26) and other respondents.

Respondents who have at least one child in a Regina Catholic school (9.01) and staff members at both Regina public (8.76) and Catholic (9.03) schools rate their past experiences interacting with an SRO more positively.

Female respondents (8.69) rate their past interactions with an SRO more positively than male respondents (8.25).

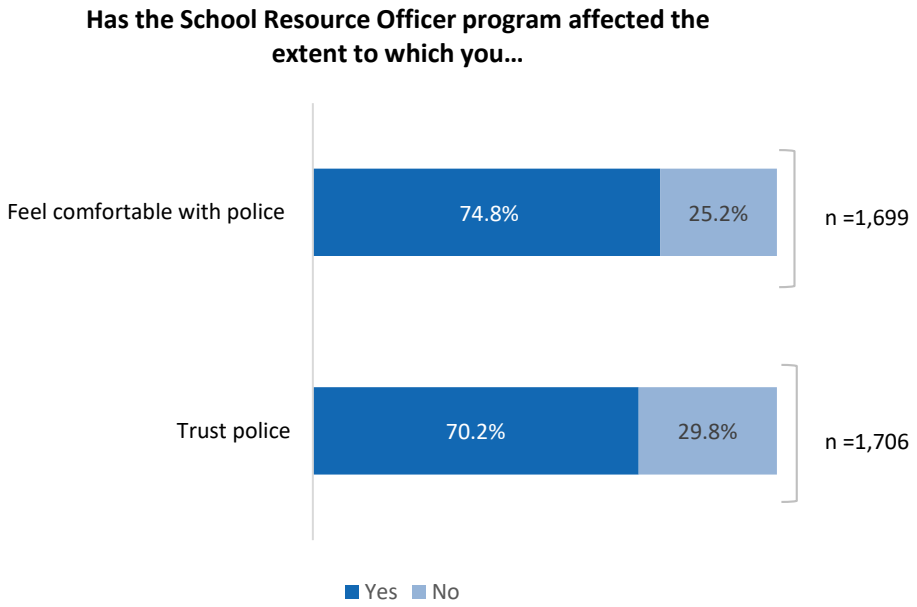
Indigenous respondents (7.31), respondents with a disability (7.51), those who identify as a member of a visible minority group (7.76), and those who identify as LGBTQIA2S+ (6.95) are among those who rate their past experiences interacting with an SRO less positively.

Q. Has the School Resource Officer program affected the extent to which you… (Asked of those who have interacted with an SRO)

- ***Feel comfortable with police***
- ***Trust police***

Of those who have interacted with an SRO, nearly three-quarters (74.8%) indicate the SRO program affects the extent to which they 'feel comfortable with the police'. Additionally, 70.2% of respondents indicate the program affects the extent to which they 'trust police'.

Those who identify as LGBTQIA2S+ are less likely to report that the SRO program has affected the extent to which they feel comfortable with police (60.3%) and trust police (60.8%).



Q. Are you more or less likely to _____ police as a result of the School Resource Officer program? (Asked of those who indicate that the SRO program has affected the extend to which they feel comfortable with police)

- ***Feel comfortable with***
- ***Trust***

Nine out of ten (93.4%) respondents who indicate that the SRO program has affected the extent to which they feel comfortable with police report feeling either somewhat (36.0%) or much (57.4%) more likely to feel comfortable with police because of the SRO program.

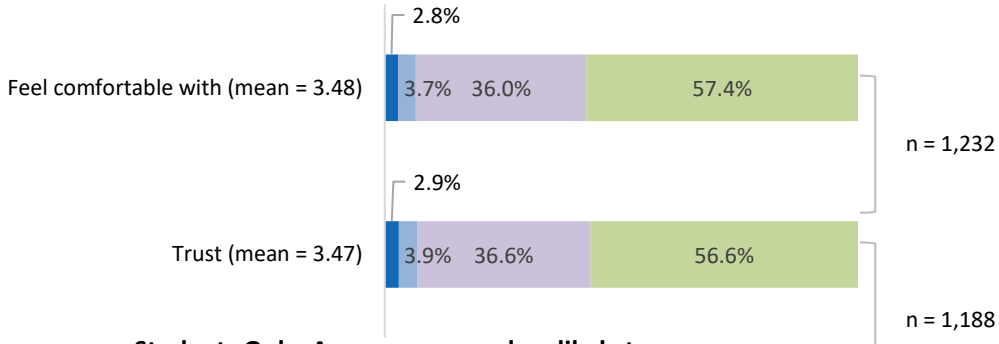
Similarly, nine out of ten (93.2%) respondents who indicate that the SRO program has affected the extent to which they trust police report being somewhat (36.6%) or much (56.6%) more likely to trust police because of the program.

Students at both Regina public (3.15 feel comfortable with; 3.17 trust) and Catholic (3.21; 3.29) schools are less likely to feel comfortable with and/or trust police as a result of the SRO program compared to other respondents.

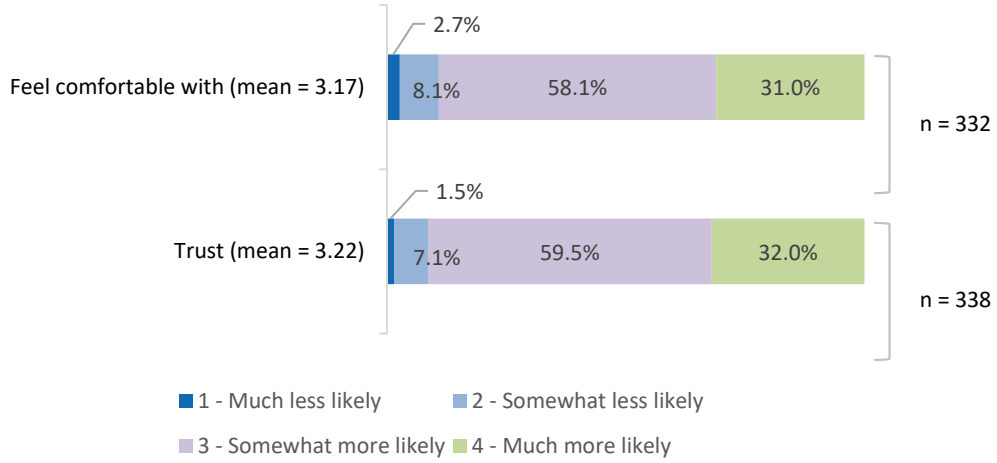
Those not born in Canada (3.26; 3.24), Indigenous respondents (3.21; 3.24), respondents who are from a visible minority group (3.32; 3.27), and those who identify as LGBTQIA2S+ (3.03; 3.07) are also among those less likely to feel comfortable with or trust police as a result of the SRO program.

9 out of 10 Much More Likely to Feel Comfortable with Police as a Result of the School Resource Officer Program

Are you more or less likely to _____ police as a result of the School Resource Officer program?



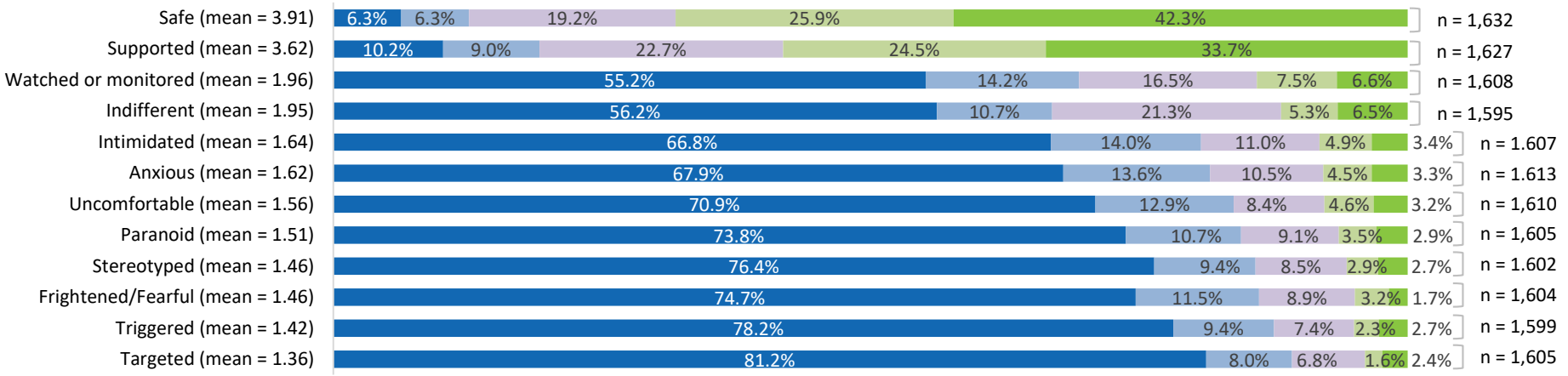
Students Only: Are you more or less likely to _____ police as a result of the School Resource Officer program?



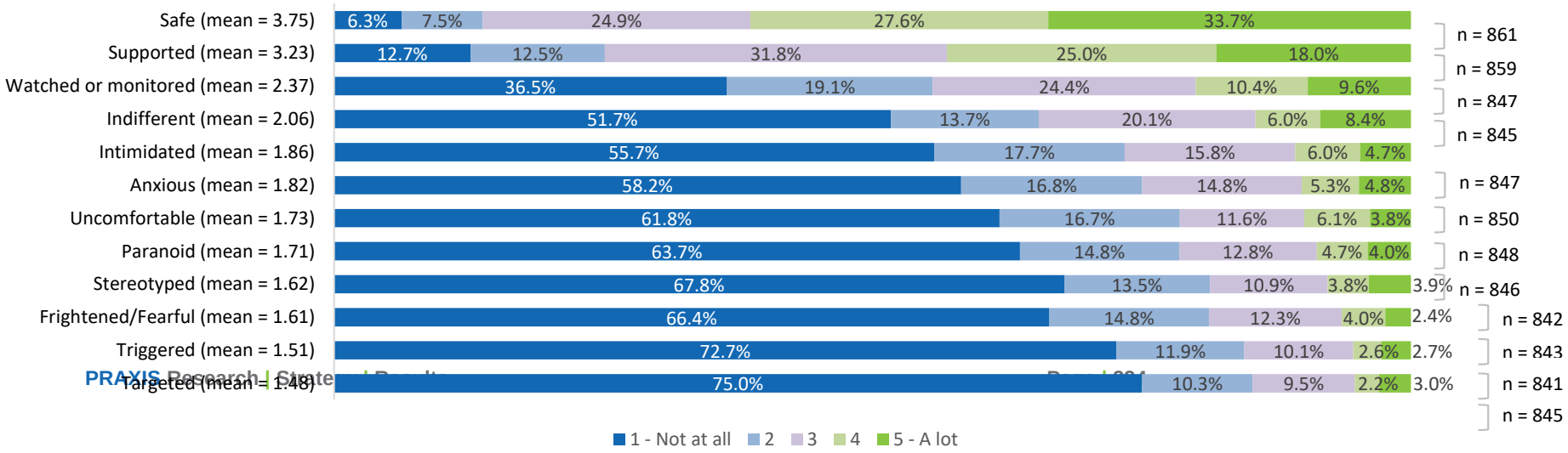
Q. To what extent does having a uniformed police officer in schools make you feel:

Among the statements tested, respondents indicate that having a uniformed police officer at school makes them feel a lot safer and more supported (42.3% and 33.7%, respectively). In contrast, the majority of respondents indicate that having a uniformed police officer in schools does not at all make them feel targeted (81.2%), triggered (78.2%), stereotyped (76.4%), frightened/fearful (74.7%), paranoid (73.8%), uncomfortable (70.9%), anxious (67.9%), intimidated (66.8%), indifferent (56.2%), or watched/monitored (55.2%).

To what extent does having a uniformed police officer in schools make you feel:



Students Only: To what extent does having a uniformed police officer in schools make you feel:



Mean Scores: To what extent does having a uniformed police office in schools make you feel:

(Red mean scores are those that are significantly lower than the overall average; green mean scores are those that are significantly higher than the overall average)

*Data is not displayed due to no significant difference.	Students		Parents		Staff		Gender Diverse	Indigenous	A Person with a Disability	A Visible Minority	LGBTQIA2S+
	RPS	RCS	RPS	RCS	RPS	RCS					
Safe (3.91)	3.75	3.74	4.10	4.26	4.06	4.17	3.10	3.57	3.43	3.71	3.42
Supported (3.62)	3.21	3.27	4.03	4.26	4.02	4.14	2.84	2.96	3.26	3.34	3.01
Intimidated (1.64)	1.91	1.79	1.45	1.28	1.41	1.40	2.55	1.92	2.12	1.86	2.39
Uncomfortable (1.56)	1.80	*	*	1.21	1.40	1.33	2.40	1.97	2.32	*	2.19
Frightened/Fearful (1.46)	1.65	1.56	1.27	1.19	1.30	1.28	2.19	1.82	2.13	1.63	1.99
Watched/monitored (1.96)	2.39	2.35	1.48	1.48	1.53	1.46	2.90	2.28	2.45	*	2.75
Indifferent (1.95)	2.09	*	1.82	*	*	*	2.43	*	*	*	*
Targeted (1.36)	1.51	1.44	*	1.16	1.24	1.20	1.93	1.83	2.10	1.55	1.71
Stereotyped (1.46)	1.68	*	1.30	1.21	1.30	1.27	2.31	1.90	2.32	1.77	2.01

Students are less likely than the rest of the respondents to feel safe and supported by having a uniformed police officer in schools, and are more likely to feel intimidated, frightened/fearful, watched or monitored, targeted, paranoid, and anxious.

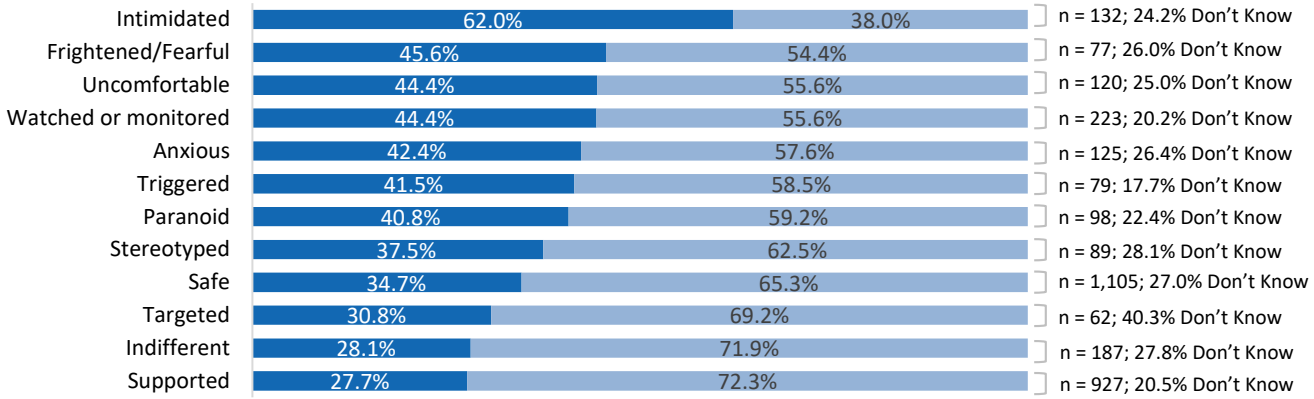
Comparatively, parents and staff members are more likely to feel safe and supported by having a uniformed police officer in schools, and are less likely to feel intimidated, frightened/fearful, watched or monitored, stereotyped, paranoid, and anxious.

Indigenous respondents, respondents who identify as gender diverse, respondents with a disability, respondents who identify as a member of a visible minority group, and those who identify as LGBTQIA2S+ are less likely to feel safe and supported by having a uniformed police officer in schools, and are more likely to feel intimidated, frightened/fearful, targeted, stereotyped, and paranoid.

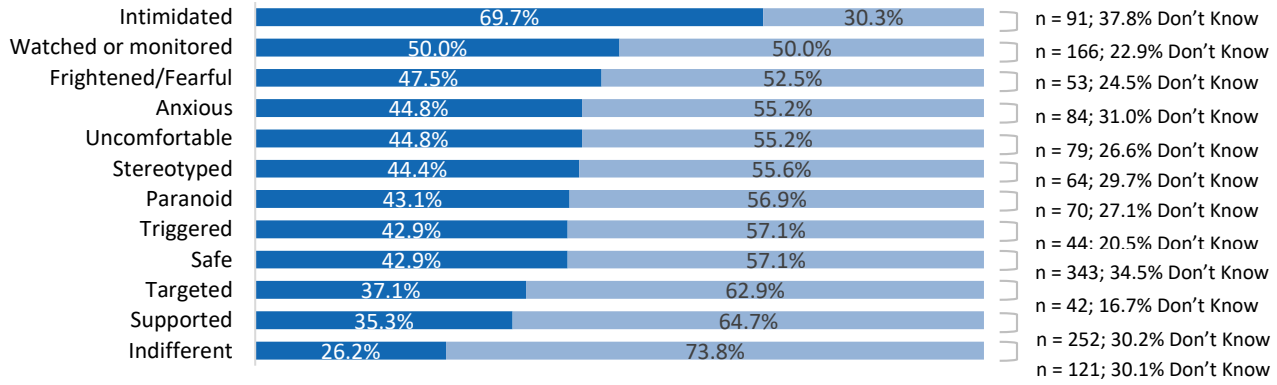
Q. School resource officers currently wear police uniforms. Would you feel less _____ if the School Resource Officer was not in uniform?

Among the statements tested, six out of ten (62.0%) respondents indicate they would feel less intimidated if the SRO was not in uniform. This increases to 69.7% among the students surveyed.

School resource officers currently wear police uniforms. Would you feel less _____ if the School Resource Officer was not in uniform?



Students Only: School resource officers currently wear police uniforms. Would you feel less _____ if the School Resource Officer was not in uniform?

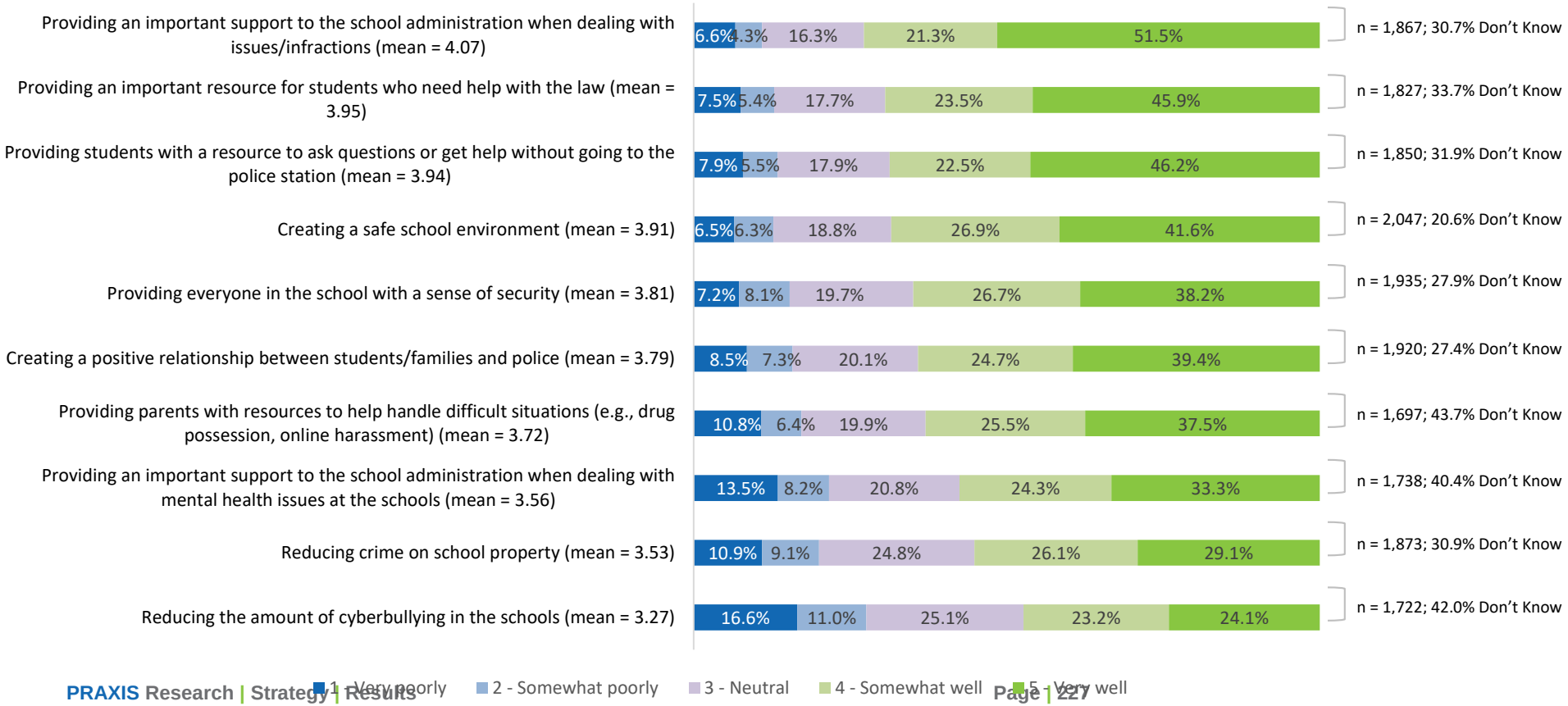


Q. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

Seven out of ten (72.8%) respondents report the SRO program is currently performing either somewhat (21.3%) or very (51.5%) well at 'providing important support to the school administration when dealing with issues/infractions.'

Perceptions of the SRO program's performance is comparatively lowest for 'reducing crime on school property' (26.1% somewhat well; 29.1% very well), and 'reducing the amount of cyberbullying in the schools' (23.2% somewhat well; 24.1% very well).

To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?



Mean Scores: To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas?

(Red mean scores are those that are significantly lower than the overall average; green mean scores are those that are significantly higher than the overall average)

*Data is not displayed due to no significant difference.	Students		Parents		Staff		Gender Diverse	Indigenous	A Person with a Disability	A Visible minority	LGBTQIA2S+
	RPS	RCS	RPS	RCS	RPS	RCS					
Providing everyone in the school with a sense of security (3.81)	3.62	*	*	4.09	3.96	4.06	2.87	*	3.54	3.37	*
Creating a safe school environment (3.91)	*	*	*	4.12	*	4.14	2.94	3.90	3.70	3.49	*
Reducing crime on school property (3.53)	3.41	*	*	3.76	*	*	2.67	*	*	3.18	*
Creating a positive relationship between students/families and police (3.79)	3.50	3.59	*	4.18	3.94	4.16	2.76	*	3.47	*	*
Providing an important support to the school administration when dealing with issues/infractions (4.07)	3.74	3.72	*	4.39	4.40	4.43	3.22	*	3.72	*	3.74
Providing an important resource for students who need help with the law (3.95)	3.74	3.77	3.83	4.24	4.16	4.24	2.98	*	3.55	3.66	3.71
Providing students with a resource to ask questions or get help without going to the police station (3.94)	3.79	3.78	*	*	4.05	4.14	3.17	3.96	3.51	*	*

Regina public school students report significantly lower ratings for almost all statements.

Those who identify as gender diverse, Indigenous, and/or LGBTQIA2S+ report significantly lower ratings in almost all statements.

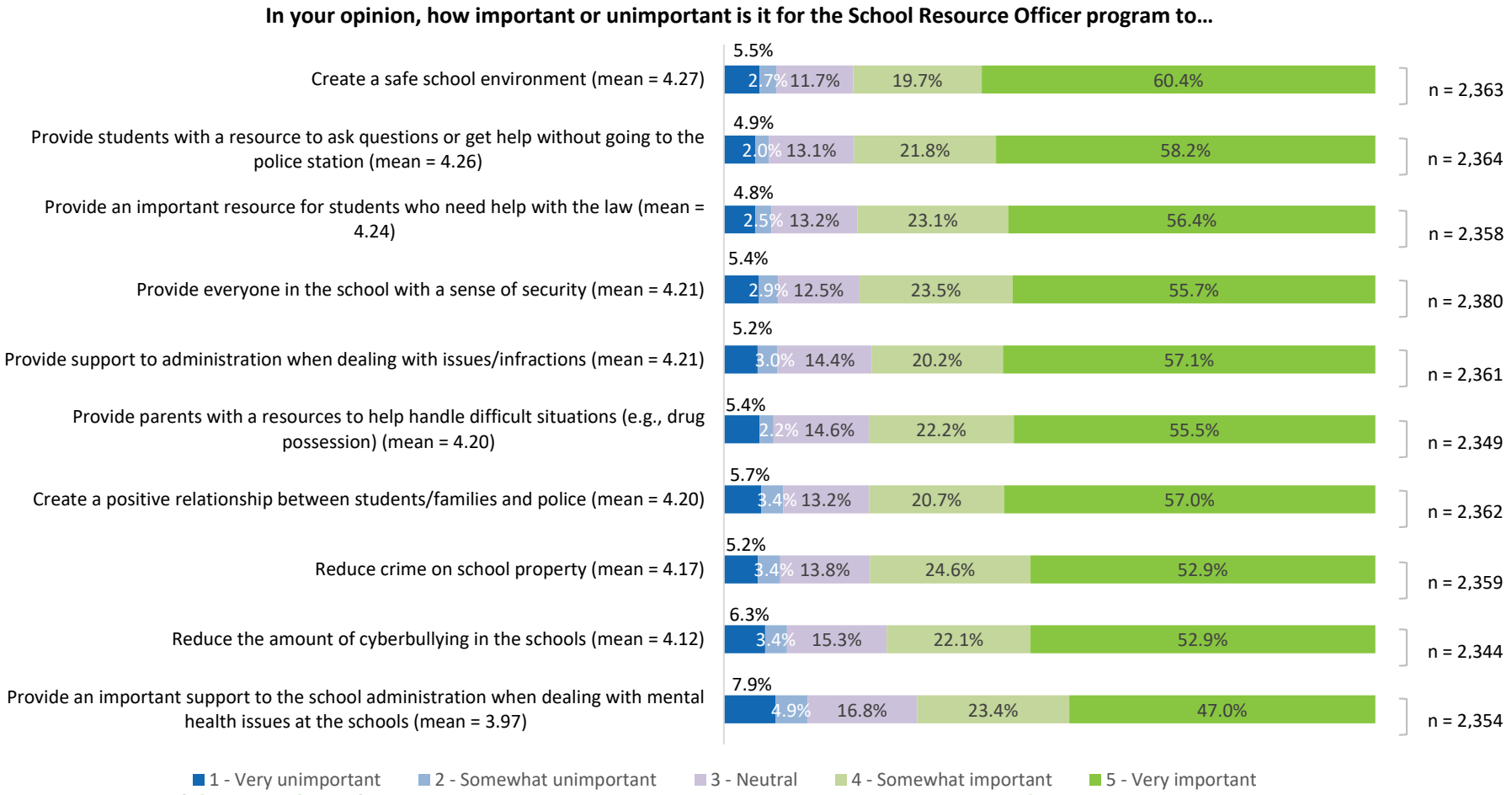
Respondents who have at least one child at a Regina Catholic school have significantly higher ratings for all statements.

Staff members have significantly higher ratings for almost all statements.

Q. In your opinion, how important or unimportant is it for the School Resource Officer program to…

When examining the importance of various aspects of the SRO program, perceived importance is highest for the SRO program to 'create a safe school environment' with eight out of ten (80.1%) respondents indicating that it is either somewhat (19.7%) or very (60.4%) important.

Perceived importance is high for all aspects tested, but comparatively lowest for the SRO program to 'provide an important support to the school administration when dealing with mental health issues at the schools' with 70.4% indicating that it is either somewhat (23.4%) or very (47.0%) important.



Mean Scores: In your opinion, how important or unimportant is it for the School Resource Officer program to…

(Red mean scores are those that are significantly lower than the overall average; green mean scores are those that are significantly higher than the overall average)

*Data is not displayed due to no significant difference.	Students		Parents		Staff		Gender Diverse	New to Canada	Indigenous	A Person with a Disability	A Visible Minority	LGBTQ-IA2S+
	RPS	RCS	RPS	RCS	RPS	RCS						
Provide everyone in the school with a sense of security (4.21)	3.99	*	4.30	4.40	4.43	*	3.63	4.50	3.88	3.97	*	3.92
Create a safe school environment (4.27)	4.15	*	*	4.42	4.45	*	3.70	4.65	4.08	4.01	*	4.03
Reduce crime on school property (4.17)	*	*	*	*	4.34	*	3.61	4.61	*	3.89	*	3.76
Create a positive relationship between students/ families and police (4.20)	3.83	3.88	4.34	4.53	4.56	4.47	3.52	4.46	3.97	3.95	*	3.79
Provide support to administration when dealing with issues/infractions (4.21)	3.90	3.96	*	4.51	4.61	4.51	3.48	4.41	3.92	3.93	*	3.69
Provide an important resource for students who need help with the law (4.24)	3.97	4.02	4.32	4.46	4.58	4.42	3.67	4.43	4.01	4.01	*	3.92
Provide students with a resource to ask questions or get help without going to the police station (4.26)	4.06	4.08	*	4.42	4.56	4.45	3.70	4.43	*	3.94	*	3.96

Regina public school students report significantly lower ratings for almost all statements tested. In contrast, Regina public school staff report significantly higher ratings for all statements tested.

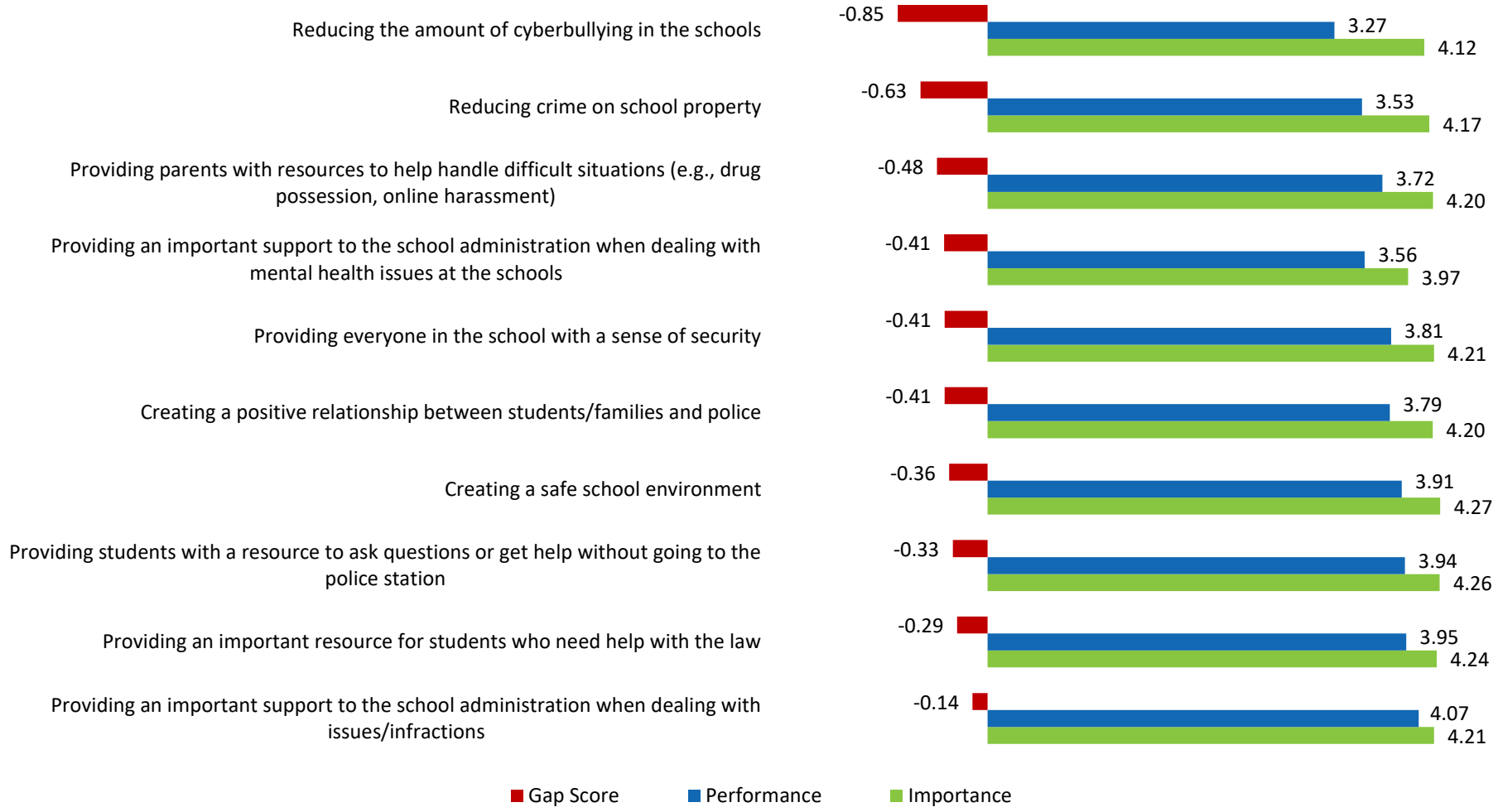
Those who are new to Canada report significantly higher ratings for all statements tested.

Those who identify as gender diverse, and/or LGBTQIA2S+ report significantly lower ratings for all statements tested. Similarly, those who identify as a person with a disability report significantly lower ratings for almost all statements.

Gap Analysis: Importance vs. Performance of the SRO Program: All Respondents

A gap analysis helps to prioritize areas that should be improved and/or focused on. Those areas with the largest gaps are the ones where importance exceeds performance by the greatest margin, suggesting they are in greater need of attention.

Among all respondents, the largest gaps between importance and perceived performance include reducing the amount of cyberbullying in the schools (-0.85), reducing crime on school property (-0.63), and providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment) (-0.48).


Reducing the amount of cyberbullying in the schools
-0.85
3.27
4.12
Reducing crime on school property
-0.63
3.53
4.17
Providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment)
-0.48
3.72
4.20
Providing an important support to the school administration when dealing with mental health issues at the schools
-0.41
3.56
3.97
Providing everyone in the school with a sense of security
-0.41
3.81
4.21
Creating a positive relationship between students/families and police
-0.41
3.79
4.20
Creating a safe school environment
-0.36
3.91
4.27
Providing students with a resource to ask questions or get help without going to the police station
-0.33
3.94
4.26
Providing an important resource for students who need help with the law
-0.29
3.95
4.24
Providing an important support to the school administration when dealing with issues/infractions
-0.14
4.07
4.21
Gap Score
Performance
Importance

Mean Scores: Gap Analysis of All Respondents

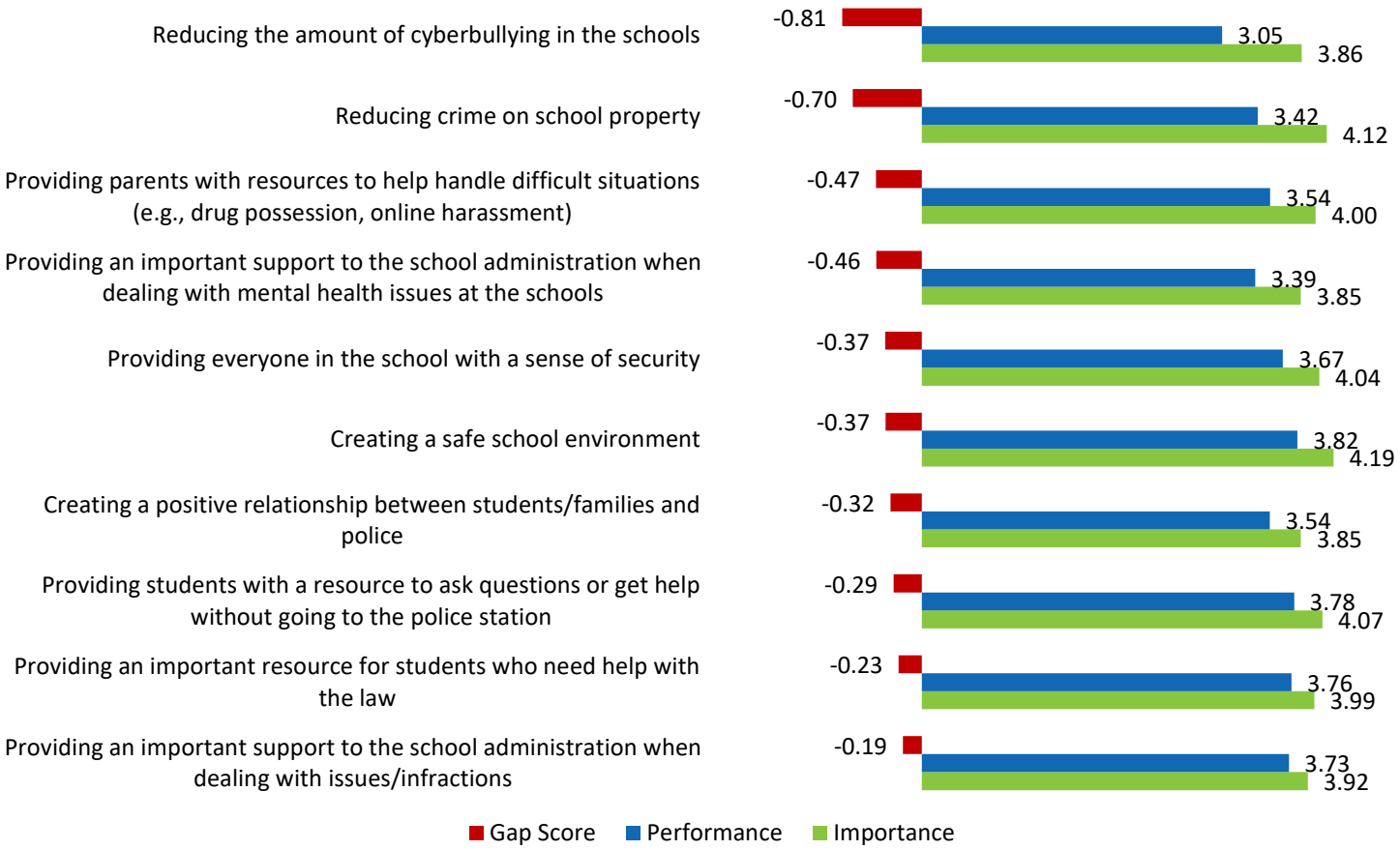
(Red scores are negative gaps where importance exceeds performance; green scores are positive gaps where performance exceeds importance)

*Data is not displayed due to no significant difference	Students		Parents		Staff		Gender Diverse	LGBTQ-IA2S+	Indigenous	Female	A Visible Minority	A Person with a Disability	Born Outside Canada	New to Canada
	RPS	RCS	RPS	RCS	RPS	RCS								
Reducing the amount of cyberbullying in the schools (-0.85)	-0.78	-0.84	-0.99	-0.86	-0.61	-0.61	-1.17	-1.15	-1.01	-0.92	-0.67	-1.03	-0.56	-0.34
Reducing crime on school property (-0.63)	-0.67	-0.74	-0.69	-0.56	-0.52	-0.46	-0.93	-0.71	-0.60	-0.64	-0.64	-0.70	-0.59	-0.63
Providing parents with resources to help handle difficult situations (e.g., drug possession) (-0.48)	-0.54	-0.38	-0.65	-0.45	-0.21	-0.20	-0.96	-0.59	-0.76	-0.50	-0.44	-0.43	-0.34	-0.12
Providing an important support to the school administration when dealing with mental health issues at the schools (-0.41)	-0.52	-0.38	-0.49	-0.32	-0.14	-0.07	-0.77	-0.70	-0.70	-0.41	-0.47	-0.41	-0.28	-0.06
Providing everyone in the school with a sense of security (-0.41)	-0.38	-0.36	-0.56	-0.31	-0.19	-0.12	-0.76	-0.69	-0.34	-0.41	-0.55	-0.60	-0.42	-0.42
Creating a positive relationship between students/families and police (-0.41)	-0.33	-0.30	-0.56	-0.35	-0.20	-0.10	-0.76	-0.69	-0.50	-0.45	-0.38	-0.42	-0.26	-0.30
Creating a safe school environment (-0.36)	-0.34	-0.40	-0.46	-0.30	-0.21	-0.10	-0.76	-0.71	-0.37	-0.38	-0.37	-0.52	-0.35	-0.40
Providing students with a resource to ask questions or get help without going to the police station (-0.33)	-0.27	-0.30	-0.45	-0.32	-0.17	-0.10	-0.54	-0.37	-0.61	-0.38	-0.33	-0.19	-0.15	-0.11

Providing an important resource for students who need help with the law (-0.29)	-0.23	-0.24	-0.49	-0.22	-0.03	0.04	-0.69	-0.29	-0.45	-0.30	-0.39	-0.35	-0.23	-0.27
Providing an important support to the school administration when dealing with issues/infractions (-0.14)	-0.16	-0.24	-0.21	-0.12	0.23	0.26	-0.26	-0.15	-0.20	-0.11	-0.32	-0.11	-0.09	-0.15

Gap Analysis: Importance vs. Performance of the SRO Program: Students Only

The largest gaps between importance and perceived performance according to the students include reducing the amount of cyberbullying in the schools (-0.81), reducing crime on school property (-0.70), and providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment) (-0.47).



Mean Scores: Gap Analysis of All Students

	Students Only							
	Gender Diverse	LGBTQ-IA2S+	Indigenous	Female	A Visible Minority	A Person with a Disability	Born Outside Canada	New to Canada
Reducing the amount of cyberbullying in the schools (-0.81)	-1.23	-1.20	-0.97	-0.99	-0.92	-0.60	-0.41	-0.14
Reducing crime on school property (-0.70)	-1.26	-0.82	-0.54	-0.71	-0.61	-0.84	-0.72	-0.87
Providing parents with resources to help handle difficult situations (e.g., drug possession) (-0.47)	-0.91	-0.58	-0.66	-0.40	-0.31	-0.31	-0.23	0.08
Providing an important support to the school administration when dealing with mental health issues at the schools (-0.46)	-0.89	-0.78	-0.74	-0.47	-0.51	-0.32	-0.17	0.08
Providing everyone in the school with a sense of security (-0.37)	-0.67	-0.70	-0.32	-0.37	-0.48	-0.51	-0.32	-0.25
Creating a safe school environment (-0.37)	-0.97	-0.78	-0.39	-0.39	-0.49	-0.3	-0.3	-0.44
Creating a positive relationship between students/families and police (-0.32)	-0.63	-0.63	-0.29	-0.26	-0.33	-0.22	-0.20	-0.21
Providing students with a resource to ask questions or get help without going to the police station (-0.29)	-0.47	-0.36	-0.49	-0.33	-0.16	-0.29	-0.08	0.01
Providing an important resource for students who need help with the law (-0.23)	-0.53	-0.18	-0.38	-0.19	-0.36	-0.34	-0.08	-0.01
Providing an important support to the school administration when dealing with issues/infractions (-0.19)	-0.35	-0.31	-0.29	-0.12	-0.23	-0.23	-0.06	-0.08

(Red scores are negative gaps where importance exceeds performance; green scores are positive gaps where performance exceeds importance)

Q. From the list below, please select what you consider to be the most important traits for a School Resource Officer to have. Please select up to 5.

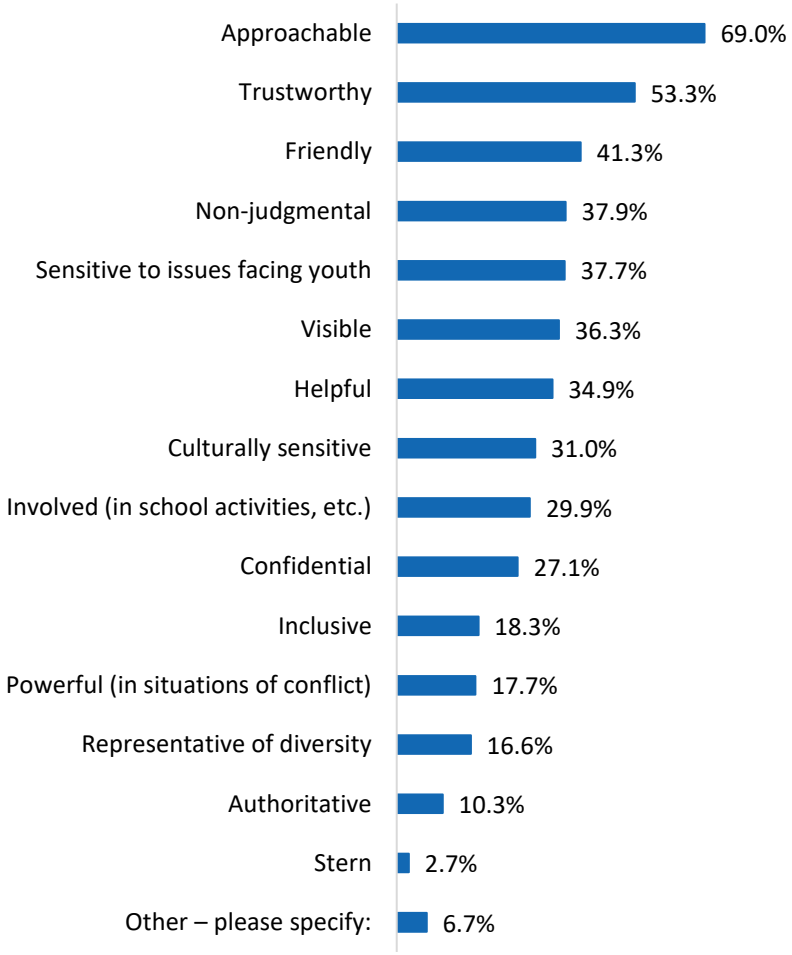
- ***Friendly***
- ***Visible***
- ***Approachable***
- ***Trustworthy***
- ***Non-judgmental***
- ***Involved (in school activities, etc.)***
- ***Authoritative***
- ***Powerful (in situations of conflict)***
- ***Stern***
- ***Helpful***
- ***Confidential***
- ***Representative of diversity***
- ***Inclusive***
- ***Sensitive to issues facing youth***
- ***Culturally sensitive***
- ***Other – please specify:***

Of the attributes tested, nearly seven out of ten (69.0%) consider being approachable as the most important trait for an SRO to have. This is followed by being trustworthy (53.3%), friendly (41.3%), non-judgemental (37.9%), and sensitive to issues facing youth (37.7%).

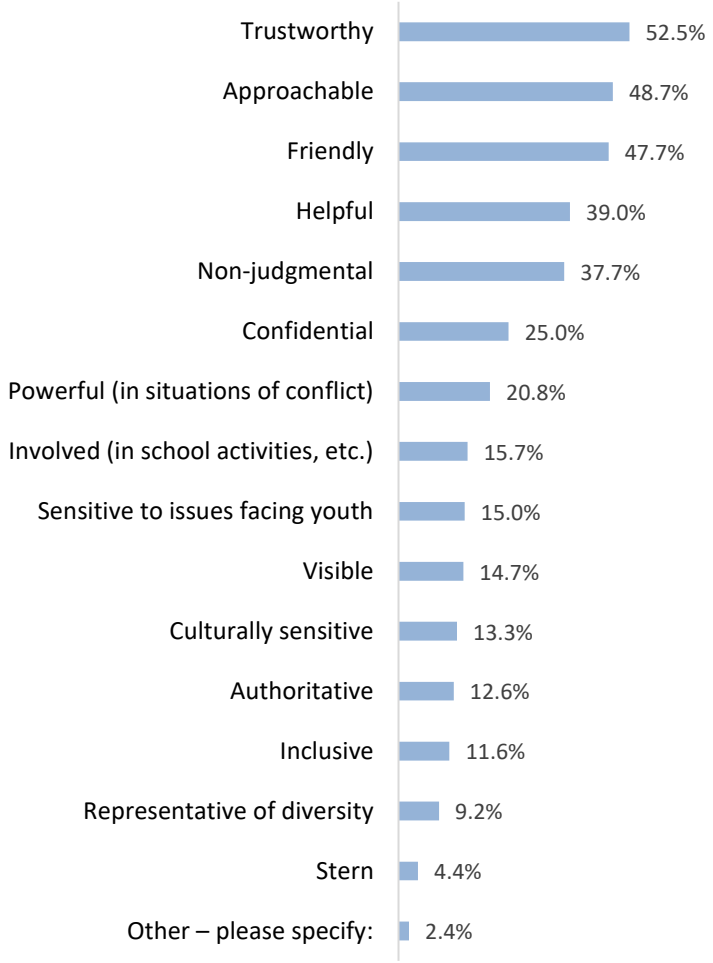
Students prioritize the SRO being trustworthy as the most important trait (52.2% RPS; 55.0% RCS), followed closely by being approachable (45.6% RPS; 54.7% RCS) and friendly (48.8% RPS; 49.2% RCS).

Open-ended responses to "Other – please specify:" are provided verbatim.

From the list below, please select what you consider to be the most important traits for a School Resource Officer to have. (n = 2,695)



Students Only: From the list below, please select what you consider to be the most important traits for a School Resource Officer to have. (n = 924)

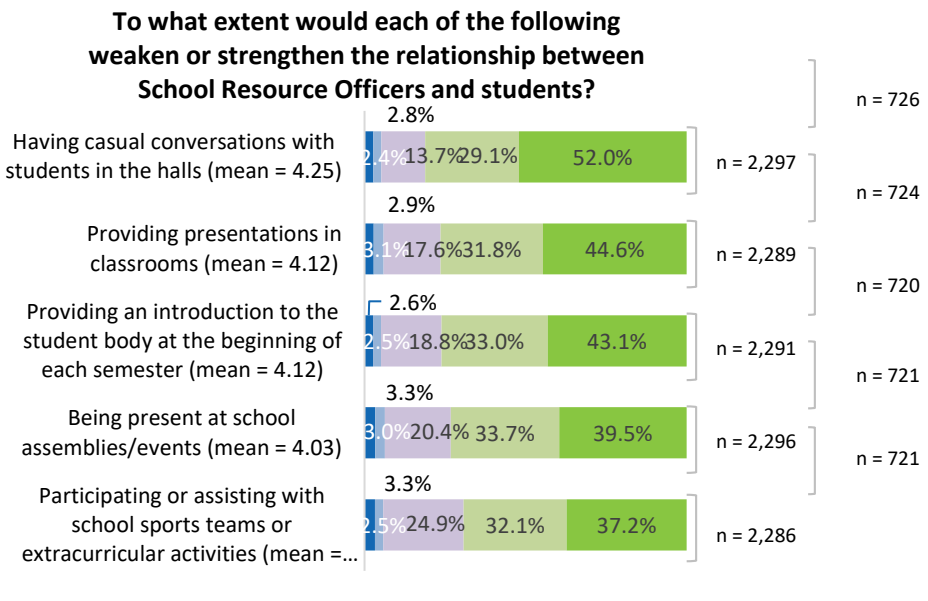


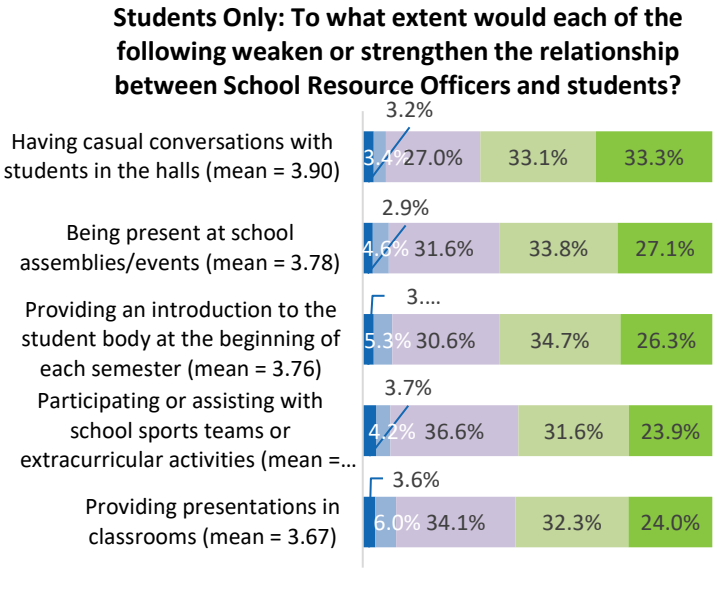
Q. To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students?

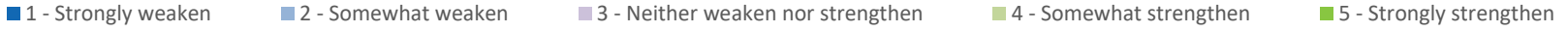
- ***Having casual conversations with students in the halls***
- ***Providing an introduction to the student body at the beginning of each semester***
- ***Being present at school assemblies/events***
- ***Participating or assisting with school sports teams or extracurricular activities***
- ***Providing presentations in classroom***

Eight out of ten (81.1%) respondents indicate that having casual conversations with students in the halls would either somewhat (29.1%) or strongly (52.0%) strengthen the relationship between the SROs and the students.

This is followed by providing presentations in the classrooms (31.8% somewhat; 44.6% strongly strengthen), providing an introduction to the student body at the beginning of each semester (33.0% somewhat; 43.1% strongly strengthen), being present at school assemblies/events (33.7% somewhat; 39.5% strongly strengthen), and participating or assisting with school sports teams or extracurricular activities (32.1% somewhat; 37.2% strongly strengthen).







Mean Scores: To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students?

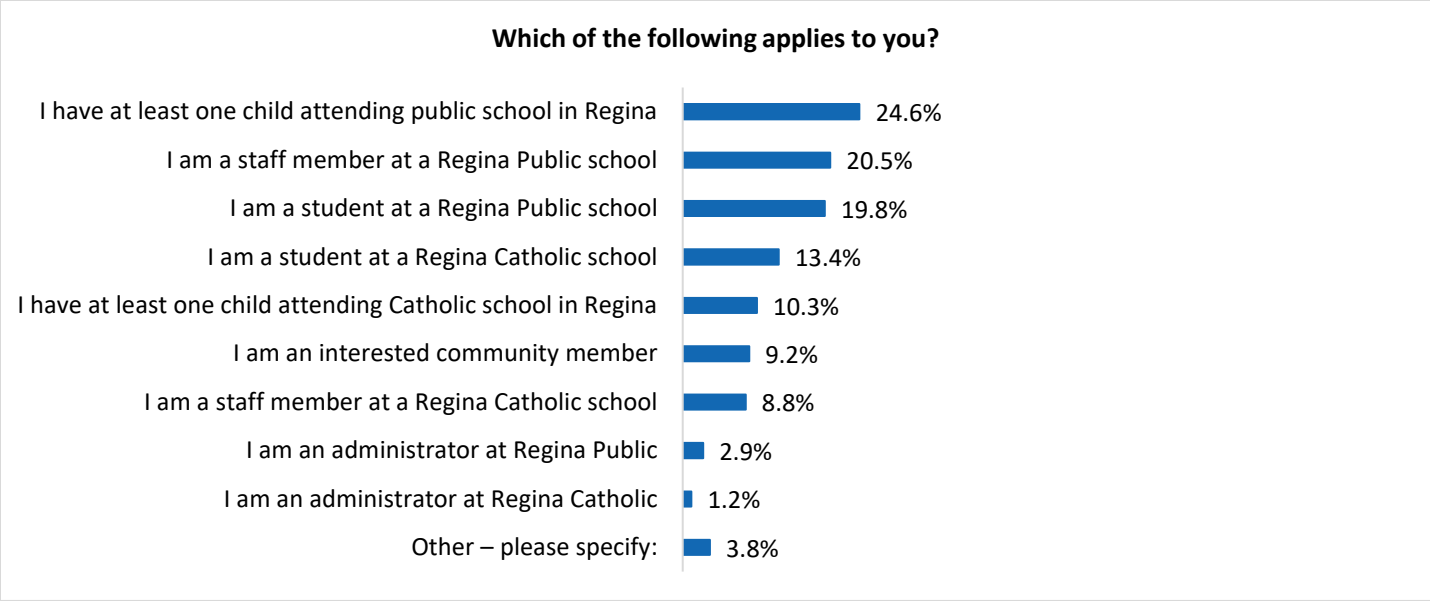
(Red mean scores are those that are significantly lower than the overall average; green mean scores are those that are significantly higher than the overall average)

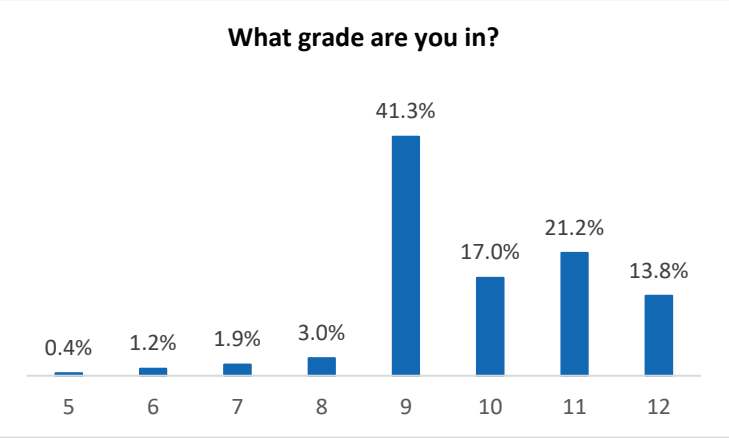
*Data is not statistically significant	Students		Parents		Staff		Gender Diverse	New to Canada	Indigenous	A Person with a Disability	A Visible Minority	LGBTQIA2S+
	RPS	RCS	RPS	RCS	RPS	RCS						
Having casual conversations with students in the halls (4.25)	3.92	3.86	4.40	4.42	4.58	4.55	3.49	4.32	3.98	3.75	3.96	3.87
introduction to the student body at the beginning of each semester (4.12)	3.74	3.77	4.29	4.36	4.38	4.40	3.55	4.06	3.83	3.74	3.84	3.77
Being present at school assemblies/events (4.03)	4.03	3.71	4.11	4.28	4.30	4.26	3.31	4.21	3.83	3.70	3.79	3.65
Participating or assisting with school sports teams or	3.69	3.63	4.09	4.17	4.26	4.24	3.24	*	3.75	3.67	3.64	3.63

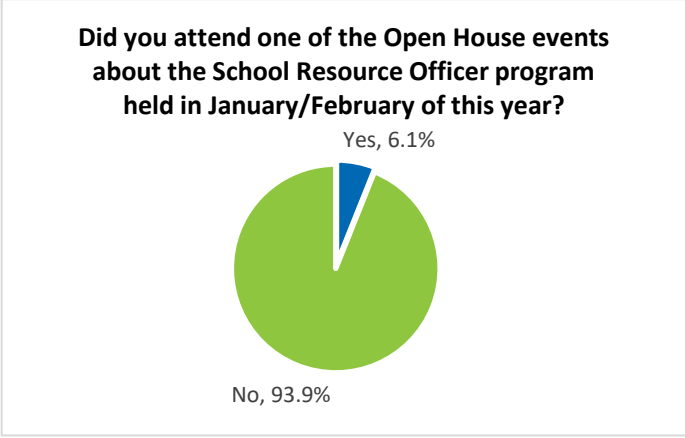
Regina public school students report significantly lower ratings for almost all statements. In contrast, Regina public school staff report significantly higher ratings for all statements tested.

Those who are new to Canada report significantly higher ratings for all statements tested.

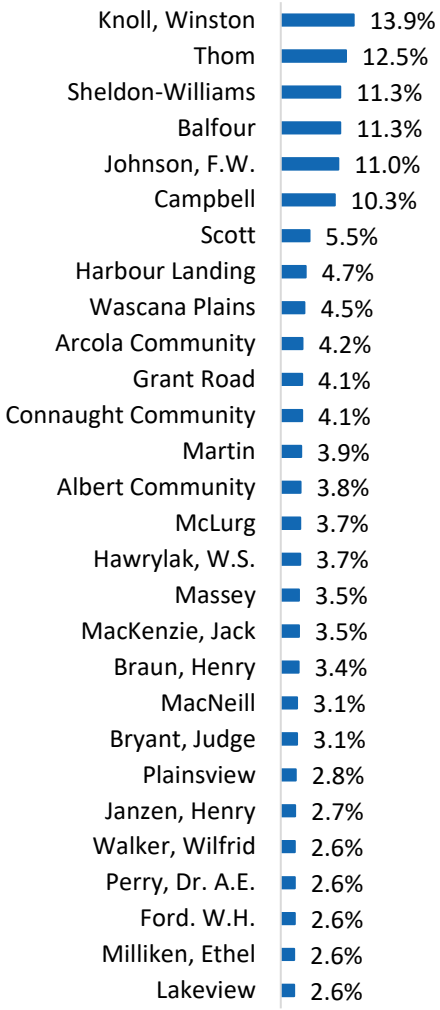
Additionally, those who identify as gender diverse, and/or LGBTQIA2S+ report significantly lower ratings for all statements tested. Similarly, those who identify as a person with a disability report significantly lower ratings for almost all statements as well.

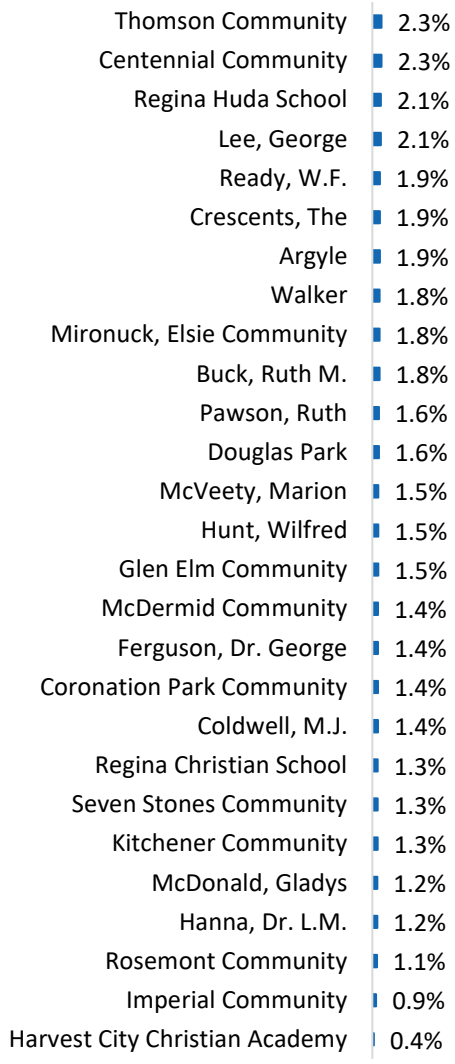

Which of the following applies to you?
I have at least one child attending public school in Regina
24.6%
I am a staff member at a Regina Public school
20.5%
I am a student at a Regina Public school
19.8%
I am a student at a Regina Catholic school
13.4%
I have at least one child attending Catholic school in Regina
10.3%
I am an interested community member
9.2%
I am a staff member at a Regina Catholic school
8.8%
I am an administrator at Regina Public
2.9%
I am an administrator at Regina Catholic
1.2%
Other – please specify:
3.8%


What grade are you in?
0.4%
1.2%
1.9%
3.0%
41.3%
17.0%
21.2%
13.8%
5
6
7
8
9
10
11
12

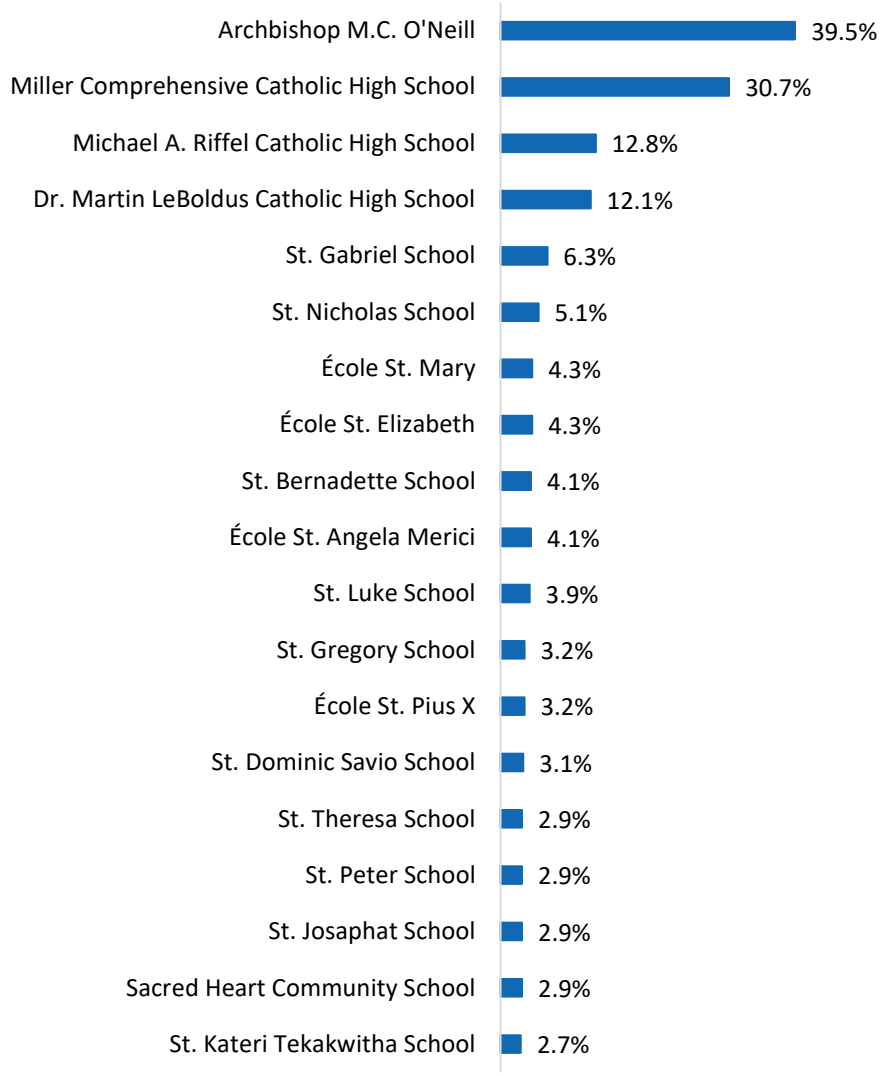

Did you attend one of the Open House events about the School Resource Officer program held in January/February of this year?
Yes, 6.1%
No, 93.9%

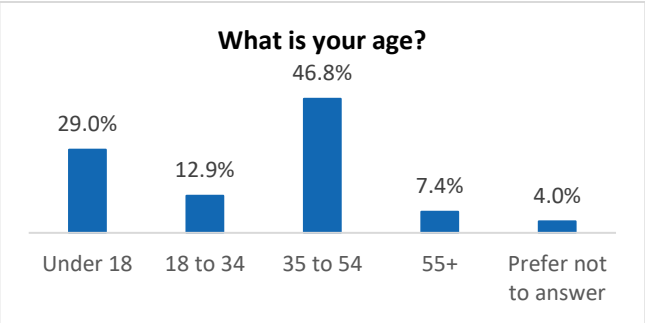
Please select which Regina Public school(s) you attend.

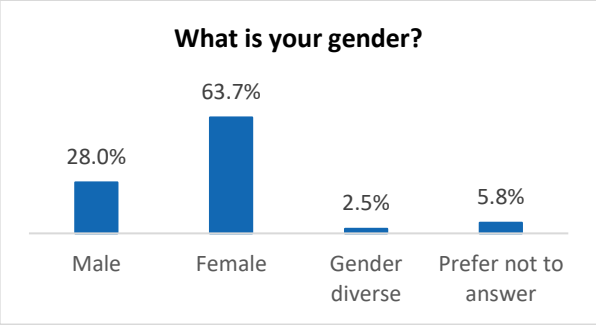


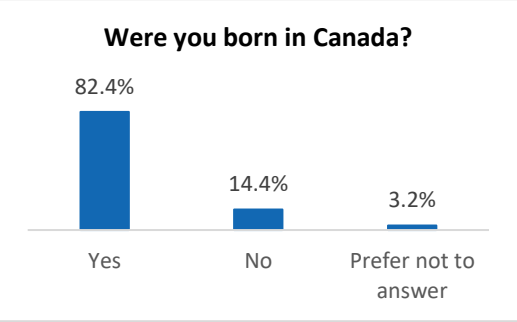


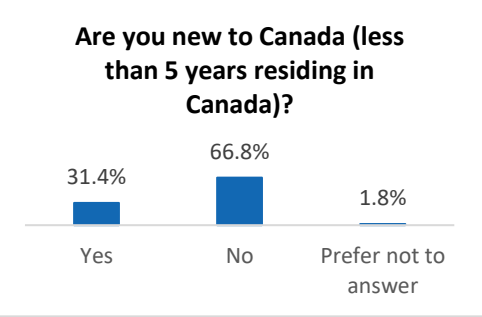
Please select which Regina Catholic school(s) you attend.

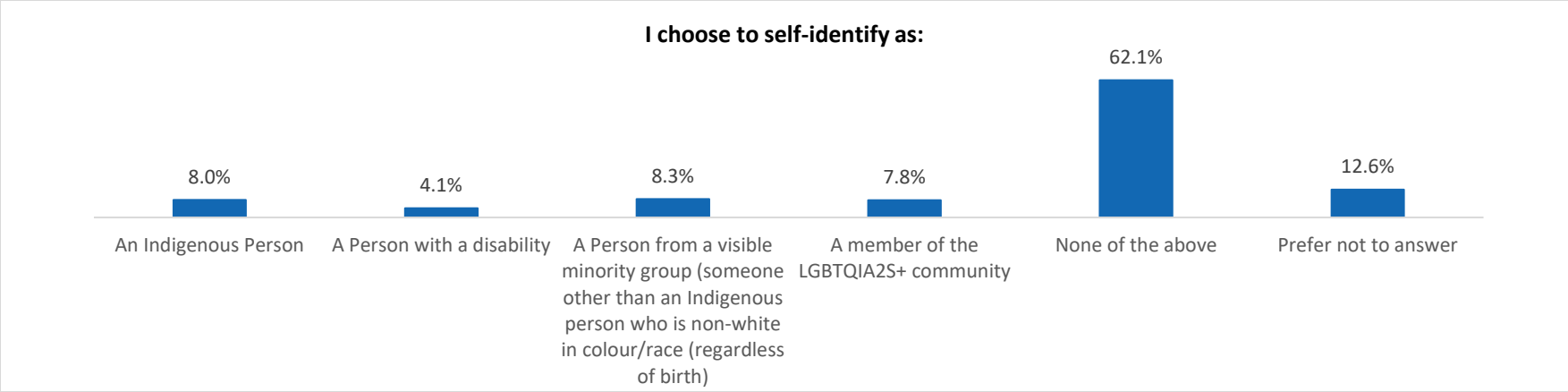



What is your age?
29.0%
12.9%
46.8%
7.4%
4.0%
Under 18
18 to 34
35 to 54
55+
Prefer not to answer


What is your gender?
28.0%
63.7%
2.5%
5.8%
Male
Female
Gender diverse
Prefer not to answer


Were you born in Canada?
82.4%
14.4%
3.2%
Yes
No
Prefer not to answer


Are you new to Canada (less than 5 years residing in Canada)?
31.4%
66.8%
1.8%
Yes
No
Prefer not to answer


I choose to self-identify as:
8.0%
4.1%
8.3%
7.8%
62.1%
12.6%
An Indigenous Person
A Person with a disability
A Person from a visible minority group (someone other than an Indigenous person who is non-white in colour/race (regardless of birth)
A member of the LGBTQIA2S+ community
None of the above
Prefer not to answer

Praxis Consulting – March 2023

Regina School Resource Officer Program Review Survey Report

Appendix A

2022 SURVEY QUESTIONNAIRE

Thank you for taking the time to participate in this survey presented on behalf of the Regina Public and Regina Catholic School Divisions regarding the School Resource Officer Program.

Praxis Consulting has been engaged as an independent third-party to help develop this survey and conduct the analysis. Your response is entirely anonymous and confidential.

The survey will take approximately 7-10 minutes to complete.

We know your time is valuable and your feedback is greatly appreciated. Please be as honest and candid as possible.

Thank you for participating!

---

1. **Which of the following applies to you? Please select all that apply.** [programmer note: student selections are exclusive]
   - I am a student at a Regina Public school – SKIP: What grade are you in? – SKIP: select school
   - I am a student at a Regina Catholic school – SKIP: What grade are you in? – SKIP: select school
   - I have at least one child attending public school in Regina – SKIP: select school [allow multiple selections]
   - I have at least one child attending Catholic school in Regina – SKIP: select school [allow multiple selections]

- I am a staff member at a Regina Public school – SKIP: select school [allow multiple selections]
- I am a staff member at a Regina Catholic school – SKIP: select school [allow multiple selections]
- I am an administrator at Regina Public
- I am an administrator at Regina Catholic
- I am an interested community member
- Other – please specify: [text box]

2. **Did you attend one of the Open House events about the School Resource Officer program held in January/February of this year?**
   Yes

   No

3. **The School Resource Officer program is a partnership with the Regina Police Service that sees the presence of uniformed police in schools. How familiar are you with the School Resource Officer program?**
   1- not at all familiar 2 3 4 5 – very familiar Don't know

4. **In your opinion, how important is it to have police presence in Regina schools?**
   1 – not at all important 2 3 4 5 6 7 8 9 10 – very important

5. **In your opinion, is the School Resource Officer Program a negative or positive program in schools?**
   1 – very negative 2 3 4 5 6 7 8 9

   10 – very positive

6. [if student] **Does your school have a School Resource Officer (i.e., an on-site police officer)?**
   Yes

   No

   Don't know

7. [if staff] **Does your school have a School Resource Officer?**
   Yes

   No

   Don't know

8. [if parent] **To the best of your knowledge, does your child's school have a School Resource Officer?**
   Yes

   No

   Don't know

9. In general, how would you rate your past experiences interacting with police officers?

1 – very negative 2 3 4 5 6 7 8 9 10 – very positive

10. Have you ever interacted with a School Resource Officer (SRO)? Please select all that apply.

Yes, I have said hello in passing

Yes, I have received individual counseling from an SRO

Yes, I have received assistance from an SRO

Other – please specify: [text box]

No, I have never interacted with an SRO [exclusive]

Don't know

11. [if yes or other] **How would you rate your experience interacting with the School Resource Officer?**

1 – very negative 2 3 4 5 6 7 8 9 10 – very positive

12. [same screen] **Please provide a brief reason for your rating above.** [text box]

13. [if yes or other] **Has the School Resource Officer program affected the extent to which you…**

Yes

No

a. **Trust police**
b. **Feel comfortable with police**

14. [If yes to trust] **Are you more or less likely to trust police as a result of the School Resource Officer program?**

1 – Much less likely

2 – Somewhat less likely

3 – Somewhat more likely

4 – Much more likely

15. [If yes to feel comfortable] **Are you more or less likely to feel comfortable with police as a result of the School Resource Officer program?**

1 – Much less likely

2 – Somewhat less likely

3 – Somewhat more likely

4 – Much more likely

16. [if student or staff] **To what extent does having a uniformed police officer in schools make you feel:** [randomize options]

1- Not at all 2 3 4 5 – A lot

a. Safe
b. Supported
c. Intimidated
d. Uncomfortable
e. Frightened/Fearful
f. Watched or monitored
g. Indifferent
h. Targeted
i. Stereotyped
j. Paranoid
k. Triggered
l. Anxious

17. [if 4 or 5 selected for any of the above] **School resource officers currently wear police uniforms. Would you feel less [pipe in response from above Q; loop for each response that has a 4 or 5 selected] if the School Resource Officer was not in uniform?**
Yes

No

Don't know

18. To the best of your knowledge, how well or how poorly is the School Resource Officer (SRO) program currently performing in each of the following areas? If you are unsure about any specific area, please select don't know. [randomize statements]

1- Very poorly
2- Somewhat poorly
3- Neutral
4- Somewhat well
5- Very well
Don't know

a. Providing everyone in the school with a sense of security
b. Creating a safe school environment
c. Reducing crime on school property
d. Creating a positive relationship between students/families and police
e. Providing an important support to the school administration when dealing with issues/infractions
f. Providing an important resource for students who need help with the law
g. Providing students with a resource to ask questions or get help without going to the police station
h. Providing an important support to the school administration when dealing with mental health issues at the schools
i. Providing parents with resources to help handle difficult situations (e.g., drug possession, online harassment)
j. Reducing the amount of cyberbullying in the schools

19. In your opinion, how important or unimportant is it for the School Resource Officer program to… [randomize statements]

1- Very unimportant

2- Somewhat unimportant
3- Neutral
4- Somewhat important
5- Very important
Don't know

a. Provide everyone in the school with a sense of security
b. Create a safe school environment
c. Reduce crime on school property
d. Create a positive relationship between students/families and police
e. Provide support to administration when dealing with issues/infractions
f. Provide an important resource for students who need help with the law
g. Provide students with a resource to ask questions or get help without going to the police station
h. Provide an important support to the school administration when dealing with mental health issues at the schools
i. Provide parents with a resources to help handle difficult situations (e.g., drug possession)
j. Reduce the amount of cyberbullying in the schools

20. From the list below, please select what you consider to be the most important traits for a School Resource Officer to have. Please select up to 5.

Friendly

Visible

Approachable

Trustworthy

Non-judgmental

Involved (in school activities, etc.)

Authoritative

Powerful (in situations of conflict)

Stern

Helpful

Confidential

Representative of diversity

Inclusive

Sensitive to issues facing youth

Culturally sensitive

Other – please specify: [text box]

21. To what extent would each of the following weaken or strengthen the relationship between School Resource Officers and students? [randomize statements]

1- Strongly weaken
2- Somewhat weaken
3- Neither weaken nor strengthen
4- Somewhat strengthen
5- Strongly strengthen

a. Having casual conversations with students in the halls
b. Providing an introduction to the student body at the beginning of each semester
c. Being present at school assemblies/events
d. Participating or assisting with school sports teams or extracurricular activities
e. Providing presentations in classrooms

22. [same screen] Is there anything else you can think of that would help strengthen the relationship between School Resource Officers and students? [text box]

These last few questions are for classification purposes only. Your information will remain private and confidential.

23. What are the first three digits of your postal code? [text box]

24. What is your age?
Under 18
18 to 34
35 to 54
55+
Prefer not to answer

25. What is your gender?
Male

Female

Gender diverse

Prefer not to answer

26. Were you born in Canada?
Yes

No

Prefer not to answer

27. [if no] **Are you new to Canada (less than 5 years residing in Canada)?**
Yes

No

Prefer not to answer

28. I choose to self-identify as: (please select all that apply)
An Indigenous Person

A Person with a disability

A Person from a visible minority group (someone other than an Indigenous person who is non-white in colour/race (regardless of birth)

A member of the LGBTQIA2S+ community

None of the above

Prefer not to answer

Thank you for participating in this survey. Your feedback has been submitted.

Praxis Consulting – March 2023

Regina School Resource Officer Program Review Survey Report

Appendix B

This appendix lists the verbatim responses, presented alphabetically in an unedited format, to all open-ended questions in the survey.

Q. Have you ever interacted with a School Resource Officer (SRO)? Please select all that apply. - Other – please specify:

- A friend of mine is one
- A phone call meeting
- A report was submitted to a high school SRO about a derogatory and racist incident that happened to members of the public from students at a particular high school and not even a return call was received. Nothing was done about the incident. Even though a phone number was left by 2 people who were involved.
- A situation arose in the school years ago and the the SRO was a huge help. Also, as an SRC advisor the SRO's coming to our school dance as the kids are coming in has been so helpful and we appreciate when they can accommodate this and make the time.
- all the time. At least once or twice a week.
- Also have attended presentations by our RSO regarding telling the students what they do with their job. Have attended a Halloween presentation with our students which was a terrific presentation. And have interacted with our RSO when they came to clear our room in a lockdown drill. They are always so caring and such positive role models for our students and make them feel safe to speak with them.
- And visited a lot!
- Apart of the student support team and work intensively with RSO
- As a community social worker, I have interacted with SROs when I was working in schools through different community organizations.
- As a former administrator I worked extensively with the SRO.
- As a parent, I have requested the school invite the SRO in to my child’s classroom to speak about bullying and cyber bullying.
- As a school counsellor, I utilize our SRO often as a means of supporting students that I am working with.
- As a teacher I've have the SRO come in to speak with students on different topics.
- As a teacher, I have worked with them to help my students. They have also presented to my classes.
- As an administrator and teacher, daily to weekly interactions.
- As an administrator at Vic Campus, we require detailed knowledge of students.
- As an Administrator in a high school we work with our SRO regularly. It may be about a specific incident, arranging a classroom presentation, asking for police insight or visiting well walking hallways and connecting with kids.
- As an administrator, our relationship with our assigned SRO is very valuable. We have open lines of communication and work collaboratively as necessary.
- As part of my role as a staff member in the school system, I have been in meetings with SRO's.
- Assistance with a student.
- Assisting Staff/Students with violence in the school and in the community. Advising Parents/Students/Staff what is the correct route to go to solve issues.
- At another school
- Attended a gym class with a SRO directing a yoga session.

- Attended a presentation that was delivered by the SRO
- Attended presentations as a student myself.
- Attended RAMP with me after an incident that occurred at school with a young offender. I can't imagine how challenging that experience would have been without her.
- Been a part of their education programs they offer to kids and staff about vaping, drugs, and online social media behaviour
- Been oppressed by them in the past and seen there poor behaviour first hand
- Being a guidance counsellor, I have worked in concert with our SROs on several occasions.
- Biased Listen only to principal This program does not have the students best interest at heart and caters to the principal no matter how awful and biased they are. This creates a threatening power over all administration and students that should not be present in our school systems. This program should be abolished immediately.
- Booked presentations for my classroom
- Both positive & negative interactions
- Briefly via joint email message/communication
- But I know other students who have and they have negative experiences.
- Child was involved in a situation with another child At the school
- class presentations
- Class presentations
- Class presentations
- Class safety presentation for Hallowe'en. Meet a police officer for Kindergarten.
- Classroom and school presentations, academic opportunities, relationship building with students
- Classroom Presentation
- Classroom presentation
- Classroom presentation from SRO
- Classroom presentations as well as larger group presentations at school
- Classroom visits with regard to traffic and school safety. Informal visits by school resource officers so that children grew a sense of familiarity and positive feelings about community police officers
- Collaboration and consultation through community support services
- Our SRO eats lunch in the staffroom and we visit at least twice a week! :) They attend school events, dances, football games, other sporting events. They are AWESOME!
- Cooperative teaching - yoga
- Our SRO was very present at the school.
- Daily interaction
- Danced at a Pep Rally in high school

- Dealt with an SRO who arrested my 12 year old son and they were very stand-offish
- Delivery of school/classroom presentations, coaching school sport teams, participating in classes alongside students.
- discussions at the school staff level
- Due to Covid and not being allowed in schools we haven't had interactions with schools resource officers.
- Every interaction option provided is skewed to be positive.
- Every SRO that I have worked with has done everything in their power to make presentations, to visit the classroom, to help us connect with different resources in the community and to be a presence within the school for the students.
- Every time I see a resource officer I feel uncomfortable.
- For my son when he was in school.
- former resource officer yelled at us for a while cause he said we were riding our bikes in the road. We was walking at the time and didn have our bikes. Wasn't us, but target us anyways.
- Former school staff and utilized officer support often for both concerns and facilitating workshops like a mock POPAT for those interested in policing.
- Friendly conversation.
- From another perspective, I'm very familiar with the officers
- Gave a presentation on 'bad guys' in the school - was not overly appropriate.
- Got a SRO to speak to my class as part of a mystery unit
- Guess speaker
- Guest in my classroom to read or present
- had lunch with at a first nations welcome lunch
- Had one come to my class when I taught Law 30.
- had the opportunity to see the positive interaction between the SRO and all the students both main stream and FIP. Also as coaching students in hockey etc. it is a great program.
- Had to give information for a juvenile case which had potential gang affiliation.
- Have asked our SRObto attend a home visit with the school staff. Completed a VTRA with our SRO Invited them to play on our school team in sports against the students. Had them on our safety walks with kindergarten class. Included them in our year end barbecues.
- Have attended school presentations put on by RSO.
- Have had a SRO interact with my class
- Have worked with students.
- He has presented in my classroom
- he spoke to us during an assembly and seemed pretty cool
- helped SRO w/ student information as requested
- I have never seen our resource officer. I'm not sure if we have one and I didn't know about the open house program

- I always try to introduce myself or say hello. I've had school resource officers come to do safety presentations for a variety of reason (usually for Halloween safety).
- I am a Principal. SRO has given us guidance and support in situations, issued tickets, spoken to students who have made threats, given classroom presentations...
- I am a retired teacher to interacted with the Resource offers on a regular basis
- I am a school counsellor so I have worked with our SRO's in multiple schools. They are a important part of our teams.
- I am a teacher and have worked with one at another school
- I am a VP in an elementary school and have used our SRO many times to help students and for classroom presentations.
- I am an Indigenous Advocate within RPS, I have ask my admin to check to see if some house are safe for me to go to when I first started this position. Sometimes I have given information to the school resource officer when I have seen things happening in the neighbourhood I work in
- I am an RPS member who also has a child attending high school
- I and my children have been the victim of malicious profiling and prosecution by resource officers in the school - these individuals have destroyed our families trust and support for policing in general, which resulted in further investigation and legal support to validate our fears and suspicions
- I asked questions and recommended this service to family and students and family ... even now.
- I believe we had one in my high school when I attended. I found it very comforting to know we had that person to talk to.
- I deal with them professionally and in community.
- I do not go to school and therefore have never interacted with an SRO. However, I do not think police should be in schools. I have learned that the police officer is not everyone's friend! Why are the majority of prisoners in Sask jails Indigenous?
- I do not work in a school and I am not a student. This question is irrelevant to me.
- i dont know
- I experienced having an SRO in my high school in Regina as a teenager. Students did not trust them or feel safe around them. No one would willingly go to an SRO for assistance and their presence was not appreciated or respected.
- I go in to chat with our SRO occasionally
- I got in trouble with something
- i had a convo with her
- I had a lot of problems threw out high school and she was no help at all
- I had contact as a teacher and a counsellor
- I had regular friendly conversation with an RSO, and limited interaction with another RSO
- I have answered questions, had conversations with them.
- I have attended presentations put on by SRO and have had a SRO come and present in my classroom on a couple of occasions as a teacher.

- I have been insulted after my kids and their friends were targeted by SROs as troublemakers - elementary and HS. If that's what you mean by "received individual counseling" or "received assistance".
- I have collaborated with numerous SROs for Violence Threat Risk Assessments and engaging the SRO's expertise in connecting with youth.
- I have connected students to RSO when students have need. I have consulted with RSO in regards to community concerns that may affect my students I have had RSO's speak to my class My students have participated in sport activities with the RSO (Shooting hoops)
- I have dealt with SROs when dealing with incidents that happen with students in the building.
- I have engaged with an SRO while supporting a student after an incident of abuse.
- I have gotten to know our SRO and consider them a friend and colleague.
- I have had a School Resource Officer visit my classroom to speak about safety issues with my students.
- I have had an extremely negative experience with a school officer in a school setting
- I have had an RSO visit my students for various presentations.
- I have had an SRO come talk to Law classes and Health 9 classes in the past. It was so beneficial for the students.
- I have had many presentations about school resource officers but I have never directly went to them before
- I have had our resource office in my classroom for several presentations in the past.
- I have had SROs do presentations to my class
- I have had students benefit from the SROs in my schools. They have played a crucial part in getting my kids the help they need.
- I have had the Sro into my class to present to students
- I have had the SRO present directly to my students
- I have had the SRO problem-solve behavior, help with the school emergency response plan lockdowns, help us in an actual lockdown, proactively present in classes around bullying, vandalism, vaping, violent threat risk assessments, personal responsiblitity and actually be a part of a team approach to stage 1 and 2 VTRAs
- I have had the SRO visit my classroom in the past to talk with students about safety
- I have had them come in to the classroom to do a presentation on bullying In the past a school resource officer did a presentation on safety online to parents
- I have inquired about drug and alcohol presentations to staff, students and parents.
- I have interacted with a SRO when a student in my Advisory class was dealing with some issues.
- I have interacted with SRO and had a negative experience.
- I have interacted with SRO's as it relates to my students and their actions, as well as receiving students from their custody into my room.
- I have interacted with the SRO in the course of lockdown and other drills and have heard them present at a staff meeting.
- I have interacted with them during lockdown drills and class presentations.
- I have met SROs when I was at our schools
- I have met the SRO when my children were in kindergarten and they would come and meet the children and teach them about Russ safety, Halloween safety and more . And I met them now through my work in a high school.

- I have met with the department regarding youth mentoring
- I have never directly interacted with our SRO however I am on the Scc at Harbour Landing School and thus have communicated indirectly with our SRO through school admin. for the purpose of events.
- I have not interacted with an SRO since I was in school myself.
- I have not seen any - at least to my knowledge. I have also not noticed any resource officer vehicles at the school (while I am there).
- I have not seen the resource officer in a year... she came to the literacy morning at the s hool to read books to the students
- I have organized visits to my classroom for the students on various topics.
- I have reached out for assistance with programming within the community
- I have reached out to try to plan presentations, etc.
- I have referred a number of my students to our SROs over the years.
- I have said hello in passing but actively avoid interacting with police whenever possible
- I have seen RSO interact with students in many positive ways.
- I have seen SRO's stop children and harass them. I have seen SROs bully children in school hall ways.
- I have talked with out school officers they are really friendly. I had many problems in school and they helped me alot. So, yeah I have met them many times.
- I have very fond memories of our SRO from when I was a student.
- I have watched presentations given by SRO
- I have went with a student who needed help to report something to an RSO. They have also helped when a student was a having a mental health crisis in the building and we were waiting for emergency services.
- I have worked along side them in a professional manner for many years.
- I have worked alongside Sro’s. What sort of counseling are police giving?
- I have worked as a social worker in many Regina Public Schools, and I really value the school resource officers who play a vital role in the school community. All of my interactions have been positive and the officers have all been helpful and collaborative with me.
- I have worked closely with an SRO with students.
- I have worked directly with several SROs.
- I have worked directly with SROs in various capacities over a span of two decades.
- I have worked Longside SRO's to support vulnerable youth
- I have worked with individuals who have had to connect with the SRO and the support offered was significant.
- I have worked with Many over the years at Thom Collegiate. Always try to have a good working relationship with them and get to know them
- I have worked with many Police Officers in my school community (SROs) to support dozens of students.
- I have worked with the SRO for class presentations for safety (ex: halloween, pedestrian) and general police education (ex: fingerprints)
- I have worked with them as an administrator.

- I interacted with SRO's when I worked as a mediator in Alternative Measures. I respected many individually, but believe that a dedicated social worker could fill the same roll without the intimidation factor inherent in the relationship between an SRO and a youth.
- I know someone who is or was an SRO
- I live across from 2 schools and have great concern about parent parking at pick up and safety for children crossing and walking well parents are parked illegally and not paying attention. I've had very close calls of children almost being hit right in front of my house which cause me to call the SRO to speak about the situation and who's problem it is to be concerned with.
- I may have interacted with one, but I do not recall interacting with one
- I never saw
- i never saw our SRO yet in our school. they need to walk in the schools and talk to all the classroom teachers. We also need some SRO french speakers because we have Immersion schools in all the regina schools systems
- I regularly work with the SRO, and have had presentations in my classroom from the SRO in previous years.
- I served on the public school board for 9 years, and met and interacted with several SROs.
- I should have received assistance and counselling. Received none after being stabbed during school hours on school property. My mother was a queen's court judges assistant, I went to Campbell collegiate. If I didn't get what I needed (privileged kid going to the largest school in the province, with a parent working in the courts system) pls tell me who is getting what they need from this program?
- I supported a sibling that required assistance from the SRO and it was ineffective
- I talked to him about what happened on Toronto St. With the guy who was acting innapropriattly and was probably under the influence of something.
- I used to work as a civilian at the RPS
- I was an SRO and assisted many students with counselling, peer support, safety initiatives, community involvement, presentations, mentoring and provided information about resources in the community.
- I was assaulted as a teenager and was assisted by the SRO. I don't have experience with my children's SRO.
- I was aware of them in some Saskatoon schools.
- I was contacted that my car was hit in the parking lot. It was a phone call only.
- I wasn't aware of our school
- I work closely with our resource officers as a high school guidance counsellor.
- I work in guidance and our SRO has helped numerous individuals with questions about situations in their lives where police were involved or whether police needed to be involved.
- I work in the office of a few schools. All the officers across the school board are amazing/hard/compassionate people! Love too see/have them!
- I work in very close proximity to the resource officers office and see how utilized they are by both staff and students
- I work very closely with our SRO on a continuous basis.
- I work very closely with SROs throughout my day-to-day business in schools.

- I work with them on a committee for my work
- I worked along side as a counselor and administrator
- I worked closely with the SRO program for nine years. The relationship between Regina Public Schools and the Regina Police Service was outstanding. The SRO's were very dedicated in building positive relationships with both students and staff.
- I wouldn’t necessarily say I received assistance from them, often times the school resource officer only amplify and snowball issues as their presence is perceived (especially in community schools) as not being for the student, but to uphold the systemic institution (because that is exactly what is happening). Perhaps more school counsellors makes far better sense then uniformed police officers amongst elementary aged children.
- I'm not sure I have, but If the officer is dealing with students the parents should always be present. Just because I have heard some students felt threatened by the SRofficer and this could lead into not being able to trust or like police officers as they get older. And this could be prevented. Thanks
- In higschool there was an SRO, im sure he was a kind person, as understanding as he was allowed to be. The his presence was threatening to everyone, no felt comfortable around him and the police presence only increased tension. As far as I know he didn't reprimand or "assist" anyone.
- In meetings with them
- In my job as a social worker - very helpful.
- In my own high school days
- In my role as administrator I have worked/connected with at least 7 different SROs over the last 12 years.
- In my role I work very closely with the SRO in my school.
- In past years, at different schools, I have witnessed a couple of apprehensions by SROs that took place in school. I have also been involved in team meetings with SROs over the years.
- Individual counselling was for a student that needed help with an issue. I served as an interpreter as the student is Deaf. I also had individual counseling from a constable outside of school hours when a student contacted me and was worried about their safety. The constable helped talk me through how to call child protection and what the regulations are around it.
- Input into various school planning as well as violent risk threat assessment.
- Interact w/SRO every time they are a presence in the school.
- Interacted with SRO in the office.
- Interactions involving school-related issues.
- Invitation to classroom was accepted and then I reached out to confirm and they cancel at the last minute.
- I've had an SRO speak in my classroom about restorative justice
- Ive had then in my classroom numerous times to educAte, read to, or do activites with my students.
- I've invited my SRO into my Law classes in the past.
- I've seen a SRO car parked at the school

- Kindergarten visit. Lessons about staying safe online.
- Leader program back in 2019
- lockdown drills
- Long time friendships developed from positive interactions with S.R.O.s
- Many interactions during my time in school many years ago.
- Most are pleasant but not connected to the students beyond dealing with issues. I worked with one SRO that was terrific, she had a background in forensics and an interest in education. The others I have worked with seem to be just putting in the time (at best.) The problem is that for the majority of students, any pleasant interactions with the school resource officer is often over shadowed by negative experiences with community police officers. For some students the presence of the police cause real stress. I've seen large policemen take to the ground and handcuff a small 12 year old girl, as her teacher was screaming at them to stop because she was having a PTSD episode, not drugs as they automatically assumed. I've had my brother in law and 14 year old nephew (African American) told to raise their hands and give identification when they were standing on their own driveway as those same police were returning my nephew's stolen bike. Neither of them broke the law or did anything aggressive. Many of my students have just as negative interactions, or worse with police. The resource officers are uncomfortable to have in the school because the police presence in the city is often not positive.
- My child called 911 because she was being bullied at recess. She was the one who was disciplined and the SRO was brought in to speak to her which was very traumatic for a 7 year old child who was only reaching out for help.
- My child was looked in on by the officer in high school. He is autistic and we worried about him trying to fit in with peers and being persuaded to try drugs or do unlawful things to please people.
- My daughter has
- My daughter has met with her school's resource officer recently regarding some harrassing calls/texts she had recently been receiving. The experience has been positive so far & having them available in the school facilitates ease of meeting with an officer if only for questions, but also for guidance/assistance, etc. I will be following up with the officer regarding the situation as well. My daughter came away from the meeting feeling very positive about it.
- My daughter shared with me that the school resource officer went on their outdoor education field trip - which she really enjoyed.
- My husband was a RPS a SRO
- My son was in trouble and I communicated with the SRO
- My son was involved with an SRO, who facilitated a mediation session between him and another student who had injured him at school.
- My students have accessed the program for multiple reasons. One of the positive parts of program is that children learn that police are not scary or harmful people. They also help with lock down drills etc.
- My students have had the need to directly deal with our wonderful SROs. Sometimes the idea of going to the police station is too overwhelming causing kids not to report. Having a familiar face across the table from you at your worst moments is a saving grace.
- Negative situation
- No, not a lot! like rarely I do.

- No, they have not said hello in passing.
- Not applicable to me
- Not me specifically, but have been involved in working with SRO to and student
- Often while I worked at St. Luke. The constable is amazing
- Only as a student two decades ago. But I still remember the few talks/assemblies we had with them presenting.
- Open the door
- Our past School Resource Officer led the testing for the CAA School Safety Patrol program and has came into our classroom a few times
- Our Resource Officer also has helped the Parent Council with serving students hot lunch at events within our school
- Our resource officer participates in a lot of our school activities so I have seen her interact with staff and students in a positive way.
- Our RSO came to outdoor ed overnight feild trip.
- our school resource officer does a lot with the scott police academy. i am in the police academy
- Our school SRO does presentations to classrooms in the school.
- our SRO came into my class to present on online safety and bullying
- Our SRO has led a few presentations in the classroom. I thought the presentations were well done, especially those related to social media conflict.
- Our SRO has supported some of our the at-risk students in my classroom, as well.
- Our SRO helps out with Yoga sessions for the football team
- Our SRO works out with our Vocational ans SEP students.
- Our SRO would come into my VAP p.e. class once a week and do a workout with the kids.
- Our SRO, is more of a colleague than an officer. I go to them for questions I have or my students have. They have a major presence in our school. Always attending the extra curricular sporting events. And sitting in the stands with our students and cheering on our teams. I would be devastated to lose them in our building! They have such a positive rapport with staff and students.
- presentation in classroom
- Presentation in my classroom
- Presentation to my Classroom
- Presentations
- Presentations about various things when issues present in my classroom or in individuals in my classroom
- Presentations in the school to the kids and talking to them (all positive)
- Presentations. Joining class for activities.
- Presented in class during my internship.
- Presented in my classroom.
- Presents in my class

- Previously worked at a community school. Their insight and physical presence in the building was required. They supported us when there were restraining orders in place, counselled on countless topics and built relationships with students.
- Problem solving for students, participating in meetings
- Professional collaboration
- professional collaboration with SRO
- Professional shared clients
- REALLY SAD YOU CANT GET MENTAL HELP FOR YOUR CHILD AND TOLD BY POLICE OFFICER HE DOES NOT HAVE TIME TO TALK TO YOUR CHILD AS HE HAS TROUBLE ATTENDING SCHOOL
- School presentation
- School presentation about safety and worked with students when there was a home/school incident
- Seen the negative impact they have had on students
- Several times a month. Safety drills, student education, problem solving with the law.
- Shared helpful information and guidance
- She taught yoga after a football game
- She's really nice and we converse often
- spoken with SRO about a student
- SRO has been non-existent at Holy Rosary for more than 5 years. Always told there are bigger issues to deal with than our school. Students/teachers couldn't pick our SRO from a lineup
- SRO has done presentations in my classroom. I have also talked with SRO to discuss issues regarding school and also with my own personal life. I have also used the SRO as a commissioner of oaths.
- SRO has provided guidance during a crisis.
- Sro have presented in my class yearly to answer questions about their work. Community helpers presentation.
- SRO helped us with a severe online bullying issue happening to my daughter.
- SRO presented in my class.
- SROs have attended my classroom for educational purposes
- SROs have given presentations for staff at some schools I've worked at.
- Students of mine have interacted with SRO's and I have interacted alongside the students.
- talk to him alot he would do presations with us
- Talk to my SRO all the time and assist with whatever SRO needs.
- Talked regarding a student in this school. Talked with SRO in another school re: Trip Programming.
- The new resource officer came and talked to us a week ago regarding our behavior while riding the city transit. That was the only time I have met and seen him.
- the officer at Knoll started the position in past 2 weeks

- The police in the school or being close by makes me feel safe to work in north central.
- The resource officer at Martin breached my son's privacy and gave it to someone who is not his parent
- The school resource officer has visited our classroom.
- The school resource offier program set up a day of information for students I work with
- The SRO at Sacred Heart is very involved in the school
- The SRO has attended my class and provided valuable learning opportunities for my class.
- The SRO helps with lock down practice at my school, presents drug and bullying information to the senior students.
- The SROs at the schools I have worked at are extremely rarely present in the building.
- There was a resource officer at my high school. I remember them as friendly. It helped frame my perspective on police.
- They arrested my son based on bad evidence from students who wanted to get my son into trouble because they didn't like him
- They assisted my daughter when I brought her to school after having a sports injury.
- They called me about of my friends running away
- They came to the classroom to talk about illegal substances
- They gave me a candy once and we had small talk outside their office.
- they had to do a wellness check on a student that was in out household
- They have assisted the schools multiple times in the VTRA process as they are very important member of the team in our process.
- They have been in my classroom doing various talks and lessons
- They have come into class and spoken with students. They have toured students around the police station.
- They have come to my law class to explain some of the aspects of the policing side of our legal system.
- They have done presentations in my classroom
- They have presented several times in my classroom.
- They have supported classrooms and individual students with learning pieces/understanding potential consequences.
- They interact with children in a very positive way.
- They never show up to our school so I have no idea who ours even is. My children also have no idea who their resource officer is. If we want this program to work we need to have their presence in schools and not just the high schools.
- They presented on Halloween safety to my class
- They were present at my elementary and high schools growing up. Police can be triggering for a lot of people, for some kids, school is their safe place. Adding the presence of police officers can take away that safety they may feel.
- This is a very poorly written survey. There are a lot of areas where NA should be offered. There is no explanation of what this program is you're asking about. There's an assumption that one knows about it and there are not enough answers that are reflective of question.
- This program has been in place since I was a child here in Regina and I can't recall one interaction with a SRO myself. They may have a presence in certain schools in the city but not for all.
- through work

- Through work I have interacted often with SROs.
- Through work I've got to know some
- Throughout elementary school and high school , nieces and nephews have all or are currently still involved in school as well as my own kids
- VTRA, lockdown practice, answering student questions
- Was a basketball coach last year at thom
- was a School Patrol Officer in 1980 until 1983 in the Elementary System. In 1983 I became the first High School Resource Officer at [redacted] and [redacted] until 1985 (2 Years) Best program going!!
- We have a child in elementary school, but also have a child who already graduated from Thom Collegiate. She had more than one experience with a resource officer.
- We have booked resource officers to speak to our senior students (gr. 7/8) about bullying, online safety, racism, etc.
- We have called in an escalated circumstamce.
- We sometimes get a going convo with a (SRO)
- We talk about stuff here and there
- We used to have programs done with the school resource officer, or they would come and say hello to students, but now I could not pick our resource officer out of a line of 2. It is very disappointing. The program is so valuable, but there is no budget attributed for it to make a difference.
- When at the school, which most of the time when negative incidents happen at the school. Hardly ever positive in school or classroom. visits
- When I was in high school we had one. It truly didn't feel necessary.
- When in school I was quite involved, therefore worked one on one with the SRO for programs such as SADD (Students Against Drunk Driving) and the drug school program
- When in school, ours would do presentations.
- When my children attended RCSD we have had direct interactions and assistance from SRO.
- Whenever I teach the poem "Auto Wreck," I asked the SRO to speak to my students about traffic accidents and investigations. Two times in the past twenty years, I have taught a novel that related to police work/detective, and I asked the SRO to come and speak to the class about policing/detective work/cases. About 30 years ago (I have been teaching for a while), I taught a short story "Hit and Run," so I asked the SRO to speak about how a hit and run would be investigated.
- Whenever she is here, I try and drop by to say hi and maybe chitchat a bit
- While teaching, regular contact with numerous SROs over 30+ years.
- Work closely with SRO as administrator
- Work professionally with them
- Worked alongside SROs in professional capacities.
- Worked in collaboration with an RSO working with students and families

- Worked in one of the High school offices for many years. Called students down for the SRO.
- worked on committees such as Day of Pink and other community initiatives with Resource Officer as a former administrator
- Worked regularly with SRO over past ten years.
- worked very closely with one in one of my placements to support a family in crisis. This officer went above and beyond their call of duty!
- Worked with a SRO during a pedestrian safety exhibit as a member of the SCC
- Worked with them on vtra's
- Worked with them when dealing with a student issue.
- Yes - presentations in my primary classroom from an SRO
- Yes have seen them at school events
- yes i have our SRO is very active in all of my classes
- Yes I have smiled at her once and she smiled back- she seems really kind!
- Yes I have stopped and talked to him to introduce myself
- Yes I have talked with SROs and had presentations done by them at my work.
- Yes I reach out to the schools resource officers . It was [redacted]
- Yes I work in conjunction with our SRO to assist at risk students in our school
- Yes I work with SROs regularly as part of my counselling position. They have been very helpful particularly in supporting students
- Yes we have had many interactions with the SRO. None of them honest or positive. Have asked for help dealing with issues and wrote letters of concern that have gone unanswered by the regina police department and school board
- Yes we have included them with doing presentations at our PTA meetings. Also with issues at the school when my kids attended school.
- Yes, a few times they did a little presentation in front of the school.
- Yes, a little bit through my work. I think cops in schools is not appropriate.
- Yes, both schools that I have been at the SRO has been very present and a positive influence on the school. The students are very welcoming of the SRO in my experience.
- Yes, classroom presentations
- Yes, extensive cross-responsibilty work with the most vulnerable in our community.
- Yes, I have collaborated with an SRO to do school presentations, talk with students/families
- Yes, I have had an SRO do a presentation for my class.
- Yes, I have had the school resource officer do presentations in my classroom for multiple years
- Yes, I have had them in my classroom to do presentations on cyber bullying, etc. and some students are pulled aside by RSOs for serious issues and I am expected to be there.
- Yes, I have said hello in passing
- Yes, I have worked with SROs as a former school division staff member.
- Yes, I have. I am in the police academy so speak regularly with the SRO

- Yes, I used to work in a high school where there was one. I was able to discuss personal things with then and saw them do their job with students and their patents
- Yes, I was one
- Yes, thank goodness I had a professional, kind, caring and culturally responsive officer to assist me when my student(s) ran away through North Central. Good thing we had an officer who could assist for protection of those student(s) and address school safety issues related to students bringing knives to school, among many other matters. Or how about the time a parent came into my grade 1 classroom and threatened to beat me up? I'm so grateful I had a school resource officer to go to her house and her remind her about criminal charges that could be laid against her should she continue threatening teachers.
- Yes, we had them in school. There presence caused a lot of anxiety and stress for my peers that had had interactions with police officers in the past due to family incidents. The SRO did not put them at ease even in plains clothes in fact it made them more on edge.

Q. How would you rate your experience interacting with the School Resource Officer? Please provide a brief reason for your rating above.

- 8
- *Usually kind and approachable
- 5-6. Neutral, neither here or there.
- 7, cause I have no clue what I'm blabbering about, and like it is very, very i don't know. Why you asking me a lotta questions!
- A child threated to bring a knife to school to hurt my child. When my child told me about it that day, I called the Police and requested that the School Resource Office be at the school in the morning to meet with me, my child, and the Principal. Thankfully, the SRO obliged and searched the bag of the child and found nothing. There was a discussion with our children and all parents. It made us feel protected and lessons were learned.
- A level of comfort is needed in assuring us as parents that we know if our students are having issues, that they have this option to go and speak to an officer. For myself I feel it's important for everyone to know you have some sort of protection if there was ever the need. I think it brings awareness that the police are good people and they are there to be of help.
- above and beyond
- Abuse of power
- Again, our relationship with our SRO has been very positive. They are able to provide educational presentations when needed and also provide direction on higher level incidents as necessary.
- all individual SRO's I've interacted with presented as engaged, well-meaning, respectful, and interested in intersectoral team work
- All interactions are positive and helpful. They are professional and helpful within the school and work to build relationships.
- All interactions have been positive with SRO's over being students in past and now working with them in professional capacity
- All of my interactions with the RSO have been incredibly positive. They have gone out of their way to make friendly overtures with staff and students alike. They have also been really wonderful resources- coming into classes to speak about the role of law enforcement as well as providing tours of the police station to my classes. They have been available by email to answer questions as well.
- All Resource Officers that I have had the pleasure of working alongside have been professional, compassionate, and truly caring. They have gone above and beyond to ensure everyone felt safe, heard and respected.
- All the officers I have had interactions with have been knowledgeable and supportive. They are a great sounding board for how to manage situations and are expertly trained at mediation. I believe that the current view of police officers is not the best, and that having the proper officers in place with the right personalities can help youth see the support officers can provide, not just in schools, but in the community.
- All the resource officers I have worked with are friendly, helpful, and want the best for the students. When we discuss difficulties the students are experiencing, they want to help support the barriers to success and help them make good choices. All have been a part of class presentations and community initiatives to help the community see the positive role they play in supporting students.
- All the SRO's that I've worked with a very friendly and helpful. They are responsive and have been here to support whenever we need.
- Although I do not see the SRO on a regular basis, they are always friendly when they come. The students are fascinated by them.
- Although it was only brief hellos in the hallway from time to time, the SRO has always been positive, kind and welcoming.

- Although their presence isn't required often, we've had positive interactions during lockdown drills
- Always approachable, informative for students, great resource.
- Always building relationships and willing to speak to community when allowed to by Administration. The roadblock appears to be school administrators unwilling to use them as a resource instead of student punishment
- Always friendly and ask how I'm doing.
- Always friendly and available.
- Always friendly in the halls.
- Always friendly, supportive and have been able to help us in making a positive impact in students' lives
- Always friendly. Students love them.
- Always helpful and insightful to different issues that arise. Helpful in planning lock down drills and general safety planning.
- Always helpful in dealing with students.
- Always helpful, always pleasent. Patient with the students. Seeks to understand and warn before taking legal action.
- Always positive, but sometimes they aren't available because of their schedule. It seems pretty full.
- Always very cordial, and willing to help or provide knowledge of a subject in question.
- Always very friendly
- always very friendly and open to casual conversation
- Always willing to assist Staff and Students with issues. Making you feel the issues matter and are important.
- Always willing to help, answer questions and is a great role model for our students.
- Always willing to support and always available to consult with as well.
- Amazing experience with with our School Resource Officer. Makes my job as a teacher so much easier when navigating difficult situations with students.
- Answered my questions and was helpful
- any of the resource officers that we have had at Balfour have been very approachable and easy to talk too. They have been helpful with any questions that I have had an have provided help dealing with students that cause problems in the building and property
- Any school resource officer that I have interacting with has always been able to explain situations to me. They are very visible in the school....some even volunteering their time to help coach different sports.
- Any time I personally have needed support either with a police matter or to have someone come and speak with my students or staff, it has always been a positive experience and one I hope we can continue.
- Approachable when coming into the classroom for the students and staff, humorous, and help out when needed.
- As a former student, staff member, and current parent of two students, I often find the SROs to be disengaged when I encounter them. They never pay attention to my children or I, perhaps because we are not causing "problems," but I can't say that I've ever had a positive experience with them

- As a guidance counsellor, the SRO has helped me understand police policy involving sexual assault, and options students may take in that situation. They have helped numerous students with questions about items being stolen, having been in trouble with the law and what to do. They have helped ease student's minds when going through difficult situations. They also build positive relationships with students and decrease stigma some have that police are bad.
- As a parent I feel a sense of safety for the students. I was at Cop Shop this year and truly saw the human side of police officers. Their kindness to the youth they were with was a humbling experience.
- As a past Vice-Principal (from AB), I interacted with SROs regularly, and always found them incredibly supportive, no matter the situation. Great, positive presence in schools, always finding ways to connect with staff and students. SROs are a must.
- As a school administrator I have worked very closely with School Resource Officers and have had only positive experiences. They are an essential part of a school in my opinion. I'm not sure I could have done my job effectively as a high school vice-principal without the School Resource Officer.
- As a school administrator, I work closely with the SRO in my school. The SRO at our school is extraordinary. They very supportive when working with student situations, they provide valuable education and help with lockdown drills, and participate in a variety of school activities.
- As a substitute teacher, School Resource Officers provide students with an alternative perspective that can be positive. Opening up friendly conversations with students is a good way to improve community engagement while possibly decreasing crime curiosity among today's youth.
- As a teacher, and in an acting vice-principal role in the past, I have depended heavily on the school resource officer. He, in this case, was very supportive.
- As a vice principal in a high school, our RSO is one I work very closely with. They help identify where the issue falls (criminal offence vs school discipline), and are always there to support me when times are difficult like executing a weapons protocol or lockdown.
- As an administrator SROs are part of our team when dealing with student conflicts, social media bullying, family violence, and many other issues. SROs provide advice to both staff and students in these situations.
- As an administrator, every time I interact with SRO, the focus is always on problem-solving and education and information for students.
- As an administrator, it is very important to have an SRO to turn to when in need of advice or to call upon for help with an issue in our school. As a parent, I want my children to know they have access to an SRO when needed to support them, and it also gives me peace of mind to know our children have that safety net if a threatening incident were to occur.
- As I said in last question, Our constable is AMAZING! Super involved with our students and staff. She attends TONS of events at our school and within our community. She is a huge supporter of Miller! :)
- As mentioned. She provided the support that I needed/need as I moved (move) through the process of confronting a young offender at RAMP and within the legal system.
- As stated previously my interactions have been indirect.
- At one point I was threatened outside of school and talking with the resource officer helped a great deal.

- At one time in my career a SRO gave a presentation about violence in gaming and what it does to the brain. At my previous school the SRO would speak with youth about various problems they were having with others. I think that these were valuable opportunities.
- At times, it has taken significant time to get "action" or next steps with the SRO done. Would also like to see the SRO proactively involved/present in the school instead of only when there is an issue.
- Because It is the best program at Sheldon Williams collegiate
- Because she smiled back at me and seems very kind
- Because she told me people wouldn't believe me so not 10/10
- Because our SRO [redacted] is a very nice and approachablee man and he is also very cool
- Being a staff member and in maintenance, often will mention issues you see, vandalism especially. Always seemed to want to get to the bottom of it
- Both as a member and as an important role in the school, my son has great things to say about the resource officer including the presentations they provide to the students, the relationships they form and the incidents at school they attend to help the students and parents
- Both experiences have been super positive. The RSO's have been very supportive and the work they have done with the student's have been incredible
- Bro is an absolute G
- Came to provide a presentation in my classroom.
- Can answer questions related to the law without having to go to other resources and very easy to talk to without being intimidated
- Can't remember the resource officers name- but pre pandemic, they were the resources office at Scott Collegiate and Kitchener schools. The only resource officer I've worked with that practice community care instead of community policing.
- Can't imagine not having their assistance available for school staff and students. A definite very necessary positive asset of both encouragement and support.
- Care about the kids and building a positive relationship and impact on the community
- Caring, dedicated individuals who are proactively interacting with students & staff in our schools
- certain officers are very difficult to reach when needed
- charged my son at 12 for something when he had never even been spoken to by a police officer before and then were not very cooperative when parents were trying to get answers
- Classroom visits were very well done and personality of officer was a good fit for age group
- Collaboration for safety and VTRA.
- Our constable has her eye on the community. She provides support whenever requested. She also is aware of the needs of the school and knows when to "Check" in. her advice to students who are under twelve and over twelve has been so valuable to these students. She has saved children's futures. The cost of the SRO program is a fraction of what society would pay for if many of these saved futures would end up in the justice system. She helps us build and maintain a safe, positive and pro-social culture at our school. I have been involved with the

SRO program for 20 years at 8 different schools. Sometimes the SRO is disinterested but most of the time they have similar goals to our Constable

- Our Constable is very approachable. She always has a warm smile on her face and knows everyone!!
- Constable was very informative and helpful, never felt intimidated or threatened. If needed would say hello again.
- Created positive relationships between students and SRO. I would love to have more interactions like this (presentations to classrooms about different topics ie. social media, bullying, substances, general safety)
- Cst is in the school often and very welcoming. She shows up in uniform.
- Our Constable was helpful, calm and explained what I needed to know.
- Dealt with a serious issue between my child and another student
- Depending on the resource officer, there level of comfort and skill working with Prek to grade 8 varied. Some took the time to learn staff members names, some didn't.
- Depends on the SRO. I have found one to be too passive with issues requiring support. Others have been great
- didn't really do much except walk around with staff members and chat. In my experience (about 5 years ago) they would be in uniforms making them unapproachable for me and peers. I personally found school counsellors more beneficial and comforting to speak to. Wasn't clear generally why they were there and what their purpose was.
- Doesn't matter what you say they only listen to the principal who is backed by the school board no matter what. One sided biased and should be removed from our schools immediately. This is detrimental to the kids and the other staff members that must bow down to the principal. Very very flawed and biased
- Due to the precious incident. Nothing was done and it was a serious incident.
- Easy to talk to and get ahold of responses to questions and concerns and brought education into the classroom
- Engaged and there to help
- Engaging
- Every experience has been positive. My child volunteered to be school safety patrol under the direction of a SRO and had a very good experience. Seeing a resource officer at the school makes my kids feel safe. A few yrs ago they were confident to report a crime outside of the school zone because of this relationship. RSO's are a vital part of the school community in my family's opinion
- Every interaction is friendly, profesionnal and knoweldgeable. They are able to connect with staff and students alike and answer any questions staff or students may have.
- Every SRO I have worked with has been responsive, worked together with us in complex situations, and also offered sessions for classrooms about bullying, drugs and social media. They have all supported all of my requests and are an important part of our team.
- Every SRO that I have interacted with has the students best interest at heart. They are there because they want to ensure students have a positive experience with RPS and that the students are educated and protected.
- For the reasons you might want a police presence in schools, I have found the SRO's very helpful when dealing with those situations. Also, they have integrated very nicely into the schools. They feel like one of the staff members and support team.

- Friendly
- Friendly
- Friendly and always approachable
- Friendly and approachable. Made me feel safe.
- Friendly and not intimidating
- Friendly in passing. They came to do a classroom presentation about students sending inappropriate photos to others. The presentation was very harsh and punitive and not instead of educational and informative. Tried to scare the kids out of doing it instead of educating them on the reasons why this might hurt them in the long run.
- Friendly, approachable, and a positive presence
- friendly, attentive
- Friendly, engaged with kids in a positive way
- Friendly, knowledgeable….
- Friendly, love seeing them a part of the school community
- Friendly, makes me feel safe my child has police presence.
- Friendly, understanding, willing to learn about the unique needs of my students and work towards solutions on a large scale outside of the school.
- Generally the SRO has been a positive role-model for youth.
- Good attitude, calming presence, kids are responsive.
- Good, solid relationships are created between SRO, community and school.
- great information, helpful in assisting with an issue
- Great presentation and very knowledgeable, able to answer student questions.
- Great presentations - thorough - professional - positive police presence in the school - officers would come to play volleyball or basketball with the students -
- Had a student from another school threatening my daughter. Having resource officer in the school was a relief to my self and her. There was positive interaction between myself, the officer, and my daughter. My daughter told me she would not have come forward about the threats if she did not know the officer from her school.
- Had no problems and only got yelled at when I did something wrong
- Had positive experiences via presentations, they all seem like people who want to help
- Has always been available to help and offer assistance
- Has always had a positive relationship with RSO
- Has done safety talks and was very informative, and it was good for the students to see an officer up close and personal. They were very patient answering a million questions.

- Have always been supportive in assisting us when needed. Have done their best to be available or become available when needed. Have made time to come into the schools for presentations when asked.
- Have found them to be friendly and polite!!
- Have not talked much
- Haven't had much to do with the SRO. I would like to see more preventative initiatives from the SRO.
- Having a police officer there to support us during situations is invaluable.
- Having police in schools increases student contact with police. I've seen SROs target Black, brown and Indigenous students. This means those students are less safe coming to schools with SROs and that they are more likely to leave school "known to police" or with criminal charges, it also means they are less likely to graduate. Our schools need to be safe for all our students. Invite police in when necessary, but end the SRO program.
- Having school resource officers in the school is very important to my family. It makes us feel safe that there is someone from law enforcement to help if need be.
- Having the officer available to respond to school-based concerns quickly is extremely valuable. Most of our incidents do not result in charges but having the extra voice reinforcing potential outcomes is appreciated. The officers are able to develop positive relationships within our school and are another connection for our students and are also able to build positive perceptions of the police, sometimes with students and families whose previous experiences have been very negative.
- Having the officer come into our classroom for a positive interaction with the kiddos is extremely important. Many of the students we teach have suffered traumas or live in less than ideal circumstances.Their perception that a police officer is someone approachable who is willing to help is extremely important.
- He assisted my mom with a hit and run and assault in the school parking lot. Initial contact was good, but it did become challenging to get ahold of him when sgi was processing the claim.
- He could pay attention to these infractions well he was at the school but he's not there every day. Unfortunately it's a city bylaw I for cement issue first. Which made me wonder why he said he could make a difference when he's there but when he's not it's a city problem.
- He didn't say anything to me, but I don't expect him to as he's attempting to just focus and do his job. It still would've been nice he said hi back though.
- He explained in detail about being pulled over while driving and was very informative
- He indicated he would look not my complaint and I felt that he would.
- He is a very nice guy, even though he looks kinda scary. he responds pretty nicely when I try to talk
- He is awesome to chat with and great with the kids
- He is very nice but also very serious with his job which makes it a little more comfortable know that he means business
- He just stood there.
- He protected our daughter after a sexual assault at school, and remained a support when there was bullying at school.
- he said hi back

- he seemed nice
- he talked one on one with us, and the class.
- He was able to answer all my questions, provide support for me and help out a student. I don't think the student would have sought his help had he not been in the building.
- He was an important neutral and knowledgeable person between school staff, parent, myself and child involved, all of whom have less objectivity.
- He was friendly and welcoming to me when I came to the school, just simply as he walked by
- He was nice
- He was nice
- he was nice :D
- he was very friendly and understanding.
- He was very kind and respectful
- He was very nice
- He was very professional and understanding
- He wasn't very invested in the school or it's students
- He's very nice, he asks about your day, and more
- helped me when i needed it and made me feel like she was on my side
- helped resolved challenge with family in a way that maintained positive relationships
- Helped with a situation when my child felt unsafe
- helpful and friendly
- Helpful and informative
- Helpful in dealing with all kinds of issues. Building relationships is key. If a patrol unit had to attend to all issues for schools, it would tie up patrol units and they don't have the relationship build.
- helpful, knowledgeable, patient and taught about why and how as well as possible implications
- Helpful, positive, supportive, informative, provides perspective
- Helping support our Safety Patrol Program.
- Honestly I am not sure I was even contacted by the resource officer. I do not think my parents were, and our options were not properly explained to us. No outside officer was brought in to advise. The hospital was not alerted, I was driven to a medi clinic on south Albert street for emergency care. I was bleeding profusely and no one called an ambulance. No one called police. There were witnesses who saw what happened and reported it immediately, who were dismissed and claims not investigated. Someone needs to tell me what the resource office did here, bc as the victim, it looks like absolutely nothing.
- Honestly, if the SRO would be comfortable with coming to talk about things OTHER than officer/laws. Maybe join an art lesson, or learn about Indigenous traditions IN the class.

- I am an older white woman. I am treated with polite deference, rarely anger or suspicion.
- i am in spa and [redacted] is like a teacher to me
- I am still waiting for a follow-up call from him
- I am white and middle class
- I barely talk to the school resource officer
- I believe it is valuable to have police officers, especially in our high schools. For a lot of kids that would never otherwise interact with police, it is a great opportunity to build a positive relationship with police, see them as a person, and be able to access them easily. Police officers are excellent role models and it would be very sad if they were no longer part of the school system. For kids that claim they are scared of the police, I can't think of a better way for them to have a positive interaction with them, if not at school. The Regina Police Service is an outstanding organization and the school resource officers care about public safety and truly care about the children.
- I believe the School Resource Program has had many positive interactions with students and staff. I believe there is still room for more growth which is limited by resources.
- I did not feel safe around police. They were very friendly to the school bullies, which further enables their aggressive behaviour.
- I did not get a chance to interact.
- I did not have the opportunity to interact with the SRO, but my daughter mentioned her presence as a positive.
- I don’t know about this
- I don’t know what a school resource officer is.
- I don’t like police, but as a person he was fine but he didn’t answer my question directly and beat around the bush. Didn’t sound very confident about the RPS
- I don't have an opinion. I am in a gray area for meeting him.
- I don't infact have any such experience. However when I see a police officer with his gun on the streets of Regina I freak out. I am very glad there was no SRO program when I was in school!
- i don't know??
- I don't need an officer jumping in when I'm helping kids through traumatic experiences
- I don't think they have ever provided anything helpful.
- I encouraged them in what they do. They responded asking for feedback. I provided examples from kids I interact with and who appreciate the presence of officers in their schools.
- I enjoyed seeing her read to my children while I garb us Breakfast at the school literature Breakfast morning..
- I eventually had to loop in VP, Principal and counsellors to get some sort of movement on a case - the irony was it was anti bullying day when I was seeking continued support. Pls note this issue we were dealing with came with screenshot evidence that showed the severity.
- I feel they need a presence in the schools ... but i STRONGLY. Feel just like any principal or teacher theres always some sad excuse (ie. a property line) that no one can do anything about the fights the bullying or anything of that nature ... i feel there are zero consequences for any bully other than a phone call home! The point of the resource officer is to police " " over the magical property line, an excuse the

principal ALWAYS gives ... yet theres no one there ever , unless the parents band together and call the rps ... then all you do is post someone to sit in there warm police car outside of the school down the road somewhere (this happened a few weeks ago and its pathetic) ... asked her (rps officer) why she was parked over the cross walk 1 block away and thats what i was told ... you cant see the school from there ... pathetic ... the other thing is you guys are to busy worrying about hurting someones feeling to actually step in and go talk to a family with there child ! Nope just a quick phone call " ohhh we cant do anything! but talk to [redacted] and tell him its not ok" its pathetic [redacted] doesn't give a rats ass OBVIOUSLY ..... Im speaking on behalf of someone who has a disability and is constantly bullied at school and nothing i repeat NOTHING has ever changed ! Hell nothings changed in 25 years ... And the reality of that comment is parents telling there kids to go to school and just fight back (although its wrong) just hit em ! Y not ? Nothing happens to them so nothing will happen to you ... so yeah to sum it up resource officers dont do anything it seems ...

- I Fell that Extra money That RPS Should go to Fair Free Transit for 18 and under
- I felt like we didn't see them very much at all and then when a student escalated and the SRO was called in, it was for disciplinary reasons and intimidation.
- I find them to be both helpful and informative.
- I found each officer to be approachable, respectful and understanding of young people, and happy in the work.
- I found one officer to be friendly, connected to the school community, and interested in the well-being of at risk youth within the school without posing as a threat or an authority. He was supportive and kind. His name was [redacted] The second RSO was completely uninterested in the well-being of students and felt threatening. His lack of interest in connecting with the students made his position as a uniformed officer feel as though we were being monitored for rules we were not breaking. He was using fear to uphold rules.
- I got bullied for over 3 years and she told me it was my fault. She was more into the childish drama then the actual students I OD in the school bathroom and she lied about it and twisted it and said I was the reason it all happened
- I got in trouble with something and she told me I'd have a criminal record and never be able to get a job with kids. Basically just scared me into thinking what I wanted to do for my future was over instead of telling me how dangerous what I did is (could put me in danger) and then saying that's a very real possibility that I could get a criminal record, Not saying I will have one. She didnt have to avoid that part but going about it as I said above instead of making me feel like my future was over and felt like she was putting more shame on me than I already felt.
- I had a concern and brought it to him and he was very helpful.
- I had been attacked by a student, and the SRO debriefed the situation and provided support and information.
- I had excellent rsos in high school
- I had little interaction not more than hello at school that i worked I would like to have more interaction and more understanding of what they do. Outside school as a woman of colour I am afraid of the police in general and my fine and gentle son is a young man a black young man and I always pray that he does not have to experience bad situation with the police. I'm looking forward to have a postive relationship with the police.

- i have a stalker and he helped me so much
- I have always had positive experiences, but I do not like how we are criminalizing another institution. We do not need the police involved whenever anything goes wrong.
- I have been trying to get a resource officer to come in and talk to my advisory students, but he doesn't answer my emails.
- I have family that are in a Regina Police Officer and met a lot of officer through them
- I have found our school resource officers helpful and polite. The only difficulty I have had working with them is that they seem spread rather thin (they have multiple schools that they are responsible for and cannot always be around) which means they are not always available.
- I have had a great interaction because I don't really talk to him
- I have had a multitude of positive (my door is unlocked after a real lockdown, etc.) and negative (my SRO made inappropriate jokes about guns and women towards me, my SRO dropped a student off in my room after they were arrested and charged, etc.) interactions with the SROs in my various buildings over the course of my career.
- I have had a variety of experiences (as a school admin). Some SROs are very responsive and helpful, others are very non-responsive....don't even respond to my text messages for assistance with a matter.
- I have had an SRO do presentations in my classroom. I teach grade 2. My students enjoyed interacting with our SRO and they learned about fingerprinting. They have also come in to talk about pedestrian safety. This was a positive interaction for myself and my students. They enjoy seeing our SRO in a positive manner.
- I have had challenging situations with students that challenged the safety of myself, my staff, and the students. Having an SRO come and assist with a situation provides a lot of support in the situation. The SRO is also vrey helpful in providing knowledge for situations like this.
- I have had nothing but positive interactions with the SROs I have worked with in schools. They are a valuable asset to our school division and communities.
- I have had several SROs and they have always had a positive presence in the school. They have been helpful with the the obvious police business in the school when there is issues or crimes, but more importantly they interact with students in the halls, come into classes, join in on activities in the school. I personally have felt supported by SRO officers and I know the kids do as well.
- I have had the opportunity to work with several different SROs in my time with RCSD...all interactions have been positive except for one. That individual was not well suited to working within a school in my opinion.
- I have had the opportunity to work closely with numerous SROs in my career, they were always collaborative members of the school community. The goal was to support the growth of students - part of this is the opportunity to witness Police Officers in a non threatening environment. A few years ago my son had the opportunity to have direct involvement with the SRO at his elementary school. The first type of involvement focused on threatening behaviour being exhibited by another student in the school. The SRO spoke with my son, and many others to gather the information necessary to support all students, including the one exhibiting threatening behaviours. The second interaction was when my son's bike was stolen from school, based in large part to the previous, positive interaction, when he noticed his bike was gone he immediately sought help from the Police Service and was rewarded (not with a returned bike sadly) but with the empathy and support of the SRO who took his statement, and made sure to follow up again in the following weeks.

- I have interacted with the SRO for various reasons. Kids have enjoyed their class presentations on various topics for health classes. I have also interacted with them for a couple of students who had very serious incidents at the school regarding behaviour and dangerous/illegal weapons and substances. They were a great support in all instances.
- I have never been greeted with anything other than positivity and welcoming of the officers I have interacted with myself. I see RSO's interact with students in a trust building and positive manor.
- I have never had a negative experience with an SRO.
- I have no issue with the individual SROs; I am sure they are kind people. There is no research that supports that SROs make schools safer. Children who are minoritized will experience a lot of violence from this program.
- i have not had a long interaction with the school resource office
- I have not had a negative experience with a SRO but I have very limited experiences with a SRO other than saying hi in passing
- I have only talked to the resource officer once
- I have seen officers doing presentations in other classes, but I haven't had to directly deal with an officer before with the exception of a report that we had to file.
- I have talked to him a few times mostly just asking the teachers questions and him jumping in and helping them respond but overall just hello's in the hallways.
- I have taught in a variety of schools and special education programs and did my internship with Regina catholic. Having the RSO program and officers in the school is a way to introduce students to a positive police presence as many of them have only had negative interaction with police officers in their homes when there are domestic disputes, their own troubles with the law etc. I remember when I was interning in the catholic division and the RSO showed up to help serve the Christmas dinner. They were so smiling and positive they even knew some of the students by name. It was wonderful to see them literally serving the community in a different way. Then they sat down and ate with some of the students. I was brought to tears when I saw this.
- I have watched them in person, interact with students and spoken with them outside of the school, and they are very good at interacting with the students and parents.
- I have witnessed School Resource Officers building positive connections with the students in their schools.
- I have worked alongside several SRO's the last few years and have always had positive interactions. They are definitely a valued partner in schools.
- I have worked in a variety of roles that required support from SRO's to clients of mine. The SRO's have been supportive, respectful, and have provided ongoing support.
- I have worked with 8-9 SROs over the past 15 years. They are usually well trained to work with students and their families. They have had positive impact on the resolution of often very difficult situations.
- I have worked with multiple SROs over my career with Regina Public. All officers have been open to communication, conversation, and approachable for advise.

- I have worked with SEVERAL SRO's over the past twenty years professionally (in both elementary and high school settings). VERY rarely there has been one that isn't a great fit for the job. It happens to all of us when we try different professional roles but overall our SRO's are fantastic and are invaluable as members of our school teams. I feel like so much of what they do is difficult to measure, especially if you are not working closely with them.
- I have worked within the last 3 years with [redacted]. She was amazing working with the kids to educate them on safe practices and fingerprinting. She and other police officers also help us learn to be safe during lockdown practice.
- I haven't interacted personally, but my children have had presentations from them which I feel are valuable and important. Kids need to learn not to be afraid of police. Police are there to help them. This program is extremely valuable. My kids have had nothing but positive interactions with the resource officers
- I haven't personally interacted, especially not with my children's elementary school. I personally think that there are better resources that could be onsite, that would be a better use of tax dollars, such as improved food services (for those schools that require), social workers, counselors, and other support staff that can help with learning.
- I haven't interacted with a school resource officer for years.
- I just think they are another resource for kids in school. They can offer counselling and help to kids in need. They also might reduce the issues in the school by being there.
- i know my officer hes a family friend
- I live across the street from a High School and any issue that should arise in our community is immediately dealt with by the School Resource officer once they becomes aware of it .As a consequence, we live together in harmony, peace and good will. We are not even conscious of having a Big School across the street unless we look out the window at days end. We learn every thing and our Children need this essential helper.-the multi- tasker. They are critical!
- I never had any negative or positive interactions
- i never met one
- I only give this score because I would like them to do welfare checks when a child is not attending school and the parent won't return messages.
- I passed saying hello, and we have chance of chatting how my day went in school
- I realize that the officers have a number of schools and it is hard to get to each of them. I find it hard to book and would love for them to engage more in school activities. The community engagement team have gone above and beyond. So great with our students. Thanks cst. Claude!
- I remember talking to them as a kid and they were always nice, friendly, and helped me see they're just regular people too.
- I said hi a few times nothing else
- I saw the positive impact these officers had in handling some cases with our youth
- I taught in community schools for 10 years they were a helpful resource to staff and students

- I think it's important to not see law enforcement as "scary", or "fear-provoking". Students should be able to feel safe and comfortable with SRO's if they ever need help.
- I used the SRO to help with students and families that were having issues. They explained the legal ramifications of their actions and having a police officer do this instead of admin, I think, had more of an impact.
- I was a witness to a violent attack from one student to another. The SRO walked me through what I witnessed and next steps.
- I was concerned for our students' safety shortly before school dismissal because an intoxicated man was hanging around just outside the doors. I spoke to him and he refused to leave. I phoned our school resource officer. She was incredible. She arrived promptly, safely encouraged him to speak to her away from students and resolved the situation in a way that staff, students, and parents felt safe. The man was treated with dignity and respect throughout the process.
- I was hoping that the SRO would provide some resources for families to review. We were also told that there is only one SRO for all Regina public Elementary schools. Not sure that is accurate. We were also told that we currently did not have a SRO because no one had been assigned.
- I was very familiar with [redacted] at Cor Park. She was there often and was easy to talk with. She also came and gave presentations to my class.
- I would change this question to my interactions with the students. I still have past students who are now adults recognize me and come talk to me because of the positive relationship that developed.
- I would give the rank a 10.
- I would like to see more connections between staff and our SRO, building those relationships, collaborating in classrooms. I would also love to see SROs supervising, or given opportunities to connect with students in positive ways.
- I'm responding as neutral. My personal experiences have been base level, saying hello in passing.
- I'm sure if would be very positive I have never met him/her
- i've never really interacted with him
- I'm not sure how to respond to this question,just because of a incident I heard a student had to deal with. So ,I think I speak for myself and possibly other parents the parents should be present when students are dealing with a rso.
- I'm very pleased the school having a SRO, they helped my son the best they could.
- Important team members within the school and community
- In any number of circumstances, the support and guidance that our school receives from the SRO program is invaluable. The SROs provide timely information towards reaching a safe resolution to incidents involving our students and families.
- In my experience the resource officers have been very approachable and willing to help. They are very friendly with students and have come in for a variety of presentations or just to say hi to the kids. This is so nice because many of my students associate police officers with something negative. Have resource officers in the building is a great way to show them that they are kind and helpful.
- In my experience the RSO was always very helpful when I had concerns with students and issues surrounding student well-fare.
- In my experience they have been friendly and personable. They were helpful.
- In my time here at Thom I have worked with 3 or 4 different RSO's and all of my experiences have been positive.

- In our school, the resource officer is very sweet, and my first interaction was very kind with him
- In the course of my teaching career, whenever I have asked the SRO to come to my class and speak about the topic (relating to the literature we are studying) he/she has been very accommodating, and the students found the session informative and asked questions.
- In the past, it has been positive. I do not see our officer at all (for years). I am not even sure who it is.
- Information sharing
- Initial contact was good but follow up wasn't.
- Interacting with the SRO has always been positive and they have always been supportive in the community with the students and staff. In my personal experience, I had a concern about a student who had a situation happen to them outside of school hours and when I talked to the SRO to check if they talked to this student, they said they followed up with the student already and they started up a case.
- Interaction was brief in passing, but positive.
- invaluable resource in terms of supporting positive and appropriate student behaviour; helpful information and presentations as needed to support curriculum and citizenship needs
- Is was about a problem at my elementary school and I had to get asked questions about the problem
- Issues with lockdown procedures — admin telling students police would be entering with guns. SRO went over protocols with me.
- It allows the students to see the SRO's as humans not just "the police" , it makes them very accessible in cases where they need to talk to the police. They may not want to go to the police station, but will slip into their office here in the school. Also if it is a matter between students all from this or other schools in this area, it is a familiar face working through the conflict.
- It hasn’t been negative at all so I guess it’s mainly positive
- It is challenging to interact in a meaningful way with School Resource Officers when they seem to change so often.
- It is evident they really care about the students and their job.
- It is very variable depending on the SRO assigned to your school at any given moment.
- It makes me uncomfortable to have a cop in the building.
- It used to be very positive, but now it is nonexistent.
- It varies. In my experiences some have been in the school, but really do not interact with students or staff. Very little initiated interaction. Others, though, have been very visible with students interacting and forming relationships - those are the people we want in the school as an SRO. The others who seem to be there as a formality - not so much.
- It was a "hello" as I walked past. In par with how I would greet any other person who I made eye contact with in place like a school.
- It was a 8 because they were very nice and there to help.
- It was a good interaction as she was kind and polite.
- It was a great experience for students.
- It was a long time ago (late 90s), but I remember them to be friendly.
- It was a neutral encounter, initiated by me and barely acknowledged by the SRO
- It was a short interaction, but his attitude was unnecessarily aggressive

- It was a simple greeting.
- It was a very brief greeting while passing by but he seemed friendly.
- It was fine but I felt like it wasn’t necessary in a school.
- it was good
- it was just a brief hello and they were very friendly
- It was just a quick hello. He was out watching where cars parked. He was very nice to the kids
- It was memorable. It’s good to see police officers in situations where it’s not an emergency.
- It was not long, but they were polite
- It was not positive in that it did not foster any sort of relationship between the students and the resource officer, but it wasn't negative either.
- It was when I was in school and had things stolen. She was nice but nothing resulted from the interaction.
- It would be great to see more positive interactions in classrooms and the hallways. Our SRO's have been great but most interactions are based on VTRA's and my role.
- It’s good to see positive role models around our children, it also helps them know that help isn’t far away.
- its good
- It's impossible to have a positive interaction with someone who is policing children.
- I've had short conversations with many SROs and all have been positive. When I've had them present in the classroom, it has been generally good. More importantly, students get tointeract with a police officer in a safe and positive setting.
- I've hardly interacted with any, but they were nice enough to say hi.
- Ive only greeted the resource officers and nothing more.
- I've only met resource officers when they come through for lock down drills. Otherwise they don't really come to the elementary schools. They seem friendly for the 5 seconds that I see them when they unlock my door.
- I've worked with 4 different SRO's. Each of them brought a different skill set, and each school used their services in different ways for different situations. In some ways, SRO's were asked to explain the law to a student who was on the verge of an infraction, other times they were asked to counsel students who had been victimized. Each officer was able to adapt to the different challenges schools and students face.
- I've worked with many. They are thoughtful, informative, and a positive example to students. They are a lifeline for many concerned parents. Their calm presence is a model for all. In difficult situations, they help problem-solve. In on-going situations, they provide another line of guidance. Excellent resource; excellent selection; excellent service to students, families, and schools.
- Just in passing, there was a smile and a hello.
- Just said hi
- Just said hi so not much to judge a person on
- Just saying hello in passing. Very friendly and polite to my kids.

- Kind in passing through hallway
- Kind, patient, helpful
- knowledgable, helpful
- Knowledgeable, steady and calm, clearly interested in building relationship, fantastic with children. This is for multiple officers we have interacted with in the school.
- Knowledgeable. Helps with students. A must have in HS
- Knows the importance of early intervention and passionate about community support
- Last year [redacted] helped me a lot with my hom situation and it was helpful for me to talk to her when I wasn't feeling safe
- Like many other professions, some officers are engaged and some are not. It appears that the program may also serve to allow some officers to get away from shift work and other aspects of police work for a less onerous assignment.
- Like said in last question, the offers are always kind and will take time out of their day to make sure you're having a good one!
- Limited interaction. When in school they are often busy dealing with issues and don't have much available time.
- Literally just said hello, they said hello back. No real frame of reference to answer this question
- M
- Met [redacted], very pleasant, kids enjoyed being around her.
- Most are pleasant enough people. They can be helpful for administrators who have to deal with legal issues. Many resource officers don't really form any relationships with the students. For some students, their presence is very stressful and can be uncomfortable and distracting. I don't think I have ever had a student who felt comforted by police presence.
- Most of my experiences have been positive and no more than a passing hello, however I have had a few experiences that were extremely negative and even traumatic.
- Most SRO's were helpful and kind, but youth were very aware that the SRO had the power to intimidate them or cause more problems for them. In addition, although criminal involvement of youth is suppoised to be confidential, any student in a school involved with the SRO is tagged as a 'troubled' person. A non-uniformed social worker would be available to be far more supportive of a larger population of students with a larger variety of challenges.
- Mostly non-responsive, even when asked to be part of preventative measures around student safety.
- My child is being bullied
- My children have always spoke positively about interactions.
- My daughter was a safety patroller in Gr 6-8. The school resource officers sometimes came to talk to them when they were heading out o the street, to do water bottle giveaways to safe drivers with them and usually once or twice a year they'd come for a pizza lunch with the safety patrol team.
- My daughter's feedback was she felt very good about her meeting with the officer & I will be following up shortly (this week) as well & expect it to also be positive. He listened to her when she told him what had been happening & they discussed the options available to her, that she then discussed with me before meeting the officer again later that same day to advise him of her/our decision on how to proceed.

- My experience happened about 6.5 years ago with my 14 year old son at the time. Several of his friends were accused of presenting a threat to the school due to an incident that did not occur within the school. He was taken from the school and questioned without my permission and sent home for several days as the 'assessment' was complete. I made a formal complaint at the time, but in review it was stated my child was never suspected of involvement in the incident and that police had merely interviewed him as witness. I had attended the police station once he did call to state he was there, and they asked to search my home, and asked if my child liked to watch Columbine movies. In addition, they insisted that when my child returned to school, his backpack be searched daily. It left him distrustful and fearful of attending school where the police officer reached far beyond their scope with children in grade 8. It is not 6.5 years later and my son has never had any involvement in any criminal matter, and is in university. We removed him from the public school system and sent him to Luther College after this experience as we felt the principle and resource officer in W.F.Ready had terrorized our child, who again has never had any involvement with the police or any violent behavior of any kind. School should be a place where children are educated, and issues that occur outside of school, need to be addressed there. Our family had very little recourse as my child was sent home and no information.
- My experience working with the School Resource Officers was very positive in a variety of settings within the school environment. The Resource Officer program offers: *a positive perspective and role model for policing in our community *assistance for administrators and teachers when dealing with policing situations in the school environment (sometimes very challenging situations i.e. on-line bullying/harassment, gangs in schools, drugs etc) These issues aren't going away and in many ways have been become even greater. *it takes a village to raise a child - and one of those contributors are the police officers who interact with students, teachers and families
- My experiences were great, I never got in trouble and was seen as a good student. Other members in my family, and students at different schools cannot say the same. Being from a predominantly white school, the Indigenous students felt singled out in many experiences. A rumour of a student having marijuana in their locker led to a locker search of predominantly the Indigenous students, this was something I witnessed and saw first hand. These students didn’t feel safe and welcomed into the school after this
- My friend got sexually assaulted and the resource officer threatened to suspend me
- My interaction is minimal - 1 day/week; 1 hr/day.
- My interactions are very limited - I wouldn't know how to get ahold of the SRO if I needed to contact them.
- My interactions have varied depending on the officer.
- My interactions with the specific police at my school have been uneventful - maintaining a police presence at a FTV school seems inappropriate. Many of the families my school represents have been traumatized by the police.
- My school's SRO is a positive, friendly and coach-like person
- My schools SRO was welcoming, easy to communicate with, and willing to work towards solutions.
- My son was in an accident and not at fault. The level of care an concern demonstrated by the resource officer was second to nothing. Receiving a call the next day checking up on him was amazing. When my daughter attended Campbell she was subject to a violent act that was misdirected at her. The SRO talked her through the situation. Gave her a place to talk if she was worried and followed up with us as parents. Having an SRO intervene with such care for both my daughter and for the youth that needed support and guidance was inspiring. It was very assuring to see the relationship the police had with students. Had they not had that relationship my daughter and likely other kids would never have felt comfortable speaking to a police officer.

- My SRO interacts positively with students that I have brought to her and has provided me with information when asked.
- My students' experience, partcarly Bipoc students, has been very negative.
- N/A
- Need a not applicable option
- Neither helpful nor unhelpful. Not an effective resource to solve issues
- Neither positive nor negative. Just an interaction.
- Neutral
- Neutral - directed us where to go, an average interaction. Not necessarily positive or negative.
- Never called back on a serious matter. Played favorites I feel with a spilt family and never involved both parents
- Nice to at least say hello and feel the security the resource officer offers. Plus a friendly hello in return. My child is fascinated. A good positive role model. As a parent I also feel more secure knowing a resource officer is at the school.
- No communication or actual presence
- No positive interaction within school. Needs to be seen in a positive way.
- No rating
- Not accessible as a parent or member the SCC easily, way too big of an area for students to get to know them.
- Not friendly, had a chip on their shoulder it seemed. I've never seen someone with a loaded 30 round magazine strapped to the front of their ballistic vest and thought "hey, they seem approachable and nice".
- Not much to rate them on. This brief interaction was a few years ago. I couldn't even tell you the name or what our resource officer looks like. I haven't seen one in our building in probably 3-4 years.
- Not much was done, no culturally responsive approach, student was traumatized already and SRO just had an authoritative approach
- Not trauma informed, ignorant in regards to mental health, gender sexual diversity, judgemental
- Not visible in the school. I would not know who he is.
- Officer is very friendly
- Officer was knowledgeable, prompt, and supportive
- Officer was professional. She knew how the school operates, was known to my children from her presence, and my children felt she was approachable through their contact with her.
- Officer was very kind in passing. Would have chatted longer, but they were answering kids' questions about their job and equipment
- Officer who abused her power
- Officers came to the gym where basketball game was played and were friendly and polite, said hello to me when I looked at them and I find that pretty cool coming from a country where Police are not very approachable.
- Officers were very receptive of children's questions and experiences. One child was quite terrified of ALL authority figures and the officer took the time to reassure that child over numerous visits (planned and impromptu)until the child was comfortable with the officer

- One officer (who is no longer at the school) acted in an off putting manner often and would try to assert power often. He was not liked in our building at all.
- One SRO did a presentation on drugs (for staff) and lied the whole time and blamed Justin Trudeau for a bunch of stuff. SRO at another school treats Indigenous kids poorly compared to white kids.
- Only ever seen the officer in passing and just said hi.
- Only met them for a second so
- Only one of many actually approached and introduced herself. It seems you had to seek out the others, but nothing was gained ftom an Indigenous perspective. They never really tried to make a connection.
- Open communication, very calm energy to not heighten situations
- Our current resource officer has been amazing, and has really changed my views on having SRO's in our area.
- Our current SRO is rarely at the school, and therefore doesn't create opportunities for positive engagement with students.
- Our resource officer is AMAZING! She is a positive presence, saying hi to staff and students and participates in activities around the school. She makes herself truly approachable if someone needs her assistance.
- our resource officer is very kind and is always available and open to hearing about any sort of problem me or others are dealing with.
- Our RSO has always been so positive with our students and staff. When they clear rooms during a lockdown drill they make the kids feel safe and praise them for doing such a good job in the drill. They have spoken at assemblies and are positive and create a presence where the students know they are a safe person to approach. Any presentations I've been fortunate to attend were well presented and the RSO interacted so positively with the students and answered all their questions.
- Our RSOs have always been friendly and ready to help with doing presentations for kids, being a presence in our schools or by stepping in as a police officer when necessary.
- our school resourcce officer is super friendly and always wanting to get to know students!
- Our SRO comes to the school frequently to help with difficult situations or build positive relationships with students. We rely on our SRO for Hub, TRiP, VTRA's, lockdown drills and sometime ASISTs.
- our sro does a lot with our classes and even teaches us abt his job and policing in general
- Our SRO has changed multiple times in the past few years making it hard to build any relationship with them.
- Our SRO have always been personable, kind, positive and helpful.
- Our SRO is always being positive and kind
- Our SRO is always seen around the school speaking with the students and creating positive relationships with them.
- Our SRO is an integral part of our community and support for our school. Knowing these SRO's and having a relationship with them helps us as administrators deal with some very difficult situations and who we turn to for guidance and help. They also give a lot of reassurance to our students who are victims because they can educate and help to explain the process.

- Our SRO is polite, collegial, and will answer any of our questions and address concerns happening within our school community. Working at the school I'm employed at entails or SRO to be able to work with families who are not always familiar with Canadian law and ours does a fantastic job!
- our SRO is very experienced in the role and willing to work with us - our SRO has a solid understanding of how schools work and wants to contribute in a positive way - our SRO knows how important relationships are and takes the time to be in the hallways visiting kids and getting to know them, also enjoys attending various extra- curr activities
- Our SRO is very much part of our community and is able to de-escalte situations and assist student to access community programs
- Our SRO is very pleasant, has the time to talk to staff & students. Goes the extra mile to help you out.
- Our SRO is very proactive - great at developing relationship with students, delivering important information to them, and assisting through the most difficult situations.
- Our SROs are available when you call for advice or when you need them on-site. They are invaluable assets when problem-solving in very difficult situations. They are also available to help in classrooms, read books or participate in school-based events.
- Our SROs are responsive to schools and come to support when called. Our SROs build meaningful relationships with students. Our SROs help diffuse negative community interactions. Our SROs build trust in community policing with students. SROs have supported me personally in many interactions with families.
- Our SROs have always been friendly and engaging with our students. Many of our students at St. Luke have not had positive experiences with the police outside of school. Having a friendly, engaged SRO available when needed is such an advantage for these young people. Additionally, the students get to see the SRO as a "person" instead of a "cop" and it helps them realize that the police are here to protect them, not hurt them.
- Our student resource officer is very kind and i always see her with a smile on her face
- Over the years of meeting SRO's, they have all been friendly and eager to answer any questions. They value being at the schools and supporting those who need it.
- Overall I haven't felt super supported from SRO in the past. They have taken a long time to respond, thought the incident was quite humorous and refused to transport.
- Personally I didn't feel they added anything to school. They never interacted with me, they never interacted with anyone I knew it was like there were just there to search kids lockers for drugs
- Perspective beyond my understanding, shared desire to better the community,
- Pleasant enough but I'm not a supporter of having SRO in schools
- Pleasant, friendly and a brief hello.
- Police are there to interact with children to show them that they are helpful and safe to go when needed. As being a member of VTRA, I know how vital their role can be and the information they can provide to ensure the safety of the children in our schools.
- Police officer created a problem that didn't exist. She was on a power trip. I used to think positively of school officers but that is no longer the case. They do not belong in schools. They do more harm than good

- Police Officer have always been friendly when I've reached out even in passing
- Police officer is helpful with some legal situations in the school, and should be in all high schools!
- Police officers are a very positive role model in the schools. They can help students in many different ways such as education, confidence, being kind, and many more. They can break down the stigma that police are bad!
- Police officers were professional and effective . Very supportive to the school students and community
- Police presence happens after the crime happens. They don't prevent anything. They bring the fear and anxiety into schools more than anything I have personally experienced.
- Police would be present when doing lockdown drills. Gave feedback on how to create a safe environment with the class. Always had a friendly smile and say hi to the students
- Polite and friendly.
- Polite, helpful, knowledgeable
- Polite, kind helpful, positivw
- Positive & professional
- Positive and encouraging interaction. But very brief
- Positive but I'm Caucasian.
- Positive interactions with students. Removing fear mentality around the police. Early intervention for students making poor choices.
- Présentations can be dry.
- pretty good but still a little bit nerve racking
- Previous SRO was rarely in the building, if ever.
- Problem solved. Positive student/SRO relationships developed.
- Professional, caring and approachable people who want to make a difference in their community.
- Professional, caring, wanting to help, approachable, friendly
- Professional, helpful, knowledgeable
- Professional, knowledgeable and respectful
- Professional, student focus, emphasis on proactive interactions and strategies
- Professional. Listened. Understood from a parents perspective.
- Quite friendly and engaging
- RAcism
- Racist search policies observed. Harassment of innocent minors
- Regina Police are highly trained, qualified and respectful. The police issues related to unprofessionalism in some large American cities, should NOT be confused with police in Canada or Regina. Canadian Police follow different laws and protocols than some American counterparts- such as being prevented from conducting high-speed chases that put civilian lives in danger , to name one. In addition, due to different laws in American cities related to guns, calls that police respond to are often already at a higher level of violence due to the

frequent presence of a gun. Guns are more limited in Canada due to our laws and cultural history; therefore, officers are not entering the scene at levels of such hightened violence. We should NOT apply American issues related to policing to Canada, as this nonsensical survey and SRO review implies.

- Relations that they form with students and staff
- resource officer was usually in a rush when here
- Resource officers are just that a resource that is invested in student experience. They understand school context and student needs which is imperative for conflict resolution and proactive teaching
- Resource officers seemed only positive, friendly and helpful when I attended school
- RO went above and beyond all expectations. He was an amazing role model for the students and created strong trusting bonds with both of my children.
- RSO was engaged with the physical education class. Running and participating with students. I have had an RSO adopt my class. I feel safe knowing that they are in my community schools.
- Same as I mentioned. They arrested my son without solid evidence.
- Same as previous answer
- School based officers are friendly, but I don't like seeing a heavy armed presence of an officer in a school (full protective gear, gun at side, etc). While office protection and safety are important, I feel seeing a fully armed officer in all their gear triggering
- School resource officer has only been in the building when requested for a situation. Would be more beneficial to have them for positive interactions also, and not just when requested
- School Resource Officers are always friendly and talkative, and show Kindergarten students that they do not need to be scared of police officers and can ask them for help.
- School Resource Officers are there to protect me and build good relationships and I feel comfortable that they are in the schools.
- School resource officers told us to do things that were violations of students rights and contradicted the education act. They also thought it was ok to coerce parents into getting parents to allow them to search property and personal belongings.
- School SRO is friendly, knowledgeable and a positive presence in my site
- Seeing our SRO in the hallways at Campbell is very positive. It gives a safety feel to the school . There are also times when we need immediate police presence and it is good that the SRO is usually very close at hand. I have also seen students and parents talk to the SRO. TheSRO also gives tickets for stunting, speeding etc when needed which is great.
- Seemed very black and white and used inappropriate language like 'bad guys', 'gals' etc.
- Seemed very friendly
- Serve as positive role models for our students Interact with students outside of school hours, often involved in extracurricular activities, assisting staff to deliver quality experiences for students
- Shared clients (students).
- Shared interest in students. Naturally over the years some resource officers were better than others.

- She helps with the parking, drop off/pick up issues at our school.
- She is always super nice and caring
- She is very kind and comes to most of our basketball games. She talks with the students quite a bit.
- She talked down to me. When I used a hypothetical situation and asked her what would happen from a police/law perspective, she refused to answer and said “they don’t work in hypotheticals”. False - that’s literally what laws are: what to do / not do in a hypothetical situation and what consequences would be. She was dismissive and her tone was like she just wanted the call to be over. My child was 10 and I asked to be present when the officer talked to him but the principal didn’t remember. I felt it was inappropriate for an officer to pull a 10 year old from class to lecture them without a parent present when that was specifically requested.
- She was friendly and very helpful when I asked her to do presentations in my classroom regarding social media/bullying/drugs.
- She was initially helpful and then became hostile towards my son, who was assaulted by another student and bullied. She began interrogating him.
- She was nice
- She was professional, compassionate and appropriately concerned about the situation we were addressing.
- she was really nice.
- She was very helpful and gave me options for how I can proceed with my issue.
- She was very helpful and knowledgable when I was assaulted by a student and walked me through my options
- She was very helpful when consulting with her in a situation.
- She was very kind
- She was very kind, helped with all of our outdoor ed activities. Stayed the night with us, she played games and led activities. She taught us self Defense
- she was very nice
- she’s always kind and positive
- She’s helpful and nice
- she’s just always super kind
- shes very nice and positive to everyone
- situation deescalated well
- Some are very busy and do not have time for my school. A few SROs are ill suited to the job.
- Some different situation my kids were in. 1 was kids being bad, it was good the officer came to me to tell me what was happening and to talk to the kids. Anotehr was my daughter was being bad in school and damaging schol building. The officer was very rude at first, but after a while talked with hers to choose different thing and not act ghetto. My sons like saying hi to the officers at school and are more chill with the police and less scared.
- Some have been more responsive to situations than others. Some are easier to get in touch with and others are not.
- Some of them are excellent and want to be a part of the school and help and some are not so good.

- Sometimes helpful in addressing student concerns. There needs to be clearer boundaries on information sharing and roles between school staff and SROs to protect students. This training should include admin, guidance, and Indigenous Advocates. SROs become colleagues, but the line here can become very blurred.
- Sometimes they weren't on the same page as teachers
- Sometimes when you needed to access the resource officer, he or she wasn't there.
- spoke to us in a presentation
- SRO came into the school did procedural checks and had a brief conversation about my day.
- SRO did not appear to be trained in how to best respond to disclosures of intimate partner violence, and the environment created by the SRO was not one of safety/trust/belief, but rather of interrogation and judgement.
- SRO helped prevent a potential crisis situation from getting worse and facilitated finding an equitable resolution.
- SRO provides education and community engagement for schools. Safety is another positive given response to emergent student issues at schools. SRO also provides a link to other community agencies and groups to assist student and family.
- SRO supportive during planned firedrill with special needs children
- SRO understood how to communicate with children in my class and maintain their attention. She was prepared and patient.
- SRO very helpful, SRO just happened to be in building when student emergency occurred and provided assistance without hesitation or request and followed up later with staff.
- SRO was clear with communication and with addressing the community issue that we were trying to resolve.
- SRO was involved with safety concerns of a few students and threats to the school. Very positive and easy situation. Also attends lock-down drills and are always friendly & kind.
- SRO was very helpful in listening to our concerns as a student and parent. He gave our student the confidence of knowing someone was there to keep an eye on others of concern and help when it was needed. The matter was not needed to be repeated to all faculty.
- SRO's seem more approachable in the schools.
- SRO's are an integral part of our school community. They are considered a staff member. They interact with the students and staff on a regular basis.
- SRO's are an integral part of what we do in our schools. They are always available when we need to ask questions, find out information, work as a team, educate our students etc. I have worked with many SRO's and they are interested in working collaboratively with the school, students, and families. They are solutions focused, fair, and approachable.
- SRO's are essential in our every day work in schools, I was a principal in a community school for four years and without their help, presence I could not have safely done my job. The role of the SRO in schools is essential for students to see and to have positive interactions in classrooms.
- SROs are very helpful to teachers' naviagting legal issues which go beyond our expertise. In my experience, they are extremely invested in supporting kids, help students to understand the law, and are always willing to collaborate with teachers.

- SRO's need to be utilized more in the school. They need direct interaction with the school community/students and teachers. They need to be much more present in the hallways.
- Students and staff feel comfortable interacting with the SRO in a casual non threatening setting. Allows positive relationships to build with police officers.
- Students enjoyed having the chance to interact and ask questions
- Students often consulted with the PO regarding legal issues--drug use, violence in the home, traffic, gangs. "Is it legal if I ....?" , What can I do if .....? Male PO's were role models for teen-age boys from single-parent homes. They could, and did, talk to the PO about issues that they couldn't discuss with their mothers. PO's knew what to do in cases of threat; e.g, a fire bomb thrown into the entrance of a school, a severe storm and power outage, a person entering a school with a firearm, physical threats to teachers or other students, etc. Unless you have worked in a school with a PO, it is hard to understand their positive influence. In critical situations PO's have authority that guidance counselors and principals don't have; they work as a team.
- Students really enjoy seeing the SRO in the school
- Super nice officer.
- Teachers already wear so many hats and ROs are crucial in providing further support. Major issues arise in schools no matter how prepared we are that fall beyond the scope of our job descriptions. ROs are crucial in ensuring student and staff safety, and in creating positive relationships between kids and law enforcement
- The constable here at Miller is always smiling and very approachable. willing to take the time to stop and have a brief chat to ask how are things going here at Miller.
- The constables were always professional and good at de-escalating conflict. They listened to the student and told them the possible consequences calmly.
- The interaction with the resource officer in our school has been very positive. He makes a point of forming relationships with the students and the staff.
- The interactions I had with the students were fantastic for most of the times being a resource for them and the Staff. I understand the program has changed with time. My son who is still with the Force in later years was a Resource Officer at Leboldus and the nearby public High School his time was also positive.
- The martin sro is extremely dishonest and is not capable of doing her job appropriately. She lives for bullying students. We have video site stood and recorded of students fighting only with the intent to press changes but never went out to assist making it a safe Situation. The male sro we have dealt with try to strong arm and intimate elementary students
- the new resource office is chill. Can ask anything a more helpful, and friendly. More like a parent.
- The offers always interacted in a professional and caring manner at all times with school staff, students and parents.
- The officer I dealt with was curt and rude and not helpful at all.
- The officer seemed friendly to me. I am a white professional woman.
- The officer was compassionate and very helpful

- The officer was engaging with the students and provided excellent information.
- The officer was fine, not particularly welcoming or personable
- The officer was very helpful and informative. It makes me feel safer at school knowing that there is a trained officer available to us.
- The officer was very informative and helped with dealing with my student and family when there was an incident (at another school). They were able to create positive interactions with the student to help guide them to better decisions. They supported the family. They also helped with some class discussion about the incident to help reassure the students and discuss ways to react and be safe, and how not to bully others.
- The officer was very receptive to topics for presentation and they were great at addressing students questions and concerns
- The officer was very understanding and wanted to help.
- The officers are very friendly to the students. The students like asking them about their job/uniform. The officers are always more than willing to talk to them.
- The officers have always been very helpful and done their best to advise, support, and help resolve situations or problems.
- The officers have been well-informed and have developed positive relationships with my students, particularly newcomers.
- The officers I have dealt with have always had the best interest of my children at heart and always wanted to deal with the root causes of problems. Always available for follow up or concerns. Logical and kind
- The officers that I have interacted with have been compassionate, knowledgeable professionals who have done everything from counsel students and parents to assisting students and families on the resources they can access in the community. As a community school teacher and administrator, it is an important relationship. They get to know the community and the families and students feel comfortable with law enforcement and see it in a positive light.
- The officers that I have worked with have been professional, realistic about the situation in a school setting, approachable, wanting to engage the students, kind and supportive.
- The only time I've interacted with the resource officer or see them in the building is when they unlock the door during lockdown drills. Not the best circumstances, but they have always been polite.
- The person I talked to was very kind
- The police officer did a good job handling the situation
- The police officer I interacted with was very friendly and was also involved in school activities. They were always around the school and very approachable. They spoke during law class and knew many of the students by name. When my children went to school….I know they knew their officer by name and felt comfortable with him in the school. As a parent I was happy to have an officer in the school, or in the case of elementary school, close by, when life changed and we started to have to have school lockdowns.
- The police officer was rude, demeaning and disrespectful.
- The police officers are always nice and chatty towards students.

- The police officers often spoke with my class, grade 5/6, when I was teaching about drug use, shoplifting, their job, and how they could assist children in need. They often joined in playing sports with the student body or just dropping in to say hello. They were also a great resource for our safety patrol program.
- The presence of the SRO was not required during the drill (not an efficient use of financial resources) and the presentation to staff about gangs in Regina provided a one-sided policing perspective to gangs that did not address the root causes of gangs (i.e. poverty, intergenerational trauma, lack of community, barriers to participation in traditional/legal economies such as criminal records), and the reasons students might have for joining gangs. It did not address the effect of policing and prisons in creating conditions that encourage gang proliferation and creation.
- The presentation the resource officers set up for the students I work with was very hands on. It was a great day for our kids to learn
- The presentations to my students were very informative. Children become comfortable interacting with police officers.
- The resouce officers gave me a sense of this is going to be dealt with.
- The resourc officers profile individuals and are often a solution looking for a problem to justify their existence - self righteous bullies often with specific personal agendas - I would never want my children or any children in our communities to have to deal with them
- The resource officer was really nice.
- The resource officer was very helpful to the situation. They made me feel safer at the time and that the situation would be handled accordingly.
- The resource officers have always been very helpful, willing to share information and work together to find solutions that were best for students. The resource officers have also always taken time to speak with children in the hallway and say hello and initiate a positive interaction.
- The resource officers we have had at our school are always friendly, introduced themselves to our classes, and always saying hello when they are at our school
- The RSO was available to step in, when the school was not able to continue with an investigation with my daughter and her bully
- The School Resource Officer can "de-escalate" a situation happening in the school but also can have a "presence" if things get difficult. They work with our students from a small thing like a dent in the parking lot to assault charges. Always a good thing to have a School Resource Officer in the building. They are spread thin.....but we totally appreciate them!
- The school resource officer is a familiar face in our school. Last year we experienced a sudden & stressful situation affecting the whole school. Both students and staff benefited from the presence and expertise of our school resource officer.
- The School Resource Officer is so important to introduce police officers to our young students as helpful and positive role models in our community. In our school community, many families have had horrifying interactions in other countries with law enforcement. We can build a more trusting and positive relationship in the school system when paired with the Student Resource Officer so that they can feel more comfortable and safe within our community.
- The school resource officer program has been very helpful to myself as a professional in the school. I know that I can access them to collaborate about individual students, and the relationships they form with students, staff and community members is appreciated. I also

have been part of the VTRA teams and their presence to support students and maintain safe schools is also valued. I am certain the public is not aware of this specialized role they play in keeping the school and community safe.

- The school resource officers I had in my schools when I was a student and when I have been a staff member have been a wonderful resource for both the school and the students. For some kids it gives them a positive interaction with a police officer in a neutral space so they learn to trust police instead of meeting them in a less than ideal scenario in their own lives. It gives students a resource to access that has a familiar face instead of trying to find answers from a justice system that they do not know or understand. It also gives a dedicated personnel to help liaison between youth and the justice system. Additionally they give a sense of safety in our schools that increasingly see more and more violent occurrences and weapons based offenses. Overall it is such an integral program for our schools and for all students and staff.
- The school SROs I have dealt with have been great. I also come from a place of privilege being an educated, white, cisgender female.
- The situation, I was in was overall negative in general but they were respectful I guess
- The SRO at Miller is often walking around interacting with students in the commons area which is, in my opinion, so important in developing a trust relationship with them. In addition, I have discussed matters involving students with her and she is very professional and approachable.
- The SRO at my school is personable and a wealth of knowledge. They interact with staff and students frequently. In fact, the SRO makes a point of attending student extra-curricular events and knows many students by name.
- The SRO dealt with the incident of our son being injured by a bully speedily and effectively
- The SRO does not have a strong police presence in our school and often, when I see her, it is in passing on her way to a closed door meeting.
- The SRO gave a presentation about online bullying/harassment in response to a need in my class. He answered all student/teacher questions and had positive interactions with students.
- The SRO has abilities to support students in need in a manner that I, as a teacher, am unable to. The SRO was polite, informative, and explicit.
- The SRO has not been available to support items like traffic safety issues, have not had a presence within the school/community. Students are not able to build realationships with SRO because they have not been available for interactions other than emergancies.
- the sro i interacted with was years ago at a different school. we both had my childs best interest at heart.
- The SRO is always willing to assist. Some matters in a high school require their legal knowledge and I have always been able to call on them. Their presence is positive but when necessary, is a deterrent to negative behaviours. Many participate in the extra-curricular life of the school and volunteer their time.
- The SRO is really not a part of the school community. I only see him when I go to the copier room.
- The SRO is very present and checks in often. The SRO at my school goes out of their way to also be present at school events such as extra-curricular games.
- The SRO listened and provided advice and support
- The SRO program allows for student's to interact with police officers in a familiar safe environment prior to being in a situation where students are more vulnerable. This ability to create a relationship helps to dispel the fears many have of the police. In my 25 years of

teaching in Regina high schools I have found most SRO's to be friendly, approachable and eager to be a part of the school community. When I have worked at schools where many families and student's may have had personal or historical poor experiences with law enforcement, the presence of the SRO has had exponential positive results. Students with the ability to connect with an SRO feel as if they have a person in their corner when faced with questions or challenges with the law. This type of community policing is key in breaking down barriers between marginalized populations and the police.

- The SRO that comes to our school is always friendly, polite and respectful.
- The SRO was very helpful, kind and thorough. He helped me through a difficult experience with a student and showed me what options I had in getting through the situation.
- The SRO was very knowledgeable, and presented the information in a kind and caring manner. It was intended to be a learning experience.
- The SRO was very supportive to my son and friendly.
- The SRO was well versed in the dynamics of the school and community and worked in a way that kept the situation respectful and the dignity of the student in tact.
- The SRO's with whom I have interacted over many, many years have always exhibited professionalism while working to build positive relationships with students and their families, school staff, and the school community. All the SRO's I observed worked in the best interests of students. Their decision-making consistently sought to strike a balance between the rights of students with the need to uphold the law. The SRO role requires them often to work collaboratively with outside agencies, and they are an invaluable partner when complex situations arise in the school setting that demand their knowledge and expertise.
- The SROs are a positive, safe and educational presence in the schools. They also provide easy access to emergency services when required. As a social worker, it has always been a helpful connection and we have a great working relationship.
- The SRO's at our school do a great job at supporting our staff when we have an incident that needs to be handled. For example, they came to support our SLC students the other day when an incident occurred. As well, during our lockdown drill, the SRO that came to my classroom gave me some positive tips on where my students should be kept and great explanations to support it.
- The sros has been very helpful and kind. They have all built positive relationships with students in the school. They have been available for help when needed with a variety of situations.
- The SRO's I have come into contact with have all been very professional and friendly.
- The SROs I have worked with at different Regina high schools have been caring and committed to helping my students.
- The SROs that I have come in contact with have all been very professional, helpful and "real" with both myself and my students.
- The SRO's that I have dealt with help the school try to proactively solve problems that might need to include a police investigation. SRO visit and communicate with the school on a regular basis and as needed for school support. The SRO's when they come to the school try to make a positive presence by walking in the school, visiting with students, asking questions and interacting as much as possible in a non-threatening way.

- The students are engaged learners and it's a positive experience for them to hear information from a legal perspective so they can better understand the legal implications for certain behaviour and how the police can help them too. I didn't give a 10 because some officers are better prepared than others, it depends which officer you get for the presentation.
- ThebSRO provided education support in classrooms around a variety of topics including Law, youth justice act, road safety, drug and alcohol education, assault , bullying, and online dangers. They were present as a staff member and worked woth kids positve ways and supported the school with families in challenging situations.
- Their interactions with the students always come across as very positive.
- There are specific SRO's who are incredibly influential within the schools I have worked with one in RSO in particular who was able to prioritize the needs in her schools and was made available for at risk situations immediately. She was easy to reach and responded in a timely manner to questions we had. She also came to the school to do check ins and say hello and was an integral part in senior safety presentations and interventions. I have, however, worked at schools where I have not seen or been able to reach our RSO, which is frustrating, so my interaction experience is based on my positive experience with [redacted]
- There goal is to work in a positive way with staff and students and thats what they do.
- There have been a few SROs in one of my buildings the past year or so. I have really only spoken to one [redacted] and he was very friendly. I think he is a great SRO to have in the North Central community schools so they can have a positive impression of police officers. The others have been great as well but come off a little more intimidating, even to me as an adult.
- There have been a number of situations at our school that require the immediate assistance of a RSO. Also, they have provided consultation to both staff and students that is invaluable. Having a RSO in the school assists admin to deal with a wide variety of circumstances in a more complete manner than if there was no RSO in the school.
- There is no interaction therefore it's negative it's their job to interact they should take more initative to be known by all staff
- There should be different surveys for different stakeholders
- There was a lockdown with a controlled release of students. The officer was very kind to the parents and students but was constantly watching for any threat. I was impressed with the officer and how she handled the situation.
- There was an incident that happened after school, off school grounds. When I spoke with the principal, she suggested contacting the SRO. The SRO was very helpful.
- These police officers work very hard to build positive and trusting relationships with students and Staff in our buildings. As an employee and parent in the system, my children and I have accessed support from the SRO's in our locations on numerous occasions. On more than a few occasions in the high school the SRO's have provided proactive safety measures prior to fights occurring and destructive behaviour behaviours. This goes a long way as a parent to provide a safe learning environment for our children and myself as an employee.
- they all have such a nice welcoming in the schools!
- they always have a smile
- They always seem to be friendly.
- They always seem very closed off I don't know just don't talk to them often, don't see them like ever, and I forget they exist sometimes

- They always seem very kind and helpful
- They are a positive role model for students. They are all approachable and can help with various types of situations.
- They are a welcome member of what I would call our school community. Despite being an officer, there has never been any reason to be worried of them listening in or of them overstepping boundaries. Simply because there are absolutely no negatives to it, the small positives make all of the difference. Including the fact that their presence has most likely prevented fights and other events from occurring.
- They are always available to support us both for positive education pieces including online digital citizenship, stranger safety, Halloween safety, drugs and alcohol information. But they are also there when I have situations that require investigation or support from the police. I have an individual that knows me and my school to be able to contact in these times that I trust and the students do as well. They will come to work with me to talk to students and will also check in on them. By building these relationships and working on positive relationships, such as the Christmas shopping reward for students or playing in our staff vs. student games, or even checking in on how some students are doing, we help them to see the positive side of the police force through community involvement and care. In schools we refer to this as Tier 1 interventions and this is such a HUGE and important part of the school resource officer program. Then in times of crisis or need, we have the relationships to work through the VTRA or situation as a team and students know we care.
- They are always friendly and I believe a positive presence in the school showing that police aren't monsters and are in our communities to help. Schools are also becoming increasingly complex and students are coming with many issues. I student recently brought a knife into my classroom. It was really great for an RSO to be here to help deal with the situation. If there is a serious issue, I feel safer knowing they are here.
- They are always helpful. It is great to have them in the schools, whether for a presentation or just to say hello.
- They are always interested in the well being of students, safety of the school and community.
- They are always professional and caring . I think children learn here at a young age that police officers lend a helping hand , they are people that typically children can go to for help if they need it . They educate the children on the realities of our current society
- They are always professional and offer great advice with discretion on situations.
- They are always super nice
- They are an integral part of keeping the school safe and maintaining a discrete police presence within the school. Resource officers provide council and positive solutions to legal problems within the student body. They make sure that if legal issues arise that they are dealt with while maintaining as much anonymity and privacy to the students involved.
- They are friendly and show care for the students
- They are helpful, professional and are always willing to share their expertise with the students.
- They are nice. Well meaning but I don't think the program gives the perception they would want
- They are regularly supportive in assisting situations with a student/parent at the school.
- They are supportive and caring.
- They are there to help
- They are very approachable, a wealth of information, easy to work with, friendly, and committed.

- They are very friendly, approachable and a stable resource for the schools and student body.
- They are very kind and sweet, they say hi to everyone.
- They are very kind people.
- They are very polite. They interact well with the students. The younger students look forward to seeing the resource officers.
- They are very supportive of my counselling work
- they asked me what class they have went into
- They barely happened.
- They care about the students, their well-being, and their future.
- They come when we need them and they provide background info when needed.
- They continually show up and have positive interactions with the kids. At my kids school they come in to teach kids about various topics but they also come to play sports and interact with the kids. As an administrator they are always there when we need them and they are also there for the students. For many students this helps them overcome fears or negative feelings towards police officers and we need that so they feel safe calling them for help. This is an extremely important service and we will reap the benefits of it for years to come with the students they connect with.
- THEY DONT CARE ABOUT THE STUDENTS, DONT HELP PARENTS, THEY SHOULD BE TAKE OUT OF SCHOOLS,
- They don't come to our school unless we have a planned lockdown.
- They gave me necessary information for drill safety in a professional way. They have been available and willing to answer student questions and do class presentations.
- They go above and beyond to keep a pulse on the school and youth who are struggling. Very important for early intervention purposes to have SROs in the schools. It's a measure of safety as well for the increased eof violence in our schools. We have nearly 1 violent threat or weapon in our schools daily. The general public would not know this info but I do because of my line of work. Our culture has increased violence and our children deserve safety measures. This program is invaluable. People who say the police officers should not be in schools with weapons have absolutely no idea how many youth are carrying weapons.
- They have a positive, professional presence in the community and work very collaboratively to support youth in community. They support a safe school environment and offer quick resolution to incidents, and prevent potential further criminal behaviour.
- They have alwasy been super kind, helpful and caring
- They have always been a helpful presence in my experience.
- They have an expertise that I lack. I have found at least t different SROs across multiple schools very helpful in setting a positive and safe school where I worked. They shared their knowledge, supported children and families, played sports for fun, helped with the Safety Patrol and were a very important team member!!!!
- They have been helpful, with dealing with some issues or with educating the school along with the community as they have been involved with some of the events held at the school.
- They have been professional and friendly.

- They have given me tip on how to be safe in the neighbourhood, made sure I was personally safe.
- They have provided the lense to a student that showed how serious their action was, or the lense that police are not here to arrest you or knock down your door or take you away to foster care.
- They have taught me so much about my role as a guidance counsellor. They have helped me understand laws and have connected me and the students I work with to other outside agencies.
- They helped me when I had getting harassed
- They just hello back
- They made me feel safer when I went to school myself an and it's encouraging to know they're still available to my kids.
- They make you feel safe, very informative, supportive, help kids understand and feel comfortable.
- they never come in all the classrooms. and we need some SRO french speakers . we do have Immersion program in all the schools systems in Regina. It will be best to show to the students that also Polices Officers speak French to them. I know a lot of Polices Offices francophones but they dont get the job in Immersion schools. I even dont know how is our SRO.
- They provide a safe environment for students to share their stories. The students feel supported and leave there knowing what their options are.
- They provided helpful guidance when a theft occurred at school, support was given when our daughter tried bring alcohol to a school dance.
- They put forth a great deal of effort to look into the concerns and collaborated to find a solution.
- They resource office was very patient, had a calm demeanour and helped staff through a difficult experience.
- They seem friendly and positive.
- They seem to get along with the students from what I have seen
- they seemed friendly enough
- They seemed really nice
- They spoke about their job and police presence in schools. However, I disagree with the level of importance or helpfulness this presence has.
- They supported me and my family and several of our students .
- They supportive and integral in certain situations involving safety in the schools. I had had in-school interactions with both city police and SROs and the SROs have a very positive understanding and way of navigating school situations. Those situations have always been positive. City police tend to not be as familiar as to how to navigate in-school situations and the way situations have been handled have raised anxiety and fear in students.
- They truly care about the safety and well being of the students.
- They went out of their way to make sure we felt safe. Not by “police presence”, but by being active in our school community, getting to know students and families. We always knew they were there if we needed help or someone to talk to or if we just needed a friendly face or a laugh (he was always telling jokes!) They made the police out to be someone to trust, not to be feared.
- They were able to answer questions that I can't. It is great for students to see police officers in a different more positive setting.
- They were always very friendly

- They were assigned to sacred heart when I worked there and came to assist in an outside of school bullying disclosure.
- They were extremely helpful when asked to assist with my/my child's situation.
- They were fine. However the position seemed pretty superfluous to the school experience.
- They were friendly and funny
- They were friendly and helpful
- They were friendly when passing by
- They were friendly, offered support and were able to hand the situation in ways that I, as a teacher, could not.
- They were insulting to me, insinuated I was a bad parent and that my kids were trouble or I let them hang around with kids who were trouble. My kids are from a mixed household and their friends are almost all racialized. It's all our experience that racialized kids and families get targeted. They're worse to Indigenous kids than they are to ours. Not blatant, so that you could call it out - but none of us need the targets on our backs thanks. Once the SRO gets involved some teachers are worse, parents are DEFINITELY worse. It just feeds itself.
- They were kind and open to questions from students.
- they were kind, not much happened with the conversation, it was just simple small talk.
- They were nice enough one on one.
- They were nice, just said hello
- They were nice.
- They were pleasant, engaging and took the time to listen and understand, then provided helpful guidance and information.
- They were very friendly and polite; a very reassuring and calming presence
- They were very nice throughout the whole interaction
- They were very supportive and approachable
- they work as a team with school teams - whether it's students we're concerned about, practicing drills, making relationships with at-risk kids, presenting to classes about halloween safety, bullying... all very positive and necessary.
- They've been professional in my experience. I think it's important not to have cops in schools. Don't bring a gun when a gun isn't needed. And I think some kids won't feel/be safe with cops there. We know that some populations are jailed much higher than others.
- This is based on previous SRO's at different schools I have been at, as I am working part time presently. I have always found the RSO very personable. As well, they were present during previous lockdown practices and sought out all areas of the school, thus finding a student and I, when the principal did not. They have also participated in student/staff basketball games and during reading with the community.
- This would be a 10 based on our current SRO. However, the 7 acknowledges not all SRO are this effective and welcomed.
- This year 10/10. Not every year. Two of the 7 I've worked with were barely present, never showed up in a uniform (a hoodie and jeans) and always seemed too busy.
- Thoughtful and shared information Not intimidating listened to concerns and spoke to all individuals involved and were able to problem solve at the school level so that the incident did not go further--took the time and had the relationships to do this
- too brief to have an opinion

- Took the time to listen to all the information, asked questions, gave feedback.
- Tried bribing me for info on unrelated school matters, and for things I was never involved in. But constantly pinned it on me
- Two incidents were traumatic for the students and significantly impacted their sense of safety in the school. In one of the situations, the officer demanded that I help to restrain a student.(This experience was at a previous school)
- Up lifting attitude and nice
- Used the SRO to come in and present when I was teaching
- Very approachable, also good with the students and knowlegeable
- Very brief
- Very easy to talk to. Very approachable.
- Very friendly
- very friendly
- Very friendly and approachable
- Very friendly and built strong relationships with both staff and students.
- Very friendly and easy to talk to
- Very friendly and helpful when available to do so. The students like it when they are able to attend events at the school.
- Very friendly and I see them being a role model for our younger generation.
- Very friendly and nice
- Very friendly in helping out interested policing students and other legality matters
- Very friendly towards everyone and likes to engage in conversations
- Very friendly, and extremely helpful in answering questions regarding student safety.
- very friendly, open about wanting to be a positive presence and that he was not only at the school when there was issues, had come that day to do introductions in classrooms
- Very friendly; great authority figure and role model to have in schools
- Very helpful and a valuable asset to the school
- Very involved and concerned for the students safety
- Very kind and a great helper
- Very kind and always smiling
- Very kind and open to conversation.
- Very kind officers, make us all feel protected and safe at school, unlike Johnson
- Very kind to all
- Very knowledgeable and helpful, great follow-up on the situation.
- Very knowledgeable. Feel extremely supported as an admin with the guidance and follow up I have received
- Very nice

- Very nice
- Very nice, did yoga for the football team. Extremely nice and easy to talk to
- Very polite and helpful
- Very professional and polite
- Very professional and prompt to respond for support (ie. student running off playgrounds, escalated adults in or near the school; supporting students with School Patrol, participating and explaining school drills, etc)
- Very professional but also very approachable
- Very professional, understandable
- very respectful
- Very seldom see them and when I do, they are dealing with an issue.
- Very supportive and understanding
- Very uncomfortable
- VTRA support
- Was always very polite and helpful when I was in school elementary - highschool
- Was very calm and attentive
- Waste of tax dollars, social workers would be a better fit. Money would be better spent on preventing the causes of crime and if police want to improve their image, actions speak louder than words.
- We didn't interact as him being a SRO but more Of friends over a beer. Had I interacted with him as a cop in a school it would be a totally different interaction. He's a nice guy, and I'm sure some cops are, but we don't need cops with guns in schools period, no matter how nice they may seem.
- We didn't really talk that much, just said hello, but they were very nice.
- We do not require an rso often but when they are at the school they are always friendly
- We had our resource officer meet with younger students one career days. Also there have been times that we have needed assistance with things like lockdown drills, etc and they offer wonderful safety advice.
- We have always had a great experience with our SRO. It is great having them in the schools to interact with the staff and students.
- We have had a couple of different school resource officers over the years, and they have all been professional and approachable and willing to meet the children "where they are" - more of a community resource ambassador than a uniformed officer who happens to be stationed at a school. I think it is critical to provide our children with positive first experiences with police offices, and the school resource officer program does that.
- We have had amazing presentations and support from RSOs across my career. There was only once where a police officer was presenting to my class and wasn't age appropriate in his language/approach.

- We have had very visible SRO's and others who have not been as present in the school. It is necessary for the SRO to be present and be a working member of the staff at the school. There is an opportunity to increase positive contact with students and staff, but I have seen many officers stay in the assigned office, completing "work" and not move throughout the building
- We haven't really spoken so I don't believe it is fair to assess our relationship and interactions. I generally avoid interacting with SROs when I can.
- We see him on a regular basis. He is in the school as much as he can be and is seen walking in the hallways interacting with staff and students in a positive way.
- we would talk about are day, and weeked
- We've often smiled as we pass each other by or said hello
- Well.....It used to be very positive. I have been working in Regina Public Schools for 14 years. The presence of the school resource officer used to be amazing. They would come into the school for presentations, come into classrooms, just pop in to hang out every now and then. They would be there if there were any issues with attendance or issues at home with students. As of the last few years, the presence is MUCH less. I have been at my current school 2 years, my previous school 3 years and have not interacted, seen or even been told the name of the school resource officer. At my first school that I was at for 9 years my experience was wonderful. It has definitely gone downhill from what I see. It is really too bad because it used to be such an amazing partnership. I wish it could go back to how it was. So many students were positively influenced.
- When an incident occurred that should have had police involvement, that particular resource officer did nothing to resolve the issue. That resource officer waited months after the incident to try and resolve the issue but in the end still did nothing. After speaking with the head of the SRO program, as well as a school administrator, it was determined that something should have been done in the situation and it wasn't. However, the head of the SRO program still did nothing to make the situation right. In another instance, when students needed information about specific things that could be answered by a SRO, a time was booked, students had questions ready, and the SRO failed to attend because they "forgot".
- When I was a teenager, we had one at school. Officer was friendly and approachable.
- When I was going through some hard stuff and I needed someone to talk to our old Resource officer was very helpful and there was no judgement at all she say and listened to everything I had to say which I found really nice
- When I was younger the interactions weren't good but they got progressively better
- When my son was at St. Luke (now at Ranch Ehrlo), the SRO was pulled in to help encourage him. This SRO took my son under his wing, regularly checked in with him, and did so while checking in with other kids as well, so my son never stood out because of this. When my son was improving, the SRO even visited the house to bring him a celebratory slurpee. Cst. [redacted] created a relationship which informs my son's future happenings with police in a positive way, and Cst [redacted] was a wonderful influence to have for my son, even just as the kind human being he is.
- When speaking with students, our current RSO is very kind and friendly.

- While SROs have only ever been respectful to me, I have found most conversations with them difficult as there seems to be a lack of understanding about how their presence in schools cause marginalized students to feel unsafe, particularly those who have been victims of police violence or witnessed their family members experience police violence. As a social worker, I am constantly working to mitigate the harm that my presence symbolizes for many students, and I am critically reflective of how social workers have contributed to the marginalization of certain children, especially Indigenous children in Saskatchewan. I wish SROs that I engaged with had a similar ability to critically reflect on how their profession symbolizes violence for many young people in our City.
- Why are there armed people in schools? The SRO did our school's info about lockdown procedures for our staff meeting and was (in my opinion) aggressive about it. We didn't need it to be aggressive and he didn't need to be armed to present that. If that was the interaction he has with a group of teachers, what kind of interaction are students getting?
- Willing to come into my classroom. Great presentation!
- willingness to assist with parents, to see the whole picture.
- With my son that has now graduated the SRO helped him immensely with bullying issues in his grade 9 and 10 year.
- With our school being the largest in our school division, comes with it a lot of issues and problems. I personally feel safer in our building knowing we have a SRO able to help our admin deal with serious issues.
- With the exception of a few, the SRO's at St. Josaphat School are approachable, helpful, non-judgemental and alwasys willing to help out. I feel that at times some SRO's are placed in this role as a "go-between" other positions.
- Working with police officers in the building at the Mamaweyatitan center has been a great experience. Our school resource officer goes above and beyond to build meaningful relationships with students and has a great relationship with many.

Q. From the list below, please select what you consider to be the most important traits for a School Resource Officer to have. Please select up to 5. - Other – please specify:

- (Wont let me select all of the above seems silly to pick 5 only and i think you know that) Take some action , talk to the principal regularly and go actually speak to family's WITH The child present ... it doesnt stop after a phone call home to be blunt that does NOTHING! NEVER HAS NEVER WILL ! Issues dont stop at the school they begin at the school !!!
- 5 choices was very limiting - at different times all of these traits I feel are important to have in a resource officer - depending on each unique situation he or she will need to utilize these traits throughout their day. (Visible was my 5th choice, but with choosing Other I had to remove one of the above traits)
- A lot of the options I feel are given. What the SRO brings to a school like this one in an Alternative setting is the amount of collaboration surrounding high-need issues in our community; mental health, suicide, safety in-person and online, as well as the ability to be part of our team is critical in establishing that trust with our students and staff. We've had random patrol officers come in and because the relationship doesn't exist, it can very quickly escalate due to negative past experience that may not even be the police's fault- but police is there to navigate these difficult situations in the home at times- giving the root cause to the reaction of random police officers. Our SRO dispells those and build the relationship while aiding our efforts in the building for high-risk students to have a better life in general.
- Ability to stop threats or harmful behaviour in our schools as quickly as possible. They are trained to protect and serve and need to be in schools!
- Absent from the public school environment so that appropriate supports can be emphasized.
- Across the hemisphere surveys consistently show that police in schools make them unsafe places for racialized students.. Policing is systematically racist and classist, because that is what the institution is - this is not a personality problem, but an institutional one.
- Active, present in the school. Luckily our's is. Not every school is so lucky. In some schools SRO rarely shows up (too busy apparently and don't show up in uniform. Children need to feel comfortable with police in uniform.
- An officer provide guidance and security but evoke reality on repeat student offenders. This may help to correct a student before branching out from school.
- Anti racists, non power tripping, without "small dick" complexes,
- Anti-racist Outspoken about desire for change in policing modeling said change Understanding that students have have life-alteringly negative interactions with the police.
- Approachable , informative,
- Around more often
- Aware of how to help children/ handle situations with children with autism/ mental health issues/ any disabilities. Thanks.
- Aware of the context and functioning of an education system
- baka, smxdk, askxsj, shsjxKJM, sxjmxm
- Be friendly but professional (be authoritative when necessary and the situation dictates)
- Being available

- Being available to be involved in situations when requested by a parent.
- Compassionate
- Confident
- Confident and knowledgeable in handling situation
- Don't feel SRO's belong in the school.
- Educated on child development and issues, disability, and neurodiversity, and inclusion. Police should not be providing support in schools if they are not highly trained on children and children development, including realistic expectations for children on impulse control, and be up to date on current research on brain development. Just like when police enter into other positions (detective, etc.) they receive extension training and education. Police going into schools should be at the highest standard of care and have the appropriate personality. They should be making children feel safe and be knowledgeable about diversity.
- Engaged with the families and community
- Experienced in conflict resolution Educated in the sociology-economic issue at play in the community and its impact on behaviour
- friendly visible non-judgmental
- Good at presenting to elementary children. Many different age groups.
- Good communicator Capable of responding to a wide spectrum of possible situations.
- Has to be calm and enjoy teenagers and be a parent themselves.
- Have additional education/qualification in mental health
- He is very racist the officer at [redacted]
- Helpful too but could only puck 5. Other ... Not biased to what only principal says. I have watched this system wreck at least 5 kids and their families lives. Principals are human and lie because they are awful and to cover their ass. This gives them touch power and is completely unnecessary. It is wrong to have them in our schools contributing to this imbalance of power. Have your life and the lives of your family in their hands. I recommend abolishment of this.
- Helpful, inclusive
- How about making and treating them like a staff memeber of the school and not a FORCE we need - be one of us don't be ABOVE us
- How can only 5 be applied? Some are the options are the same idea...all are important.Inclusive should cover cultural sensitivity, and representing diversity.
- I am not filling this out because a SRO shouldn't exist and that funding should be allocated to have social workers in schools
- I appreciate that this question has been asked. In my experience the personality fit is crucial to the success of this program. The rare officer who I had contact with who was authoritative, stern, and not personable usually sat alone at their desk in the school with few interactions with the school community. This list needs to have more than 5 selection options because there are many qualities listed above that I am unable to choose. It might be more helpful to list the qualities not effective in this role: Authoritative Stern Powerful Judgemental Unfriendly
- I do not agree with police in schools, so none of the above are relevant

- I do not believe they should be in the schools except for on school visits to introduce themselves and talk about the positive things police officers do in the community.
- I do not think police should be in Regina schools.
- I do not think there should be a police presence at schools.
- I do not think this program is valuable or supportive so no specific traits are relevant in my response.
- I don't believe this program should exist. This question is irrelevant to me.
- I don't feel safe with a sro because it makes me feel like any day there could be a school shooting And if someone is going to shoot up the building they won't care about a sro and I don't know how effective a sro would be if the shooter was in a classroom when it started
- I don't know
- I don't think that there should be an SRO in schools,
- I don't know that this is the best approach to ensure students and staff feel safe and supported.
- I don't think police officers have any place in schools. If you're looking for additional supports, bring in people trained in mental health, additional teaching supports, after-school programming, warm food, and other community supports that actually address the root causes of which problematic behaviour is a symptom and a natural outcome..
- I dont think we should have school resource officers
- I don't think you can be a good SRO. the job is rooted in protecting property; not people.
- I feel if someone is to hold this role in schools they should be able to control their tempers when coaching youth sports. I believe one of your new RSOs has a multiple game suspension from hockey Regina for yelling and using derogatory names towards another coaching staff during a hockey game. This was done while he held the role of a coach for a AA U15 team. So in front of students who he could very likely see in one of his buildings. I'm not sure how safe some students would be approaching him after that.
- I haven't been in the schools since COVID I really do r know how to answer some questions I am not visible so I can't say if the resource officer is present
- I reject the premise that police officers should be in schools in the first place
- I think all of these are equally important, especially because of the situation/issues that will call for the SRO to display different qualities that apply in the specific scenario. The SRO has a significant responsibility to create a welcoming environment. This can't happen unless they have all of these qualities. If there is a person in the school with a gun for example, I would want the SRO to be stern, visible, authoritative, powerful, and helpful. If a person who is scared of police had an incident to report, I would want the SRO to be approachable, visible, trustworthy, helpful, maintain confidentiality, friendly, and culturally sensitive. If I was a student and new to the school, I would hope the SRO if visible, approachable, involved in school activities so I could get to know them better, non-judgmental, representative of diversity, friendly. etc. The point is that SRO's have a big job to try and be there for everyone in the capacity that they are needed. This requires an array of expertise, qualities, and an invested interest in the school, and those within it.
- I think it's important that you realize not everyone is safe around cops. Pretending that's not true doesn't solve the problem. I don't want cops around my primary-aged child.

- I think RSOs should at minimum do the job they are paid for, and that those job standards should be public. There needs to be an automatic requirement to report any violence to RPS, and rather than more officers and need more social workers. There should be a public record of events reported and outcomes (names redacted).
- i think the regular police should be providing this service without having a special program?? The police presence was more visable at Rosemont school.
- I think you need to be authoritative or stern when the situation requires it.
- I would only say “authoritive” when it is needed. Like a school shooter situation.
- I’d like to see resource officers speaking in the hallways to people other than administrators….any time I’ve Seen one, they are talking to the admin or office staff and not out in the school.
- I’m actually being able to step in bc almost all resource officers couldn’t do anything if there was a threat in the school they would be just as useless as a grade 9 well ours they don’t even carry a gun
- Ideally, not a cop, but a mental health nurse or legal expert.
- idk
- idk
- If there must be police involvement in schools, then at bare minimum they should carry the traits I’ve listed above, but these traits could instead come from social workers or professionals trained/specialized in deescalation, mental health, interpersonal violence, crisis, etc. An individual with a gun, with unearned power, and an “enforcing” energy is only going to make matters worse. Police do not prevent crime - at best, they respond to it, and far too often then they do so in a way that only further victimizes those involved. Police response to crime is, more than anything, a dehumanizing, re-victimizing band-aid solution to much larger issues.
- If they are in the school they should want to be there. Not everyone is capable of connecting with students. They have to be authentic to be effective.
- If they're NOT busy, l think there are so many other areas where they can find things do other than making our schools' environment and our students uncomfortable!
- If we don’t know about the program, how can we answer the questions? Your researchers need to learn how to conduct appropriate survey. I can’t imagine how much money your team makes for this crap.
- I'm sorry, but these choices are silly. They presuppose that a person taking this survey ultimately supports the programme in some way, and furthermore, it can be seen as a foregone conclusion that the programme will remain and needs to remain. Respectfully, I do not support the programme, and think that uniformed and armed police have no place in schools except in the case of an emergency when they have been called to assist.
- In plain clothes. Not triggering trauma victims or kids from families who have had previous experiences with police officers. This is triggering for victims!!! Ever since I was sexually assaulted I have been triggered by police officers presence
- In the building
- Instead of school resource officers, let's have trained mental health service providers and food security services in schools.

- Involved in activities of students. Visible, inclusive, non judgemental, knows when to ask for help from other resources. ie counselors, etc
- Involved in policing problems inside the school (ie. vaping/drugs/etc).
- Involved Knowledgeable Inclusive Trustworthy Confidential Culturally sensitive Approacheable Calm
- Knowledgeable
- More mental health training is needed. We especially the kids have gone through trauma these past few years. More education and resources are needed badly.
- Most police I've encountered are non of these things. Police should not now, or ever be dealing with mental health issues. Furthermore police presence in schools is counter productive- they don't know student and family histories
- N/A
- Need to be able to select all except stern, authoritative and powerful.
- Needs a better understanding and training with individuals who are neurodivergent, such as autism, ADHD, and intellectual disability.
- Neurodiversity-affirming, trauma informed, gender affirming, dedicated to real reconciliation, no bias, no racism, no assumptions regarding student intentions and behaviour. Should have a background in childhood development and psychology.
- non of the above, they should not be in the schools
- Non-discriminatory
- None - I don't think schools should have SROs.
- None- dont need police in schools
- None of this is appropriate jobs for police. You want mental health supports? Hire some damn counsellors in the schools. You want to reduce cyberbullying? Police won't do anything about serious threats on line for adults OR kids, so who are we kidding. Police presence does not make racialized kids, parents or families feel any safer and often makes us feel less safe. The real bullies have figured out how to game the system, and it just puts all their targets at increased risk. We can see what's happening in the US, and there's nothing happening elsewhere in Canada that gives us any hope the same thing won't eventually happen here.
- None. Police officers should not be in schools
- Non-existent
- Non-existent. This program should be discontinued.
- Not armed or uniformed.
- Not at school
- Not be present in schools
- Not exist among children. Armed state assault forces have no place near our children, or public in general.
- Not getting suspended from hockey Regina for yelling vulgarities at coaches in front of players under 15
- Not handcuffing indigenous students "for fun." Believing students when they report an incident in the community. Not wearing their gun to school.
- Not in a school

- Not to be an arrogant, condescending, power tripping pig.
- Only called in when necessary. isn't in uniform. Isn't wearing a gun.
- Originally I chose too many options. Certainly they need to be authoritative and take control of some situations but generally speaking building relationships within our building and community and being a source of calm and reason works best in this role. Over asserting power creates problems. There are many preventative and pro-active benefits to this program.
- Outside of a sexual assault/life threatening issue, I can't think of a reason that I would send a student to see a resource officer. Communication between the student, and their family/community will foster better relationships between students and faculty as well as prevent the need for police involvement
- pig
- Police are not needed, and should not be in schools. Period.
- Police don't belong in schools.
- Police should be friendly and approachable, they should not be stern or hard with children, scare tactics don't work long term except for causing trauma, police should be a safe space for students and provide compassion and empathy without teaching children to be sneaky. Children should be able to be honest so they can learn from mistakes, I believe police in schools has many more cons than it has pros without proper psychological training. Police can easily be seen as intimidating if they exert their power and can frighten children.
- Police should not be on campus.
- Policemen, not policewomen. A man would be able to defend the school better.
- predictable, consistent, fair
- Present/available/approachable
- Pro-active
- problem solving, knowledgeable and supportive of admin particularly when there are difficult issues or problems
- Respectful
- Respectful
- Responsive
- responsive accessible
- Responsive to close out issues and not dismissive to the victim's.
- rude people
- Safe Comfortable
- Schools shouldn't have police officers. Police officers do not belong in schools. Funding toward support staff, education assistants and appropriate mental health supports for students and staff instead of police in school. Police in schools do not make schools safer.
- Serious and stern when handling conflicts.
- SRO needs to be present in all schools connecting with the school community. In schools with high immigrant and EAL populations where law enforcement in other countries is very different, there needs to be teaching and connecting with people. Not just coming in where there

are issues. I as an employee have NEVER met our SRO. Never have they atteneded a meeting, family night or anything. There is no community connection - they are just the "heavy' that comes in to deal with serious issues. Their role should be more supportive and visible in the school and community.

- SRO should be educated about over policing of brown & black kids esp boys. Students need to feel that rules & consequences apply across the board, regardless of race. From a parents perspective, we need to feel & know that are kids are safe while on school property. We need an action plan, not thoughts & prayers in the event of an incident like the Quebec mosque massacre. We need cameras & dead bolts for all entrances, locked front entrance so that receptionist has to buzz you in etc. We need a visible squad car in front of the main entrance so that alt right nut jobs think twice about pulling another Quebec incident.
- SROs don't have a place in schools.
- SROs should be visible in all areas of the school rather than just in their office/guidance area.
- Stern when the officer needs to be stern.
- Supportive of staff/administration
- Test
- The best trait would be someone all students, especially Indigenous and minorities can trust. Since it's well documented that the mentioned demographics are targeted and harassed by police, it makes sense to remove them and install people from those communities.
- The bias in these questions is awful and really focuses on promoting the program - there have been very few questions that make room to acknowledge the way SROs harm students and communities. The traits I want are "not in schools" There is no way to end the harm they cause other than ending the program.
- The important trait is to not have an SRO. Put the funds into councilling, mental health supports and anti-poverty programs in schools.
- The most important trait would be to not work in schools. Police do not belong in schools. Police presence is not the correct way to approach safety in my children's schools and I want them gone. My children feel less safe at school due to police presence.
- The School Resource Officer Program is a public Relations program and can just as well be a hotline for educational professionals throughout the province to call. Mental health services are not in the purview of Police.
- There should be no police stationed in schools. Police are not qualified to counsel students about mental health issues. They do not have training in pedagogy or in dealing with students with special needs. They can still be called into schools if a situation arises, as is done in places such as Toronto which have abolished the SRO program. Police interview students without lawyers present and sometimes without the knowledge or consent of parents/guardians. Students may not be aware of their rights when talking to police. Students should not be criminalized at school and administrators should only bring in police as a last resort, which is not done currently as SROs are a formal part of school discipline procedures. I reject the premise of this questions as it presupposes that SROs should exist at all.
- There should not be cops in schools
- These are interesting descriptors - not sure I agree with some of them. The descriptors could pertain to anyone working in a school environment and our expectations when working with students. Individuals who are invested in working with students and providing them with a positive experience will possess the necessary skills to do their best. For example not sure I want a teacher to be considered powerful

- nor do I think a resource officer needs to be powerful or authoritative. In my experience the individuals who have seen working with students have been those who maintain the dignity and respect of the human being regardless of the situation.
- These kids are just kids, so they need to be approached with absolutely no threatening words or looks. A look from someone like a officer can scare any child from being able to trust him or her
- They shouldn't exist as policing children is absurd. SROs make racialized and marginalized students feel less safe and there are no characteristics that an SRO can display that will remedy this issue.
- This has all been well-researched. Police in schools cause harm to Bipoc students, reducing their sense of safety and consequently, their ability to learn. It also feels the school-to-prison pipeline. It doesn't prevent crimes or violence. Police are not mental health professionals. Defund the police so we can invest in education and our children's mental health.
- This person needs to provide security.
- this questionaire seems to assume that police are going to be in schools. I would like to see funding to increase supports for students in the form of teacher aides, counsellors lower class sizes rather than spent on police presence.
- To BE where the vaping/smoking/fights/jumping/bullying is occurring.
- Unarmed
- Unarmed.
- Understanding is more powerful than authority.
- Understanding of systemic violence, anti-racism, anti-colonialism and anti-homophobia
- We cannot place all those responsibilities on one person. Safety /security is a team effort all parties working within the school and the division it's self is respondsible Locked doors , supervision etc are all a part
- We have a very present, engaged, hard working SRO. The challenge is I've had years when the SRO was absent due to injury, being too busy and what seemed like disinterested. RELATIONSHIP based.
- Well trained in issues facing schools. Able to give well researched and relevant presentations to kids. All on the same page with regards to expectations and rules surrounding their jobs.
- When needed in extremely difficult situations, police should be authoritative and in power. Otherwise, they should not be in schools. Other staff, counsellors, mental health specialists should be there to deal with students.
- Why is there only 5 allowed? More than 5 of these are important.
- You should be able to select more than six, because it's not difficult to be a lot of these things. So I'll write them in here: Involved, Approchable, Friendly, Representative of diversity, inclusive, visible, helpful. Visible.

Q. Is there anything else you can think of that would help strengthen the relationship between School Resource Officers and students?

- -
- * attend family events at the school to develop a relationship with newcomers who may have had a negative experience with the police in their homeland
- A more approachable model. I had a fantastic presentation by a school resource officer last year on cyber bullying and wish there was more of that. More that and officers sensitive to mental health issues. I see it now generally as a highly militarized presence that causes more anxiety and distrust. It actually undermines the police in my opinion having a fully armed officer in the school as it reinforces a negative stereotype (tough, aggressive, intimidating, only tool being a hammer, likely to shoot someone in a case of a mental health crisis).
- A more positive presence. I think that because they are so busy they aren't out enough to be proactive. Especially in elementary school school when those relationships are made.
- A presentations to staff about how to use them in the school. Then given information to contact.
- A regular active day to day presence in the school be real be relaxed be natural don't fake it don't patronize the cute little poor kids and leave the cop attitude at home
- A School Resourse Officer helps keep the school a safe and a healthy place for students. And a positive,healthy and keeps the school a better place.
- Abolish
- Above all, SROs need to improve themselves before "strengthening relationships with students" -- police officers are not equipped to be providing mental health care, suicide intervention, psychology services, bullying intervention, victim services care, legal advice, etc, yet they are one of the only available resources for students who are navigating these complexities in their school. It is more important that students have strong relationships with counsellors, psychologists, community and youth workers, librarians, etc, who are often the adults in schools that connect students to resources.
- Action ! Going out for recess Being in the yard after school ! !
- Administration including the SRO is school functions, allowing the to present lectures, use them for what they are attended for. Allow them to deal with issues and hold students accountable
- Administration needs to include SRO's more. Use student voice to bridge relationships with students and SRO's. They are not being used as a positive resource.
- Again, I don't see it as my responsibility, nor the school board's responsibility to help bridge relationships between police and the communities we serve. In many cases, the police have severed the trust that they are asking us to build. I don't think they deserve our, or the families in our communities trust. The police exist to protect property and maintain the status quo - funding/resources should be allocated to more effective means of community building.
- Again, I don't even know that this is the way to go. I feel weird having a police officer hanging around at school events or being a constant presence in my child's school.
- Again, if one does not know about this program, how would want to be able to make an answer

- All around being more visible. Maybe using the common area in the school to sit and do work that is not confidential and then only using their office space when they are talking privately or working on things that require confidentiality
- All great ideas. Now who makes sure it happens?
- All of the ways listed above are incredible.
- All of these answers are perfect stepping stones to the right direction. I've spent 4 years now at Campbell and have seen our constable one time in my class back in garde 9. I understand COVID has made things like assemblies etc; difficult but truly just making yourself more present would strengthen your ties in our community at Campbell.
- All the measures above would help strengthen the relationship between police and the students. In my observations, the only relationships between students and officers at are schools are between the officer and the students who are engaged in criminal activity and the friends of those students. I've never seen an officer engage with the teachers or the broader school community outside of mandatory events, and I'm not confident we actually should want that (teachers aren't police, police aren't teachers). Do regular (non-criminal) adults have relationships with the police? What a bizarre question.
- Always being available and making sure people know who you are and then talking with people
- Any combination of the above is good. Being present and approachable is #1.
- Any interaction that shows how helpful they are and that they are not to be feared. They should be approachable and friendly so that students know they can consult them when they need help and answers to questions about the law. This is especially important with the inner city/community schools where police are not always viewed in the best light. I think it is important for them to see police as community helpers, and these interactions will help reinforce this idea.
- Any one school resource officer cannot be fully representative of the school and community demographics, but adding a second officer who presents a different representation as to the diversity of the force for occasional "walk throughs" can help to make a difference - i.e. - if the school resource officer happens to be male, have a female officer occasionally stop by. More so, it is critical that all of our children see that RPS has Indigenous officers and people of colour on staff.
- Arrest the drug plugs and the drug dealers and users. Crack down on weed and vape use.
- As a Retired High School Teacher I know the most important thing I could do was like my students and I mean all of them. Build caring relationships with every child. As adults we need to show our children they matter. Talk with them and laugh with them too.
- As mentioned, my only interaction was from when I was a student in the 90s. My school had a resource officer who gave talks to students. I did not go to a school where an SRO had to remove a student or staff member or parent from the school for a legal issue. Being so sheltered I honestly didn't realize that was something they did. I think educational outreach is important. Not to "scare kids straight" but to show how much better society is when we access the supports we need.
- As of right now there is nothing.
- Assist with developing and facilitating a youth leadership/peer support program geared toward bullying/cyber bullying and inappropriate use of social media, as well as education around risks and harmful effects of drug use

- At most, cops could come in to do a presentation, the same way firefighters do. But there's no need for cops in schools and I feel it's inappropriate.
- At my child's elementary school, the SRO is only there on certain days. I think it would be more meaningful if they had a stronger presence in a positive way so that the students would feel more comfortable if a situation arises. SROs on the playground, showing the car/sirens, playing tag or soccer. I know the students would really enjoy seeing that and interacting more.
- At St. Catherine, we have not seen our SRO recently. This is mainly due to Covid. When the SRO is present, students are less likely to engage in online or in-person conflict. We recently had an incident in my grade 4/5 classroom where swastikas were being drawn and left in plain sight. When I mentioned that I would be bringing the incident up with the SRO if it happened again, it stopped immediately. Students have a healthy respect for law enforcement.
- Attending an SCC meeting to share information with parents in order to support students.
- Availability throughout most days. As well, one cannot accomodate every student's feelings - some may not trust nor like the resource/police officers especially if they are those individuals that have had run ins with the law. I believe it is important to make students feel safe & the officers are instrumental to this more so now in these times than ever before. Other ways to build trust with students that have minor infractions with the law needs to be incorporated of course. Those students that have a lengthy history of criminal activity need additional supports & interventions that cannot be provided singulary by the resource officers & unfortunately are not likely attending school on a regular basis anyway. The safety needs of all the students must override that of a select few. Of course anything that can be done to improve relationships between students/families and officers should be considered & implemented if feasible. We all have room to grow & improve.
- Be approachable. Going out and befriending staff and students...circulate through the school
- Be available to families to speak to when issues arise impacting on students at both the elementary and secondary school level.
- be friendly to the kids and show them they are poeple too!
- Be in the school. I haven't yet seen our RSO this school year...it is February :(
- Be involved, be present, be visible. Be a positive influence, a role model someone that kids can feel comfortable coming to if they need help.
- Be more like Miller's SRO.
- Be much more involved, most check in with the office and leave. Or help with a lock down drill once a year.
- be nice
- Be present during the morning and after school to ensure the arrogant drivers are not speeding in the school zone so each student can walk to school safely without having to be worried if they get run over.
- Be present in front of the schools at before and at the end of each day. Are they greeting and meeting students every day! I know they have 6 to 8 schools but once every two weeks should be expected.
- Be present in the school more, interacting with students more. Start at a young age for the students so they know police in a better frame. some students come from broken homes and have witnessed bad things. Security and friendliness are very important.
- Be present in the schools at least once a week.

- BE PRESENT!!!!!!!
- Be visible in elementary schools - we very rarely see an SRO in the elementary schools. It would be nice if they came by for visits and were a known presence to the students instead of only show up if a teacher asks them to do a presentation. They go to that one class then leave. If we make the elementary kids more comfortable with the SRO, that will follow to the high schools
- Be visible in the school, not just when negative situations that go on and is needed to come.
- Being able to talk casually to students and be relatable
- Being accessible to teachers when teachers need them. It is usually the classroom teacher, not necessarily administration, that knows what is going on within the classroom with individual students. As an elementary school teacher, if I were able to receive some support in the form of "presence" of a police officer, even for a 5 minute conversation with individual students and/or their families, I think this would help a lot and be extremely preventative rather than reactive.
- Being among the kids throughout the day, involved in their activities.
- Being an administrator at an elementary school, we rarely see our SRO, unless we need them. I fully understand that they have a lot of schools assigned to their caseload and that high schools are often busier, but it would be great if they could have more of a presence in our building, which is a community school.
- Being around the schools more often so kids get used to seeing officers being there for support even if no conflict arises. Having officers come into the school for presentations about certain things(bullying, inappropriate texts, threating) reminding students of the consequences of their actions. Being open for conversation about these topics
- Being authoritative is not the same as being threatening and judging. My daughter had a bad experience with the school officer whereas the officer treated my daughter as guilty and with disrespect when the officer only needed to ask a few questions to find out the truth of an incident between two other students. My daughter innocent of the situation that occurred. No need to put unnecessary fear in a student. You'll lose respect of students and parents.
- Being available and approachable / friendly and social
- Being available to student to talk, and creating a bond/ trust with students so they know they can come to the officer without fear of judgement, or arrest.
- Being available to students for casual and serious conversations. Building them into the school community not just showing up when something is wrong. Also, building relationships with early elementary students so that those relationships continue on into high school.
- Being available. Often they are shard between too many schools which leads to their presence being linked to an issue in the building.
- being in the school more often and being in classrooms
- Being in the schools more often.
- Being in the schools, keeping our students, staff, families and community members safe.
- Being involved and wanting to learn about indigenous culture at the schools. Example: Tanning hide... come and participate for a whole day, or half a day with different classrooms... learning a long side them... showing you value the teachings and learn the culture ... that would be impressive!

- Being more present in hallways. I think there actually needs to be a couple of tickets given out for vaping.
- Being more visible at schools. Involvement during classes to foster better relationships. Actually working one-on-one or in small groups to show that they are humans and build trust for students to confide in them.
- Being more visible.
- Being open with students. Example: If students witness a fight that has to be broken up by an officer there should be a discussion sometime after on the incident, how students can avoid or correct it in their own situation, and what the repercussions were or would be.
- Being present and available
- Being present and available during home rooms and well as free student time. Ex. Lunch Wednesday with the RO
- Being present and available everyday at school.
- Being present and knowing the major players involved in a school would help to make those being threatened feel safe and those who are the threat to know they could have very real consequences for their illegal actions. It would take the power and control away from the students who have far more power than they should have.
- Being present and visible at most times.
- Being present and visible in the halls of the school. There are many students who do not even know that our school has a resource officer.
- being present and visible, not just when there are issues
- Being present at school dances.
- Being present during the school day and not just in times of high need.
- Being present for more than lock down drills.
- Being present in the hallways, policing regularly throughout the day so they are visible.
- Being present in the school more often so students feel it is natural and the person is approachable. Not just in the office
- Being present more. Not just when there has been an incident.
- Being present with not only the older grades but being available to primary students as well. Start building a foundation of understanding and respect with 5 and 6 year olds. Have a proactive approach to creating relationships/respect within the community. Coming into the classroom to show students they are "people" too and arn't just the uniform with really frightens many little humans.
- Being present, approachable. Being someone that students recognize and know they can trust. Getting to know students and families on a personal level.
- Being seen in the community and at community events where kids would see their resource officer from their school.
- Being someone who is approachable is key. They may not see all incidents so if kids are being bullied they can feel like they can talk to the SRO.
- Being the right person to actually be involved with children. Selecting school resource officers should be an extensive process that eliminates the wrong candidates.
- Being visible (not just in office).
- being visible and approachable to kids of all ages

- Being visible, letting students know they can come to you or where to find you if they are in need or need to talk.
- Better signage so that students know where to go
- Body cams, perhaps a second aircraft, and certainly more armoured personnel carriers. Fewer public relations stunts and more oversight.
- Build relationships not just police behaviour
- Building relationships and taking a proactive approach to education and awareness of aspects of the law and taking part in more education meetings with staff and students beyond negative meetings that are reactive
- Building trusting relationships through presence in the school and doing classroom presentations. Checking in with admin frequently to get a pulse on the school, and finding out which students may need support.
- Clear communication with school staff about who is assigned to our schools. I have called who I was told was assigned and they were on leave and I never received a call back from anyone. I have met only 1 of the SRO's assigned to one of my schools. it would be helpful in my role to to be aware of who is assigned to my schools and how to reach them.
- Coming to staff meeting to introduce themselves and the resources they are available for
- Communicating with parents. Most parents, in my opinion, are not aware of the SRO position. Part of that may be that events including parents occur outside of school hours and an SRO is never present.
- Completely revising the way it is done already.
- Connecting with staff too. A previous SRO would come eat lunch in the staff room sometimes and it made a big difference for helping me to remember to reach out more
- Connections with other professionals serving students
- Consistent presence...so more of them!
- Continued visibility and involvement. Non uniformed interactions to support uniformed ones.
- Deal with the issues that are presented, so that victims and peers feel safe at school.
- Do all schools need this service? I want to see better outcomes for this program and why it is needed. A Corporal and Sargent as school officers seems like a waste of tax payer money. As taxes rise, school and the police force should be better at targeting locations who need it most. What are the curriculum connections to some of these very leading questions. The program appears to be a waste in most schools.
- Do information sessions for families and parents Attend school based family events.
- Do there have to be 14 officers? Could Regina police not have 1 or 2 that visit schools and do presentations? It seems like they are paid a lot of money to do things that a mental health professional should be doing.
- Do what Cpl [redacted] does
- each high school needs their own officer, not shared with elementary
- Elementary schools need more attention than they have been getting. The SRO's are busy at the high schools but elementary have needs too. Building positive attitudes begins at a young age.
- Ending the program. I've seen SROs give cyber bullying assemblies and talk on gangs and drugs. Students who are not scared of them see this as a joke, their tips were unhelpful and incredibly out of touch with the experiences of students. Students groaned and laughed at them.

- Engaging with parents and the School Community Councils, as parents could support and even encourage the relationship between their kids (students) and the SRO's.
- Extremely important program for everyone's safety at school
- Family night presentations.
- For about a year, our school did not have an SRO - something about a staffing issue, and, boy, did we noticed the difference. The best thing our SRO can do is build relationships with our student body by being present in the building. Our teachers and admin feel more comfortable when we have an SRO in the building to provide support and guidance in situations in which there are legal and safety concerns. I know our SRO in high school is also shared amongst elementary schools, and the concern is that she doesn't have enough time in her buildings. The thing that would best strengthen this relationship is allowing the SROs MORE TIME in each of the buildings, building relationships with staff and students.
- For many students (and their families) with many different life experiences, having a police presence in the school is scary, threatening, and negative. The SRO program has not done anything but make schools more of a threatening place for these people, especially since the SROs generally don't get involved or make an effort to be visible unless it's to intentionally be threatening / authoritative
- For their presence to be a reflection of systemic restructuring that demonstrates legitimate and transparent accountability for those who are employed by RPS. And for School Resource Officers to be culturally informed, non-uniform, multidisciplinary civilians.
- [redacted] pigs[redacted]
- funding so each school could have their own full time resource officer, especially in schools where there is significant difficulty like vaping in bathrooms
- General presence in schools not just when there is an issue
- Get more SRO's so each school can have one full time
- Get them out of schools. The research is clear.
- get them out of the schhols
- get them out tha damn schools
- Getting rid of them. I am a straight A, teachers pet student. I am uncomfortable with police in the school. School is not a place for police, school should be a safe place, without fear. Imagine how students who are not smart, not 'good' students feel. This program needs to be revolked and replaced with real mental health counsellors,
- Getting them the hell out of school instead of normalizing oppression
- Giving parents any idea of what they're supposed to do? I sincerely don't what they do or what value they have. I'd be interested in seeing some clear, non-anecdotal, data on this being a positive program.
- Going outside at recess
- Have an online question resource to ask about any issues students are facing
- Have more of them so they can spend more time in each school. Having the resource officer in the school can help prevent more serious situations from developing.

- Have social workers instead
- Have them assigned to a smaller group of schools so there would be a larger presence in the school And they weren't always called just for issues.
- Having a full time RSO so the students know they can find him/her at anytime throughout the school day.
- Having a portion on the school newsletter to communicate to the parents.
- Having a presence at pick up and drop off to remind parents and students of safety
- Having a resource officer in the schools on a regular basis, someone visible that the students would be able to talk to at any time. Unfortunately right now the resource officers are spread so thinly the students rarely get to know them.
- Having a School Resource Officers is another resource to help provide students to make better choices, it's like a guidance council but with skill aimed towards the law.
- Having a uniform so they can be easily identified
- Having both scheduled days of attendance (for inquiries of the community) and random attendance would be a benefit.
- Having contact information easily acceptable to parents. I've requested our schools resource officer to be involved twice to the principal and both times wasn't accommodated.
- Having dealt with several schools over the last few years I would say we need more resource officer - more cyber bullying and ice presentations. More interaction with officers will allow students to know there is more people on their side to protect and seek answers from. Otherwise kids think cops are scary and only talk to you if you are bad or in trouble
- Having lunch with students-
- Having more positive interactions between students and SRO, many of the times the SRO is called in to help solve conflict or issues. I had a student get chosen for the shopping trip and spending a day with the SRO which was so awesome and positive but the student was worried they were in trouble when they seen the SRO. I think just involving SRO with more positive interaction/activities to remind students that being involved with the SRO is not always a negative thing. I also think meeting families would be a positive so inviting the SRO to come to family events as well.
- Having more SROs for the amount of schools that we have. Many split their time between multiple schools. I think the bigger schools would benefit from having one full time at their location.
- Having more to be able to rotate to schools more often.
- Having resource officers connect with CYW in probations for students who are on Community Orders.
- Having SRO's visit our elementary schools on a more regular basis to build positive relationships with all our students, especially with those students in grade 7 & 8 before going to high school.
- Having the time to spend. Not sure there is enough SROs so the number of schools they are spread between is too much and does not allow them the time to do these important things.
- Having time for individual consultation with students who have questions or need support or information.
- he

- Helping out with pracitising skills (lockdown drills)
- I am opposed to this program and police in schools in general.
- I am unsure of the use of a school resource officer in its entirety. My opinion is a school resource officer should only be used in schools where there is a high crime rate. This would be indicated by statistical information and I don't feel that I have the necessary information or understanding to make a judgment on that. In the event there is an illegal activity happening at the school, it would be the responsibility of the faculty to make a decision to call the police. Having a school resource officer present at low crime schools seems like a waste of police resources.
- I believe an officer with everyday clothes may be more approachable to all students.
- I believe our students are often seeing the police presence during drills. I'd appreciate more presence for positive reasons as well! I'm just not sure they are often invited or aware of opportunities to celebrate student achievement at our school. We need to do a better job communicating with them as a welcomed staff member. At this time, I don't even know how to contact our SRO.
- I believe the school administration needs to be using the school resource officer more often when dealing with bullying and I believe the school needs to bring the officers into the classrooms more often.
- I believe they are more present in high schools vs elementary. They need to be more visible in elementary schools.
- I do not believe they should be stationed in schools and have a role in school discipline. Many children who struggle with authority or other behavioral issues are targeted, which disengages them from education, which may be the only thing that could change the course of their lives. The police could still be contacted for serious concerns, as they used to be.
- I do not believe uniformed police officers, and definitely not armed officers, have any place in our schools. Every possible benefit mentioned in this survey - mental health support, legal support, administrative support - could be achieved by many different professionals, and they need not be wearing a police uniform to do so. I do not believe police officers have any special or unique ability to assist in any of these situations, and I believe in many, if not most, they could be causing real harm.
- I do not think police officers should be in Regina schools AT ALL!
- I do not think that there should be a police presence in schools.
- I don’t know about other schools but the one specifically at Martin high school there is nothing that can change my mind about her.
- I don’t know enough about this role. I worry about having an officer around might feel intimidating to those that don’t trust police, and for good reason. I worry about ego and power abuse. I think the right person could be beneficial and help create a safe space for everyone.
- I don’t think police should be in the schools. I don’t think the relationships should be strengthened or improved, I don’t think the police should be in this role at all.
- I don’t think they need relationships. Kids are at school. Why are cops there?? It makes no sense. Maybe give the education system more funding to deal with mental health and bullying issues. I’d much rather see an influx of counsellors, nurses, and dental assistants than cops to ‘de-escalate’ situations.
- I don’t think we should have SROs in schools. We have had students and staff feel threatened and unsafe in their presence.
- I don't believe the SRO should be presented as a part of the school administration or education team.

- I don't know the best way to strengthen the relationship. But when BIPOC families express concern or distrust for police, I think we need to listen and try to work on rebuilding those relationships.
- I don't think our schools should have police officers in them at all.
- I don't think that police officers are needed in the schools...
- I don't think they should be at the school except assisting the administration when needed.
- I don't think this should be the focus. I think the focus should be on safety of all students, regardless of race, class or culture. There are things that SROs have the ability to do that school staff are unable.
- I feel by being a consistent, visible, and trusted adult in schools on a weekly basis where the SRO takes the opportunity to engage in conversations with students and staff over time would make a significant impact in strengthening their relationships with students.
- I feel like the way a School Resource Officer is represented makes it hard to approach them in general and it becomes even harder to talk to them when dealing with an issue. I feel like the guidance councillors in my school create bonds with students with conversations when it comes to going for a time table change or university stuff which makes it not easy but easier to approach about an issue. I think when students have an issue or problem with something like bullying, it becomes an issue of being to afraid to ask for help because the victims thinks its look down apponed to be the victim of bullying and instead of getting the proper help, they try to deal with it themselves or try to hide from it but I feel like theres also a lot more different issues in someone who needs to get the proper hep
- I feel SRO's do not belong in the schools
- I feel the SRO's have to be more active in doing presentations in the classrooms and more active in their offerings and specialties. Nothing is more discouraging than asking your SRO for a presentation on "X" and they don't seem eager, say they aren't super knowledgeable about that or don't get back to you. The candidates for these positions should be trained to do the presentations. There certainly is a bigger need for the SRO's time in the high school - but as an elementary administrator the time they spend in our school is very minimal. At this point of the year at our school our SRO has been here for approximately 2 hours total - during our lockdown drills and one classroom presentation. It would be great if SRO's were required to spend days at their respective schools presenting on the different topics they specialize in. It builds relationships with the students and staff. I understand that there are emergent times when the SRO would have to cancel or reschedule - but we are flexible and teachers would love to know that "Constable X is coming on March 22nd to talk about X topic in grades 4-8. Pick a time on your schedule".
- I feel this program should be in all the schools including post secondary
- I greatly appreciate the support that our SRO gives us at the school level. I would love to see their presence more in the school but also understand that they are busy with other schools/situations. I appreciate the quick response time when needed. The SRO program is an asset to our school.
- I had no idea that SROs were a resource available to parents. That needs to be clearly communicated.
- I have been impressed with all the SRO's that I have met. I would like to see more SRO officers given the size and amount of schools that are served. Very important program in my opinion.

- I have worked at several Regina Public School and never once saw a resource officer at any of them except for my current school. We had an exceptional SRO at my current school, who came in and did presentations and answered questions for kids/teachers/admin. Having that presence and support was very helpful. We now have a different SRO whom I haven't met, but whom I'm told will try and have a presence as well. I feel that is very important for these kids to feel supported by the police because in the general community they feel targeted by them.
- I know ROs are busy and spread thin, but a rotating schedule for school visits/days at schools (or a set number of days at each school each month) would be helpful - that way students would be less stressed or thinking there is a major emergency when ROs come to schools. Visibility to build relationships and bonds is important.
- I reject the premise of this questions as it presupposes that a strong relationship between SROs and students is desirable. It would be best if students did not interact with police at school at all. There are people more qualified to fulfill all duties of SROs listed here such as qualified mental health and addictions counsellors, psychologists, Elders, and teachers. Furthermore, none of these professionals are also gathering evidence which could be used to criminalize students as SROs do.
- I see no need to strengthen a relationship between students and SROs. SROs shouldn't be in the schools in the first place.
- I strongly disagree with this program. Having uniformed police in a school setting where children who have had trauma involving police is unsettling and cruel. It doesn't matter how 'friendly' or 'approachable' they are, they represent a system that is discriminatory and broken. There is no place for police in our schools.
- I think dressing in plain clothes (perhaps concealing the presence of their firearm) would go a long way to reducing some of the tension students feel around resource officers. Being present in student common areas, engaging students in conversation, learning some of their names, and generally being part of the school culture is key to building strong relationships.
- I think for what little good it would do, there is more harm in the fear factor, sense of unease of police in a school. An efficient, capable school administration is able to do the job of discipline, mental/physical health (nurse, counsellor). Bullying should be controlled by teachers, principal and vice-principal.
- I think having a scheduled visit with our officer would benefit the school. It is vital students understand their importance as someone who can help in ANY situation, not just someone who is present when there is crime. Currently my students only associate officers with bad news or lockdown practices which I believe is triggering and does not create a culture of belonging or safety when in public and they see the officer.
- I think in a larger size school, it is difficult to be visible to the student population.
- I think it be great to have police officers be able to partake in more of the school culture in regards to sports and other activities.
- I think it is mainly important that the resource officer provide a comfortable, safe and approachable presence.
- I think it would be less intimidating to talk to him if he were able to wear plain clothes.
- I think it's a waste of resources. Even when I was in school they weren't effective and there are much better ways to spend this money that get to the root of the issues.

- I think just being more present in buildings. Not necessarily just there for issues, but more so at random getting to know the students and staff.
- I think just being present and seen in general is very important in establishing trusting relationships with the school and community.
- I think just being visible and known to students will make a big difference. Having built a trustful relationship prior to issues arising would also be positive.
- I think more of a presence and availability to our schools is important. My understanding is that they handle alot of schools and are stretched thin to achieve some objectives and any additional goals. More routine visits, casual not just in times of need, may give students an additional resource they feel they could reach out to. SRO's serving feeder and close proximity schools is also necessary to deal with some conflicts. I feel that they are important resources and would like to see the program grow, as the need is certainly increasing in our schools.
- I think RSO need to be seen and implemented as a resource and a support instead of an authority. They need to adopt an inclusive and trauma-informed stance.
- I think that it is a fine line they need to walk. It is useful and important for the students to see them enough to know that they are an available resource and help. Being involved in positive ways like coaching, or helping with extracurricular events would make it easier for natural relationships to be built with them. I grew up in a small town and many of the teams were coached by the RCMP. This helped them get to know the students really well. I think just having them hang out in the hallways makes them be seen like security guards though. Conversations that build trust need to be natural, and having a police officer coming up to me randomly and asking how things are going makes me question in my head, "What are they doing here? Why did they pick me to talk to out of the random people in the hallway? Is everything really okay, are they trying to gather information on something I should be aware of?"
- I think that the uniform is a major factor that could shift any of these interactions dramatically.
- I think that there could be more SRO's as 14 for the entire student population does not always allow time for the officers to build relationships.
- I think the more they are visible in the schools and approachable, the more comfortable everyone will be with police. I think these positive interactions help people to realize that the police are there to help. I think we are doing a disservice to the newcomers to Canada, and our city, if we were to stop this program. Many of them come from places where they have negative interactions with police. I think it is very important for them to know that police are here to help and seeing a police officer in a positive situation/light will make it easier for them to call when they need help. It may be harder for their parents to trust police, because of the situations they came from, but police being in schools has always been about educating the next generations.
- I think there are much more effective ways to build safer and healthier school environments, without the use of police officers. For example, efforts to reduce poverty, access to culturally and age appropriate youth and family support services. having students feel like they are being surveilled is not the answer
- I think there is value in having Resouce Officers in school. In some schools, where children only have negative interactions with police, you'd have to approach interactions differently and build trust and positive relationships. It's a much more delicate balance.

- I think this is so important to have in our schools, I pray that it is not taken out of the schools. This is so important for the safety and security for the school as well a great part of education for students.
- I think using the SROs as a resource when bullying occurs is extremely important. I believe the SROs need more support from our administrations to bring them into these situations and into the classrooms so students are both more exposed to them and understand how they can help them with challenges
- I would appreciate if sro did not have a gun there are other ways to deal with situations like a tazzer gun
- I would like SROs to become familiar with a problem solving approach called Collaborative and Proactive Solutions (CPS). It's a problem solving/communication model that gets to the cause of the concerning behaviour and helps solve the problem in the first place so the kid doesn't end up in trouble.
- I would like to see an SRO do a story telling session for the primary grades
- I would really like to see the Resource Officer present in the school besides being here for fire drills. Would be nice to see them on a more regular basis.
- idk
- If the role of the SRO is to be part of the school community, they need to participate in the community. Only seeing the SRO when there is an issue that needs to be addressed gives the impression to the students their only role is to be at the school when someone is "in trouble" or the school needs help with an aggressive or violent student. If the police would like to foster more positive relationships with students and the communities they serve they need to be visibly helping and engaging with those communities during non-crisis times.
- If the SROs came with gifts for the students to show good-will and caring. Like one big gift for the student body, which resonates with a need the school/students have, to show an understanding of the students and to build trust.
- If they spent time at the school in any way. it seems the resource officers have been spending less and less time at the schools
- If we were keeping up with our "anti-racism and anti-oppressive work" that Regina Schools talk about so much, I believe police officers should not be present in schools. We should give students more access to inclusive resources that have not historically harmed queer, Black and Brown communities-- specifically children.
- In addition to being introduced at the beginning of each semester, explaining the purpose of the program and the reason for their presence in the schools. Teaching students conflict resolution strategies (as part of their education and during non-conflict situations) rather than being the disciplinarian for non criminal issues at school.
- In case I haven't been obvious, get them out of the schools.
- In general, having a presence in the school and time to build relationships with the student body allows the students to feel open and safe to ask questions without judgement and seek support when needed. When a resource officer isn't visible and approachable to students, their support and purpose for having that resource seem out of reach.
- In my experience the student-RO relationship was very positive. It is important, however, to select PO's who relate well with teen-agers; the personality and style of the PO is important. Male PO's do well at the HS level because many boys come from single parent homes led by a

mother, whose sons have become attached to the wrong kind of guys, such as gang leaders . The PO is a very important role model for these boys.

- Include students in their work , so a committee full of trainee officers perhaps...learning how to educate themselves with society challenges then in turn educate each other ..hold presentations or gathering from a youths prospective
- Include themselves so they become part of the school community ... so that seeing an SRO does not conjure up negative thoughts or feelings and that they truly are about building community relationships.
- Increasing the number of SRO's, thereby decreasing the number of assigned schools. This way, the SRO would have more time to spend in each of their assigned schools. It takes time to build meaningful relationships and achieve the outcomes you lave listed above when spread among multiple schools with limited time to do so. We must be realistic in terms of what we are hoping for, if not specifically designed to achieve it.
- Informing formally to the students about school resource officers that they can seek help from them if needed. I think most of the students don't know we have School Resource Officers.
- Invite, on a regular basis, to special days at the school especially those that involve having parents in too.
- Involvement and presence is important to building trust and building relationships
- It depends on how the admin uses them. When another student threatened to bring his cop father's gun to school to shoot my oldest child in grade 6 and I took that to the principal, the school resource officer was not involved and nothing was done. The bully was not even suspended for an afternoon. The admin needs to create space for the school resource officer and to encourage their presence.
- It is a very valuable program. Students get to see police in a different light. They are approachable and invaluable in supporting administration with situations involving student infractions.
- It is important that policing in Canada is presented well so that students from countries in which policing is oppressive and/or corrupt ca learn about Canadian policing systems.
- It is the strength of relationships with students that makes the SRO program so powerful. When SROs interact in a meaningful way with students, they are making a difference.
- It may be time for school boards to structure security and supports within their own organizations to perform these roles. The police officer, at a constable salary is currently the highest paid person in a school including the principal. All in, a constable costs $130,000+ per year. I want that person doing police work in the community. I want the board to have their own employees at a far reduced cost performing a similar role in the school. Other professions don't attend schools on a full time basis to "relationship build". That relationship building effort is extremely costly and done without the right police leaderhsip insight. Lastly, the school boards also must be self-sufficient in providing safe schools. Police will always have a role, much like elsewhere in the community but don't need to be there full-time. If they have kids, they are already coaching. Like any other parent, I don't want to pay $130,000 + for a cop to play floor hockey and hope that he or she is making a good impression.
- It might help the relationship if the officers weren't walking around with guns on their hips. It's intimidating and unnerving for students whose families have had negative interactions with police. There are very few instances where a firearm would be needed in a school, and in

the event of a school shooting, authorities are contacted and emergency task forces are brought in. It doesn't seem like resource officers need firearms in schools.

- It seems they are very very busy with too many schools. To build relationships you have to invest the time. I don't think they get the time needed to do that.
- It worries me when there is police in my school. I don't want police in my school.
- It would be nice to have a stronger social worker or counselor presence in schools to help with mental or emotional issues.
- It would be nice to see them in the building at all other than lock downs.
- Just be around school because I could not identify who our school resource officer is
- Just be people. The last thing I would want as a student is an up-tight cop breathing down my neck. Getting involved is important, however speeches can backfire quickly as no one likes wasting time listening to someone talk. If there was an optional speech during lunch it would probably be better received.
- Just being present on Campus, probably an office where students can have privacy to talk and be heard.
- Just for this sro to be able to approachable.
- Just to go out and say hi in the classes
- Keep children's information private
- keep the SRO's in the schools, but call them Youth Officers
- Keeping them in schools.
- Kids do not need to be charged at school, unless it is a very serious crime. Keep minorities out of a system that does not want to let them go later.
- Kids need community
- Kind
- Knowing who the SRO is, the roles and supports they can provide, and being visible within our school are the keys to strengthening the relationship. Additionally, have timely and effective follow-through on commitments made is critical.
- Lock down drills to my knowledge are to be done twice a year only. Those experiences should not be scary for the students. In the event of a real lock down, the responsibility falls to the teachers and administrators that are at the school. Forcing the kids to repeat this drill causes some of them extreme stress and anxiety. This will NOT mitigate the stress and anxiety they feel in a real event. These drills should be done gently and no child should be reporting that the officer came into their room pretending they had a gun drawn.
- Lots of teens would just never reach out to a school resource officer to begin with.
- Lots of visible presence in a supportive role. Involvement in student activities when it is possible to do so without bring too demanding of the SRO’s time.
- Make good relationships with immigrant students who have a negative aspect of police.
- make them get to know you and you getting to know them

- Making an appearance more often to the school. Not just for when a situation occurs. Being around more will give anyone the opportunity to have support or advice. Whether that is a parent, staff member, or more importantly, the students. Having that opportunity to talk to an officer directly for any situation could help a lot, not having to go through one person to the next, waiting for a call back eventually. I believe being around more will benefit in so many ways.
- Making shorter surveys concerning the resource officer program
- Making sure that the student doesn't feel anxious while talking or making them feel safe
- Making them feel part of the staff and school body, versus a third party that comes in to deal with issues. If they familiar and friendly then it would be much easier to confide and turn to them for resources. Not once did my RSO feel like a resource I could turn to for information, guidance or support
- Many of the issues facing students happen outside of a school day/hours and on the weekend. I do think the hours/shifts could be looked at? possible to work later in a day? start later and end later? therefore available to families when issues arise on way home, outside of school - after 4 p.m.
- Many of the items above depend on delivery. If the SRO is seen as non-threatening, friendly, helpful, approachable, and as a good resource for the community, all of these things will be successful. From my experiences, an excellent job has been done in hiring the right type of people/personalities to fill these positions.
- Maybe a voluntary one on one meet with the sro if the parents(s) and child would like to do so.
- Maybe more of a well being aspect of taking on challenges
- Maybe not wearing a uniform as the uniform might make students from groups that have had negative encounters with police uncomfortable and unwilling/unable to talk with the SRO.
- Meeting with families
- Mentoring program to build a rapport with students
- Minimizing the presence / threat of authority over the student populous.
- More classroom presentations. More presence in our school.
- More interaction with staff.
- More involvement in positive situations, we often only see the officers in reactive situations and communicating with students and families only in those reactive situations. Preventive and positive interactions in the school would be beneficial.
- More officers in the program I have appreciated the individuals that serve in the program and the support they provide to the school community Keep up the good work
- More often in schools, thereby more visible and involved.
- More presence in the schools - it seems to be less and less each year. We've had so many positive experiences with presentations and officers coming to events like student VS staff volleyball games, etc. More presence so students and parents can see how officers support and care for society.
- more presence in the schools (planned and spontaneous visits)

- More regular "casual" drop ins - kids to know who they are. Give students (and staff) a chance to learn how to trust and talk with an officer. More school involvement on events at school (literacy events, math mornings, 100 day celebration, reading to kids, etc).
- More time to be at the school
- More time to be in the schools on a regular basis.
- must be a part of the community, first name basis, involved and not the stiff person in a authoritative suit at the back of a room intimidating everyone. I don't know anything about this program, so don't have a lot to say on the subject except for what I would like to see.
- My child was physically bullied last year. This year the same student is bullying others and stealing constantly from my child. My child has a hard time wanting to go to school. Bullying is not taken seriously. Classrooms are sometimes not safe and my child this year is being mistreated by teacher. Its horrible
- My issue is that the police are trying to take on the work of case workers and social workers who are properly trained and equipped for these things. It is an effort for the police to be better trusted by youth as they grow into adults but the reality is many families don't have good experiences with police and can have a lot of trauma around police involvement they can create unintended stresses and anxieties for kids. Instead of adding finding to police (a reactive service) we should invest in school programs that work with social work, cultural liaisons, and other important community services they are properly structured for this type of work. Stop expanding reactive police budgets and start finding preventative programming by workers trained in preventative work
- my relationship are school resource officers students
- No
- NO
- no
- no
- No
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- No
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- No
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- no
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- no

- No
- No
- no thats all
- No, i Think these things i chose above are good
- No.
- No. Schools should not have police officers. Students are traumatized and police officers have already damaged their relationships with BIPOC. This is reflected in how students and staff are feeling in our schools when we see a police officer.
- No. This relationship cannot be helped. Police must be removed from schools.
- None, because this entire program is a waste of my taxpayer money. Cops in this city are an embarrassment to law enforcement.
- Nope
- Nope
- nope
- nope
- Not all students and families will have good experiences with Police officers, including SROs. This program negatively impacts those who are traditionally at risk for targeting by law enforcement, such as BIPOC and/or 2SLGBTQ+ students. Until these systemic issues can be addressed, these programs are more harmful than helpful, as it reduces the safety these students experience at school.
- Not at this time. I plan to attend the open house at Riffel during the evening of Wednesday, February 8.
- Not being fully dressed in uniform or armed. I think if students can see them in a more casual light, maybe they wear jeans and a less obvious shirt that still identifies who they are. Being there as a community not trying to punish or assert power is extremely important.
- Not confusing the child about what the real role of police is. They are not friends. Their job is to enforce law
- Not getting suspended from hockey Regina in front of high school students
- Not having officers carrying guns through the school
- Not having officers with full uniform/guns/tasers present. Many communities are already traumatized by police and having them show up in this way to school, which is often a safe place, could be harmful.
- Not having them in the school
- Not having them in the school
- Not much, no
- Not really
- Not wearing their uniform. Being trained social workers instead
- Not wearing uniforms when they come to visit with students. Not always perhaps but sometimes that will help break down the image of power.
- nothing in particular - excellent, valuable program in all our schools

- Officers have to be mindful that being involved in sports is lovely, but marginalized students in schools, who would have higher rates of being victims of bullying, are not generally involved in sports. If officers are going to be involved in extra-curricular it should be chosen with this in mind. Perhaps being involved in the GSA, or arts programs, etc shows a more diverse character and role models to other students and the community their commitment to diversity and inclusion, as opposed to reinforcing the privileged students who more commonly make up the school sport teams.
- Officers should be in the schools after 3:30pm until a certain time …. Say 5:30pm The schools should remain open and welcoming to students that don't want to go home or to just hang out instead of getting into trouble… The schools are all paid for my the taxpayers, their needs to be a way between the school districts and police to have bodies at the schools so that they remain open and welcoming
- On site and visible more NOT less or removed
- Open door concept for kids to come talk to resource officer
- Opportunities for positive interactions on a much more regular basis. Gaining trust of the kids who have had negative experiences or have been taught to fear/hate police can't happen when they are only able to do fly by visits every couple of months. If we truly believe it's important to break down these barriers, we need to increase casual presence and free up time for SROs to help families as needed.
- Opportunities to spend time with youth in a variety of ways is the best way.
- Our SRO at Sacred Heart is very visible and part of our staff. I'm also a VTRA trainer and SROs are vital to that work.
- Outdoor ed trips
- outreach while partnering with other community supports (i.e. youth mentorship/leisure programs), perhaps dressing in plane cloths rather than police uniforms
- Parents need resources to know about this program
- Participating in school activities-family days, school events to allow students and community see them more positively if they can do this
- Participation in spirit days or fun events, meeting the kids where they are. Provide a tiktok account etc hosted by the resource officer for the students to connect virtually because they live online
- Perhaps not wearing a uniform to make marginalized students more comfortable
- Physically being in the school. Our school is not large and our SRO has to split their time and it would be great to have one full time in every school.
- Plan escapes from emergencies. Make students feel safe around the officers . Have student ideas on what they want and need
- Police and other violence gangs should not be around children. Normalizing armed forces around children is horrific, instills fear, normalizes abuse, triggers children, and puts them in danger. See: 40% of all cops. If laws work, the more laws the better, we presume. But clearly this is not true, as crime still exists. Better access to resources stops crime - Not the punishment and fear of law. This is disgusting.
- Police do not belong in schools.
- Police don't belong in our schools. If we want to create safe schools, we need more funding for teachers (less budget cuts), mental health and disability supports for students and teachers, food security provided in school. More police/ploice presence never addresses the problem, it makes it worse. Let's invest in the children and staff, that is what will create better outcomes for students and reduce crime.

- Police officers should not be placed in schools
- Police officers would benefit from relating with children so children can see they are humans too, and sometimes police have to do the awful things they do (carry guns) for only dire situations.
- Police should not be in schools so this question is irrelevant.
- Policing is an archaic institution that needs to be thoroughly revised. School safety ≠ police presence- the focus should be on community resources that are founded in physical and emotional care as well as mental health
- Policing is an inherently racist institution that was built to suppress unions and control Indigenous populations. The traits of individual officers are irrelevant since they are representing an organization that is institutionally oppressive and makes schools fundamentally unsafe spaces for racialized and disabled students who are systematically over-policed. Schools should not be places that spread copaganda and the criminalization of our youth. End the schools to prisons pipeline if you are going to call yourselves a 'progressive' school board.
- Popping into classrooms to visit like our admin does.
- Positive relationship with staff and administration
- Presence on any level would help, but doesn't seem feasible
- Present in the hallways and after school where issues can arise
- Programs or presentations that are about similar interests that kids, especially teenagers, might have. My kids really enjoyed learning about & seeing police dogs. I think they also went to a presentation about SWAT & their role in law enforcement. Maybe something about cars, where the kids can discuss what cars they like? Or discussions about gaming? Online safety would be great information for them, too. Teenagers might take information from a resource officer more seriously than they do from parents. These topics might reach kids who aren't involved in sports or other extracurricular activities.
- protect the SRO program for high violence, high conflict situations which do, in fact, exist in schools. People are living in a fantasy land to delude themselves that SROs are unncessary-- spoken from a teacher who has worked a number of years in high-conflict/high violence situations in Regina Public Schools. How about the unruly students that I taught that went on to gang rape (after hours) a young girl? These are the types of students that we are working with in Regina Public. Make these decisions based on fact, not the feelings of an inflamed population that's getting a daily dose of "police gone wild" from American television-- a situation that does not apply to Canadian policing (as outlined above). In addition, all the people pushing these ideas to remove police are the paper pushers that don't actually have to be present in schools and actually deal with student safety issues.
- Providing a visible First Nation SRO within designated Community Schools.
- Providing presentations to classes would be a great way.
- Racism is not stopped as much
- Relationships are based on trust, honesty, and caring. It takes TIME and effort to development relationships. Giving SROs the opportunity to remain in the same school for 4-8 years fosters the development of relationships. Please do NOT remove SROs from schools; they are especially positive role models and influencers in high school settings, particularly when they choose to involve themselves with students in extra-curricular activities.

- Remind students at first presentation that students can feel safe and welcome to state their issue/problem without fear of being ridiculed or ignored for coming forward. Confidentially of their interaction with office should be stressed to students.
- Removal of uniforms, engage with smaller sections of the student body (ex advisory visits)
- Remove the resource officers from the schools. This isn't a prison or a jail.
- Removing them from the schools. There is such a high population of Indigenous, Black, Muslim, Pakistani, Sikh, Chinese, Japanese, Korean and Filipino students (I could go on) within our school system due to immigrations and families living in the province that I think the SROs end up creating fear within the buildings. For white, cis and heteronormative students/teachers, you may see them interacting with the SRO but very rarely are you going to see kids of visible minority groups in the office. I haven't seen much interaction between our current admin and SROs, leading me to believe that the admin are dealing with struggles just fine. Academic research studies emerging in the last few years have shown that students do not feel an increase in relationships, safety due to an SRO being in the building but increases anxiety of being charged with minor things (which there has been an increase of minor misdemeanor charges due to SROs) and a decline in mental health of visible minorities. Given the specific demographic within our high school, there wouldn't be a positive relationship with the Police in general which would create more fear.
- Repeatedly reminding students the ways that they are there to help and that it is confidential.
- Resource officers need to be assigned to one school versus multiple schools. In our case, I believe that we need two in our school.
- Resource officers should be unarmed and provide resources and presentations/education to classrooms and schools
- Resource officers working in schools with Deaf & Hard of Hearing Programs should know basic sign language and have an understanding of Deaf culture and how to use an ASL interpreter.
- RESPOND TO PARENTS PHONE CALLS,
- School drop-ins, attending school events, safety blitz
- School is not place for police.
- Schools in general are not a reputation laundering service for the Police Department. Their outreach and concern for the perception and their impact in the community can take place outside of schools. Research does not indicate police presence in schools is useful to preventing crime.
- Schools need more mental health supports like social workers and psychologists, not police officers.
- Sessions for families, more connections to school staff, teaching opportunities
- Set up times where students will know when they will be in schools and can go and talk to them if needed.
- Show that the officers are just people like everyone else - they are to be a safe place for kids to go as a resource. The more the officer interacts with the school and community the stronger the relationship can be and the greater chance those perceptions/paradigms of officers that have been created by society can be broken down so kids are comfortable reaching out to them.
- Show up when needed
- Shut up, no I am a sassy gurl in a sassy world
- Signage about what a school resource officer does or can help a student with in schools.

- Simply the fact of keeping School Resource Officers around. I honestly can't imagine working in the school I do without one.
- sldfljdfpjkofpadkljjjjjjjjjjjjjjjjqffjkdwpqdjfjf
- Someone who don't intimidate or make fun of kids. Just chill and help when we need it. Make sure the drug dealers and pedos stay away. Keep school safe so we ain't scared to go to school.
- Someone who focuses on the interaction with students on a personal level. To be honest, the SROs who have been in schools who feel they are above students, and staff, and have spoken down to people, were more of a hindrance than being helpful. Must be approachable.
- SOR's need to be present in the school regularly. In the 2 years in my school I've seen the SOR maybe two times.
- Speaking at grade group meetings in high schools at the beginning of the year to talk to students so that students know what their role is in the school, what they can do for students, and what resources students can access through SRO's.
- Sports! Being more involved with the kids on a sports level would really help strengthen relatioships. I don't think they need to walk around with their uniforms on and with guns. I like to idea of elementary kids seeing them as helpers in the community instead of law enforcers. I think the role of police in the community is changing and the schools shouldalso change with this.
- SRO's are extremely busy in their schools - however, coming to events after hours like (sports games, reading nights, BBQ's, fundraisers, etc) will go along way with the parent community.
- SROs have flexibility in what they wear. They are often in plain clothes just as often as uniform. Education, especially for refugees is key.
- SRO's must be involved in all schools and help teachers to understand how they can be involved. I am unsure that my own children have ever had the opportunity to have their SRO in their classrooms or even visable in their school.
- SRO's need to be in the hallways and during class in high schools (not in uniform). They need to be present so students know they are here as a resource and a support.
- SROs should be equipped to treat students with respect. They need to be willing to listen to student's concerns and prepared to answer questions honestly.
- SROs should be seen as staff members in the building - they should be present and approachable. Cultural sensitivity and teaching. SROs should be more "humanized" and less of an "authority". There should be curriculums that they present to the school - offerings they present to various grades to support community connection. Approachability - chatting in hallways, attending events more frequently. TRUST must be gathered within the building and community. Those efforts don't seem to be made from those in the positions - seems like a chore to have the SRO come into classrooms, rather them being a useful resource in educating future citizens.
- SROs should not be armed
- Stop using words that plant negative images and stereotypes about the SRO program with parents, but especially with students.. like triggered, diversity, and intimidating. Many negatively framed questions in this survey to remind kids that loud extreme voices in society think they should feel this way. Why not ask is you feel welcomed instead of intimidated? Safe instead of triggered? Accepted instead of if the SRO represents diversity enough? I feel the survey is looking for certain responses and frames itself to try and get them. This is an incredibly important and valuable program and relationship. Can it be better ? Of course … but focus on giving the SRO more direct contact

time in single buildings so they can build those relationships and become part of the community and culture - schools are their own communities and the only way to be fully accepted and respected is to be there and be involved.

- Strategically select kids that teachers think might be struggling to build relationships with. Also, if you had officers spend some years at an elementary school and transition with those kids to the feeder highschool.
- Strengthening a relationship assumes a power relationship. Police are enforcers, this is a suitable role in terms of crime. in terms of preventing crime other social determinants need to be focused on such as adequate housing and income.
- Students seeing more non white officers in our schools would be beneficial. In all the years I've worked in the schools I have only ever seen white male police officers in our schools. As a black person growing up I was taught to respect and also not to trust police. Taught how and what to do if ever pulled over my police.
- Teach us why they are at school and how it benefits us, how we can contact them, what they do all day at school.
- Thank you to the School Resource Office who attended the Outdoor Ed experience with the Grade 8's. It was appreciated.
- The above are all terrific ideas! I would love to see the SRO out to play basketball at our kids vs. teachers game at the end of the season.
- The crime is this city has gone from worse. These children you are all helping to raise have a better chance to have a positive interaction with police in the school. Builds relationships and resources
- The hours and days resource officers are available had a direct effect with dealing with situations. Teenagers and children require quick and immediate action. If you have to wait for the officer to return, it may not have the same effect. Timing is everything.
- The impact of the above examples could either greatly weaken or strengthen relationships depending on the conduct, character , intent, and appearance of the resource officer. When my child was 6, a pair of uniformed officers approached her at the library and brought her over to me. They wanted to tell me she'd been doing a good job at something and was being given a good deed ticket (community pool pass). The intent was good. But my daughter was scared, and had thought she was in trouble. Both officers seemed kind. I imagine that as a young person she associated the police with 'being in trouble' and both officers were tall, uniformed, and armed.
- The language in this survey was disappointing. The questions in this survey imply that SROs are positive and are effective. More evidence based policy please.
- The program is VERY useful for some schools (Scott and Albert) and less useful at a lot of other schools (high social economic areas). I think it makes sense for them to be available when their is a need at a any given school but focus their efforts at locations where they can have the greatest impact for the community. In short, focus your efforts where there is the greatest need for the program.
- The school Administration and Staff have a large role to play. SROs need to be included and invited from day 1. SRO offices, need to be strategically located in schools near the school's office so they can be easily and quickly engaged. Also, that would show teamwork among administration, staff and the SROs.
- The situation my family was involved in wasn't a great experience. My child was wrong and I'm supportive of the decisions the school enforced for consequences, but the resource officer came across as very judgmental and not encouraging to myself or my child when they needed help. She didn't seem to have an interest in hearing either of us and had already judged my child. The interactions with the officer were not positive nor did she offer any help or advice at all.

- The SRO program is an amazing and essential program for our schools, our students, and our community! It is extremely important that the program continues to grow!
- The SROs have too many schools that they are responsible for. If given fewer schools, they would be able to be actively involved in a way that is meaningful to a specific community.
- The SRO's spend the majority of their time at high schools. More time in a poroactive way would be beneficial for elementary schools. I believe that elementary schools can be most positively affected by SRO's...however, most SRO's spend the least amount of their time at elementary schools.
- The students and staff knowing the resource officer's qualifications. (ie. additional training and education in the issues youth are facing in our society). This may help show that they are a knowledgeable resource the students can access.
- There are a lot of trust issues with people in authority to students and families in our community. It's difficult to say if these instances would strengthen a relationship that is already tainted with trauma.
- There are so many places here in regina where they can get busy but NOT in schools for now!
- There could be school specific initiatives implemented by RSO's (such as facts in announcements, etc. m)
- There is no reason why students should have a strong relationship with a police officer. Instead, one of my children and many children I know would benefit from increased accessibility supports. In early elementary school, children without adequate accessibility supports are suicidal, hopeless, and lost. I really don't understand why any money or space would be provided for police when so many needs and supports are being neglected. Rather than normalizing policing, let's normalize academic and mental health supports provided by trained professionals.
- There isn't enough resources to go around, but more presence would be better so they become a regular and predictable presence. This way they aren't just a response to problems but more of a constant resource.
- There needs to be resources and money to ensure that SROs are valuable in the school. I feel many times they have additional responsibilities outside of being an SRO and so they are torn in many directions. The SRO role is so important and this is where the money needs to be put towards.
- There should not be cops in schools. All of the roles outlined in this survey should be addressed by others rather than the police.
- There should not be police in schools :) Defunding the school resource officer program creates space for the funds to be redistributed in a way to provide impactful resources for students and their families in Regina who most need support.
- There should not be SROs.
- There's been a significant change in the way that students and staff and the general public view, the presence and interaction with police, and it has been a positive change in my opinion
- There's no point in having a cop in schools. Better off having a psychologist. Cops don't stop crime from happening outside of school and they don't stop it from happening inside. They are also barely educated on mental health. Leave the mental health piece to the professionals in that field.
- These questions are very hard to answer. I have had no interaction with police at my school.

- They do not belong in the schools. They are a threat to students
- They need to be honest, capable of doing their jobs. Be reliable. A true leader. Lead by example. Have consequences when they power trip and bully and intimidate students
- They need to be representative of the diversity in our schools.
- They should Always be accommodating and friendly
- They should be chosen for their ability to connect with people without using their "authority" they gain being police officers.
- They were doing a great job when I last worked with them. It was greatly appreciated when some of them approached the staff telling them how they could support them in the classroom.
- This may seem minor, but wearing a school jersey or spirit wear (like a touque or t-shirt).
- This question implies that I believe this program enhances relationships, and I don't believe that it does.
- This relationship should be abandoned in favour of appropriate relationships and supports.
- This survey is asking biased questions. Those of us taking issue with having police officers in schools are not concerned about how to "strengthen" relationships with SROs and students, we're concerned with the system of policing as a whole, the roots it has in white supremacy/racism, and the ways in which it is weaponized to work in favour of white supremacy, capitalism, and the patriarchy.
- this survey needs to also provide a balance of what can be done without them not how they can do things differently. The answers above should not be included in your results as they are submitted simply to move forward.
- Thye need to be visible. Walking the halls constantly, chatting with students, clearing out bathrooms. Showing students that they are here for the betterment of our school.
- Time and presence. Like most things they are being spread thin, so in the elementary schools, they are not as present as I think they are in the high schools. Not a fault of them, just that there are only so many to go around.
- To be present when there is not an incident going on
- To be visible. No one in my class knows who the resource officer is or that the school even has one, and I teach middle years.
- To display that even while on duty, they are free to express a fun or playful side. Play builds connection and connection builds trust and a sense of safety.
- To me, police are very robotic and emotionless. Vulnerability with children is one of the powerful things you can provide for them. Connect and understand and they will come to you with issues then you can start to "preventing crime"
- Trust and Confidentiality
- Understanding children with disabilities like Autism
- Uniformed and armed police officers should not be strolling the halls of schools. This is, again, an absurd question that presupposes support of the programme by someone taking this survey. If I dig deep, I think that the main things that might strengthen the programme –assuming it remains, but significantly changed – would be to a) not have officers in the school, in an office, etc., every day, and; b) when they come to schools for specific programming, they do so *unarmed*. GUNS should not be in our schools, period.
- Uniformed cops do not need to be in schools.

- Unless the resource officers are present and interacting with students on a regular basis, they aren't having a positive impact on students. None of my elementary school students even remember seeing our school resource office. My own grade 5 child doesn't think her school has a resource officer. My grade 12 son has seen the resource officer sitting in his office at Campbell. He's never interacted with the officer.
- Visit during spares, start up conversation in hallways.
- Visiting advisory classes regularly, in an effort to develop relationships and a sense of trust/approachability with the student body. In much of my experience, the only place you will find the SRO is in their office. Their regular and friendly presence in the activities/culture of the school is very important.
- Visiting classrooms regularly and teaching the kids about strangers , crossing the street safely , bullying talks , and other important relationship and safety talks
- Walk the hallways, parking lot, washrooms of the school when students are not in class. Before and after school. Break, Lunch. Between classes.
- Walking the halls more, children vap in the bathrooms, and it does not allow children who hate vaping to go to the washroom without harassment.
- We cannot consider the Resource Officer program as a separate entity. It is part of the total package in how we can support schools and in turn support students. I am surprised that the question of the value is the Resource Officer is being questioned at this time. Our schools need more support not less and with the complex issues facing our schools the RSO program is very valuable. The people who are questioning the value of the program need to walk a mile in other people's moccasins. I take offense to people offering up programs to be on the "chopping block: with not having all the information to make an informative decision. I hope a review is conducted that is multi-faceted. I know times are tough and budgets are tight - but let's hope logical minds prevail and not the opinion of a select few that have not idea what happens in schools within the RSO program.
- We don't need to strengthen relationships between the police and students. SROs presence are triggering for many racialized and Indigenous students. Police are not needed in schools. Schools are for education and it makes no sense other than to try and pretty up the image of policing. We don't see paramedic or firefighter officers posted in schools so why police? Concentrate on education rather than PR for the police.
- We had a fairly long period of time without a SRO…I think that was a difficult period and the officer covering was stretched too thin and obviously couldn't really integrate as part of our community and team. I also understand there are circumstances when this is unavoidable from a staffing perspective.
- We have needed our SRO frequently in the past month. Upon our new SRO's first visit to the school, he recognized the importance of making a connection with a student. He asked them if it would be easier for them if he came in civilian clothes or his uniform. They looked at him for the first time, and said "street clothes". Ever since that day, our SRO generally comes in street clothes and the connection and trust building he has made with that one student through letting them feel heard, is just one small example of the importance of their presence in the building. That student's authority figure also came to me to share that if a police officer needed to go to the home, that student would really feel safest if it was our SRO. We see first hand the connections with kids that our SRO is making. We see the questions kids have become answered. We are grateful to the SROs that come into our building and work with the kids, for the kids, and their families.

- We need more of them. I understand the funding situations and such, but the elementary schools are a place that they should be seen more.....this is where they can foster proactive relationships and not reactive relationships. (Even in a school like Argyle where we don't see our RSO much, but we need her more and more these days)
- We need our SRO's in the building. They shouldn't be spread across several schools then rarely here. In order for this program to be effective, we need our SRO in our building consistently, building relationships, and helping teachers deal with everyday challenges and conflicts, etc. We just need them HERE, please. We have daily concerns / problems with students drug dealing, showing up to high school drunk/high, or breaking school rules (vaping, vandalizing, fighting, bullying, etc etc). We NEED a full-time SRO in our building, not a once-every-two-weeks SRO. **Thom Collegiate**
- We rarely see our sro. Typically on drills. We need our sro to be visible, be présent,
- Well I don't believe a resource officer could do anything like put actual police in the schools to keep actual safety unlike officers that just sit in there office with there thumb up there ass
- Well I have not seen the officer in the school for a long time.. it would be good if the officer had more time at the schools.. it's important for the children to see them more to help the kids getting more comfortable with police and know that they are there to help and they are friendly.. with all the bad media about the police the kids need to know they are good ppl and they are there to help you and support you not to hurt you.. or cause problems...
- What is the rationale and need for policing in schools? How does having police in schools impact children and youth who have experienced or have had family members experience systemic violence and racism from police in their home communities? Does it increase safety for all kids? Or just kids who have never had to be taught to be wary of the police? What other resources might increase safety? Mental health workers in school? Addictions support workers? Not every job needs a hammer.
- When I was in school, I didn't know what the purpose or intention of the ROs was. My opinion is of that was communicated better, the program would be utilized better
- When there is someone bullying you at school and the police is there the bullies will not even come near you.
- While they need to be approachable, they also need to anticipate situations and head them off before they become unmanageable. The students also have to trust the officers - not a hint of judgment - just genuine concern and willingness to help.
- Yes helping with car seat safety and safe walks in the community [redacted] did a walk this summer with a lot of children I think it was really great
- Yes Sro should create a sense of security and protection for the immigrants in the school zone Help them from bullying
- You are there to protect kids. Start there.
- You can not put a dollar value on the relationships an SRO builds within their schools. Having more SROs would help increase even more positive relationships!!
- You need MORE officers in less amount of schools to become more personal and familiar with our students and families in order to make some sort of impact. This is SO important in trying to build the bridge in a positive way between the public and police service to move forward with the reconciliation process, especially in our community. It would be nice to see the officers actually IN the school for staff and

students as well as presentations to make our students feel more comfortable with trusting and talking with police. Most of the experiences in our community have been negative so its time to change this perspective. Gonna take more than a smile/wave and a tattoo to fix.

APPENDIX C: LOGIC MODEL

Regina Public School Division & Regina Catholic School Division

School Resource Officer Program Review

Program Evaluation Model

Situation

The School Resource Officer Program (SRO) has been running for over 43 years. It is a partnership between the Regina Public School Division, the Regina Catholic School Division, and the Regina Police Services. The SRO program supports 35,006 students (as of June 2020) from the Regina Public and Regina Catholic schools.

The SRO Program Review will:

- evaluate the efficacy of the program;
- identify the strengths and challenges of the program; and,
- explore how the program can evolve to meet the changing needs of the school community now and into the future.

Adjustments to the program have taken place over the years due to changes such as an increase in acute critical incidents, increase of violent incidents/weapons, an increase in drug related activity, social media use, and issues these platforms present. The SRO cars are now fitted with emergency equipment (lights/sirens) in order to respond to the increased demands of emergency calls in a safe and timely manner. Regina Police Service has seen an increase in the amount of time responding, investigating, and enforcing laws of criminal activity as opposed to time preventing it. There has been a trend of fewer educational presentations and more calls for service.

Priorities

The SRO Section primarily works under a Community Policing Framework, focusing on preventative and proactive approaches to public safety.

MANDATE

The Regina Police Service School Resource Officer program combines education, investigation, law enforcement, counselling [relative to the law], crime prevention, and community relations to meet the diverse needs of the students, teachers, and staff in the school community.

GOALS

- To develop positive attitudes toward police officers
- To develop positive relationships between youth and the police
- To provide administrators, counsellors and teachers with a resource in the areas of law and police work in the community
- To provide information to students on the law, the work of the police, and legal consequences.
- To provide individual counselling and assistance to students relative to the law.
- To gather information on youth activities in schools and the community.
- To reduce crime on school property and in the community, now and in the future.
- To help to create a safe school environment.

PARTNERSHIPS/COLLABORATORS

- The SRO program is a partnership between the Regina Public School, the Regina Catholic School divisions, and the Regina Police Services.

SRO Roles and Responsibilities

- Serve as a positive role model to instill in students good moral standards, good judgment and discretion, respect for others, and sincere concern for the school community.
- Establish a trusting channel of communication with the students, parents, and school staff.
- Reduce youth crime through counselling, teaching about the criminal justice system, and taking a personal interest in the students
- Function as a resource in legal/social related issues in cooperation with school officials
- Interprets the law and assists in answering questions or concerns pertaining to law and police matters.
- Coordinates and monitors established school safety programs and activities
- Prepares and conducts classroom and large group presentations

Inputs

What We Invest

- Regina Police Service staff and program resources
- 12 Constables, 2 Corporal and 1 Sergeant
- SRO's allocated to approx. 1 high school and 7 elementary schools each (each has approx. 2750 students under their care)
- $49,343 invested by Regina Public School Division and $23,2271.54 invested by Regina Catholic School Division for 2022-2023.
- [Specialized Office Space] for School Resource Officers provided by Regina Public School Division and Regina Catholic School Division
- SRO vehicles

Outputs & Outcomes/Impact

Outputs		Outcomes - Impact		
What We Do	**Who We Reach**	**Learning (Short Term)**	**Action (Medium Term)**	**Conditions (Ultimate Impact)**
- Provide a School Resource Officer allocated to each primary school and high school in Regina	- Elementary School Students - Elementary School Staff - Elementary School Parents - High School Students - High School Staff - High School Parents - The broader community surrounding the school - School Based and Division Administrators	-	-	-
- Preventative & Proactive Approaches to Public Safety	- Elementary School Students - Elementary School Staff - Elementary School Parents - High School Students - High School Staff - High School Parents	-	-	-

	- The broader community surrounding the school - School Based and Division Administrators			
- Investigation	- The broader community surrounding the school	- 1510 case summary reports on average/year	-	-
- Law Enforcement	- The broader community surrounding the school	- 64 case summaries only (files with Criminal Code Charges) on average/year	-	-
- Counseling	- Elementary School Students - High School Students	- 540 mediations and meetings on average/year	-	-
- Crime-Prevention	- The broader community surrounding the school	-	-	-
- Community Relations	- The broader community surrounding the school	-	-	-
Education		-	-	-
- Alcohol and Drug Education -	- Elementary School Students - High School Students	- 427 presentations on average/year - 242 events on average/year	-	-

- Youth Criminal Justice Ace -	- Elementary School Students - High School Students	-	-	-
- Safe Relationships -	- Elementary School Students - High School Students	-	-	-
- Anti-Bullying -	- Elementary School Students - High School Students	-	-	-
- Anti-Gang -	- Elementary School Students - High School Students	-	-	-
- Halloween (Safety) - Internet Safety/ social media -	- Elementary School Students	-	-	-
- Parent Education on Internet Safety/social media -	- Elementary School Parents - High School Parents	-	-	-
- Pedestrian Safety	- Elementary School Students	-	-	-
- Role of Police/SRO	- Elementary School Students - High School Students	-	-	-
- “Stranger Danger”	- Elementary School Students	-	-	-

- Proactive Policing: Collaborations	-	-	-	-
- Violent Threat Risk Assessment (VTRA), Lockdown, Secure the Building, Weapon Protocol and Bomb Protocol other emergency responses	- Elementary School Students - Elementary School Staff - Elementary School Parents - High School Students - High School Staff - High School Parents - The broader community surrounding the school - School Based and division Administrators	- 144 lockdown drills on average/year	-	-
- Regina Police Service Student Police Academy (50 high school students in grade 11 and 12)	- High School Students - The broader community surrounding the school	-	-	-
- CAA Safety Patrol of the Month	- Elementary School Students - Elementary School Staff - Elementary School Parents - School Based Administrators	-	-	-
- CopShop (holiday shopping with select students)	- High School Students - Elementary School Students	-	-	-

- Positive Ticketing (4 select school zones) -	- Elementary School Students - Elementary School Staff - Elementary School Parents - High School Students - High School Staff - High School Parents - The broader community surrounding the school - School Based Administrators	-	-	-
- Safe Driving Water Bottle Drive (4 school select school zones)	- Elementary School Students - Elementary School Staff - Elementary School Parents - High School Students - High School Staff - High School Parents - The broader community surrounding the school - School Based Administrators	-	-	-
- Day of Pink Rally (anti-bullying)	- Elementary School Students - Elementary School Staff - Elementary School Parents - High School Students - High School Staff - High School Parents - The broader community surrounding the school	-	-	-

	- School based and division Administrators			
- Scott Police Academy - physical training - guest speakers - career development - certification courses/ resume building - team building activities - field trips - community service and involvement - sense of pride and belonging - dedicated Academy instructors (Police Officer & Teacher) -	- Regina Public High School Students	-	-	-
- Law, Public Safety and Security (LPSS)	- Grade 11 & 12 students in the Regina Public High Schools	-	-	-

Assumptions

- New Canadians may have a different lived experience which impacts their perspective and perception of police/police in schools
- Situations in the US and other news that includes police brutality and racialization impact the perception of police in schools in Regina
- A youth or their family member that has a negative experience with a police officer feels threatened/sense of trauma when police are in schools
- Members of the public at large have a lack of understanding of the SRO program which may lead to misconceptions or inaccurate assumptions
- A uniformed police officer is intimidating
- Perception of SRO in the K-12 school buildings and not in post-secondary institutions [why are they there]

External Factors

- Increasing pressure on police to be more than regulators (an overlap of social services and police services)
- Increase in cyberbullying, sexual harassment, and other concerns as kids have increased access to the internet and social media
- Increased drug-related activity in Regina communities
- Increased presence of weapons in the Regina communities
- Youth mental health and wellness negatively impacted by the Covid pandemic
- Expectations of the SRO may be contrary to the intended purpose and core objectives of the program
- Comparisons to other police in school programs in other provinces or countries may impact the public perceptions
- Changing demographics of students
- Demographics and [lack of] diversity of SRO's
- Defunding police movements impact perceptions of police
- Right wing movements of cracking down on crime with an emphasis on punishment impacts perceptions of the role of police in schools
- Public perception on policing might draw from other happenings such as 'Justice for Our Stolen Children', MMIW, Starlight Tours, and the Neil Stonechild Inquiry

APPENDIX D: RESEARCH FRAMEWORK

School Resource Office - Program Review	
Research Framework	
	Areas of Emphasis:
	Considerations of equity, safety, wellbeing
	Validate and Review SRO Goals
	Formative & Summative Evaluation
	Current State Assessment
	Needs Assessment for the Future
Research Objective	**Research & Consultation Questions**
Understand the original intent of the program	
	1. What is your connection to the SRO program?
	2. How long have you been involved with the SRO Program?
	3. What was the original purpose of the SRO program?
	4. Why was the program started? (Was the program developed out of a request from the schools, the public, or a preventative/proactive measure of RPS?)
	5. What was the public/community's original perspective of the program?
	6. What was the school staff/administrator's original perspective of the program?
	7. How did students originally react to the program?
	8. What were the strengths of the program?
	9. What were the challenges of the program? Was the program ever under consideration for discontinuation, or review?

	10. How did the program change over your time interacting with it? Why did the program change?
	11. What did you feel were the impacts of the program?
Understand the Current State of the Program	
	12. To what extent do you understand the SRO program in schools?
	13. How would you describe the SRO program?
	14. To what extent do you feel aware of the purpose of the SRO program in schools?
	15. From your perspective, what is the purpose of the SRO?
	16. Is the SRO Program achieving this purpose? Please explain.
	What value does the SRO program bring to schools?
	What value does the SRO program bring to students?
	17. To what extent are you aware of the programming SRO officers provide in schools?
	18. What are the strengths of the SRO program?
	19. What are the challenges of the SRO program?
	20. What are the benefits/impact of the program for students?
	21. What are the benefits/impact of the program for staff?
	22. What are the benefits/impact of the program for administration?
	23. What are the benefits/impact of the program for the greater school community?
	24. From your perspective, has the SRO program changed (a lot, a little, somewhat) over the time you have been involved/aware of it? In what ways? (Please explain)
	25. Does the SRO program need to change <insert scale> to meet the future needs of **students**/the community?
Understand if the SRO program is meeting its goals	

Is the SRO program meeting its goal of….*develop positive relationships between youth and the police*	26. What is your experience with SRO's in schools?
	27. Does the presence of an SRO in your school impact your sense of trust in police? <10 point> Please explain.
	28. Does the presence of an SRO in your school impact your familiarity with police?
	29. Does the presence of an SRO in your school impact your sense of comfort with police? / Does it concern you?
	30. Has the SRO program impacted your relationship with police? < Positive or negative scale >
	31. How can SRO's build relationships with students?
To develop positive attitudes toward police officers	32. How has the SRO program impacted your attitude towards police officers? <positive - negative scale>
To provide administrators, counsellors and teachers with a resource in the areas of law and police work in the community	33. Are SRO's a resource to admin/ counsellors/teachers in the area of law and police work? <a little, a lot, somewhat>? Please explain.
	34. Is there additional support that SRO's should provide admin/counsellors/teachers?
To provide information to students on the law, the work of the police, and legal consequences.	35. Have you received educational presentation(s) from an SRO at your school?
	36. What was the topic matter of the presentation?
	37. To what extent was the presentation helpful in educating you about the topic matter?
	38. What information would you like to receive from SRO's at your school?
	39. Have you [or your student, etc.] received information on the law, from an SRO? (Through presentations, through a one-on-one conversation, other?)

	40. Did the information provided improve your understanding of the law? <a little, a lot, somewhat>
	41. Is there additional support you would like to receive from SRO's to understand the law?
To provide individual counselling and assistance to students relative to the law.	42. Have you every received individual counseling and assistance from an SRO officer?
	43. How would you describe your experience receiving individual counceling and assistance from an SRO officer? <survey options included after focus groups>
	44. Is there additional counseling and assistance SRO's should provide at schools?
To help to create a safe school environment.	45. In your opinion, to what extent, does the SRO program contribute to safety in the school environment? <10 point> Please explain.
	46. How can SRO's contribute to safety in schools?
To reduce crime on school property and in the community, now and in the future.	47. In your opinion, to what extent does having an SRO in the school reduce crime in school property & community? <10 point> Please explain.
	48. How can SRO's contribute to crime reduction in schools?
To gather information on youth activities in schools and the community.	49. To what extent does the SRO program aid police officers to gather information on youth activities in schools and community <10 point?. Please explain.
Understand the Future Possibilities of the Program	
	51. What should the purpose of the SRO program be in the future?
	52. List goals of the program. Are these goals relevant for the future? What is missing? What is no longer relevant?
	53. How can SRO's continue to develop relationships with students in schools?
	54. How can SRO's be a resource for students/staff/administration/the community?

	55. Are there additional programs or services that should be offered by SRO's?
	56. What should absolutely remain part of the SRO program?
	57. Are there programs/services provided by SRO's that are no longer needed?
	58. How can the program meet the future needs of the community?
	59. Is there anything else you'd like to see from the SRO program in the future?
Test Assumptions and External Factors	
	60. What is your general perception of police officers? <positive to negative scale>
	61. How would you describe your past interactions/experiences with police? <positive-negative> please explain.
	Have you ever had a negative experience with an SRO in your school? If so, please explain.
	What are the drawbacks of the program for students?
	62. What is your perception of seeing a uniformed police officer in your school? <scale of positive to negative>
	63. To what extent does seeing a police officer in your school make you feel safe? <10 point>
	64. What are your primary safety concerns at your school?
Understand SRO Program best practices in other jurisdictions.	

APPENDIX E: INTERVIEW GUIDES

Regina Public and Regina Catholic School Divisions

School Resource Officer Program Review - **Interview Guide (Historical RPS)**

Preamble:

Hi {insert}, my name is {insert} and I work for [am an Associate for] Praxis Consulting, a management consulting firm based in Saskatchewan. As you may know, we have been engaged by the Regina Public and Regina Catholic School Divisions to conduct a School Resource Officer (SRO) program review.

Praxis will be consulting with several stakeholders to gain their insights on the SRO Program, and will evaluate the program's efficacy, strengths, and challenges. We will also seek input on how the SRO Program can meet the future needs of the community.

I have a few questions for you today regarding the School Resource Officer program. I expect our conversation to last approximately 1 hour. Is this still a good time for you?

Some points to note about our interview today:

- All comments and discussions from our various interviews will be summarized in an aggregate manner without the names of individuals attached unless we specifically have your permission to quote you. Please feel comfortable being as candid as possible with me today.
- I have a note-taker here with me today. They will be typing notes as we go and may stop us at a few points to ensure they have properly recorded what you've shared.
- Do you have any questions for me before we get going?

Questions:

1. What is your connection to the SRO program? (1) / How long have you been involved/were you involved with the SRO program? (2)
2. What was the original purpose of the SRO program? (3) / Why was the program started? (prompts: Was the program developed out of a request from the schools, the public, or a preventative/proactive measure of RPS?) (4)
3. What was the public/community's original perspective of the program? (5)
4. What was the school staff/administrator's original perspective of the program? (6)
5. How did students originally react to the program? (7)

6. What were the strengths of the program? (8)
7. What were the challenges of the program? Was the program ever under consideration for discontinuation, or review? (9)
8. How did the program change over your time interacting with it? Why did the program change? (10)
9. What did you feel were the impacts of the program? (11)
10. How can the SRO program meet the future needs of the community? (59)

That brings us to the end of my questions today. Is there anything else you were hoping to share regarding the SRO program?

If you have any questions or additional information you would like to share following this interview, please feel free to email Praxis directly.

Thank you again for sharing your input and ideas today.

Regina Public School Division and Regina Catholic School Division

School Resource Officer Program Review - Interview Guide (Key Community)

Preamble:

The Regina Public School Division and the Regina Catholic School Division have engaged Praxis Consulting, a local management consulting firm, to conduct a review of the School Resource Officer Program. As with any longstanding program, periodic reviews are an important process to undertake.

Praxis will be consulting with several stakeholders to gain their insights on the SRO Program and will evaluate the program's efficacy, strengths, and challenges. Praxis will also seek input on how the SRO Program can meet the future needs of the community.

I have a number of questions for you today regarding the School Resource Officer program. I expect our conversation to last approximately 1 hour.

Some points to note about our interview:

- All comments and discussions from our various interviews will be summarized in an aggregate manner without the names of individuals attached unless we specifically have your permission to quote you.
- There are no right or wrong answers to our questions, they are exploratory. Please feel comfortable being as candid as possible.

Questions:

1. What is your connection to the SRO program? / (1) How long have you been involved with the SRO Program? (2)
2. To what extent do you understand the SRO program in schools? (12)
3. How would you describe the SRO program? (13)
4. To what extent do you feel aware of the purpose of the SRO program in schools? (14)
5. From your perspective, what is the purpose of the SRO? (15)
6. Is the SRO Program achieving this purpose? Please explain. (16)
7. In your opinion, what are the strengths of the SRO program? (18)
8. In your opinion, what are the challenges of the SRO program? (19)
9. What are the benefits/impact of the program for students? (20)
10. What are the benefits/impact of the program for the greater school community? (23)

11. In your opinion, to what extent, does the SRO program contribute to safety in the school environment? Please explain. (45)
12. How can SRO's contribute to safety in schools? (46)
13. In your opinion, to what extent does having an SRO in the school reduce crime in school property & community? Please explain. (47)
14. How can SRO's contribute to crime reduction in schools? (48)
15. [List goals of the program/put them on screen]. Are these goals relevant for the future? What is missing? What is no longer relevant? (52)
16. How can SRO's develop relationships with students in schools? (53)
17. How can SRO's be a resource for students/staff/administration/the community? (54)
18. To what extent are you aware of the specific programming SRO officers provide in schools? (17)
19. Are there additional programs or services that should be offered by SRO's? (55)
20. Are there programs/services provided by SRO's that are no longer needed? (57)
21. From your perspective, has the SRO program changed over the time you have been involved/aware of it? In what ways? (Please explain) (24)
22. Does the SRO program need to change to meet the future needs of the community? (25)/ How can the program meet the future needs of the community? (58)
23. What should absolutely remain part of the SRO program? (56)
24. What should the purpose of the SRO program be in the future? (51)
25. Is there anything else you'd like to see from the SRO program in the future? (59)

That brings us to the end of my questions today. Is there anything else you were hoping to share today regarding the SRO program?

If you have any questions or additional information you would like to share following this interview, please feel free to email Praxis directly.

Thank you again for sharing your input and ideas today.

Regina Public and Regina Catholic School Divisions

School Resource Officer Program Review - **Interview Guide (Current RPS)**

Preamble:

As you may know, Praxis Consulting has been engaged by the Regina Public and Regina Catholic School Divisions to perform a program review of the School Resource Officer (SRO) program.

Praxis will be consulting with several stakeholders to gain their insights on the SRO Program, and will evaluate the program's efficacy, strengths, and challenges. We will also seek input on how the SRO Program can meet the future needs of the community.

Some points to note about our interview today:

- All comments and discussions from our various interviews will be summarized in an aggregate manner without the names of individuals attached unless we specifically have your permission to quote you. Please feel comfortable being as candid as possible with me today.
- I have a note-taker here with me today. They will be typing notes as we go and may stop us at a few points to ensure they have properly recorded what you've shared.
- Do you have any questions for me before we get going?

Questions:

1. What is your connection to the SRO program? (1)
2. How long have you been involved with the SRO Program? (2)
3. To what extent do you understand the SRO program in schools? (12) / How would you describe the SRO program? (13)
4. To what extent do you feel aware of the purpose of the SRO program in schools? (14)
5. From your perspective, what is the purpose of the SRO? (15)
6. Is the SRO Program achieving this purpose? Please explain. (16)
7. What are the strengths of the SRO program? (18)
8. What are the challenges of the SRO program? (19)
9. What are the benefits/impact of the program for students? (20)
10. What are the benefits/impact of the program for staff? (21)

11. What are the benefits/impact of the program for administration? (22)

12. What are the benefits/impact of the program for the greater school community? (23)

13. From your perspective, has the SRO program changed (a lot, a little, somewhat) over the time you have been involved/aware of it? In what ways? (Please explain) (24)

14. Does the SRO program need to change to meet the future needs of the community? (25) / How can the program meet the future needs of the community? (58)

15. How can SRO's build relationships with students? (31)

16. Is there additional support that SRO's should provide admin/counsellors/teachers? (24)/ How can SRO's be a resource for students/staff/administration/the community? (54)

17. In your opinion, to what extent, does the SRO program contribute to safety in the school environment? Please explain. (45) / How can SRO's contribute to safety in schools? (46)

18. In your opinion, to what extent does having an SRO in the school reduce crime in school property & community? <10 point> Please explain. (47)/ How can SRO's contribute to crime reduction in schools? (48)

19. To what extent does the SRO program aid police officers to gather information on youth activities in schools and community <10 point>. Please explain. (49)/ How can this information collection be improved? (50)

20. What should the purpose of the SRO program be in the future? (51)

21. List goals of the program. Are these goals relevant for the future? What is missing? What is no longer relevant? (52)

22. Are there additional programs or services that should be offered by SRO's? (55)

23. What should absolutely remain part of the SRO program? (56)

24. Are there programs/services provided by SRO's that are no longer needed? (57)

25. Is there anything else you'd like to see from the SRO program in the future? (59)

That brings us to the end of my questions today. Is there anything else you were hoping to share regarding the SRO program?

If you have any questions or additional information you would like to share following this interview, please feel free to email Praxis directly. Thank you again for sharing your input and ideas today.

APPENDIX F: FOCUS GROUP GUIDES

SRO Program Review

Focus Group Moderator's Guide – Students

PART ONE

PRAXIS FACILITATORS & NOTE TAKERS ARE TO ARRIVE AT 9:30AM

- Place sticky notes (the big ones) and markers at 20 stations in the room
- Place the following flip charts on the walls:
    - To what extent do you understand the SRO program? (front of room)
    - Strengths of the SRO program? (one side of the room)
    - Challenges of the SRO program? (the opposite side of the room)
    - Have the additional flip chart pages ready to go up on the walls when the question comes up
    - Have coloured sticky dots ready (4 sets of colours x 20 students)

SESSION INTRODUCTION [2.5 MINS] 10:00am – 10:05am

- **Land Acknowledgement**
- *We would like to begin by acknowledging that we are on Treaty 4 Territory, as well as in the homeland of the Métis Nation. We respect and honour the treaties and, in the spirit of reconciliation and collaboration, we are committed to move forward in partnership with Indigenous Nations whose traditional lands include Regina Public Schools.*
- Welcome! This focus group is part of a series of engagements led by Praxis Consulting to fulfill a program review of the School Resource Officer (SRO) program initiated by Regina Public & Catholic School Divisions.
- The student voice is very important in this project. Thank you for taking the time to be here today.
- Praxis will be consulting with several stakeholders regarding the SRO program review.
- The questions we have for you today are exploratory – there are no right or wrong answers and we don't need to achieve consensus or agreement – please don't hold back if your opinion differs from what others are saying.
- All comments and discussions from our focus group will be summarized in an aggregated manner without the names of individuals attached. What you share today will be confidential. That's why Praxis is here – as consultants we are 3rd party, and not affiliated with Regina Police Services or the SRO Program.
- I have my colleagues here supporting me with notetaking.
- Any questions before we get going?

PURPOSE OF SESSION

To gain diverse student perspectives on the SRO Program including strengths and challenges of the program; current needs; and future possibilities.

PARTICIPANT INTRODUCTIONS [10 MINS] 10:05am – 10:15am

We are going to go around in clockwise order. Please tell us your name and your favourite interest/activity.

QUESTIONS [2hours 5 minutes] 10:15am – 12:15pm

Time	Question	Lead	Process
10:05am – 10:10am	To what extent do you understand the SRO program in schools? (12) / How well do you feel you understand the SRO Program? *I understand it very well* *I understand it somewhat* *I do not understand it*		**Full Group**
10:10am – 10:20am	How would you describe the SRO program? (13) / What is its purpose?		**Full Group Open Discussion**
10:25am – 10:30am	**Describe SRO Program.**		
10:30am - 10:45am	In your opinion, what are the strengths of the SRO program? (18) What are the benefits/impact of the program for students? (20) In your opinion, what are the challenges of the SRO program? (19) What are the drawbacks of the program for students?		**Full Group - Interactive**
10:45am – 10:50am	Short Break		
10:50am – 11:00am	Does the presence of an SRO in your school impact your sense of trust/comfort/familiarity/relationship in police? (27)		**Full Group - Interactive**

	How has the SRO program impacted your attitude towards police officers? <positive - negative scale> (32)	
11:00am – 11:15am	How can SRO's build relationships with students? (31)	**Break Out into 2 Groups (10 students each)**
11:15am – 11:35am	To what extent does seeing a police officer in your school make you feel safe? (63) What are your primary safety concerns at your school? (64) Do SRO's contribute to safety in schools? (46) How can they?	**Small group discussions 3 groups.**
11:35- 11:50am	Does the SRO program need to change to meet the future needs of students? (25)	**Full Group Discussion**
11:50am – 12:15pm	**PIZZA LUNCH** **Thank students for attending.** Remind them of their transportation arrangements. Invite them to come to see Shawna or Ben if they have any questions or additional ideas. **Please enjoy your pizza lunch while spending a few minutes with our final questions.** The form is for you only – we will input your answers confidentially and summarize the findings. You can bring it to the box at the front when you are done. What is your general perception of police officers? <positive to negative scale> (60) How would you describe your past interactions/experiences with police? <positive-negative> please explain. (61)	**Short answer questions**

	What is your perception of seeing a uniformed police officer in your school? (62) Have you had any negative experiences with SRO's in schools? If so, can you explain the negative experience and how it made you feel?	
12:10 - 12:15pm	**Session Wrap Up**	**Thank Students!**

WRAP UP [2.5 MINS]

That brings us to the end of our session today. What you've shared today is confidential. We appreciate your input; the student voice is really important in this program review. We really appreciate your voice.

Thank you again for sharing your input and ideas today.

We have left some business cards here in case you think of additional things you would like to share after our time together today.

Positive Negative Scale:

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

SRO Program Review
Student Focus Group
Short Answer Questions:

1. What is your general perception of police officers?

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

2. How would you describe your past interactions/experiences with police?

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

3. What is your perception of seeing uniformed police officers in your school?

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4. Have you had any negative experiences with SRO's in schools? If so, can you explain the negative experience and how it made you feel?

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SRO Program Review

Focus Group Moderator's Guide –

Regina Public School Staff & Administration

Regina Catholic School Staff & Administration

Guide intended for Focus Group attendees only and not for further distribution.

PART ONE

INTRODUCTION

- This focus group is a part of a series of engagements led by Praxis Consulting to fulfill a program review of the School Resource Officer (SRO) program initiated by the Regina Public & Catholic School Divisions.
- Praxis will be consulting with several stakeholders regarding the SRO program review.
- The questions we have for you today are exploratory – there are no right or wrong answers and we don't need to achieve consensus or agreement – please don't hold back if your opinion differs from what others are saying.
- All comments and discussions from our focus group will be summarized in an aggregated manner without the names of individuals attached unless we specifically have your permission to quote you.

PURPOSE OF SESSION

To gain staff/admin perspectives on the SRO Program including strengths and challenges of the program; current needs; and future possibilities.

INTRODUCTIONS

We are going to go around in clockwise order. Please tell us your name and your affiliation to the Regina Public/Regina Catholic School Division.

QUESTIONS

1. To what extent do you understand the SRO program in schools? (12)

2. How would you describe the SRO program? (13) From your perspective, what is the purpose of the SRO? (15)

3. To what extent do you feel aware of the purpose of the SRO program in schools? (14)

4. Is the SRO Program achieving this purpose? Please explain. (16)

5. To what extent are you aware of the programming SRO officers provide in schools? (17)

MIRO Board Exercise

6. What are the strengths of the SRO program? (18)
7. What are the challenges of the SRO program? (19)
8. What are the benefits/impact of the program for students? (20)
9. What are the benefits/impact of the program for staff? (21)
10. What are the benefits/impact of the program for administration? (22)

Group Conversation

11. Does the SRO program need to change to meet the future needs of the community? (25) / How can the program meet the future needs of the community? (58)
12. What is your experience with SRO's in schools? (26)
13. How can SRO's build relationships with students? (31)/ How can SRO's continue to develop relationships with students in schools? (53)
14. Are SRO's a resource to admin/ counsellors/teachers in the area of law and police work? <a little, a lot, somewhat>? Please explain. (33)
15. Is there additional support that SRO's should provide admin/counsellors/teachers? (34)
16. What information would you like to receive from SRO's at your school? (38)
17. In your opinion, to what extent, does the SRO program contribute to safety in the school environment? <10 point> Please explain. (45)
18. How can SRO's contribute to safety in schools? (46)
19. In your opinion, to what extent does having an SRO in the school reduce crime in school property & community? <10 point> Please explain. (47)
20. How can SRO's contribute to crime reduction in schools? (48)
21. What should the purpose of the SRO program be in the future? (51)
22. How can SRO's be a resource for students/staff/administration/the community? (54)
23. Are there additional programs or services that should be offered by SRO's? (55)
24. What should absolutely remain part of the SRO program? (56)
25. Are there programs/services provided by SRO's that are no longer needed? (57)

26. Is there anything else you'd like to see from the SRO program in the future? (59)

SESSION WRAP UP

SRO Program Review

Virtual Focus Group Co-Facilitated with Black in Saskatchewan

DATE OF SESSION: May 3, 2023, 6:00pm – 8:00pm

INTRODUCTION [2.5 MINS]

- This focus group is part of a series of engagement activities led by Praxis Consulting to fulfill a program review of the School Resource Officer (SRO) program. The review has been initiated by Regina Public & Regina Catholic School Divisions.
- Your voice is very important in this project, and we thank you for taking the time to be here tonight.
- In Regina, the School Resource Officer Program is delivered through a partnership with the School Divisions and the Regina Police Service.
- The SRO program review includes input from a wide variety of stakeholders including Parents, Guardians, Caregivers, Regina Public Schools & Regina Catholic Schools Employees, and community.
- Other engagements that took place included 6 open houses throughout the city in January – February of 2023, and an online survey available in January – February 2023 for a month.
- The questions we have for you today are exploratory – there are no right or wrong answers, and we don't need to achieve consensus or agreement – please don't hold back if your opinion differs from what others are saying.
- All comments and discussions from our focus group will be summarized in an aggregated manner without the names of individuals attached unless we specifically have your permission to quote you.
- Information gained from this session and the other engagement activities will help inform the program review report provided to the Boards of Education. A high-level summary of the findings will be shared at a later date.
- I have my colleague X here supporting me with notetaking.
- Any questions before we get going?

PURPOSE OF SESSION

To gain attendees' perspectives on the SRO Program including strengths and challenges of the program; current needs; and future possibilities.

INTRODUCTIONS [10 MINS] 6:00pm – 6:10pm

We are going to go around in clockwise order. Please tell us your name and your favourite interest/activity.

QUESTIONS

Time	Questions	Process
6:10pm – 6:20pm	To what extent do you understand the SRO program in schools? How would you describe the SRO program? / What is its purpose?	Show of hands with a 3-point scale & Open Discussion
6:20pm-6:40pm	What are the strengths of the SRO program? What are the challenges of the SRO program?	Miro Board Exercise Report Out
6:40pm – 6:55pm	What are the benefits/impact of the program for students? What are the drawbacks of the program for students?	Miro Board Exercise Open Discussion
6:55pm – 7:05pm	In the past, has the presence of an SRO in your school impacted your sense of trust/comfort/familiarity/relationship in police? How has the SRO program impacted your attitude towards police officers? <positive - negative scale>	Miro Board Miro Board Additional Discussion
7:05pm – 7:25pm	Do SRO's contribute to safety in schools? How can they? To what extent did seeing a police officer in your school make you feel safe?	Open Discussion Open Discussion
7:25pm – 8:35pm	How can SRO's build relationships with students?	Open Discussion
7:35pm-7:55pm	Does the SRO program need to change to meet the future needs of the students?	Roundtable
8:00pm	Session Wrap-Up & Highlight Final Essay Questions	Co-Facilitators

SRO Program Review
Short Answer Questions:

1. What is your general perception of police officers?

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

2. How would you describe your past interactions/experiences with police?

1 - Not at all Positive 2 3 4 5 6 7 8 9 10- Very Positive

3. What is your perception of seeing uniformed police officers in your school?

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4. Have you had any negative experiences with SRO's in schools? If so, can you explain the negative experience and how it made you feel?

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APPENDIX G: OPEN HOUSE PANEL BOARDS

Welcome

School Resource Officer
Program Review
Open House

Participating in this Come & Go Open House:

- Thank you for taking the time to be here.
- We invite you to move through the room and read the presentation boards at your leisure.
- Your questions and comments are welcome. Please share them with one of the Praxis Consulting facilitators.
- Please be respectful of all attendees and staff.
- Remember to fill out the online survey.

Regina Catholic Schools www.rcsd.ca

PRAXIS RESEARCH | STRATEGY | RESULTS

REGINA PUBLIC SCHOOLS

Land Acknowledgement

REGINA PUBLIC SCHOOLS

We would like to begin by acknowledging that we are on Treaty 4 Territory, as well as in the homeland of the Métis Nation. We respect and honour the treaties and, in the spirit of reconciliation and collaboration, we are committed to move forward in partnership with Indigenous Nations whose traditional lands include Regina Public Schools.

Regina Catholic Schools www.rcsd.ca

We are blessed to live and learn on Treaty 4 territory, traditional lands of the Nêhiyawak, Nahkawé, Nakota, and homeland of the Métis, Lakota, and Dakota. Collectively, we are committed to seeking the Truth and taking intentional steps toward Reconciliation with Indigenous Peoples in our communities.

Open House / Survey Purpose & Outcome

Purpose of the School Resource Officer Program Review

- Provide an assessment of the program including its **strengths and challenges.**
- Gather insights and perspectives on how the program can meet the future needs of schools and the community.

Gathering Many Voices

- The review will gather perspectives from RPSD and RCSD students, parents, guardians, caregivers, school administrators, and staff.

Purpose of the Open House

- Learn about the School Resource Officer (SRO) Program.
- Share your input and perspectives regarding the SRO Program.

Purpose of the Online Survey

- Gather your input and perspectives regarding the SRO Program.

How will the information I share be used?

- Information gathered will help inform recommendations to the Boards of Education for next steps with respect to the SRO program.

What is the SRO Program?

- Partnership started 43 years ago between the Regina Public School Division, the Regina Catholic School Division, and the Regina Police Service.
- Primarily works under a Community Policing Framework, focusing on preventative and proactive approaches to public safety.
- 12 Constables, 2 Corporals, and 1 Sergeant are assigned to the Regina Public and Regina Catholic schools throughout the city.
- SROs combine the following to meet the needs of the school community during the school year:
  - education;
  - investigation;
  - law enforcement;
  - counselling (relative to the law);
  - crime prevention; and,
  - community relations.

Goals of the SRO Program

- To develop positive attitudes toward police officers.
- To develop positive relationships between youth and the police.
- To provide administrators, counsellors and teachers with a resource in the areas of law and police work in the community.
- To provide information to students on the law, the work of police, and legal consequences.
- To provide individual counselling and assistance to students relative to the law.
- To gather information on youth activities in schools and the community.
- To reduce crime on school property and in the community, now and in the future.
- To help to create a safe school environment.

Examples of SRO Program Activities in Schools

- Collaborations include:
  - Positive Ticketing - Teen Drivers
  - Day of Pink Rally
  - Violent Threat Risk Assessments (VTRA), Lockdown, Secure the Building, Weapon Protocol and Bomb Protocol
  - Safe Driving Water Bottle Drive
  - Regina Police Service Student Police Academy
  - CAA Safety Patrol of the Month
- SRO Presentations include:
  - Alcohol and Drug Education
  - Anti-bullying
  - Anti-gang
  - Safe Relationships
  - Internet Safety/Social Media
  - Pedestrian Safety
  - Role of Police / SRO

SRO Program Review Survey

Share your input on the School Resource Officer Program through the online survey.

The online survey will be available from January 24th, 2023 – February 26th, 2023.

Visit the online survey at the link below:

*Please request a tablet or paper survey today if this will help you participate.

Praxis Consulting will be collecting feedback and input from the Open Houses and the online survey. Your participation in the survey is anonymous.

Regina Catholic Schools www.rcsd.ca

PRAXIS RESEARCH | STRATEGY | RESULTS

REGINA PUBLIC SCHOOLS

Thank You for Participating

Thank you for attending this Open House.
Your input is important, we thank you for sharing.

Additional questions or comments?

If you have any final questions or comments, please share them with a Praxis facilitator.

Regina Catholic Schools www.rcsd.ca

PRAXIS RESEARCH | STRATEGY | RESULTS

REGINA PUBLIC SCHOOLS

APPENDIX H: UNSOLICITED LETTER FROM CAA

SCHOOL SAFETY PATROL®

To whom it may concern,

With recent discussions around the importance of Regina City Police Resource Officer presence in schools we here at CAA would like to voice our support for keeping officers in Saskatchewan schools. The service a resource officer provides to youth in a school setting is invaluable.

Their onsite presence is, indeed, necessary, and very much appreciated. The idea of talking with an officer should not mean a child is in trouble, instead shared activities in schools can form a bond of trust at an early age.

School - Police Resource Officers are integral to the successful implementation of the CAA School Safety Patrol program and CAA Saskatchewan. Patrollers work hand in hand with officers to train students about the rules of the road and safety procedures to help keep families and fellow classmates safe on their journey to and from school.

The CAA School Safety Patrol Program has been serving Saskatchewan since 1951.
200 ALBERT ST. N. REGINA, SK S4R 5E2 | caask.ca/patrollers

The CAA School Safety Program has been very successful because it teaches young students the skills of leadership, organization, team building and the importance of volunteering in the community! Like an officer they are given a uniform (vest and stop paddle) and learn that their volunteer job as a CAA School Safety Patroller comes with a lot of responsibility.

As the CAA School Safety Patrol co-ordinator, I see firsthand how much students look up to resource officers who converse and train them. These student volunteers learn the values of community and law enforcement at a very young age.

Perhaps more importantly, but often not seen, is the trust and bond formed between students and officers with Regina Police Service School Safety Patroller of the Month celebrations. This usually entails a school assembly where patrollers are gifted small items (from CAA and local businesses) and honoured in front of their peers.

It also includes a lunch with officers and local celebrities along with an inclusive game like floor hockey or dodgeball. The luncheon and games are a chance for students to connect in a small group setting in a safe environment.

Officers demonstrate leadership and team sportsmanship and friendship with the patrollers.

Officers and patrollers are creating memories and building skills that can be shared and last a lifetime.

Regina Police Service Resource officers are very much part of the team when it comes to our CAA Saskatchewan Safety Patrol and we couldn't and wouldn't want to do it with out them.

Angel Blair

Senior Communications Specialist & CAA School Safety Patrol Coordinator

Angel.Blair@caask.ca
CAA SASKATCHEWAN

200 Albert Street North, Regina SK S4R 5E2

Cell: (306) 216-7362 CAASK.CA

The CAA School Safety Patrol Program has been serving Saskatchewan since 1951. 200 ALBERT ST. N. REGINA, SK S4R 5E2 | caas.ca/pa

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