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Superintendent Memo
Police Presence in Schools Task Force Report

To:	Martha Rogers, Director of Education
From:	Marva Wisdom, Wisdom Consulting
	Joy Sammy, Workplace Equity, Diversity & Inclusion Manager
	Cheryl Van Ooteghem, Superintendent of Education
Date:	March 23rd, 2021
Report Type:	Decision

Background

On June 24, 2020, the Board of Trustees established a Police Presence in Schools Task Force to review police presence in UGDSB schools in response to questions from community leaders and individuals across the board about the role of policing in the Upper Grand District School Board.

The Board approved the Terms of Reference for the committee's work on September 29th, 2020. The committee met weekly and/or bi/weekly between July 2020 and February 2021 in order to gather community feedback, consult with police, review presentations, summarize research, and analyze data and available historical background information on police presence in schools in both the elementary and secondary panels (JK to grade 12).

On November 24th, 2020, the Task Force requested and received an extension to the deadline for the Police Presence in Schools Task Force Review Report until March 31st, 2021 in order to seek additional feedback from UGDSB secondary students.

In the report, the Police Presence in Schools Task Force has provided recommendations to the UGDSB that reflect an equity and human rights-based approach to working with the police services in the UGDSB. The recommendations support the UGDSB's values, beliefs and guiding principles, and they uphold the UGDSB's anti-racism statement and Equity Plan.

Issue

To present the "Police Presence in Schools Task Force Report" and the committee's recommendations to the Board of Trustees for approval.

This document is available in alternative formats upon request.

Recommendations

(1) THAT the Police Presence in Schools Task Force Report dated March 18th, 2021 be received.

(2) That the UGDSB and police services continue to deliver all foot safety patrol training (including street, driveway, and parking lot patrols) and bus patrol training.

(3) That as per the Violence Threat Risk Assessment (VTRA) Community Protocol, the presence of police at all UGDSB schools continue when a VTRA is activated.

(4) That all police presentations be vetted using the Presentations in Schools Guidelines (updated in 2019) developed by the Student Support and Program Services department of the UGDSB.

(5) That all students and parents be notified in advance of all police presentations at school.

(6) That staff collect feedback from students and staff on all police classroom/school presentations.

(7) That the School Resource Officer program in the UGDSB be discontinued.

(8) That administrators collect data on all incidents that police respond to at UGDSB schools.

Rationale

Refer to the attached report.

Upper Grand District School Board

POLICE PRESENCE IN SCHOOLS TASK FORCE REPORT

March 18, 2021

UPPER GRAND
DISTRICT SCHOOL BOARD

Upper Grand District School Board

March 18, 2021

Executive Summary

In May 2020, following the police killing of George Floyd in Minneapolis and the worldwide protests against racism and racial injustice, trustees and board staff received questions about the role of policing in the Upper Grand District School Board (UGDSB) from community leaders and individuals across the board.

On June 24, 2020, the Board of Trustees established a Police Presence in Schools Task Force (herein referred to as the Task Force) to review police presence in UGDSB schools. The purpose of the Task Force was to gather community feedback, consult with police, summarize research, and make recommendations to the UGDSB trustees regarding police presence in schools in both the elementary and secondary panels (JK to grade 12).

When the UGDSB Task Force began in July 2020, five police services worked within the boundaries of the board. At the time of this writing, there are now only three police services operating within the UGDSB, including Guelph Police Service, Wellington OPP Detachment and Dufferin OPP (now serving Dufferin County, and the towns of Shelburne and Orangeville).

When the Task Force commenced, invitations to represent the community on the committee were sent to UGDSB community partners and posted in local newspapers and on social media. Thirty applications were received. When selecting members for the Task Force, every effort was made to ensure that each member chosen had knowledge and/or lived experience of police in schools and that the board's geographical diversity was equitably represented. Membership on the Task Force was composed of three staff members, two trustees, one student trustee and eight community members chosen to represent community organizations and agencies from across the school district. The work of the committee was facilitated by co-chairs Superintendent of Education Cheryl Van Ooteghem and consultant Marva Wisdom.

Throughout the nine-month process, the Task Force was unable to find any data previously collected on the effectiveness, impact, benefits or challenges of the School Resource Officer (SRO) program in secondary schools, police presentations or police responses to school incidents. This lack of data and evaluation is not unique to the UGDSB. Policing in schools across Canada and elsewhere are not well researched[1]

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[1] Petrosino, A., Guckenburg, S., & Fronius, T. (2012) *'Policing Schools' Strategies: A Review of the Evaluation Evidence*, Journal of MultiDisciplinary Evaluation, Volume 8, Number 17.

and that which does exist tends to focus on the impact of SROs on school safety and the results of these studies are inconclusive.[2]

It was clear to the Task Force that further research was required to understand police in schools, the SRO program, and the impacts police have had, and are currently having on the school community. Between September 2020 and February 2021, the committee engaged in both qualitative and quantitative data collection, including presentations and discussions, meetings with police, interviews, community consultation in the form of events and surveys, and a review of relevant research. And the Task Force is able to say with confidence that the research is representative of the racial identities and geographies of the UGDSB.

When analyzing the data, the Task Force used an equity and human rights-based approach rather than a populous approach. Equity is about focusing on the experience of marginalized communities despite the fact that their experiences are not those of the majority. Disaggregating data this way highlights the identities that are often invisible, marginalized, and dismissed, and brings to light discrimination that would otherwise be hidden in a broader data set. When using an equity approach to analyzing data, the experiences of those most impacted by a program or policy, even when those communities represent a smaller percentage of the overall population, are centered or highlighted. This is one way in which systemic racism is identified and dismantled.

To use a populous approach would be simple. Decisions would be based on 'majority rules'. The numbers, not the voices and the lived experiences of the students and families would determine the decisions. Obtaining equitable outcomes for all students cannot be obtained by a populous approach or simple majority. The Upper Grand District School Board's Vision Statement, Guiding Principles, Equity Plan and Anti-Racism statement can only be upheld by using an equity approach.

In December 2020, the Task Force asked for an extension to report to the Board of Trustees in order to survey all grade 10 to 12+ secondary students. In total,1668 students responded to the survey. It was of interest to learn that the majority of students had no opinion at all about SROs in secondary schools and many had not interacted with SROs. When the data was disaggregated using an equity approach to explore the experience for students from marginalized communities however, the results showed that

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[2] Broll, R., & Howells, S. (2019) *Community Policing in Schools: Relationship-Building and the Responsibilities of School Resource Officers*, Policing, Volume 0, Number 0.

- 2SLGBTQIA+ students were 3 times more likely than non 2SLGBTQIA+ to want SROs removed from secondary schools
- Black students were more likely to have negative experiences with SROs and want SROs removed from secondary schools
- Indigenous students interact with SROs the most and were most likely to feel somewhat discriminated against

This data indicates that students in the margins experience the most negative impacts of SROs in secondary schools. The research and data in this report was analyzed and presented in a way that does not privilege the majority and instead pulls the lived realities of minorities to the surface. Using a human rights-based approach to analyze the data looks to support equitable change and 'level the playing field' for marginalized students. Accountability is a critical piece in a human rights-based approach, as it actively works to dismantle systems of oppression.

Contained within the report is data that indicates the police play an important role in the UGDSB. There are benefits to having police provide curriculum-based presentations to both elementary and secondary students. There is however, a need for a regular review of these programs given that many have not changed over the years, despite many changes to the curriculum and the experiences of youth. Police can also be good resources for both students and staff. They are sometimes able to quickly facilitate connections to resources and offer alternatives when the wrong choices are made by some students. Like many professions, police need more training specific to youth, mental health and de-escalation practices. When they do engage with students with mental health needs, they often use 'a warm hand-off' approach to trained school staff already in the building.

When an officer lacks skill specific to working with youth, especially those with mental health needs or living in the margins or uses fear-based or monitoring tactics instead of de-escalation strategies, harm is done, well-being is seriously impacted, learning is affected and equitable outcomes for all students is not achieved. This is not about intention. It is about impact. The full context of an individual and their community must be taken into account.

SROs should never be in schools to enforce the rules, monitor dress codes, gather information or police the halls. That is not the role of a SRO, despite what those in the broader community may think. It is an administrator's responsibility along with their staff to build a climate of safety, trust and belonging. Suspension and expulsion rates and school climate data in the UGDSB indicate that student safety is not an issue in UGDSB

schools, and that administrators and educational staff are doing an effective job in this area.

The Police Presence in Schools Task Force has completed its work and has been dissolved. It offers the Upper Grand District School Board Trustees seven recommendations regarding Police Presence in Schools. These recommendations provide police with some opportunities to work in schools in order to build relationships and foster community. The recommendations also offer police services the opportunity to work alongside those in the education sector to eliminate practices that support bias, oppression and racism in a fully transparent and accountable and ongoing manner for all Upper Grand students, staff, families, and stakeholders.

Recommendation # 1:

That the UGDSB and police services continue to deliver all foot safety patrol training (including street, driveway, and parking lot patrols) and bus patrol training.

Action:

1) The school safety supervisor and police continue to work together to ensure students are receiving the necessary training required for all foot safety patrol and bus training.

Recommendation # 2:

1) That as per the Violence Threat Risk Assessment (VTRA) Community Protocol, the presence of police at all UGDSB schools continues when a VTRA is activated.

Action:

No action required at this time.

Recommendation # 3:

That all police presentations be vetted using the Presentations in Schools Guidelines (updated in 2019) developed by the Student Support and Program Services department of the UGDSB.

Actions:

1) The UGDSB review all elementary police presentations to ensure current and grade appropriate curriculum links.
2) All police presentations be reviewed through an equity, anti-racist and anti-oppressive lens.

Recommendation # 4:

That all students and parents be notified in advance of all police presentations at school.

>   **Action:**

>   1) A letter informing students and parents of the date, time and purpose of the presentation be sent home by the administrator of the school.

Recommendation # 5:

That staff collect feedback from students and staff on all police classroom/school presentations.

>   **Actions:**

>   1) UGDSB board staff (with input from police) create grade and age-appropriate feedback forms and/or surveys for all students and staff to complete following a police presentation.
>   2) Classroom/school feedback be shared with police and used to update and improve presentations.

Recommendation # 6:

That the School Resource Officer program in the UGDSB be discontinued.

>   **Actions:**

>   1) The Police/ School Board Protocol for The Investigation of School Related Occurrences (as per Ministry of Education) be used to guide the work between the Upper Grand District School Board and police services within the board's geographic boundaries.

>   2) The Police/School Board Protocol for The Investigation of School Related Occurrences be reviewed yearly by the UGDSB and police personnel and include input from local police governance, school staff, students, and parents/guardians.

>   3) The yearly review of The Police/ School Board Protocol for The Investigation of School Related Occurrences include members of the BIPOC community and those living in the margins.

Recommendation # 7:

That administrators collect data on all incidents that police respond to at UGDSB schools.

Actions:

1) An internal data collection system be created for school administrators for the purpose of collecting data on police calls to schools.
2) Police services and board staff participate in a yearly review of feedback and data collected.
3) An annual presentation from police and UGDSB staff be provided to the Board of Trustees and include an analysis of the data collected (e.g., # of presentations, curriculum links, feedback from students, # of students not participating, calls to schools and outcomes of calls, and racialized/marginalized data).

Introduction

On June 1, 2020, the Upper Grand District School Board issued the following statement:

"As an educational community we have a responsibility to identify and describe racism and oppression and then work to dismantle it. The Upper Grand District School Board is committed to disrupting systemic racism and oppression in all of its forms. We will implement ongoing mandatory anti-racism and anti-oppression training for all staff, review our protocols and policies, including our hiring practices, and be fully transparent and accountable to all Upper Grand students, staff, families, and stakeholders in an ongoing manner."

Three weeks later, on June 24, 2020, the Board established a Police Presence in Schools Task Force (herein referred to as the Task Force) to review police presence in UGDSB schools. The scope of the Task Force Review included both the elementary and secondary panels (JK to grade 12) in the UGDSB. The work of the Task Force included the following:

- review and respond to the role of police presence in schools and their impact on all students, families and staff
- gain an understanding of the impact of police presence in schools on racialized students, families and staff
- gain an understanding of students', families' and staff experience with police presence in schools based on socio-economic status
- gain an understanding of 2SLGBTQIA+ students, families and staff experience with police presence in schools
- gain an understanding of students', families' and staff experiencing mental health interventions by police presence in schools
- listen to the voices of local organizations and agencies, students, families and staff related to police presence in school

Membership on the Task Force was composed of three staff members, two trustees, one student trustee and community members representing community organizations and agencies. The work of the committee was facilitated by co-chairs Superintendent of Education Cheryl Van Ooteghem and consultant Marva Wisdom.

Invitations to represent the community on the Task Force were sent to UGDSB community partners and posted in local newspapers and on social media. Thirty community applications were received, and eight 8 community members were chosen for the Police Presence in Schools Task Force. When selecting members for the Task Force, every effort was made to ensure that each member chosen had knowledge and/or lived experience of police in schools and that the board's geographical diversity

was equitably represented.

Task Force Members

Trustees
Mike Foley
Robin Ross
Taran Fournier (Student Trustee)

Community Members
Iman Aziz – Canadian Council of Muslim Women (youth)
Joy Sammy – Guelph Black Heritage Society
Kelly Ward – North Wellington Community
MacKenzie Main – First Nation Métis Inuit (youth)
Melissa Williamson – Orangeville Community
Monica Peirson Durbin – Social Service/Community Worker
Nkese Charles – Shelburne Community
Susan Buchanan – First Nations Métis Inuit

Staff
Carla Anderson – Principal – Guelph
Geer Harvey – Social Worker – Shelburne

Co-Chairs
Cheryl Van Ooteghem - Superintendent of Education
Marva Wisdom – Consultant (Appendix 1 Biography, Marva Wisdom)

Throughout the past 9 months, the Task Force was committed to:

- considering and respecting the geographical differences and needs regarding police in schools across the UGDSB for all JK to grade 12 students, families and staff
- strategically balancing the successes and value of police in schools with the concerns and negative impacts of police presence in schools on UGDSB students, families and staff
- ensuring the UGDSB Police in Schools Task Force process was anti-oppressive, informed and transparent
- developing a comprehensive communication plan to ensure that all stakeholders' voices were heard and used to inform the recommendations

- developing and offering a variety of options for all UGDSB students, families and staff to share their experiences with police presence in schools including a Community Town Hall virtual meeting
- maintaining an open discussion between all parties

The Task Force was to offer recommendations for consideration regarding police presence in schools to the UGDSB trustees by December 31, 2020. On November 24th, 2020 the committee asked for and received an extension until March 31, 2021.

Between February 2021 and June 2020, the committee met weekly and/or bi-weekly (Appendix 2, Police Task Force Meeting, Events and Activities Timeline). Meetings included presentations from Gary Pieters Principal at TDSB, Human Rights Lawyer Alex Battick, University of Guelph, Associate Professor Ryan Broll (researching SROs), and account executive from Thought Exchange Shawn Heming. UGDSB staff and students also provided informative presentations, including Social Worker Geer Harvey, Chief Psychologist Lynn Woodford and Mental Health Lead Jenny Marino (Appendix 3, Mental Health Resource Officers in UGDSB Schools - A reflection on the program from a mental health lens), and Equity Lead, Jessica Rowden and First Nations, Métis, Inuit Lead Colinda Clyne (Appendix 4, Equity and FNMI Staff Presentation).

Provincial Overview of the SRO Program

Below is information on school boards across the province that have or are reviewing Police Presence in Schools (School Resource Officers).

Table 1, school boards across Ontario that have or are reviewing Police Presence in Schools.

Date	School Board	Decision
Current	Waterloo Region District School Board	Under Review - Decision Pending
Current	Thames Valley District School Board in collaboration with the London District Catholic School Board	Under Review - Decision Pending
Current	Ottawa Carleton District School Board	Under Review - Decision Pending
November, 2020	Peel District School Board	Peel Regional police announced a permanent end to the School Resource Officer (SRO) Program.
June, 2020	Hamilton-Wentworth District School Board	School Board trustees voted to end the School Resource Officer (SRO) program. The decision was based on unanimous recommendations from their human rights and equity community advisory committee.
November 2017	Toronto District School Board	Toronto District School Board discontinued the SRO program, based on consultations with thousands of students, staff, parents and community members. The report found that while many students had a positive impression of the program, a number of students said the presence of an SRO made them feel uncomfortable, intimidated, and/or watched or targeted.

What is an Equity Approach?

An equity approach to data collection and analysis focuses on the proportional representation of diverse identities such as race, sexuality, gender, ability, and age. Proportional representation in this context means that even though the BIPOC and 2SLGBTQIA+ communities represent a relatively small portion of the UGDSB population the opinions of these communities are centred as those most impacted by police presence in schools. An Equity Approach is not based on a 'majority rules' approach. This report utilized an equity-based approach by highlighting minority and marginalized communities' experiences to ensure that all students' experiences, safety, and health were prioritized and acted upon.

What is a Human Rights-Based Approach?

A human rights-based approach to research and analysis provides people with the necessary data to support them in asserting their human rights. **The central principles are participation and inclusion, non-discrimination, and accountability** (Broberg and Hans Otto 2018: 664).[3] The methods and review of data collection and analysis by the Task Force followed these principles. Community members were given opportunities to voice their concerns at a Community Town Hall delivered through the Thought Exchange platform, a community survey, and in-depth qualitative interviews.

By disaggregating the data and accounting for race, sexuality, mental health, and gender, the Task Force used an equity approach and human rights-based approach. Disaggregating data highlights the identities that are often invisible, marginalized, and dismissed, bringing to light discrimination that would otherwise be hidden in a broader data set.

Accountability is a critical piece in a human rights-based approach. The research was analyzed and presented in a way that does not privilege the majority and pulls the lived realities of minorities to the surface. A human rights approach must include a framework of transformation toward equity and justice and remain action-oriented, to support equitable change.

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[3] Morten Broberg & Hans-Otto Sano (2018) *Strengths and weaknesses in a human rights-based approach to international development – an analysis of a rights-based approach to development assistance based on practical experiences,* The International Journal of Human Rights, 22:5, 664-680

How data was collected and why?

The Task Force was unable to find any data collected on the effectiveness, impact, benefits or challenges of the SRO program, police presentations or police responses to school incidents. This lack of data and evaluation is not unique to the UGDSB. Policing in schools across Canada and elsewhere are not well researched[4] and existing research tends to focus on the impact of SROs on school safety and the results of these studies are inconclusive.[5]

It was clear to the Task Force that further research was required to understand the SRO program and the impacts that it has had and is currently having on the school community. Professionals both within and outside of the UGDSB were engaged and community consultation was carried out. This research took the form of both qualitative and quantitative data collection including presentations and discussions, interviews, community consultation in the form of events and surveys and a review of relevant research. A more detailed summary of the methods used is provided below.

Professional Groups

UGDSB School Administrators (12 participants)
- Interviews that were casual and open ended in nature were held with administrators. The question guiding the conversation was, "What is your opinion on police presence in schools?"

UGDSB Staff Presentations and Discussions

- Dr. Lynn Woodford (Supervisor, Psychology and Social Work) and Jenny Marino (Mental Health Lead)
  - Reported to the Task Force providing an overview entitled "Resource Officers in UGDSB Schools: A reflection on the program from a mental health lens" (October 2020)
- Jessica Rowden (Equity and Inclusion Lead) and Colinda Clyne (Indigenous Education Lead)
  - Reported to the Task Force providing an overview of the work of the Equity team since June 2020 and,

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[4] Petrosino, A., Guckenburg, S., & Fronius, T. (2012) *'Policing Schools' Strategies: A Review of the Evaluation Evidence*, Journal of MultiDisciplinary Evaluation, Volume 8, Number 17.

[5] Ibid Broll, R., & Howells, S. p.15

- ○ Shared findings from data collection from racialized staff, students and families about the SRO program from 2019

Police Services

- Questions prepared by the Task Force were sent to all five police services that work in the UGDSB region (Guelph Police Service, Orangeville Police Service, Shelburne Police Service, Ontario Provincial Police - Dufferin Detachment and Wellington Detachment)
- Representatives from all departments took part in a meeting with the Task Force on October 22, 2020

Community Consultations

Contextual Data
- Census data provided information on the BIPOC population in the UGDSB
- UGDSB suspension and expulsion data was provided and includes a breakdown of incidents including weapons, drugs and bullying
- VTRA data to provide context to school safety concerns

Community Town Hall
- [Thought Exchange](), a crowdsourcing platform was used to (1) identify common ground and areas of disagreement in participants (2) identify themes from the thoughts that were shared and (3) compare and contrast what was important to different groups of people by cross analyzing groups to understand similarities and differences
- The Town Hall took place on October 20, 2020
- There were 140 participants who shared 172 thoughts and provided 3,164 ratings in response to question 1 – "What are your thoughts about the role and impact that police presence has in the UGDSB school community?"
- There were 124 participants who shared 161 thoughts in response to question 2 - "After our discussion this evening, what additional feedback do you have for the Task Force to consider going forward?"
- 159 people viewed the live stream of the Town Hall

Community Survey
- This survey was open from October 20th - October 26th, 2020
- There were 573 respondents
- Survey questions were the same as those asked at the Town Hall meeting (see above)

Student Survey
- The purpose of the student survey was to capture the voice of students who were underrepresented in the data from the community Town Hall and survey
- The student survey was open from November 30 - December 11, 2020
- The student surveys were completed by 1668 students in the UGDSB in grades 10 thru 12+

Additional Feedback Received

Student Voice
- Student Letters
  - One letter from a Centre Dufferin student
  - One letter from a recent graduate of the UGDSB
- Letters provided by Black Chapter of Centre Dufferin District High School
  - Letter to the Task Force
  - Letter to new teachers

Public and Community Feedback Received

Several organizations, parents and members of the public contacted the Task Force to express their opinions of police in schools. These included:
- 7 letters from individuals
- 5 letters from organizations or individuals representing organizations

Feedback from Professional Groups

UGDSB Secondary School Administrators

In order to gain the perspective of school administrators interacting and working with SROs in their schools, a total of 12 current administrators volunteered to be interviewed. The interviews revealed four critical themes: positive assets, administrative support, secondary school environments, and educational resources.

SROs as Positive Assets

Three out of 12 administrators expressed strong sentiments towards SROs being a significant asset in schools. They cited the multifaceted roles that SROs play in secondary schools, including acting as role models, supporting staff in increasing safety through preventative and proactive methods, and being a staff resource. One administrator stated,

"I have worked with 8 SROs in Guelph high schools, and through these experiences, my perspective is that police are a significant asset to schools. I value the role in 3 important categories.
1) Role models and student/family support
2) Safety in the school/preventative work
3) Resource for staff" (A1).

Another administrator focused on the importance of relationship-building between SROs and students. They stated,

"Since the resource police officers are visible in the school community, the interactions between students and the resource police officer seem to me to be less stressful and elevated for students when serious situations arise. The resource police officer is therefore not a stranger to students, but a familiar face in the building" (A3).

Two out of the 12 administrators highlighted that SROs are available to support criminal investigations including concerns of drug use, drug trafficking, and weapon possession within secondary schools. As the administrators stated,

"As an administrator, I feel comfort in knowing that when I find a weapon or drugs during a search, I have support. These are issues that people don't want to talk about, but the reality is that it happens. We deal with students who possess for trafficking, students who overdose, and bring knives to school. In many of these cases, the officers opt to "divert" instead of assign charges - this allows students to seek further support instead of legal punishment" (A1)

"Present to help with investigations – drug search but should investigate matters – more discreet" (A4).

The majority of respondents expressed concern over the potential consequences of having unknown officers inexperienced in mental health and youth interacting with their students. For some, an SRO reduced the risk of the "wrong" police officer interacting with students in a harmful or uncaring way. One administrator said,

"Secondary School Resource Police Officer physically in the school building each day, in my opinion, is okay. It is critical to have a designated Secondary School Resource Police Officer trained specifically for a school setting, who can check in regularly with the staff, and who can serve as the first responder to any school situation

that could have criminal charge implications. In this way, students will be served by another caring adult who wants to be working with students, and who has a strong understanding of the needs and issues of students as they grow and learn during their secondary school years" (A3)

Administrators want a relationship with officers coming into their school,

"Haven't called the police this year. Past SRO – knows how to work with teenagers.
Good to know who the police are in the building" (A9).

SROs as Administrative Support

Some administrators view SROs as support persons for staff who have questions that may arise in schools or as the person who can step in and deal with difficult situations. Some comments from administrators included,

"I rely heavily on the SRO to deal with difficult situations, rarely in a punitive role but in a proactive and supportive role" (A1).

"These Resource Police Officers also serve as a resource for staff members at the school who have questions about situations that arise at the school." (A3)

Two out of 12 administrators commented on the benefits that the officers receive through their experience in schools and that the skills they learn are transferable skills to the broader community. Schools in this sense offer professional development opportunities for SROs. These administrators stated,

"The perspective he gained in his SRO role allowed him to understand the individuals when he went on calls. He still comes across the individuals he worked with as teens, and the interactions are peaceful because the relationship is established. I wish more officers could have the SRO experience to help them develop professionally" (A1).

"Typically, the Secondary School Resource Police Officers enjoy building relationships with students, like interacting with young people, have a good understanding of mental health issues that affect some of our students, and are very effective at de-escalating situations with young people. These officers apply to be in the role because they want to work with young people, and they want to be connected with the school system in their local communities" (A3).

To ensure that the 'right' officer interacts with students, it is essential to some administrators that they have access to a dedicated officer who, as an individual, can bridge these gaps. There seems to be a connection between relationship building and peaceful interactions with police officers. Therefore, SROs can gain valuable training by working with students to improve their ability to police the broader community.

SROs as an Educational Resource

Four out of the 12 administrators discussed the educational benefits of having SROs in secondary schools. Some SROs provided workshops, class visits, coaching, and education surrounding the law and their rights. Administrators generally found this to be a positive form of engagement between SROs, students and staff.

> *"I have seen SRO's work with gym and health classes on drug education, law classes to learn about the court system, physics classes to learn about radar and DD classes where the officers spend time in the gym and visit students at the Special Olympics," (A1)*

"The Secondary School Resource Police Officer is beneficial to students related to criminal issues that some students, unfortunately, encounter at school (criminal harassment, sexual/physical assault, drug trafficking, etc.). Sometimes it takes the involvement of police, and the education of students by the police, for behaviours to change or stop, which ensures that our students and schools stay safe" (A3).

"It has also been my experience that the goal of the Resource Police Officer has been to educate, to protect, to support, and to avoid criminal charges wherever possible when working with students who encounter issues" (A3)

SROs in Secondary School Environments - Challenges

Six out of 12 of the administrators reported concerns about calling the police via 911 into schools. In particular, one administrator described a child having a physical reaction and shaking when called into an office with a police officer.

> *"We have a lot of issues with police showing up at our site- one student never came back to school.*

We are telling staff not to call the police unless it is dangerous" (A8).

"A kid came into the office with police which caused the kid to be triggered and they started shaking

Didn't matter if police were in uniform or not" (A8)

One particular administrator commented on the complexity of some SROs building relationships in the school to gain informants to "solve their crimes." This administrator felt powerless to tell the officer no.

> *"He was calling kids out of class and "using the school" to make relationships to "solve crimes" (A8). "They come into school – like they own the place – hard for me as… to tell them NO," (A8)*

Three out of 12 of the administrators spoke of the importance of diversity training for SROs, the need for de-escalation training, and the risk of potential harm to Black students' SROs may pose. One of the 12 respondents advised that diversity on SROs is needed, but that the program remains beneficial with suitable candidates.

> *"This is a debate across the province SROs are harmful to Black children – Over surveillance and targeting of black students" (A8)*

"Is the program perfect? No. Like teaching, the success of the program sits on the candidates. We need outstanding candidates to fill these positions. Diversity is required and a true commitment to youth (not just the prospect of a Mon-Fri, 8-4 job). In recent years over half of the officers went on leaves, so that is something that needs to be addressed" (A3).

One administrator felt strongly that SROs and officers more broadly do not belong in schools and are counterproductive to creating a safe environment for all students.

> *"I don't want them anywhere near my school, unless I call them, …If we don't change the military model- we can't expose our kids to that model under which they're trained. It doesn't serve the purposes we are doing. When it's about crime- I'll call them. They are not trained in mental health...makes my job harder… I'm the person who used to want them in. We need to create a safe environment. We need to think about what police represent to Black and White" (A10)*

The vast majority of administrators discussed not wanting general officers dispatched to their schools due to lack of training in dealing with youth and the officers' behaviors

being unpredictable. For many administrators, the struggle is between the known (SROs) and the unknown (general officers).

"I have seen the difference between the treatment of our students by a resource police officer and a general police officer sent by dispatch to address issues with students. The comparison usually proves that our designated school resource police officers are more patient, supportive, understanding, caring and kind to our students during the interactions. Unfortunately, I have witnessed first-hand how some of the general police officers (sent randomly by dispatch) can escalate situations with students, and make matters worse for students and staff at schools, simply because it is not their preference to be in that school situation trying to reason with a student possibly struggling with serious mental health issues," (A3)

"It depends on who comes. No relationship with the kids means that they won't care about the kids, and if we call them, there is going to be a charge" (A6)

Summary of Secondary School Administrator Interviews

Noted in the analysis of the data is a lack of consensus on the role of SROs in schools. Some SROs fill the role of counsellor, adviser, disciplinarian, investigator, enforcer, advocate and teacher. These roles differ between schools and regions and are not clear. Some administrators feel empowered and have an increased sense of safety by having SROs in their schools, while others experience a loss of control and stability, and face uncertainty. It is clear that SROs symbolically represent different things to diverse groups. While SROs represent safety for some administrators, they also symbolize fear for others.

Generally, there seemed to be some consensus around the benefits of having SROs providing workshops or presentations in areas such as the legal system, student rights, and drug use.

UGDSB Staff Presentations

Presentations by staff within the UGDSB were requested by the Task Force to gain a better understanding of the impact of the SRO program on BIPOC and other vulnerable or marginalized groups.

Equity, Diversity & Inclusion
First Nation Métis Inuit Lead - Colinda Clyne
Equity Lead - Jessica Rowden

Diversity data was collected from 2018 - 2020 to inform the actions for the UGDSB Equity Plan. Online surveys (n[6]=76 racialized staff and n=99 racialized students/families) were conducted and two (2) virtual meetings (n=9 racialized staff and n=9 racialized students/families) were held.

Table 2, Feedback from BIPOC staff and students on the subject of SROs (from Equity led) survey and meetings.

	Positive opinion towards SROs	Mix +/-	Negative opinion towards SROs
Student	13	15	10
Staff	8	6	15

This data, although representing a small overall number of people, is unique in that it was gathered from only BIPOC members of the UGDSB community. It was found that more staff than students had a negative opinion of the SRO program. The quotes provided below show the range of opinions provided on police in schools.

"Seems like a very nice guy, I haven't really had to talk to him about anything, but he always greets me with a smile even though he doesn't know me." (UGDSB Student)

"Police officers have pulled me over to tell me to pull my pants up because I'm not living in Brampton anymore, which is why they basically tell me how to and how not to express myself." (UGDSB Student)

"I do not believe that they are necessary and feel they are invasive. A lot of youth have traumatic experiences with police which can trigger responses that are not needed. We do not need police in our schools. More social workers or CYWs (Child Youth Worker) would be not only sufficient but superior care for our youth." (UGDSB Staff)

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[6] The 'n' stands for number of people. Therefore n=76 indicated that 76 people were involved in the research (e.g., interview, survey, focus group)

Mental Health Lead - Jenny Marino
Supervisor Psychology and Social Work - Dr. Lynn Woodford

"A reflection on the SRO program from a mental health lens" was presented by Dr. Lynn Woodford to the Task Force. The presentation began with a review of the Violent Threat Risk Assessment Protocol (VTRA) outlining how police are involved (Appendix 5, VTRA Protocol). VTRA is a community protocol signed by many organizations across the region that commits to following a responsive, multidisciplinary and collaborative approach to threat-risk assessment, in order to ensure a comprehensive and multi-lens approach to understand and support the student.

The partners include children's mental health, family and children's services, police services, school boards, local health network, Kerry's Place for autism services and shelter agencies among others.

In practice, administrators connect with the UGDSB VTRA Lead (Mental Health Lead) and their SRO regarding any threat. If the threat meets the VTRA criteria, then an SRO is dispatched to the school immediately.
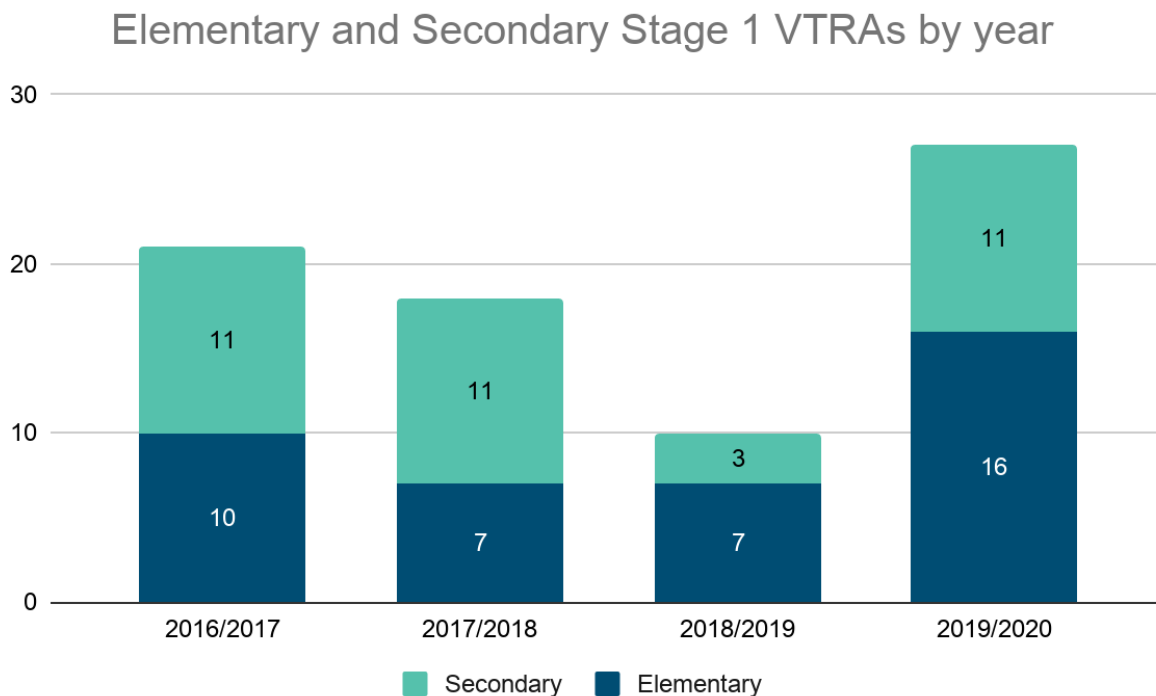
Figure 1, Stage 1 VTRA cases from 2016/2017 - 2019/2020 for elementary and secondary schools, UGDSB.

Overall, there were 76 Stage 1 (data collection and immediate risk reduction actions) and 27 Stage 2 (multi-agency specialized risk evaluation)[7] VTRAs in the period reported. Officers would be involved in these cases. The data shows a growth in the number of elementary VTRA calls since the 2016-2017 school year and a steady number of VTRA related calls in secondary schools.

Feedback from mental health professionals who work with students in schools that reflects some successes and positive impacts of SROs within several categories.

- Relationships/caring adults: Police at school can be a resource for students who need to speak to them or get advice.
- Making connections: Mental health staff and police work together and are a major support for one another. Police are helpful in getting other resources fast, e.g., IMPACT team.
- Mental health: Officers are helpful in advocating for supports for students and/or families and collaborating with school mental health supports.
- Classroom presentations by police can help youth and families to understand youth rights.

Feedback from School Based Mental Health staff also identified challenges and barriers to success:

- There is a lack of consistency across the UGDSB in implementation of the SRO program.
- The personality of the SRO was identified as very important in the success and effectiveness of the SRO. Most leave a sense of support, but some make students feel like they are being monitored.
- Increased fear and anxiety in students.
- Ineffective presentations that use scare tactics to discourage certain behaviours.
- Some SROs spend more time socializing and building relationships with staff and little or no time with students.
- Some SROs don't understand others' expertise and work in a condescending and patronizing manner. And others appear to not want to work with youth.

Board Mental Health staff also received feedback from Indigenous students which indicated a deep mistrust of police that "has been woven into the fabric of Indigenous

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[7] North American Center for Crisis Response Inc. 2018 *Violent Threat Risk Assessment (VTRA) Protocol A Community Based Approach,* 10th Edition.

children's lives and worldview." They shared that this mistrust comes from a history of trauma and discriminatory treatment at the hands of police that spans generations.

Recommendations from School Based Mental Health staff focus on 'fit' and understanding the role.

SROs must:
- be open to engaging with students in a non-threatening and caring manner, non-judgmental, good at establishing relationships, flexible, hard-working and have an awareness of their biases or potential biases and like teenagers
- have a high level of self-awareness (specifically, of the power that they carry and how it is perceived by others, particularly in relation to those communities who tend to be discriminated against/marginalized)
- know how to work on multidisciplinary teams
- SROs who were youth friendly and aware could build positive relationships with students

Mental health staff would like more clarity of the role of SROs and more training for SROs:

SROs need:
- need a clear outline of their role
- to work with students on initiatives to show police don't only get involved when there are problems
- consider changes in uniform/weapons
- have training in anti-racism, anti-oppression, trauma informed, ASIST, working with youth with mental health needs, and VTRA before being in schools or working with the board
- to review their programs and presentations, as some lack the wider context of the topics on which they were presenting

Summary of Feedback from UGDSB Staff Presentations

SROs are considered to be a good resource for students and mental health staff, due to their ability to quickly facilitate connections to resources for students. Feedback from staff also indicates that the police goal of engaging youth and relationship building is achieved when the SRO is a 'good fit" and has the personality and manner that builds trust with staff and students. It was stated that "The right person for the role is essential and can lead to wonderful collaborations." Conversely officers who 'do not want to be

there' are ineffective and can negatively impact students with 'fear based' tactics and a feeling of being monitored.

Feedback from Indigenous students received from staff, does not support the presence of police in schools and cites negative impacts. Survey data gathered to inform the Equity Approach indicates that members of the BIPOC community of the UGDSB are fairly evenly distributed across negative opinions (n=25), mixed opinion (n=21) and positive opinions (n=21) of police officers in schools.

The VTRA data which is an indication of incidents at schools that require mental health support and police officer support and intervention shows that from the 2016/2017 to 2019/2020 school year the majority of incidents are in elementary schools and that there were 76 Stage 1 and 27 Stage 2 VTRA cases.

Police Services

When the Task Force began, there were five different policing units that operated within the UGDSB
- Guelph Police Service
- Orangeville Police Service
- Shelburne Police Service
- Ontario Provincial Police - Dufferin County Detachment
- Ontario Provincial Police - Wellington County Detachment

At the conclusion of the Task Force there were three different police services operating within the UGDSB

- Guelph Police Service
- Ontario Provincial Police - Dufferin County Detachment
  - amalgamated with Orangeville Police Service - October 2020
  - amalgamated with Shelburne Police Service - February 2021
- Ontario Provincial Police - Wellington County Detachment

Questions of police services were asked via email and police services also attended a Task Force meeting to provide more details and answer further questions.

A complete list of questions asked of police are found in (Appendix 6, Questions for Police Services). The areas of focus included
      History of Police in Schools
      SRO Role & Experience/Training

Data and Records
Interactions
Changes

The discussion provided below is based on the written responses to the questions as well as points of discussion from the Task Force meeting held with the police services.

History of Police in Schools

The evolution of police in schools is different in the various regions of the board.

In **Orangeville** the program started over 20 years ago by the police chief at that time and has remained the same.

Shelburne does not operate a full time SRO program and for many years, police officers have dropped into schools to conduct foot patrols. Approximately 16 years ago, foot patrols were increased, mainly at lunch time.

Guelph has had the longest history with an elementary schools' program (School Safety Officer) starting in 1939, operating from kindergarten to grade 8. In 1986, the Values, Influences and Peers (VIP) program was introduced on a part time basis for Grade 6 students in both the public and separate school boards. The VIP program was and continues to be sponsored by the Kiwanis Club of Guelph. In 1989, the VIP program became full time and has since expanded to include Grade 7 and 8 students.

The Secondary School SRO program in Guelph started in both the public and Catholic school systems as a pilot program in 2001 with 2 officers and was initiated by the Wellington Catholic District School Board (WCDSB). Additional officers were added each year and in 2004 the OPP joined by placing SROs in Centre Wellington and Orangeville. Guelph Police currently have four SRO officers with each officer looking after two secondary schools in the City of Guelph.

Wellington County OPP currently have 4 full-time secondary school SROs to work in the four secondary schools in the county (Erin, Centre Wellington, Norwell, and Wellington Heights). There is also funding for one Youth Resource Officer who delivers the D.A.R.E program to all elementary schools in Wellington County.

At a glance

- Guelph has 4 SROs each looking after 2 secondary schools in the City of Guelph

- Wellington County OPP has 4 SROs in 4 secondary schools and 1 Youth Resource Officer running the D.A.R.E program in elementary schools
- Shelburne Police Service/Dufferin County OPP have no dedicated SROs
- Orangeville Police Service transitioned to Dufferin County OPP October 2020 and have 1 officer for 2 secondary schools.

SRO Role & Experience

All police services indicated that officers are in schools to provide education through presentations in classes and to engage and build relationships with young people. The Wellington County OPP and Guelph Police Service also included conducting investigations and referring students to partner agencies when required to their list of duties. A variety of quotes from the police services regarding their role in schools are provided below.

💬 Education

"Education regarding the law so that young people have a good understanding of their rights, and of what is acceptable and unacceptable in society." (Guelph Police Service)

"in-class presentations on a variety of subject matter including Policing in Canada, drug usage, drinking and driving, cyber bullying, sexual assault and consent, among many others." (Guelph Police Service)

"offer crime prevention presentations/programs to students, parents and staff" (Orangeville Police Service)

"prepare and participate in school lockdown exercises" (Wellington County OPP)

💬 Engagement

"engagement with young people...humanize the badge" (Guelph Police Service)

"build positive relationships between police and youth" (Wellington County OPP)

"engaged in numerous charity events, school activities, and coaching youths in various sports in the community." (Wellington County OPP)

💬 Law enforcement

"Law enforcement and investigation is a part of the role" (Guelph Police Service),

"investigate and enforce applicable Federal and Provincial Laws (Criminal Code, Controlled Drugs and Substance Act, Youth Criminal Justice Act, Highway Traffic Act, Smoke Free Ontario Act, etc.)" (Wellington County OPP)

💬 Referrals

"diversions, referrals and collaborative resolution options (restorative justice). Officers in this role are always looking for mutually beneficial alternatives to resolve or correct a situation that would not involve the young person being arrested." (Guelph Police Service)

"conduct referrals to partner agencies to support safety and wellbeing of students (ex. Family and Children's Services, John Howard Society, IMPACT/CMHA etc.)" (Wellington County OPP)

Officers stated that they respond to crisis intervention calls at schools and act as a conduit between police and schools in a crisis intervention. Initial concern is for the safety of the student body, the person in crisis and the staff. Officers aim to de-escalate and take appropriate next steps to get the help required.

SRO Selection, Training, Value

SRO officers are chosen in a variety of ways. Orangeville Police Service indicated that they are assigned by the Chief of Police. The Wellington County OPP have a 3-year rotation for SROs and officers are chosen based on a letter of expression of interest outlining their skills and experience. The Guelph Police Service has an internal application and selection and interview process with a selection panel including the supervisor of the Youth Division, a Human Resources member and a Senior Leadership member.

Once an officer is selected, they receive a variety of training that may include:
- Effective Presentation Skills
- Drug Abuse Resistance Education (D.A.R.E)
- Violence Threat Risk Assessment (VTRA)
- Suicide Awareness/Prevention

- Youth Officer Training Course at The Ontario Police College in Aylmer, Ontario. This course curriculum focuses on interacting with youth, rapport building, trust and proper application of the Youth Criminal Justice Act. (Guelph PS, Wellington County OPP)

The training that is provided will depend on the programs that the officer is responsible for delivering, for example, the D.A.R.E training is only for officers delivering that program (this program is for elementary schools in Wellington County and Dufferin County). In the Task Force meeting with the police services, it was also stated that the Guelph Police Resource officers are assessed by a superior on a routine basis. This could include the supervisor attending the school with the SRO and obtaining feedback from administrators. School administrators interviewed had no knowledge of this happening.

Police officers are always required to wear their uniforms and it was suggested that this also helps to make students more comfortable with uniformed officers and to provide a sense of safety. In the conversation held with the Task Force one officer stated that, *"Developing the rapport with the kids while in full uniform is far more valuable than dressing down the uniform to be more approachable."*

Officers also discussed other activities that they participate in as a part of the school community, including coaching sports teams, participating in the Terry Fox Run, and serving lunch in cafeterias. These interactions are positive aspects of student engagement and although unrecorded and informal, could be explored further as an alternative focus for police-student relationship building. All the police services report that the positive relationship with students is the most valuable feature of the program. Officers report former students approaching them years after they have graduated high school to say hello or to thank them for giving them a second chance or simply being a mentor.

Funding

Programs are funded directly by the police services (Orangeville Police Service), through the policing contract between the County and OPP (Wellington County OPP). In Guelph, the program is funded directly by the police service, as well as, through community partners who over the years have included, The Co-operators and Wayne Pitman Ford (contributing towards the VIP vehicle lease), The Kiwanis Club (funding books for the students in the VIP program), Winmar Restoration (funded presentations made for youth betterment) and CAA (donating safety patrol traffic vests). The Guelph Police Service indicated that any funds donated are used to offset the costs associated

with the youth programs. The Shelburne Police Service and Dufferin OPP detachment do not have specific funding as they do not operate a full time SRO program.

Data and Records

All police services record incidents at schools handled by an SRO or other police officers. Incidents are logged by way of a call for service being created in the Records Management Systems. The Guelph Police Service indicated that descriptors are recorded when a student is arrested or referred to an alternative resolution program, officers are required to fill out an information sheet with any arrest, and it includes physical descriptors such as height, weight, eye colour, hair colour, marks, scars, tattoos and race. This data was not available to the Task Force. For incidents that do not lead to arrest no race related data is collected.

Informal interactions with students are not tracked or logged by any police services. During the meeting with the Task Force police services provided estimates of how many and what type of interactions were occurring. The Guelph Police Service estimated 'countless' interactions on any given day. The Guelph Police Service also estimated dealing with 1-2 mental health and counselling interactions per week and indicated that officers have basic mental health training. They indicated that most of the time there is a 'warm hand off' of the youth to the schools Child and Youth Worker or Social Worker.

Interactions that specifically deal with conflict (most common by far according to the Guelph Police Service), drugs/criminal activities and/or interactions leading to further police interventions are estimated to be 1-2 interactions per day, and rarely progress to charges being laid.

The Wellington County OPP detachment is the only policing unit that provided data. They recorded the number of school patrol hours which averaged 15 hours per day from 2014 - 2019 (spread across 4 schools and 5 officers). These hours include D.A.R.E presentations in elementary schools as well as any time spent in secondary schools.

In addition, Wellington County OPP detachment records school 'occurrences' which include calls for service from all 4 secondary schools, as well as calls generated by the officer themselves and directly related to the school. For September 2018 - September 2019 there were 209 occurrences and for September 2019 - September 2020 there were 122 occurrences.

During the Task Force meeting with police services the Wellington County OPP estimated approximately 5-10 calls per month involving conflict (bullying, fights,

assaults), and about 2-3 calls per month being drug related. They also estimated that in an average month there are 15-20 formal interactions with students, which were described as related to mental health, bullying, fights/assaults, drugs, and mischief. Formal interactions would roughly correspond to the occurrences provided in Table 3 below.

Table 3, Number and type of occurrences at schools (Centre Wellington District High School, Norwell District Secondary School, Wellington Heights Secondary School, Erin District High School) recorded by the Wellington County OPP detachment.

Occurrence Type	# of occurrences	
	Sept. '18 - Sept. '19	Sept. '19 - Sept. 2020
Complete (Non-Criminal) *	132	82
Cleared by Charge	9	6
Diversionary Program*	7	1
Departmental Discretion (includes warnings) *	30	16
Insufficient Evidence to Proceed	11	12
Still Under Investigation	4	2
Unfounded	12	3
Victim Declines to Proceed	4	Not present
Total	209	122

*Complete (Non-Criminal), Diversionary Program and Departmental Discretion all include diversions of youth

In addition to 'occurrences' and formal interactions with students, police take part in diverting students to other organizations and institutions as a voluntary way to resolve minor criminal charges. Wellington County OPP estimated 2-3 diversions per month to the John Howard Society. Data from Wellington County OPP indicated an average of 35 Criminal Code diversions per year and 5 Provincial Offences diversions per year from the 2014 -15 school year to the 2019 - 2020 school year. The Guelph Police Service diversions reported to the John Howard Society are:
- 2020 up to October, 23 diversions
- 2019, 94 diversions

- 2018, 71 diversions
- 2017, 76 diversions

As shown in Table 3 above, diversion data can be recorded in several ways even within one police service, making it difficult to know an exact number of student diversions.

There is also no specific data related to referrals that have been made to multidisciplinary teams or other resources (e.g., Canadian Mental Health Association, The Homewood, Family & Child Services, Wyndham House) by the SROs. The Guelph Police Service indicated that there are 'very few referrals' because young people are often already connected with other agencies and that SROs 'regularly' refer cases to the Canadian Mental Health Association Integrated Mobile Police and Crisis Team (IMPACT) in instances where the schools Child and Youth Worker isn't available.

The Orangeville Police Service records the date and time they attend a school for a presentation, the topic of the presentation, grade level and number of students who attended. This data is not tracked by other police services.

Interactions

Administrators and Teachers

No records are kept of interactions or requests from administrators or teachers. It was reported that most often interactions are to arrange presentations, to attend the school office to speak with a young person who has committed an offense *"to make a point of law with the young person, and to explain the seriousness and potential consequences of their actions."* (Guelph Police Service), and to assist in handling incidents previously cited, as assessing a student in crisis, advising on conflict between students that might escalate to violence/bullying, or investigating a federal/provincial offence needs to be investigated.

SROs and the wider community

The police services were asked how they dealt with information they received from administrators or from the school community about students that might have an impact on students outside of school.

They stated that, as previously mentioned, information is captured through generating a report through the Records Management Systems. Officers are also made aware of information through email communications. If there are safety concerns or ongoing issues, a zone alert may be completed and sent out via email to other officers in the

county (OPP). Officers will also often be notified if 'one of their students' was involved in an incident outside of school, although this is not required procedure.

Changes

The Orangeville Police Service indicated that the program had not changed since it began, while the Guelph Police Service and Wellington County OPP indicated that the program had become more proactive with officers participating in school lockdown exercises and engaging in foot patrols and participating in school activities.

In terms of changes that the police services would like to see in the future, the Shelburne Police Service value their current system of part time SROs. From the Orangeville Police Service,

"I would recommend that Resource Officers be used only for proactive roles to educate students regarding various crime prevention topics and initiatives and be a resource for staff and parents to consult with when required. Any negative interactions/calls for service should be dealt with by frontline officers. This would help maintain positive relations between the police and the community!" (Orangeville PS)

The Guelph Police Service would like to see one dedicated SRO per secondary school to increase engagement.

Summary of Police Services Feedback

The findings from feedback from the police services that work throughout the UGDSB is that their perception of the impact of the SRO program is largely positive and touches on education, engagement, law enforcement and referrals. Incident reports are filed to log events that require an SRO or any police intervention at a school. Data exists that show youth diversion rates but are not logged consistently within various police services, and it is therefore difficult to know an exact number of diversions attributed to SRO interventions. There is also no consistent data specifically collected in relation to the SRO program evaluating its effectiveness and impact on the school community.

In addition, the hiring and training of SROs is varied across the UGDSB. The process of assigning SROs is internal to police services and the UGDSB does not participate in identifying candidates. Police also acknowledged that they are present in schools, to investigate and enforce laws.

When considering feedback from police it is important to note that a person does not have to intend harm to cause harm. SROs do not intend to do harm to students when they are in schools. Oftentimes however, just their physical presence causes harm to some students by impacting their emotional well-being and their ability to learn.

Community Consultations

The research provided in this section includes:

- Contextual data: population and school safety data
- Community Town Hall and Survey
- Student Survey

Contextual Data

The data presented here provides context for the interpretation of data collected by the Task Force. This data includes:

- Population data (Statistics Canada, 2016) was used to provide context for the community data and the student survey data. This data ensures that the research activities that were undertaken adequately represent the geographies and racial diversity of the UGDSB
- Incident data provided by the UGDSB was used to give context to school safety concerns

Population and Geographic Representation

Table 4, Percentage of total population (282,099) for each community in the UGDSB, Community Town Hall and Survey participants and Student Survey respondents.

UGDSB Catchment Communities	Population (n)	Percentage of UGDSB population represented by community	Representation as a percentage of participants		
		Community (census data)	Community Town Hall	Community Survey	Student Survey
Guelph	131,794	47%	62%	63%	52%
Orangeville	28,900	10%	9%	5%	9%
Erin	11,439	4%	2%	3%	7%
North Wellington	11,914	4%	3%	7%	13%
Dufferin County	61,735	22%	3%	6%	2%
Centre Wellington	28,191	10%	9%	11%	13%
Shelburne	8,126	3%	8%	2%	4%
Other	--	--	4%	4%	--
Total Population	282,099				

This table shows that the City of Guelph and Dufferin County are the largest communities in the UGDSB with 47% and 22% of the population respectively. Guelph is slightly overrepresented in the research results (62% of the community town hall participants, 63% of the community survey participants and 52% of student survey respondents were from Guelph). Dufferin County is underrepresented in the research results (3% of the community town hall participants, 6% of the community survey participants and 2% of the student survey respondents were from Dufferin County). Other communities are well represented.

Data from the most recent national census in 2016 is used to understand the population of the UGDSB catchment area. The national census uses the terms aboriginal and visible minority which are not currently used by the UGDSB. In this report these terms are only used when referring to national census data.

Table 5, Census data (2016) shows the aboriginal and visible minority populations in each community within the UGDSB. Total BIPOC community is shown as a percentage of the total population of each community and of the UGDSB.

UGDSB Catchment Communities (census data)	Aboriginal Population	Visible Minority	Total BIPOC (Aboriginal + VM)	Total Population of Community	BIPOC Population as % of total population
Guelph	1870	23,015	24885	131,794	19%
Orangeville	540	1790	2330	28,900	8%
Erin	170	520	690	11,439	6%
North Wellington	185	205	390	11,914	3%
Dufferin County	70	4405	4475	61,735	7%
Centre Wellington	465	675	1140	28,191	4%
Shelburne	185	1310	1495	8,126	18%
Totals	3485	31,920	35405	282,099	13%

Table 6, Participant identities for the Community Town Hall and Survey

Identities	Community Town Hall	Community Survey
BIPOC	21%	4%
2SLGBTQIA+	9%	3%
Living in Poverty	0%	1%
Living with a Mental Health Condition	9%	9%
None of the above (presume white majority)	61%	78%

This table shows that there was a significant difference in the participation of the BIPOC community in the Town Hall meeting compared to the survey. It is important to note that the Town Hall participants were 45% parents, 10% students, 17% staff members and 28% community members. The Community Survey was 59% parents, 6% students, 15% staff members and 20% community members. This data does not adequately represent the student voice and therefore the Student Survey was used to reach the student population.

Table 7, Intersectional identities of participants in the Community Survey

Intersectional Identities	Community Survey
Living in Poverty, Living with Mental Health Condition	1%
BIPOC, Living with a Mental Health Condition	0.5%
BIPOC, 2SLGBTQIA+	0.4%
BIPOC, 2SLGBTQIA+, Living with a Mental Health Condition, Living in Poverty	0.2%
BIPOC, 2SLGBTQIA+, Living with a Mental Health Condition,	0.2%
BIPOC, living with a Mental Health Condition, Living with Poverty	0.2%

Table 8, Participant gender identity (Student Survey)

Gender Identity	Number of respondents	Percentage
Cisgender Woman	866	52%
Cisgender Man	633	38%
Transgender Woman	1	0.06%
Transgender Man	9	1%
Non-binary	31	2%
Two-spirited	3	0.2%
My gender is not listed	45	3%
Prefer not to say	80	5%
Total	1668	100%

16% of respondents indicate that they are a part of the 2SLGBTQIA+ community.

Table 9, Racial identities of respondents (Student Survey)

Racial Identification	Number of respondents	Percentage
Black	48	3%
Indigenous	26	2%
Other Person of Colour	230	14%
White	1315	79%
Prefer not to say	49	3%
Total	1668	100%

To compare the respondents from the student survey to the census data the total BIPOC population was calculated. From the census data 13% of the population of the UGDSB is BIPOC and from the student survey 19% of the respondents were BIPOC.

When further broken down, census data indicated that 1.2% of the population was Indigenous and the student survey had 2% representation. Census data indicated that visible minorities including Black people and other People of Colour represent 11% of the overall population and the student survey had 17% of respondents identify as Black or other Persons of Colour.

The community town hall saw 21% of the respondents identifying as BIPOC and the community survey saw 4% of the respondents identify as BIPOC. All promotion and outreach to communities was the same throughout the UGDSB.

School Safety

The public perception of violence in schools is high, although the reality is that violence in schools is very low[8]. Presented below are records of weapons possession and use (September 2015 - June 2020), incidents involving drugs (September 2015 - June 2020), reports of physical, verbal, emotional and cyber bullying (2013 - 2020), and total suspensions/expulsions (September 2015 - June 2020). In addition, information from the UGDSB School Climate survey is presented to provide a more robust context for school safety overall.

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[8] Barrans, M. E., (2010) Police Presence in Schools: An Exploratory Study of Teachers' and Staff's Perceptions of School Resource Officers, University of Ottawa

Incidents Involving Weapons

The most common weapons found in schools are knives, scissors and in one incident a pencil. The consequences for these various incidents are suspension less than 20 days, suspension less than 11 days, suspension 1-5 days, suspension more than 19 days and expulsion from school. Incidents involving the use of a weapon are very low with only 6 suspensions for weapons use from 2015 - 2020. Incidents involving possession of a weapon are higher with 20 suspensions over the 5-year period.

Table 10, Incidents involving weapons possession and use September 2015 - June 2020

Incidents involving weapons possession September 2015 - June 2020					
Year	2019-2020	2018-2019	2017-2018	2016-2017	2016-2015
# of suspensions in elementary involving possession of a weapon	1 - Weapon: Knife	2 - Weapon: Knife	0	0	0
# of suspensions in secondary involving possession of a weapon	10 - Weapon: Knife	5 - Weapon: Knife	1 - Weapon: Knife	1 - Weapon: Knife	0
Incidents involving weapons use September 2015 - June 2020					
Year	2019-2020	2018-2019	2017-2018	2016-2017	2016-2015
# of suspensions in elementary involving use of a weapon	2 - Weapon: 1x Scissors 1x Pencil	0	1 - Weapon: Scissors	0	1 - Weapon: Knife
# of suspensions in secondary involving use of a weapon	1 - Weapon: Scissors	1 - Weapon: Knife	0	0	0

Table 11, Incidents Involving Weapons September 2015 - June 2020

Incidents Involving Drugs

There were no incidents involving drugs in elementary schools from September 2015 - June 2020. In secondary schools the possession of alcohol/drugs and being under the influence of alcohol are the most common incidents involving drugs up to the 2018/2019 school year. The influence of and possession of cannabis was introduced as a separate incident in 2019/2020 as is indicated by the absence of data prior to 2019. Likewise, the incidents involving the possession of alcohol, drugs and cannabis were captured up until 2018/2019. It can be inferred from the data that many of the incidents included in

'alcohol and drugs' prior to 2019/2020 are cannabis related, with the legalization of cannabis in 2018.

Suspension less than 20 days was the most common disciplinary action in response to incidents involving drugs. There were only 2 suspensions of more than 19 days and 1 'expulsion from board'.

Table 12, Incidents involving drugs in Secondary schools UGDSB 2015 - 2020.

Year	2019/2020	2018/2019	2017/2018	2016/2017	2015/2016
Influence of Alcohol	2	16	2	0	0
Influence of Cannabis*	23	N/A	N/A	N/A	N/A
Possesses Cannabis*	21	N/A	N/A	N/A	N/A
Possessing Alcohol/Drugs (excluding cannabis) *	3	N/A	N/A	N/A	N/A
Possesses Alcohol/Drugs (including cannabis)	N/A	31	11	3	0
Alcohol to a Minor	0	1	0	0	0
Trafficking	0	1	0	0	0

*influence and possession of cannabis and possessing alcohol/drugs (excluding cannabis) are incident codes that were created in 2019.

Total Suspensions/Expulsions

The tables below report the total number of expulsions and suspensions for elementary and secondary schools from 2016 - 2020. There were no expulsions in elementary school and 3 expulsions from secondary schools during that time period. Again, suspension rates are higher, but expulsions are very low.

*Table 13, Expulsion and suspensions from elementary and secondary schools from 2015 - 2020.*

Elementary			
Year	# Suspensions	# Expulsions	Total Incidents
2019-2020	301	0	301
2018-2019	310	0	310
2017-2018	210	0	210
2016-2017	113	0	113
2015-2016	37	0	37
Secondary			
Year	# Suspensions	# Expulsions	Total Incidents
2019-2020	510	1	511
2018-2019	429	2 (1x Expelled from School, 1x Expelled from Board)	431
2017-2018	205	0	205
2016-2017	80	0	80
2015-2016	3	0	3

The top 3 infractions in elementary school are categorized as medical/immunization (which is a medical order), fighting/violence and serious breach of Code of Conduct (for example, ongoing disrespect of the school rules and procedures). The top 3 infractions in secondary school are categorized as fighting/violence, persistent opposition to authority and habitual neglect of duty (for example, not attending class, not completing any schoolwork). For a full list of infractions please see Appendix 7 (School Safety Data/Type of Infraction).

Bullying Reports

Bullying reports from 2013 - 2020 include physical, verbal, emotional and cyber-bullying. After a rise in bullying in both elementary and secondary schools starting in 2014, there was an overall decline in reported bullying from 2016 onwards.

Figure 2, Reports of physical, verbal, emotional and cyber bullying in secondary schools 2013-2020.

Reports of Physical, Verbal, Emotional and Cyber Bullying

- Reports of Physical Bullying
- Reports of Verbal Bullying
- Reports of Emotional Bullying
- Reports of Cyber Bullying

Elementary School Totals
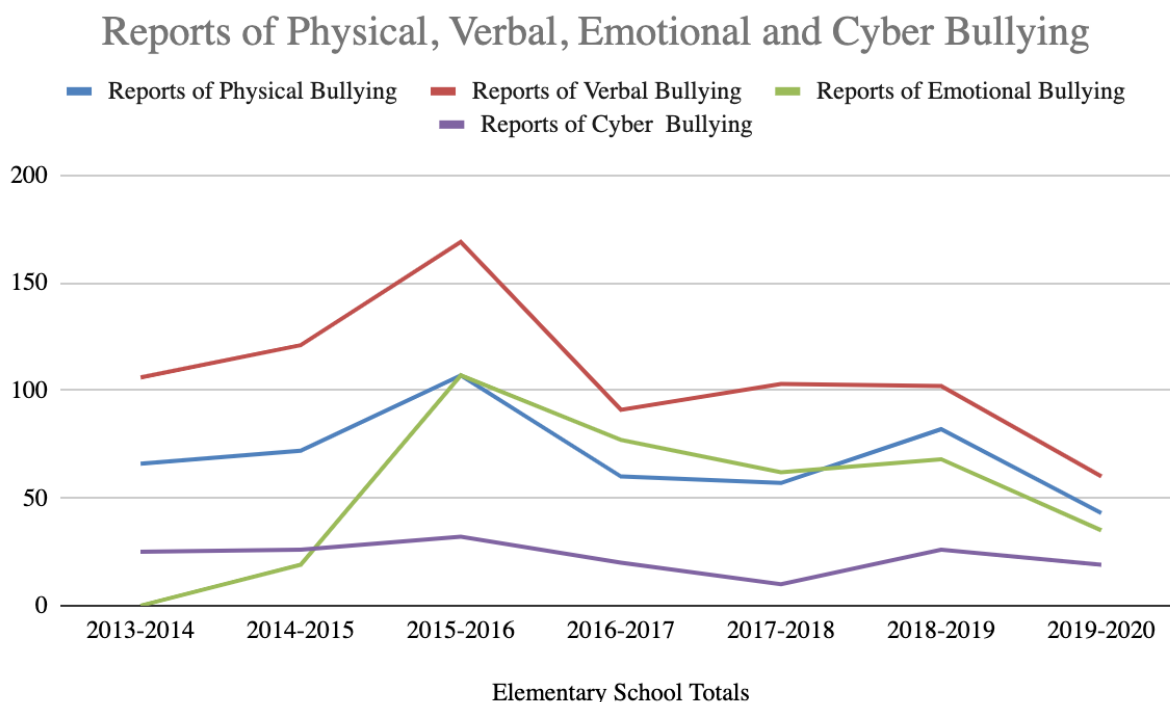
School Climate

The UGDSB School Climate Survey is a bi-annual, board-wide survey that seeks input from students, parents and staff to help inform planning and evaluation in the following areas:

- School climate and inclusivity
- Student engagement
- Student mental health and wellness

School climate has an influence on student violent behaviour and therefore contributes to school safety.[9] As stated by Fitzgerald (2009), *"School authorities are able to reduce the level of violence in schools through strategies aimed at improving factors associated with school climate (McEvoy and Welker 2000)."*

Overall, the school climate survey (2018) found that the UGDSB has created a safe and inclusive environment for students. However, 2SLGBTQIA+ and Indigenous students tend to report lower levels of safety and inclusion.

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[9] Fitzgerald R., Self-reported Violent Delinquency and the Influence of School, Neighbourhood and Student Characteristics (2009), Crime and Justice Research Paper Series Statistics Canada

Table 14, Feelings of safety and inclusion reported in the School Climate Survey (2018)

Grades	All Students		2SLGBTQSIA+ Students		Indigenous Students	
	Very Safe	Very Included*	Very Safe	Very Included	Very Safe	Very Included
4-6	54%	21%	46%	22%	44%	19%
7-8	50%	25%	28%	12%	38%	20%
9-12	46%	20%				

*Included encompasses feeling important, respected and a valued part of the school community

At this time, students reported feeling supported in their own learning at school, with 36% of students in grade 7-8 and 27% of students in grades 9-12 reporting their school does a very good job of supporting all students. Students' overall well-being included feeling proud of themselves, happy, feeling good about themselves and good about their future. Teachers that participated in the survey were also largely positive when reporting on different aspects of school climate. It was clear from this survey however, that teachers need greater support in regard to helping students with social, emotional, behavioural, mental health or learning difficulties.

Summary of Contextual Data

Census data shows 13% of the population of the UGDSB catchment identifies as BIPOC. The community town hall and survey and student survey had 19% of the respondents indicate they are from the BIPOC community. The Task Force is able to say with confidence that the research is representative of the racial identities and geographies of the UGDSB.

Arguments in favour of police presence in schools often cite threats to student safety as a motivation for SROs. However, the data referenced above, in addition to the VTRA data provided by UGDSB staff show that incidents that would negatively impact the safety of the school community are actually very low. Over a 5-year period there were only 3 expulsions.

In addition, research has shown that 'school climate' has a large influence on the outcomes of students. School climate is described in Towards Race Equity (2017) as a

combination of curriculum, learning environment and disciplinary practices of educators[10]. It is further described by Fitzgerald (2009) as including other school attributes such as student and teacher engagement, strong relationships, and perceived support among students.

"With respect to the influence of schools, numerous studies have found a positive association between schools' environments and the behaviours and outcomes of students who attend them (Lawrence 2007; Gottfredson 2001; Gottfredson, Gottfredson, Payne and Gottfredson 2005). Apart from factors such as funding, resources and location, the school climate, or "the 'feel' of a school as perceived by students and teachers," has also been shown to be linked to behavioural outcomes among students (Lawrence 2007, 138). In particular, schools characterized by a more positive climate (e.g., a perceived high level of student and teacher interest and engagement) have lower rates of student problem behaviours, while schools characterized by a negative climate (e.g., a perceived lack of school safety or a high level of physical damage or vandalism) have higher rates of problem behaviours (Gottfredson et al. 2005; Payne, Gottfredson and Gottfredson 2003)."[11]

School climate should be considered exceptionally important, (if not more so, than police presence in schools) when addressing school safety. The staff of the UGDSB should be commended for the positive school climates they have created across the board.

Community Town Hall and Survey

The school community including students, parents and staff were invited to share their perspectives on police in schools through a public town hall event. The town hall was facilitated through a crowdsourcing platform called Thought Exchange. Thought Exchange is used to (1) identify common ground and areas of disagreement in participants, (2) identify themes from the thoughts that are shared and (3) compare and contrast what's important to different groups of people by cross-analyzing groups to understand similarities and differences.

Participants in a real-time event were able to share thoughts in response to the question asked and then rate each other's thoughts (1 - 5 stars). The virtual Town Hall event was held on October 20th. The following 5 demographic questions were asked as a part of the event.

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[10] James, C.E. & Turner, T. (2017). Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area. Toronto, Ontario, Canada: York University.
11 Ibid Fitzgerald p. 45

1. What geographic area of the school board do you live in?
   a. Centre Wellington
   b. Guelph
   c. North Wellington
   d. Orangeville
   e. Shelburne
2. What gender do you identify with?
   a. Cis gender man
   b. Cis gender woman
   c. Non-binary
   d. Transgender male
   e. Transgender woman
   f. Two-spirited
   g. My gender is not listed
   h. Prefer not to answer
3. Please check any of the racialized or marginalized groups you identify with.
   a. BIPOC
   b. 2SLGBTQIA+
   c. Living in Poverty
   d. Living with Mental Health condition
   e. None of the above
4. Please indicate if you are a,
   a. Student
   b. Parent
   c. Staff member
   d. Community Member
5. Are you responding for an,
   a. Elementary school
   b. Secondary school
   c. Both Elementary and Secondary school

The Task Force created two questions for the community town hall.

1. What are your thoughts about the role and impact that police presence has in the UGDSB school community?
2. After our discussion this evening, what additional feedback do you have for the Task Force to consider going forward?

The same questions were used for the Community Survey that was open from October 20th to 26th, 2020. The data and analysis presented below is for both the Community Town Hall and Survey.

Who participated?

There were 140 town hall participants who shared 172 thoughts and provided 3,164 ratings in response to question 1 about police presence in schools, while 124 participants shared 161 thoughts to question two as additional feedback. One hundred and fifty-nine people viewed the live stream of the town hall.

The survey was completed by 573 participants the majority of whom identified themselves as parents or community members.

Table 15, Community Town Hall and Survey participants identified by how they interact with the UGDSB.

Community	Town Hall		Survey	
	n	%	n	%
Parents	56	45%	340	59%
Students	12	10%	34	6%
Staff Members	22	17%	86	15%
Community Members	35	28%	113	20%
Total Participants* (n)	125	100%	573	100%

*Total participants for the Town Hall vary as a result of people participating in only part of the process (e.g., first question but not the second, or dropping out part way through the event or getting disconnected)

Of the students who answered the community survey, 76% (n=25) were secondary school students, 21% (n=7) were both elementary and secondary school students and 3% (n=2) were elementary school students.

The geographic distribution of the community town hall and survey participants is provided below.

Table 16, Community Town Hall and Survey participants geographic representation in the UGDSB.

Community	Town Hall		Survey	
	n	%	n	%
Centre Wellington	11	9%	62	11%
Dufferin County	4	3%	33	6%
Erin	3	2%	16	3%
Guelph/Puslinch	80	62%	357	20%
North Wellington	4	3%	39	7%
Orangeville	11	9%	31	5%
Shelburne	10	8%	11	2%
Other	5	4%	24	4%
Total Participants	128	100%	573	58%

Gender Identity of Community Town Hall and Survey participants.

Table 17, Community Town Hall and Survey participants gender identity.

Community	Townhall		Survey	
	n	%	n	%
Male	49	38%	153	27%
Female	71	55%	383	67%
Non-binary	4	3%	7	1%
Transgender Man	0	0%	1	0.2%
Transgender Woman	1	1%	0	0%
Two-spirited	1	1%	1	0.2%
My gender is not listed	0	0%	0	0%
Prefer not to answer	2	2%	28	5%
Total Participants	128	96%	570	100%

Demographic data indicating identification with marginalized community groups.

Table 18, Community Town Hall and Survey participants community identity.

Community	Townhall		Survey	
	n	%	n	%
BIPOC	27	21%	23	4%
2SLGBTQIA+	11	9%	16	3%
Living in Poverty	0	0%	6	1%
Living with a Mental Health Condition	11	9%	49	9%
None of the above*	77	61%	441	78%
Total Participants (n)	126	100%	535	95%

*By providing options for other identifiers (e.g., BIPOC) 'none of the above' in the survey correlates to the white majority population.

The community survey data allowed for participants to pick multiple identities thus allowing for representation of intersectionality. The town hall data did not allow for this level of detail. The results below indicate individuals with multiple identities.

- 2SLGBTQIA+/Living with Mental Health Condition (n=16, 3%)
- Living in Poverty/Living with Mental Health Condition (n=6, 1%)
- BIPOC/Living with Mental Health Condition (n=3, 0.5%)
- BIPOC/2SLGBTQIA+ (n=2, 0.4%)
- BIPOC/2SLGBTQIA+/Living in Poverty/Living with Mental Health Condition (n=1, 0.2%)
- BIPOC/2SLGBTQIA+/Living with Mental Health Condition (n=1, 0.2%)
- BIPOC/Living in Poverty/Living with Mental Health Condition (n=1, 0.2%)
- 2SLGBTQIA+/Living in Poverty (n=1, 0.2%)

The BIPOC and 2SLGBTQIA+ communities intersect when grouping the data. Overall including intersectionalities there are 27 BIPOC respondents (5% of respondents), 4 BIPOC/ 2SLGBTQIA+ (1% of respondents) and 33 2SLGBTQIA+ (6% of respondents) in total, representing 12% of the respondents.

What does the data show for marginalized populations?

In general, the community survey data shows that 70% of respondents (n= 350) would maintain police presence in schools and 30% (n=151) would remove police from

schools. Looking more closely at the community survey data the Task Force noted that of the students that answered (only 6% of respondents), 70% indicated that they would maintain police presence in schools and 30% were against police presence in schools. It is important to note that the majority of survey respondents (students + nonstudents) identify as white.

When the Task Force looked more closely at marginalized communities within the survey, it was noted that for all groups combined (mental health, poverty, gender identity, BIPOC) 46% are against police presence in schools and 54% would maintain police presence in schools.

Broken down further the chart below shows that for 2SLGBTQIA+ and BIPOC communities, the majority of respondents indicate there should be no police presence in schools. For those living with a mental health condition or living in poverty, the majority would maintain police presence in schools.

Further comparison reveals that,

- BIPOC respondents were twice as likely to want to remove police from schools than those identifying as White (none of the above)
- 2SLGBTQIA+ were 2.5 times more likely to want to remove police from schools than those identifying as White (none of the above)
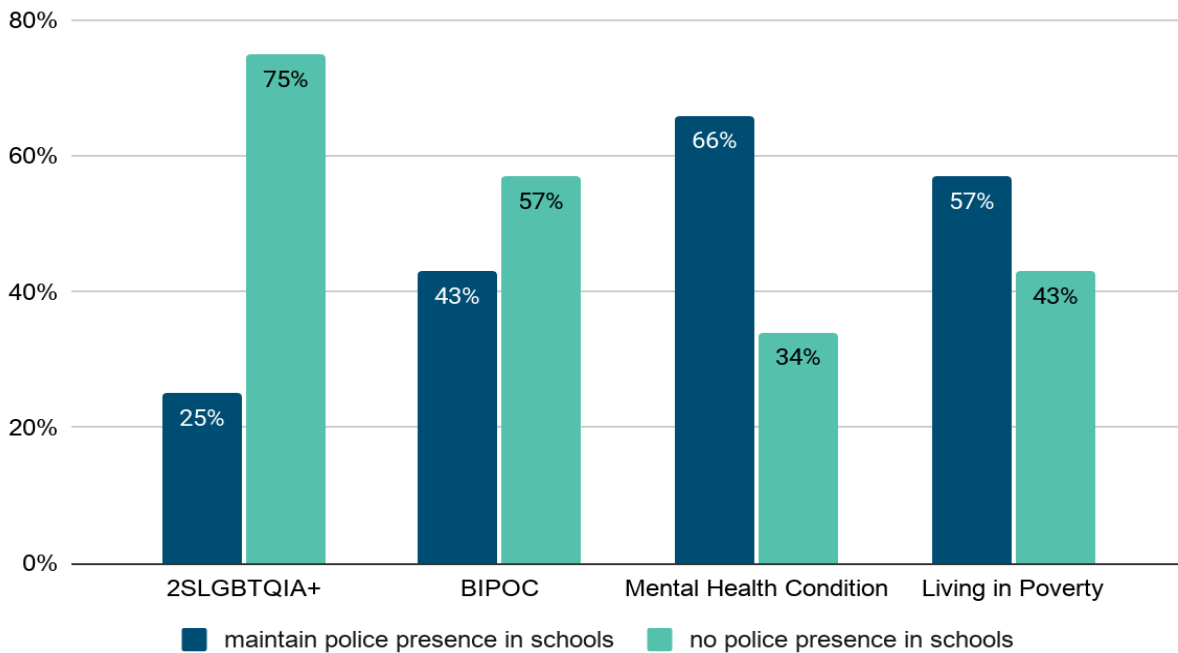
Figure 3, Maintain or remove police presence from schools as indicated by marginalized communities (2SLGBTQIA+, BIPOC, those living with mental health conditions and those living in poverty) from Community Survey.

It is important to remember that the majority of respondents to this survey are parents and community members. Student participation in this survey was very low which is why an additional student survey was conducted that was geared specifically toward the student population of the UGDSB.

What thoughts were shared and how are they best understood?

The analysis below looks more closely at thoughts shared by participants during the community town hall meeting. The thoughts were analyzed in two ways. First, the thoughts were reviewed and themes that emerged were used to categorize thoughts as indicated below. The overall percentage of responses that fell into each category were then calculated.

Themes used to categorize thoughts:
- In favour of no police presence in schools
- In favour of police presence in schools
- Neutral
- Expressing both positive and negative ideas around police presence in schools

- "Only if…" are thoughts that indicate police presence in schools is okay only if they meet certain conditions
- In favour of police presence in elementary schools only

Second, the thoughts were distinguished based on the respondents' star ☆ ratings from 5 (high) to 0 (low). This allows the analysis to show which category of thoughts garnered the most support (Figure 4)

Of the 172 thoughts for question 1, ("What are your thoughts about the role and impact that police presence has in the UGDSB school community?")

- 41% were in favour of **no police presence in schools**

💬 *"The presence of police could negatively impact students in marginalized groups. This is because police are authority figures with a lot of power so personal prejudice could be harmful to some students in ways that impact learning." (3.9 ☆)*

"School is supposed to feel like a safe and nurturing environment where students experience faculty setting them up for success. Not all students feel safer with police presence, some feel the opposite due to personal experiences." (3.9 ☆)

- 36% were in favour of **maintaining police presence** in schools

💬 *"I agree with the idea of having a police presence but with a focus on youth engagement and not necessarily enforcement. I think our youth need positive reinforcement from the police and to understand how they can integrate well." (3.5 ☆)*

"With an office in secondary schools, emergency situations are dealt with by someone who knows the school, staff and students. History has shown that the resolution to issues is more appropriate and satisfactory for all involved." (3.5 ☆)

- 10% of thoughts were **neutral** for example,

💬 *"schools are for learning" (4.1 ☆) or*

"The education system should provide opportunities to respect and honour one another." (3.8 ☆)

- 6% of thoughts indicated **both positive and negative impacts of police presence** in schools. These included acknowledging the negative impacts on marginalized communities while still feeling positive relationship building occurred. Others indicated negative impacts in secondary school but positive impacts in elementary schools.

"Very positively impactful for many of our students and their programs yet understandably challenging for many others due to their lived experiences. It's important for us to understand and see all sides of the question." (3.7 ☆)

- 3% of thoughts fall into the 'only if…' category. For example, police presence in schools is ok only if they stop carrying firearms and weapons, and police presence is ok in schools only if it is tied to education and not enforcement.

- 2% indicated that police presence is positive in the elementary school context.

"I think the police doing the VIP program is appropriate in elementary schools because the VIP program is valuable for kids to learn about drugs and influences of their peers." (4.1 ☆)

- 1% either posed questions or comments were not clear.

Thoughts: Categorized and Rated
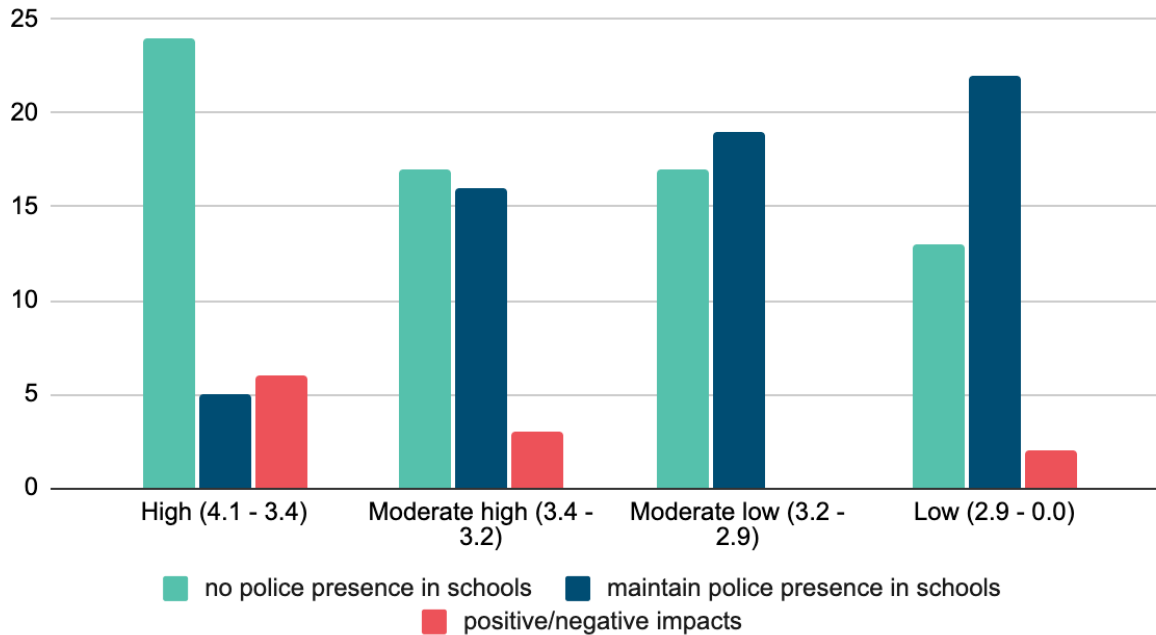
Figure 4, Ratings from high (5) to low (0) of the 3 main categories of thoughts (1) no police presence in schools (2) maintain police presence in schools and (3) police have both positive and negative impacts.

What is clear from the thoughts and ratings expressed, as shown in Figure 4, is that most thoughts indicate that there should be no police presence in schools. Police presence in schools have a negative impact statements are the most in terms of number of thoughts. These thoughts also received the highest ratings. This indicates that any recommendations around removing police from schools are well supported.

In comparison, thoughts that indicate police presence should be maintained in schools are fewer in number in the highest rating profile (only 5 thoughts of this nature received a high star rating). The number of thoughts that support police presence in schools increased towards the lowest rating category indicating that these thoughts were not well supported.

Of the 160 thoughts for question 2, ("**What additional feedback do you have for the Task Force to consider going forward?**")

- 21% of participants suggested **supporting other service providers** such as mental health support, counsellors and mediators, social and youth workers and

alternative programs at schools that focus on activities, as well as food and nutrition.

"Please consider other service providers who could support schools who are not part of the police. Students deserve mental health professionals, and trained educators to teach them about drug use and safety." (4.3 ☆)

- 17% of participants spoke to the **need for diversity, inclusion and equity to be a top priority in the decision-making process** and advocated for the police to engage with anti-racism and anti-oppressive education.

"Be comfortable with not deciding based on the majority. If there is a group of people who do not feel safe with police presence in schools, they should not be discounted. Do not ignore the marginalized." (4.2 ☆)

- 17% indicated that **police presence in schools is good for relationship building**.

"Having police visit schools to build rapport and provide relevant information and reduce stigmas is ok. All children from all backgrounds and orientations need to be treated equally with respect and dignity." (3.6 ☆)

"Let's build bridges. We are better off together." (3.6 ☆)

- 13% wanted to know more about the police presence in schools' programs (SROs and elementary school programs), including what data is collected, what the impacts have been and how police officers are chosen?
- 12% indicated they felt the program was positive
- 8% indicated they felt the program was negative
- 4% wanted to make sure student voice was heard
- 4% indicated that police presence is positive as a safety measure
- 1% indicated that there are other ways to engage youth outside of schools (e.g., camps or sports) and 1% indicated that it does not have to be 'all or nothing' and that maybe there are ways to amend the program.

The majority of participants suggest alternative supports for students instead of police presence in schools which compliments the findings of the first question.

The analysis below looked more closely at the differences and commonalities of different groups within the Town Hall exercise. The figures show that members of Side A will rate Side B thoughts low and vice versa. These figures also illustrate where groups overlap or share common ground in their ratings of thoughts.
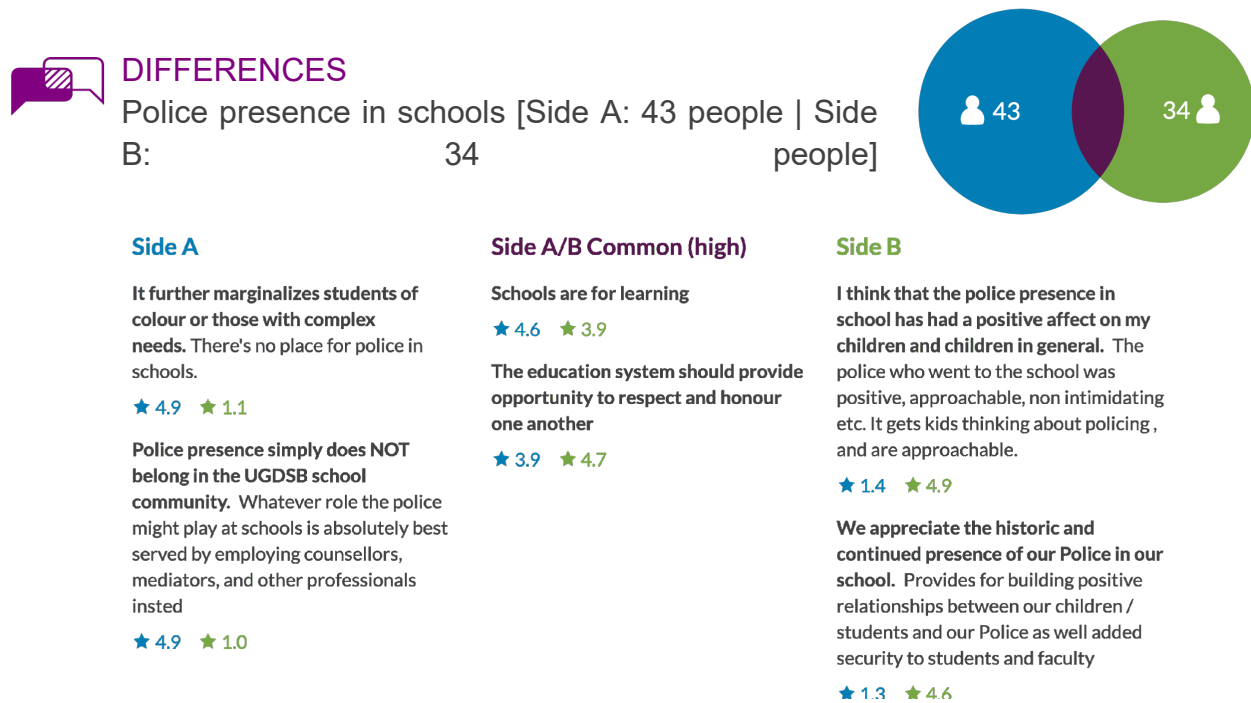
DIFFERENCES
Police presence in schools [Side A: 43 people | Side B: 34 people]

Side A

It further marginalizes students of colour or those with complex needs. There's no place for police in schools.

★ 4.9   ★ 1.1

Police presence simply does NOT belong in the UGDSB school community. Whatever role the police might play at schools is absolutely best served by employing counsellors, mediators, and other professionals insted

★ 4.9   ★ 1.0

Side A/B Common (high)

Schools are for learning

★ 4.6   ★ 3.9

The education system should provide opportunity to respect and honour one another

★ 3.9   ★ 4.7

Side B

I think that the police presence in school has had a positive affect on my children and children in general. The police who went to the school was positive, approachable, non intimidating etc. It gets kids thinking about policing, and are approachable.

★ 1.4   ★ 4.9

We appreciate the historic and continued presence of our Police in our school. Provides for building positive relationships between our children / students and our Police as well added security to students and faculty

★ 1.3   ★ 4.6

Figure 5, Group differences and similarities in reference to police presence in schools.

Role of police in schools [Side A: 43 people | Side B: 33 people]
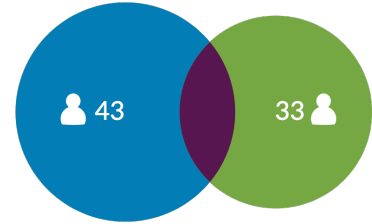
Side A

Non familial relationships are especially important for youth who do not have strong family relationships

★ 4.7 ★ 1.3

I agree with the idea of having a police presence but with a focus on youth engagement and not necessarily enforcement I think our youth need positive reinforcement from the police and to understand how they can integrate well

★ 4.8 ★ 1.8

Side A/B Common (high)

Schools are for learning

★ 4.0 ★ 4.4

Police presence should only be in the schools to educate, not to police our children.

★ 4.1 ★ 4.0

Side B

The police are not teachers or social workers.

★ 1.4 ★ 4.8

I believe that schools should emphasize meeting root level causes of student behaviour rather than merely policing it. This is important because merely policing symptoms of problems never actually addresses the problems themselves.

★ 2.0 ★ 4.5

Figure 6, Group similarities and differences in regard to role of police in schools.

These illustrations show how polarizing the issue of police presence in schools is for some groups. Side A/B illustrates where 2 groups align. It is clear that neutral statements such as 'schools are for learning' are easy to agree on however they do not directly address the issues around policing in schools. Similarly, in Figure 6, Side A and Side B that sit in opposition in regard to the role of police in schools, align on learning and education.

Summary of Community Town Hall and Survey

The Community Survey results showed that the majority of the BIPOC and 2SLGBTQIA+ school community (students, staff and parents) do not support police presence in schools. In addition, the Community Town Hall revealed that the highest rated thoughts were those that are not in favour of police presence in schools. These findings show broad community support for the removal of police from schools and the use of alternative mental health and youth supports (e.g., social workers) instead of police.

Student Survey

The student survey was conducted from November 30 - December 11, 2020 and was voluntarily completed by 1668 students in the UGDSB in grades 10, 11, 12 and 12+. Students were asked the following questions.

1) What grade are you in?
    - 9-10
    - 11-12+
2) What gender do you identify with?
    - Cis gender Man
    - Cis gender Woman
    - Non-binary
    - Transgender Man
    - Transgender Woman
    - Two-spirited
    - My gender is not listed
    - Prefer not to answer
3) What race do you identify with?
    - White
    - Black
    - Indigenous
    - Other POC (Person of Colour)
    - Prefer not to say
4) Are you a member of the 2SLGBTQIA+ Community?
    - Yes
    - No
    - Prefer not to say
5) Your previous interactions with School Resource Officers (SROs) in high school have been:
    - Positive
    - Neutral
    - Negative
    - I have not had any interactions with my SRO
6) Have you ever felt discriminated against by an SRO? *[DISCRIMINATION is the unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code such as race, sexual orientation, disability or on the basis of other factors. Discrimination, whether intentional or*

unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.]
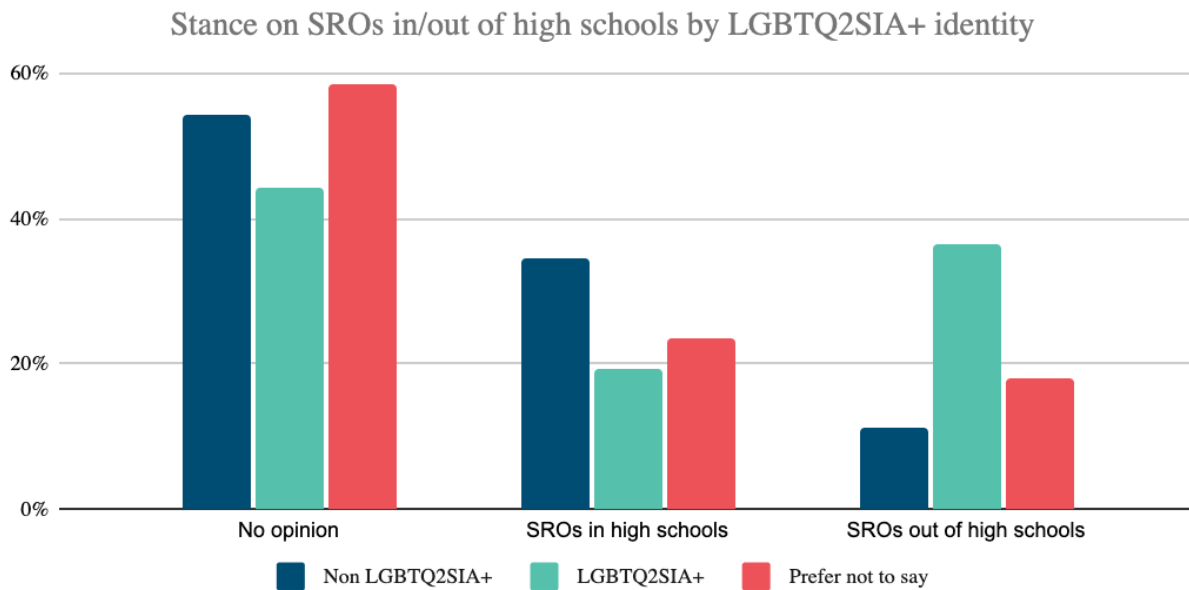
- Yes
- Somewhat
- No
- Other: Please Specify
- I have not had any interactions with my SRO

7) Are you comfortable with SROs in your high school?
- Yes
- Neutral
- No
- Other: Please Specify

8) Would you feel negatively impacted if the SROs were removed from your high school?
- Yes
- Somewhat
- No
- Other: Please Specify

9) Please enter any comments or positive/negative experiences you have encountered regarding SROs: [Long Answer]

In general, the results show that 57% (n=953) of students have not had any interactions with SROs. Furthermore, the data shows that 20% (n=334) had positive interactions with SROs, 18% (n=304) had neutral experiences with SROs and 5% (n=77) had negative experiences with SROs.

Your previous interactions with Student Resource Officers (SROs) have been:
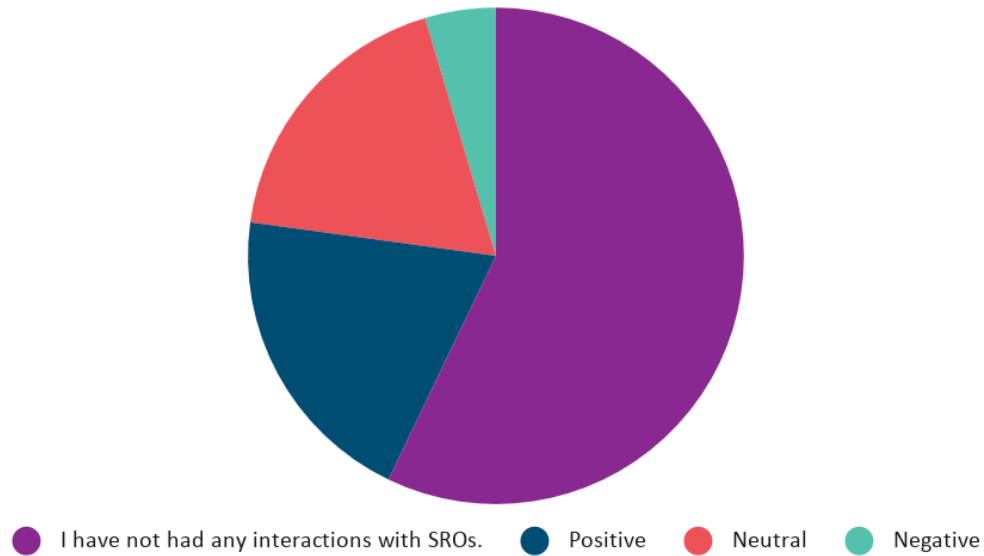
Figure 7, Student interactions with SROs perceived as positive, negative and neutral.

Sexuality Data

The survey data was disaggregated by sexuality to further explore the opinions and experiences of specific student groups. Students were asked if they had ever felt discriminated against by an SRO.

Discrimination by Sexuality

Discrimination is the unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code such as race, sexual orientation, disability or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Have you felt discriminated against by an SRO?
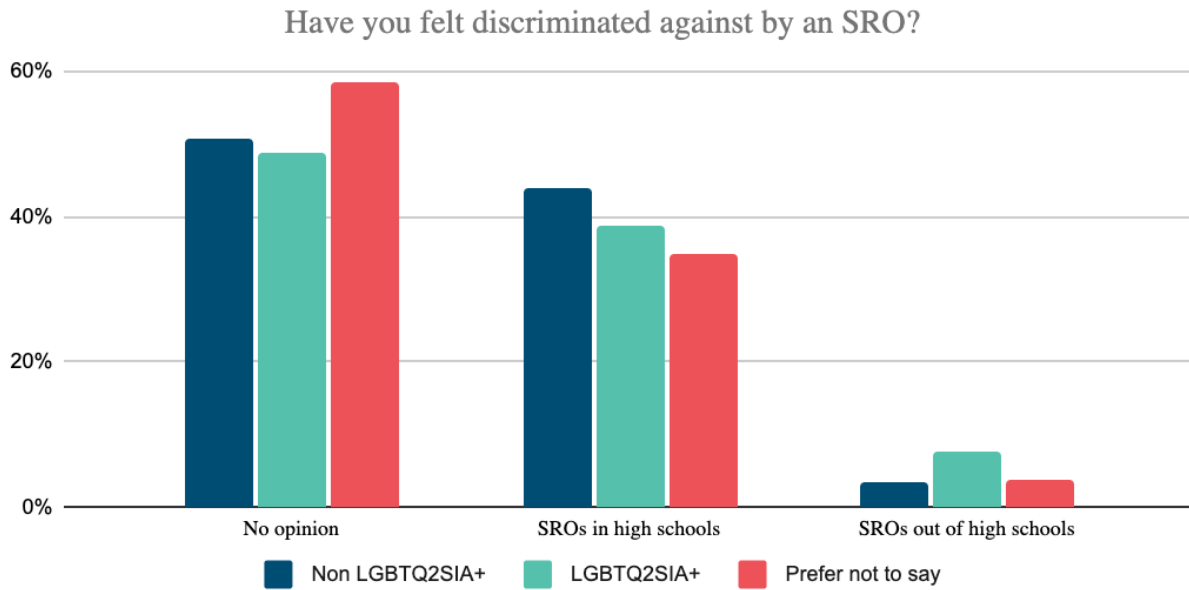
Figure 8, 2SLGBTQIA+ and non 2SLGBTQIA+ students' feelings of discrimination by an SRO.

- The majority of Non 2SLGBTQIA+ students, 51% (n=653) and 2SLGBTQIA+ students 49% (n=132) did not have any interactions with SROs

- 44% (n=566) of Non 2SLGBTQIA+ students and 39% (n=105) of 2SLGBTQIA+students did not feel discriminated against by an SRO

- 3% (n=44) of Non 2SLGBTQIA+ students and 8% (n=21) of 2SLGBTQIA+students felt somewhat discriminated against by an SRO

- 2% (n=28) of Non 2SLGBTQIA+ students and 5% (n=13) of 2SLGBTQIA+students felt discriminated against by an SRO

2SLGBTQIA+ students were more likely to have interactions with SROs than Not 2SLGBTQIA+ students. 2SLGBTQIA+ students were 2.5 times more likely to feel somewhat discriminated against by SROs than Not 2SLGBTQIA+ students. 2SLGBTQIA+ students were 2.5 times more likely to feel discriminated against by SROs than Not 2SLGBTQIA+ students.

The **data results show a clear correlation between sexuality and the likelihood of feeling discriminated against by an SRO with 2SLGBTQIA+ students at an increased risk** compared to their Non 2SLGBTQIA+ student counterparts.

Stance on SROs in/out of high schools by LGBTQ2SIA+ identity

Legend: Non LGBTQ2SIA+ (dark blue), LGBTQ2SIA+ (teal), Prefer not to say (red)

Figure 9, 2SLGBTQIA+ and non 2SLGBTQIA+ students' stance on SROs in secondary schools.

- 34% (n=445) of Non 2SLGBTQIA+ students and 19% (n=52) of 2SLGBTQIA+ students wanted SROs in secondary schools.

- 11% (n=144) of Non 2SLGBTQIA+ students and 37% (n=120) of 2SLGBTQIA+ students wanted SROs out of secondary school.

Non 2SLGBTQIA+ students were 1.5 times more likely than 2SLGBTQIA+ students to want SROs to stay in secondary schools.

2SLGBTQIA+ students were 3 times more likely than Not 2SLGBTQIA+ to want SROs out of secondary schools.

Race Data

Student survey data was disaggregated by race to further explore the experience of racialized students in relation to SROs.

Interactions with the SRO by Race

As stated previously in Table 9, 79% of students are White, 14% identify as People of Colour, 3% identify as Black, 2% as Indigenous and 3% prefer not to say. The graph below shows that 67% (n=32) of Black students, 42% (n=11) of Indigenous students,

71% (n=163) of Other POC students, and 55% (n=718) of White students have not had any interactions with the SROs. The data shows that Indigenous students are most likely to have interactions with SROs.
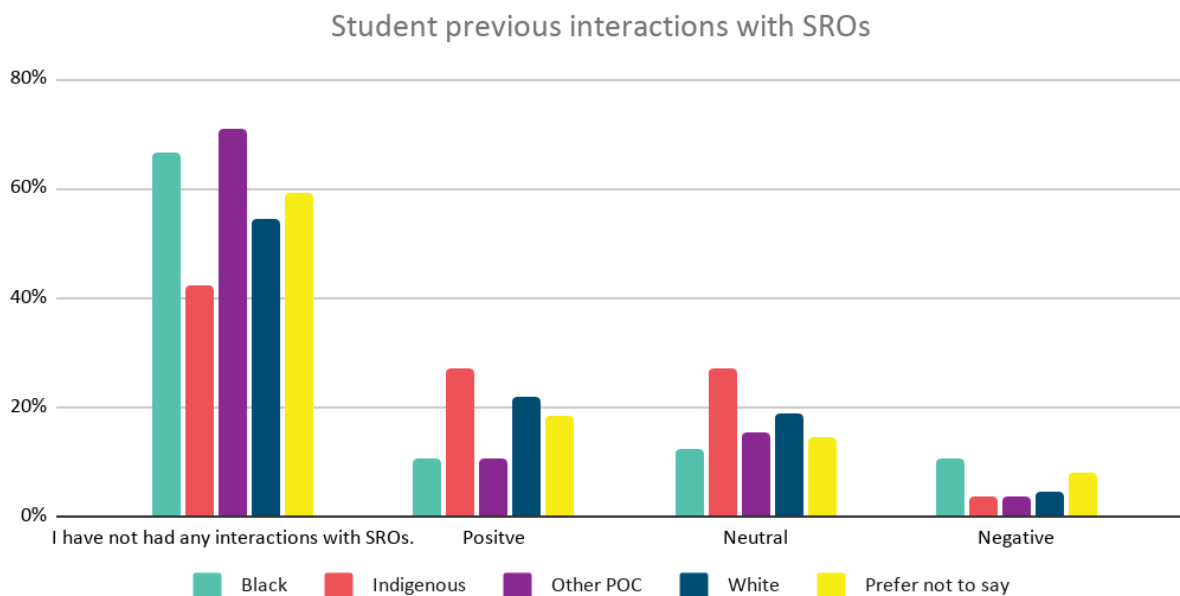
Figure 10, Student interactions with SRO by race.

Positive Experiences with SRO by Race

10% (n=5) of Black students, 10% (n=24) of other POC, 27% (n= 7) of Indigenous students and 22% (n=289) of White students had positive interactions with SROs. Indigenous students were most likely to have interactions with SROs and were 2.5 times more likely than Black and other POC students to have positive interactions with the SROs. Black and other POC students were both equally the least likely to report having positive experiences with the SRO. White students were more than twice as likely as Black and other POC students to report positive interactions with SROs.

Negative Experiences with the SRO by Race

10% (n= 5) of Black students, 4% (n=1) of Indigenous students, 3% (n=8) of Other POC students, and 4% (n=59) of White students have had a negative experience with SROs. **The data shows a clear correlation between race and negative experiences with SROs**. Black students are 2.5 times more likely than White and Indigenous students, and more than 3 times as likely as other POC students to have had negative experiences with SROs.

Below, the results show that 6% (n=3) of Black students felt discriminated against by an SRO. The data further shows that 3 % (n=7) other People of Colour students felt discriminated against by an SRO. Lastly, only 2% (n=29) of the White student population felt discriminated against by an SRO.

Have you ever felt discriminated against?
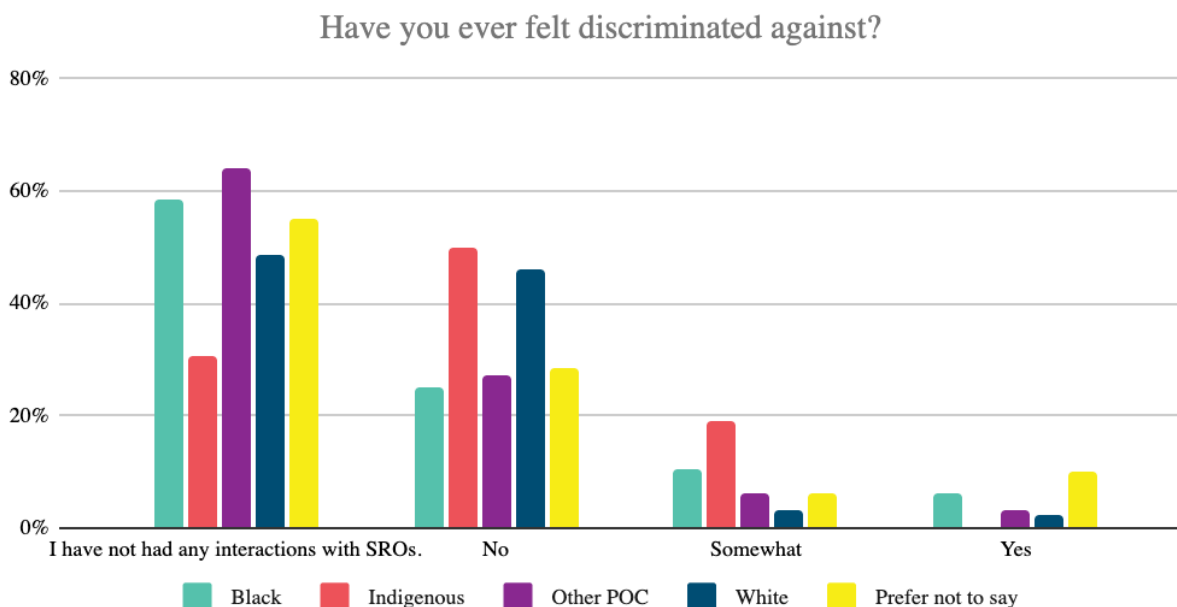
Figure 11, Students felt discriminated Against by an SRO.

It is important to look at the data not just by the percentage but also in comparison to other racial groups. Black students were twice as likely than other People of Colour to feel discriminated against by an SRO. Black students were 3 times more likely than White students to feel discriminated against by an SRO.

The data shows a clear correlation between race and the likelihood of feeling discriminated against. White students are the least likely to feel they have been discriminated against and Black students are the most likely to feel that they have been discriminated against.

Although no Indigenous students reported that they had felt discriminated against by an SRO, Indigenous students were the most likely to report feeling somewhat discriminated against by an SRO in comparison to Black, other POC, and White students.

Race disaggregated data addressing the question: Do you want SROs in Secondary Schools?

Do you want SROs in high schools?
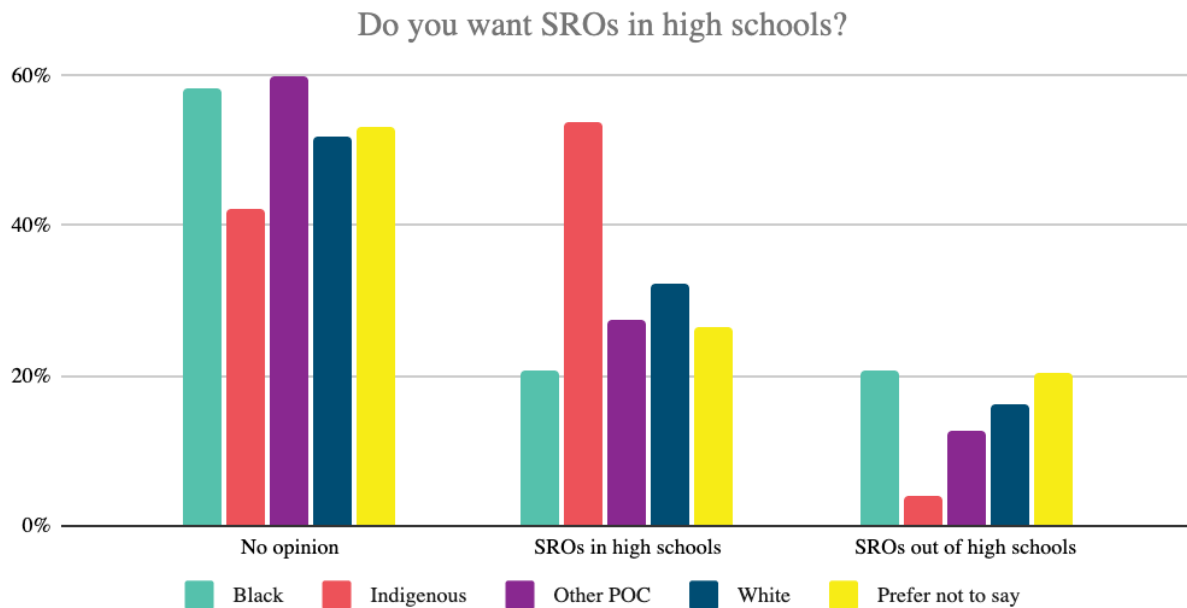
Figure 12, Students want/do not want SROs in secondary school.

Support for and against SROs in Secondary Schools

21% (n= 10) of Black students, 54% (n=14) of Indigenous students, 27% (n=63) of Other POC students, and 32% (n=422) of White students want SROs to remain in secondary schools.

Indigenous and White students were most likely to want SROs to stay in secondary schools while Other POC and Black students were the least likely to want SROs to stay in schools.

21% (n=10) of Black students, 4% (n=1) of Indigenous students, 13% (n=29) of Other POC, and 16% (n=212) of White students want SROs out of secondary schools.

Black students are the most likely to want SROs out of secondary schools followed by White students while Other POC students and Indigenous students are the least likely to want SROs out of schools.

It is important to reflect on the results in a way that prioritizes not the largest population but the largest negatively impacted population. Black students are overrepresented in negative experiences with SROs and underrepresented in positive experiences with

SROs. This suggests that Black students are at the highest risk of experiencing harm with SROs in secondary schools in comparison to other racial categories.

Indigenous students are overrepresented in feeling somewhat discriminated against by an SRO and also have the highest contact with SROs in secondary schools. Simultaneously, Indigenous students are the least likely to want SROs out of secondary schools.

Student Comments

Positive

"Really well. Felt very inclusive when I first came to the school," (Black Student).

"I felt safer at school and knowing some police officers already out of high school I felt like if I ever need help with an issue, I can easily go talk to them and not feel like they would make fun of it. I also had some days where me and the police officers just stood there to have a conversation which made my day because they always made me laugh," (Indigenous student)

"I have had no experiences with SROs; however, I think they are important for school and student's safety and crime prevention at school," (POC student).

Negative

"Racial bias is why I feel SROs need to be more diverse," (POC student)

"Putting police in schools contributes to the school to prison pipeline which disproportionately affects BIPOC youth," (White student).

"Police presence should not be in schools at all times ONLY when necessary. By having police presence in school, you put students in direct contact with the justice system, a corrupt justice system. More often than not there is prejudice against POC and people in the 2SLGBTQIA+ and they are often targeted, children should NOT have to deal with this issue especially in school where they are supposed to be SAFE and feel trusted by adults. Police presence almost completely eliminates their feeling of safety in school, and they are most likely already face discrimination from peers or outside of school, there is no need for them to face that even more, and in school where the main focus is to learn," (White student).

💬 Compromise

"one may be okay to have because they can be really helpful but having multiple around the school could be scary and I know they are just there to help but people that have different views on," (POC student).

"If SROs are placed in secondary schools, I would like them to be there to build trusting relationships with students and not there to simply enforce rules or get students in trouble. I would like them to be gentle and compassionate, and not use force on anyone other than basic self-defence, nothing too hurtful," (POC student).

"I think that it is important to have some sort of authority regarding schools in general as there are things that may require the SROs, I figure it is beneficial to have them in case of a situation that may require their service. It would be better to have them than not and be in the situation where they are needed. I can also see how some students may not want them in the schools, but personally I believe it's better to be safe than sorry," (White student)

💬 Mental Health

"I believe we should be prioritizing the presence of an actual teen mental health professional in the school as well as a sexual health nurse that is there more regularly." (White student)

"I've had interaction with a school police officer when talking about an abusive relationship. He was helpful but having police in the school made me uncomfortable," (White student).

"Most were positive, I felt the officers needed some more mental health training to handle certain situations," (White student).

💬 Intimidation

"They shouldn't carry guns in the hallways if they need it have a safe in their office," (White students)

"I'm terrified of police officers, seeing them automatically sends me into an extreme panic so seeing them at school is really not ideal for me," (POC student).

"A few times, the SRO at my school disrupted class to search a classmate for drugs. It was stressful and made me feel extremely uncomfortable in my learning environment, especially since both times, the student in question didn't have any and was visibly upset after," (White student)

"SRO's have made people feel more anxious and oppressed than they should in a school environment. Even if they don't mean too. It's the multiple accounts of violence against people of colour," (White Student).

Summary of Student Survey

Although the majority of students had no opinion at all about SROs in secondary schools and have not interacted with SROs, when the data was disaggregated to explore the experience for students from marginalized communities, the Task Force found that:

- 2SLGBTQIA+ students were 3 times more likely than Non 2SLGBTQIA+ to want SROs out of secondary schools
- Black students are more likely to have negative experiences with SROs and want SROs removed from secondary schools
- Indigenous students interact with SROs the most and are most likely to feel somewhat discriminated against

It is clear that marginalized student communities experience the most negative impacts of SROs in secondary schools.

Additional Feedback Received

In addition to the community consultation, letters from individuals and organizations were received by the Task Force. In addition, public statements were made by organizations in response to questions and concerns around police presence in schools. These opinions were not sought by the Task Force. They are summarized below as they reflect different perspectives in public opinion.

Student Voice

Two letters were received from students at Centre Dufferin and the other unknown. Both letters spoke out against police presence in schools citing the negative impacts on marginalized students and the systemic oppression of policing in Canada.

One student presented to the Task Force and spoke to a positive relationship with the SRO officer at their school. When asked if the relationship with this particular officer increased the student's trust of other police officers, the student indicated that it did not.

Community and Public Voice

There were 7 letters from individuals and 4 letters from organizations or individuals representing organizations received by the Task Force. The letters were reviewed, and a synopsis provided.

The Guelph Black Heritage Society (Guelph), A Neighbourhood Group (Guelph), and Shelburne Task Force (Shelburne) all spoke out against the continuation of police in schools. These organizations highlighted the negative impact of police in schools on BIPOC students specifically. They noted that negative relationships between the police and the BIPOC community outside of schools influence the impact that police officers may have in schools.

A Mayor of a location in the UGDSB spoke out in favour of police in schools. One person (adult man, Guelph) who has worked closely with police services spoke out in favour of police in schools citing efficient and proper legal protocols for dealing with student conflict and building relationships as the main reasons to continue to have police in schools. One person (adult man, Guelph) who is a retired police officer also wrote in favour of police in schools again citing 'building relationships' between police and the community.

One individual (adult man, Guelph) sent a letter who did not identify any relationship to the UGDSB (e.g., parent, staff etc.) and spoke out against police in schools citing the unfair targeting of Black and Other students of Colour and the perpetuation of bias and long-term impacts (school to prison pipeline).

Four parents from across the board (Guelph, Shelburne, Dufferin County) sent letters and none of them were in favour of police in schools. Parents suggested that the program should be limited to scheduled classroom visits for workshops and presentations and that police in schools create a tense learning environment.

Discussion of the Research

The community policing model includes a triad of objectives, including education, counselling and law enforcement. Effective relationship building is recognized as important to supporting the core functions of SROs.[12] Research has found however, that the majority of relationship building is with administration not with students (Broll & Howells, 2019) and the ability of the SRO to build relationships largely depends on the individual's interpersonal skills and ability to work with youth.

"From a community policing perspective, fostering positive relationships with members of the school community should be essential to the success of SRO programmes (Canady et al., 2012; Trotman and Thomas, 2016); however, building these relationships has proven to be one of the most difficult elements of programme implementation (Briers, 2003; Coon and Travis, 2012; Dickmann and Cooner, 2007; Finn et al., 2005; Theriot and Cuellar, 2016). Perhaps for this reason, school principals rank communication skills and rapport as more important qualities than specialized training for SROs (May et al., 2004)" (Broll & Howell, 2019)

Interviews with administrators, mental health, psychology and equity staff in the UGDSB support these findings. The **personality and ability of individual officers to understand and mesh with the school community** is essential to the success of the SRO program. How officers are assigned to the role of SRO, trained and evaluated is inconsistent however, and has no input from the school board or educators. It is clear from the research that some officers are excellent communicators, work well with youth and effectively build trust and relationships. Other officers, however, appear not to like teenagers, and intimidate and use fear as a learning tool. In addition, students report that comfort with an individual SRO does not translate to comfort with the police at large.

In addition, there is an **inconsistent understanding of the role of SROs** across the board. All administrators interviewed were unaware for example, that SROs were assessed by their supervisors in policing and that administrators could participate in that assessment. No administrator had ever had feedback requested from them. Mental health and psychology staff of the UGDSB reported not fully understanding the role of SROs. Within policing how the SRO program is implemented, how data is recorded, and the levels of officer engagement and officer evaluation is not standardized.

The benefits of police presence in schools cited by administrators, mental health, psychology and equity specialists at the UGDSB include **education** in the form of

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[12]Ibid Fitzgerald R. p.45

classroom presentations and that SROs can often be a **good resource** for administrators and other staff for quick consultation on legal issues and quickly connecting students to resources (e.g., IMPACT team). Administrators express preferring an officer they know to an officer they don't know because of concerns around some officers' ability to interact with students. This points to a larger problem surrounding officers' behaviour with youth in general and perhaps lack of training on youth mental health. Officers report **relationship building** as the most rewarding aspect of the SRO program and discuss other activities they participate in as a part of the school community, for example coaching sports teams, participating in the Terry Fox Run, and serving lunch in cafeterias. These interactions are positive aspects of student engagement and although unrecorded and informal could be explored further as an alternative focus for police-student relationship building.

School safety also arises as motivation for the SRO program. Reports of weapons possession and use, incidents involving drugs, suspension and expulsions and VTRA events indicate that events that threaten student and school safety are very low in the UGDSB and that school climate (which is high in the UGDSB) has a major impact on student behaviour and outcomes. An emphasis on supporting positive school climate could have a greater impact on school safety than policing.

Another theme that arose from the research is the need for **mental health supports for students**. Officers have basic mental health training and do deal with mental health issues at schools. Educators, students and the wider community identify alternative mental health supports as potentially more appropriate and effective than having police in schools. Social workers and child and youth counsellors, for example, are better equipped to deal with mental health issues than the police. Police reported 'a warm hand-off' to trained school personnel when engaging with students with mental health concerns.

The Student Survey and Community Town Hall and Community Survey all have similar results. **Marginalized communities are more likely to experience the negative impacts of school policing**. What should be noted is that police officers do not have to intend harm to cause harm. The harm remains as it is nested within the experience and context of the wider BIPOC community. Black students, staff and the Black community are most negatively impacted by SROs and support the removal of SROs from schools. Students who identify as People of Colour, Indigenous peoples and members of the 2SLGBTQIA+ community are also more likely to have had negative experiences with police than their White counterparts. There is also **broad community support as shown in the Town Hall meeting from both the BIPOC and White community to remove police from schools**. It is evident from the research that from a

police perspective, the SRO program is meant to build community and 'humanize' the police for youth. It is clear however that the **negative impacts of police in schools are disproportionately felt by racialized and marginalized communities**.[13]

The Equity and Inclusive Education Strategy introduced by the Ontario government in 2009, identifies the "*removal of discriminatory biases and systemic barriers to support the achievement and well-being of students*."[14] Results of this research found however, that police acknowledge they are present to enforce laws and conduct investigations. As educational institutions schools should be safe, respectful, focused on learning, and equitable. These are the values found within the Guiding Principles of the UGDSB (Appendix 8 Vision and Guiding Principles, UGDSB) and the UGDSB Equity Plan (Appendix 9, UGDSB Equity Plan 2019-2022). The negative impact of police presence on specific student communities, whether intended or not, is in conflict with the removal of systemic barriers cited in the Vision Statement and Guiding Principles and the Equity Plan of the Upper Grand District School Board.

Summary

As stated earlier, the interpretation of this data was conducted through an equity lens. Equity is about focusing on the experience of marginalized communities despite the fact that their experiences are not those of the majority. The interpretation of this data is also not about intention. It is about impact. Police interactions in schools cannot be removed from the wider historical and current community context. Ontario has a history of segregation, with the last racially segregated school in Colchester, Ontario closing in 1965 (The last racially segregated school in Nova Scotia closed in 1983 in Guysborough County).[15] The police have a long history of discrimination against and targeting of the 2SLGBTQIA+ community and were deeply entwined in Canada's colonization of Indigenous communities.

"...schooling is part of a web of interconnected and interdependent systems that reproduce inequities which contribute to poor social and educational outcomes for Black Canadians. While these systems have changed somewhat over time in response to public pressure, the racism that is inherent in each system (i.e., labour market, education, child welfare, policing, criminal justice system, media, etc.) combines in ways that reinforce the unequal treatment individuals experience in Canadian society. As

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[13] Ibid Towards Race Equity p.47

[14] Ibid Towards Race Equity p.47

[15] Henry, Natasha L., "Racial Segregation of Black People in Canada". The Canadian Encyclopedia, 27 May 2019, Historica Canada. https://www.thecanadianencyclopedia.ca/en/article/racial-segregation-of-black-people-in-canada. Accessed 10 February 2021.

such, it was argued that the education system is no better or worse than any other public institution in the ways it operates to disadvantage Black people."[16]

The full context of an individual and their community must be taken into account. This framework is called substantive equality and refers to the,

"achievement of true equality in outcomes...Substantive equality is both a process and an end goal relating to outcomes that seeks to acknowledge and overcome the barriers that have led to the inequality in the first place...Achieving substantive equality for members of a specific group requires the implementation of measures that consider and are tailored to respond to the unique causes of their historical disadvantage as well as their historical, geographical and cultural needs and circumstances...When substantive equality in outcomes does not exist, inequality remains."[17]

Substantive equality moves the conversation of equality beyond 'treating likes alike; in other words, assuming the same treatment is always appropriate for everyone. Instead Substantive equality embraces *"redressing disadvantage, redressing stigma, stereotyping and humiliation, social inclusion and political voice, accommodating difference and structural change."[18]* As stated in conversation with Alex Battick (January, 2020) *"Achieving substantive equality for members of a specific group requires the implementation of measures that consider and are tailored to respond to the unique causes of their historical disadvantage as well as their historical, geographical and cultural needs and circumstances."*
The data has shown that police presence in schools does not contribute to substantive equality for marginalized groups. Equity for all students in the UGDSB requires a holistic approach that not only 'levels the playing field' for marginalized students but also actively works to dismantle systems of oppression.

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[16] Ibid Towards Race Equity p. 47

[17] Government of Canada Jordan's Principle: substantive equality principles https://www.sac-isc.gc.ca/eng/1583698429175/1583698455266#chp2 Date modified 2019 -11-21

[18] Sandra Fredman, Substantive equality revisited, *International Journal of Constitutional Law*, Volume 14, Issue July 2016, Pages 712–738, https://doi.org/10.1093/icon/mow043

Summary Statements from the Task Force Committee Members

Summary statements are offered below from the Task Force (one staff and eight community members) who spent the past nine months attending weekly meetings, learning, discussing and unlearning. As requested by Trustees, the Police Presence in Schools Task Force held a town hall meeting, conducted surveys, engaged with police services and the community, heard personal stories of lived experiences, held discussions with subject matter experts, and engaged in literature reviews and research. The committee engaged in many discussions amongst themselves. They shared with each other, learned from each other, and gained a great deal of knowledge about police presence in UGDSB schools. Their voices need to be heard.

> *"There is no longer any question as to whether there is racism and discrimination within police agencies, in the interactions between police and the communities that they serve, as well as in the systems that police and school personnel operate in. There is a pervasive undertone of inequity and injustice that has been bleeding throughout our communities and despite the good intentions of many, it is still flowing. This Task Force has forced me to engage in introspection; to look at myself and inside myself in a way that I never have before. What does it mean to have white privilege? How have my life experiences as a white woman been different than those of a woman of colour? And most fitting to this report, how has my view and feelings toward the police been shaped by my white privilege? I no longer question whether these are valid questions. I now seek to find the answers. Although I know that these answers will be mainly found within, I will also look for and accept help from others. I will actively engage in potentially uncomfortable conversations. I will challenge the opinions of others. I will listen with curiosity and empathy. I will continue to grow as a person and as an UGDSB community member. This is what I challenge the Board and Trustees to do as well.*

The Policing Agencies that partner with the UGDSB have shown a commitment throughout the years to allocate a portion of their budget to the various programs that they engage in throughout the Board. As the UGDSB is aware, budgetary funds are a scarce and limited resource. Having community partners that are willing and able to set aside money and resources to help further the goals of the UGDSB in the education of students is not something that should be turned away. Many school boards have looked at and evaluated their relationships with police and some have decided to sever their ties with the police. Some UGDSB community members and community agencies would like to see the same happen with our Board. I urge the Board to consider an alternative to the yes or no answer to having a police presence in schools.

The alternative answer is yes, but not as it has been. The one thing that kept coming up time and again is that there is no defined program for the police presence. There is no clear direction, no job descriptions, no means of evaluation, no defined goals and no cooperation or collaboration between the Board and the Policing agencies. Basically, there's nothing. How can the Board make a decision about the future of a program that there is no mutual understanding of? This is the first place to start. The Board and the policing agencies should collaborate to produce a police presence in school programs with clear goals, job descriptions, methods of evaluation and expectations. These discussions should encourage all stakeholders to think outside the box. To envision new and different ways to foster a positive learning environment that includes the Police.

One option would be to civilianize the program. Change the structure of the program. Instead of uniformed officers within the schools, it should be civilianized. Many police organizations are civilianizing many traditionally uniform positions. Communications centres for 911 calls and dispatch used to be uniform; now all of those positions are civilian. Forensic identification (fingerprinting at the scene of crimes, photos at crime scenes) all used to be uniform; now it is civilians. The court services branch of police agencies is also now civilianized. The court services program is actually the one that I think is the best comparative to what I am thinking. By civilianizing these positions, the police agency was able to reduce the cost (uniform officers are much more expensive than civilians), they are able to tailor the qualifications (specific education and previous experience requirements), they are able to ensure staff retention (uniform officers are transferred on a fairly regular basis), and civilians are not covered under the Police Services act (this is what enables uniform officers to retain their positions even when criminally charged.) Considering that UGDSB is serviced by 5 different policing agencies, I foresee a collaboration with all of them. The 5 policing agencies would form a memorandum of understanding between each other (could be known as UGDSB policing partners) & the UGDSB. The UGDSB policing partners would re-allocate their SRO & VIP budgets to a central budget that would then fund a civilian program. Obviously, there are a lot of details that would have to be worked out. The civilian program would involve civilians that are employees of the police but do not wear a police uniform. They would wear a casual "uniform" consisting of jeans or other comfortable clothing and a golf shirt with a small crest identifying them as UGDSB police partner. These civilians could then fulfill the yet to be determined goals of the UGDSB police partner program (VIP, class presentations, etc.) The job qualifications for these civilians could be tailored to the specific things that have been previously identified as missing/lacking (experience with youths, specialized knowledge of the YCJA, teaching, etc.) Currently many policing agencies have current work agreements where people are employees of one agency but are seconded to another. (The firearms program is an example. Larger agencies have a uniform officer & a civilian seconded to the OPP in order to facilitate the program. These employees have supervisors within

both agencies and receive evaluations from both agencies.) I feel that an agreement like that would ensure that school staff have input as well as the policing employer. This suggestion would involve a lot of administrative changes, but I really think that it would be a good way of compromising and ensuring that the yet to be determined goals of the program are met.

We can't turn our backs on the police when they are reaching out, asking for our assistance, to help them become better. The trend of closing the door on the association between the police and school boards will only contribute to the expansion of the divide between racialized communities and the police. We know that societal change is excruciatingly slow to realize. The change within police agencies to a new, non-discriminatory, equity based, non-oppressive environment seems to be an even slower evolutionary event. But that does not mean that we should refuse their request for help or that we should refuse to help them in their quest to become better. Their desire for internal change can be used by the Board to pursue the Board's agenda. The Board can define the program, set the boundaries and reap the rewards. Yet the Police agencies will also benefit through internal improvements and improved public relations. It's a win/win. Let's keep the door between us open but only let them in on our terms."

"This has been a highly informative and rewarding experience, working with such a dedicated team of educators and community loving people. The professional views and reports presented to us during the course of the Task Force sought to be of an unbiased nature. I am proud to have been a part of this process and believe we did the best we could. Further I trust in this process and honour and support the outcomes and options of the Task Force as a whole.

My personal lived experience guides me through the decision to recommend no police in schools. Young ones affected by police presence in schools have established impressions prior to entering a classroom. Be it through their parents having been incarcerated or drugs and family violence. Police presence is an intergenerational issue for many marginalized students. It is not possible to ask young ones to differentiate between good (at school) cop and bad (at home) cop. Currently this reality is being hidden by the marginalized in shame. They are shamed in the school yard to have to answer the question of where's your Dad? When Dad is in jail. Shame is oppression, equity inclusion, anti-racism goals cannot be achieved in this atmosphere."

"No longer have School Resource Officers in schools as the program currently runs. Completely overhaul the position and program to reintegrate SROs in secondary schools. Hiring of SROs to include job description; specialized training to work with youth; plain clothed and unarmed officers; diversity in hiring (BIPOC, LGBTQ2IA+); outlined goals and measured outcomes.

Rebuild the position for the following reasons:
a) Community partnerships with police services
b) Education for students from trained SROs - specifically on mental health, substance misuse, human trafficking, police services and occupations within the field
c) Engage with students, teachers and staff to build positive relations "

⬭ *"I wanted to start off my recommendations by highlighting the commitments that the UGDSB has said it makes to its students. These were taken from the board website. [Mission & Vision Statement]*

"The mandate of this group was to take an anti-oppressive look at the role of police in schools. One of the things that we learned from the survey was that it was white parents (based on the region's response) who in anonymity made it clear that they want the SRO program in the school. Disaggregating this data from an anti-oppressive lens tells us that this decision on the part of white parents is steeped in a white supremacy view that the lives of Black students need to be policed. We will also remember that the retired principals told us that the SRO program was started out of fear of "gangs from Toronto". We understand this idea to be deeply racist and reeks of stereotypical views of a Toronto community that is thought of as made up of BIPOC.

The Ministry of Education has told us that our buildings need to be considerate of the needs of Black students' mental health and wellbeing. The requirement of the Ministry aligns with the mission/vision of the UGDSB. We know that the schools in the UGDSB are safe because there has not been a reported problem of safety concerns in the schools and the police also told us this.

It was suggested in one of the Task Force meetings that perhaps the purpose of the SRO is to build relationships with students. I would like to suggest that this is not the purpose of education. I would also like to suggest that this goal could be accomplished in a different setting. The Peel School board has a Youth in Policing Initiative (YIP). (In this program students apply and spend time with the Police in their setting. The Guelph Police Service currently runs three programs for youth including VIP, the summer YIPI program, and the after school YEP.
I see the value of the VIP in elementary schools but there may even be another community agency that could offer this program to the school board.

The TDSB suspended their SRO program in 2017. Please note that this program was started after Jordan Manners was shot in his high school. The UGDSB has not had a shooting incident in its schools.

Finally, I would like to encourage the UGDSB trustees to be brave and to join this progressive wave that values the lives and experience of ALL its students. Be brave. If the Ruby Bridges story taught us anything is that you must take a bold stance, despite the fear and hate. I say no to SROs in schools.'

"The positive impacts of SROs (for students) are localized and limited and do not 'spill over' to include all police officers; they are largely dependent on the personality of that particular officer. We cannot rely on 'personality' for a program that impacts so many students. The positive impacts do not outweigh the negative impacts both real and potential that having a uniformed and armed police officer in a school can have. If the UGDSB is concerned with equity, then the potential for harm in particular for marginalized communities is unacceptable.

The SRO program is inconsistent in its application, has no metrics to judge success and lacks any type of evaluation framework. The most pressing safety issues identified thus far in schools are to do with mental health and these issues, although sometimes handled by SROs could be handled (perhaps more effectively) by other trained professionals.'

"Throughout the past nine months, the Task Force has attempted to get an accurate illustration of the current climate of the SRO program and how it is viewed through the lens of police, community members, and students. We asked police about the SRO program, conducted a Thought Exchange Town Hall within the community, and gathered some anecdotal records from students and school staff. While opinions on the VIP and SRO programs did vary, one central theme was that the role of SROs are essentially undefined. We still need to distinguish if SROs in secondary schools are a resource for students rather than just security, and what their exact role in schools is. We gathered many opinions from the community, and then asked students how they feel towards having SROs in their schools. Our recommendations need to benefit all the students of the UGDSB equitably. SROs should not be in UGDSB secondary schools."

"This program began in 2002 and has been unsupervised by UGDSB. We need to make sure it is a positive program in UGDSB schools just as other programs are assessed to track progress towards meeting goals and improving educational outcomes. There are a lot of stringent criteria for any other professional to meet before they can enter a school property. For example, a privately hired speech therapist is not allowed to work with a student within the schools but we allow police to enter without any type of screening from the school board. There is inconsistency in how this

program has been operating in comparison to any other program within the UGDSB system. The SRO program should not continue in this way. Running a program without accountability for expected outcomes and goals is not acting responsibly.

No matter what the recommendations are, the UGDSB should not continue with the status quo and that will require work to be done after the recommendations of the Task Force have been presented. If we are truly an education system, perhaps we have to look at creating change in society by using this program to educate the police system on how to interact with all of society and one place to do that work is with students. They are future police officers in our schools. I know that for many the idea is to eliminate any potential harm by removing the SRO program but if the goal is to improve society overall and change interactions in the future then creating a program where police actually become more educated and consistent in relationships with all citizens means that they need to have a space to do that. It may not be possible to create a program where police LEARN to work and respect all of our society. I think that we should at least look at that possibility. The key would be that the school board drives the terms of the program using the experience of our multi-discipline experts to create and monitor it and they ALLOW police to join if they meet the criteria we set. Police will continue to exist so maybe we need to take an opportunity to improve things from another direction."

"My perspective is that there should be a clear purpose and role definition for the police in schools should it continue, particularly at the secondary level. There currently is a wide range of understanding of what the role of the officers is within the school and this role needs to be adjusted if it is to continue.

"To date, I am not comfortable saying categorically yes or no with the information provided. If there are concerns that cannot be ameliorated through consistent role definition and performance feedback mechanisms that are inclusive of school staff input, then the police presence shouldn't continue as it currently exists. There have been very good aspects of the program identified (i.e., drug education) that might be worth noting to continue that role somehow.

I have heard the concerns that have been raised and I do wonder if an appropriately scoped role could address some of the concerns that have been raised so far in the spirit of reconciliation and relationship building between the BIPOC community and police. When we put ourselves outside of our comfort zone, avoidance is not the best way to achieve skill growth and personal development. Finding ways to equip students and the police with tools and a safe environment for facing challenging situations, growth may happen. When avoidance is practiced, people are not challenged to put theoretical learning and relationship building into practice and may end up remaining in

their comfort zone or fear zone. My daughter learned about this model in her CELP course in secondary school. Are we able to positively shift the role of police in the schools beyond comfort and fear zones into a learning zone and ultimately have students and police find themselves in a growth zone?

I feel there is merit in consideration for a thoughtfully defined role as I have not found the broader feedback to be overwhelmingly negative toward police presence in schools. However, as the role currently exists, there is not enough evidence to suggest that the police presence in school is working as effectively as it should be."

"Students freely told us that they feel unsafe, disrespected and or excluded. Students said they feel uncomfortable with police in their school and that they are victims of racial profiling in some cases. We need to listen, and we need to act. Anti-Black racism continues to be a pervasive problem in education. The UGDSB created an anti-racism statement and posted it on the website in June of 2020. It is now time for the UGDSB to stand behind that statement through their actions."

"Desired Outcomes Related to police in schools need to be considered. These outcomes need to recognize and strive to address the power imbalances that exist between the police and those they are to serve. Outcomes that create anti-racist spaces need to be free from oppression and discrimination. SROs as they currently exist in schools, are not safe for students."

Summary of the Task Force Committee Members Statements

The Police Presence in Schools Task Force committee members reached unanimous agreement on the 7 recommendations offered to trustees.

Elementary Schools

What the Task Force heard and learned:

- Foot safety patrol training (including street, driveway, and parking lot patrols) and bus patrols training is important training police offer to elementary schools.
- In some schools, police officers are seen as community helpers. Community helpers are part of the curriculum. Students learn about safety and safe people in their community.
- In some schools, teachers appreciate the safety presentations provided by police officers.
- Some students experience trauma when an officer comes into their classroom.
- There is no data (current or longitudinal) available about the effectiveness of the elementary police presentations.
- There has been no data collection or evaluation of police presentations in elementary schools.
- The police services stated that the UGDSB determines what role police play in schools.

Secondary Schools

What the Task Force heard and learned:

- The success of the SRO program depends on the personality and ability of the individual officers, who may/may not understand and mesh with the school community.
- How officers are assigned to the role of SRO, trained and evaluated is inconsistent, and the school board or educators have no input into this process.
- Students report that comfort with an individual SRO does not translate to comfort with the police at large.
- Administrators, mental health, psychology and equity staff in the UGDSB see value in the classroom presentations offered by police.
- SROs can often be a good resource for administrators and other staff (e.g., quick consultation on issues, connecting students to resources such as the IMPACT team).
- Officers report relationship building as the most rewarding aspect of the SRO program and discuss other activities that they attend within the

school community (e.g., coaching sports teams, the Terry Fox Run, and serving lunch in cafeterias, Special Olympics).

- The student survey, community town hall and survey all have similar results. Black students, staff and the Black community are most negatively impacted by SROs and support the removal of SROs from schools.
- Students who identify as People of Colour, Indigenous Peoples and members of the 2SLGBTQIA+ community are also more likely to have had negative experiences with police than their white counterparts.
- There is community support, as indicated in the community town hall, from both the BIPOC and the White community to remove police from schools.
- Police presence in schools does not contribute to substantive equality for marginalized groups.
- Equity for all students in the UGDSB requires a holistic approach that not only 'levels the playing field' for marginalized students, but also actively works to dismantle systems of oppression.

Recommendation # 1:

That the UGDSB and police services continue to deliver all foot safety patrol training (including street, driveway, and parking lot patrols) and bus patrol training.

Action:

1) The school safety supervisor and police continue to work together to ensure students are receiving the necessary training required for all foot safety patrol and bus training.

Recommendation # 2:

That as per the Violence Threat Risk Assessment (VTRA) Community Protocol, the presence of police at all UGDSB schools continues when a VTRA is activated.

Action:

- No action required at this time.

Recommendation # 3:

That all police presentations be vetted using the Presentations in Schools Guidelines (updated in 2019) developed by the Student Support and Program Services department of the UGDSB.

Actions:

1) The UGDSB review all elementary police presentations to ensure current and grade appropriate curriculum links.

2) All police presentations be reviewed through an equity, anti-racist and anti-oppressive lens.

Recommendation # 4:

That all students and parents be notified in advance of all police presentations at school.

Action:

1) A letter informing students and parents of the date, time and purpose of the presentation be sent home by the administrator of the school.

Recommendation # 5:

That staff collect feedback from students and staff on all police classroom/school presentations.

Actions:

1) UGDSB board staff (with input from police) create grade and age-appropriate feedback forms and/or surveys for all students and staff to complete following a police presentation.
2) Classroom/school feedback be shared with police and used to update and improve presentations.

Recommendation # 6:

That the School Resource Officer program in the UGDSB be discontinued.

Actions:

1) The *Police/ School Board Protocol for The Investigation of School Related Occurrences (as per Ministry of Education)* be used to guide the work between the Upper Grand District School Board and police services within the board's geographic boundaries.
2) *The Police/School Board Protocol for The Investigation of School Related Occurrences* be reviewed yearly by the UGDSB and Police personnel and include input from local police governance, school staff, students, and parents/guardians.

3) The yearly review of The *Police/ School Board Protocol for The Investigation of School Related Occurrences* include members of the BIPOC community and those living in the margins.

Recommendation # 7:

That administrators collect data on all incidents that police respond to at UGDSB schools.

Actions:

1) An internal data collection system be created for school administrators for the purpose of collecting data on police calls to schools.
2) Police services and board staff participate in a yearly review of feedback and data collected.
3) An annual presentation from police and UGDSB staff be provided to the Board of Trustees and include an analysis of the data collected (e.g., # of presentations, curriculum links, feedback from students, # of students not participating, calls to schools and outcomes of calls, and racialized/marginalized data).

Concluding Statement

The Police Presence in Schools Task Force sincerely acknowledges and thanks the many people whose perspectives have been captured in this report. The voices reflected throughout these pages were willingly and authentically shared, and never silenced. Martin Luther King Jr. stated that, "Our lives begin to end the day we become silent about things that matter." There is a great deal of data and 'voice' within this report. All voices were heard.

Appendix 1 - Biography Marva Wisdom

MARVA WISDOM, M.A. (LEADERSHIP)
SENIOR FELLOW, MUNK SCHOOL OF GLOBAL AFFAIRS AND PUBLIC POLICY
FOUNDER AND PRINCIPAL, WISDOM CONSULTING

A Senior Fellow at the Munk School of Global Affairs and Public Policy, Marva Wisdom is a committed leader provides her clients with the tools and courage they need to facilitate meaningful growth through promising practices in leadership, effective engagement, equity and inclusion. Her service delivery includes keynote speeches, workshop facilitation and design, chairing discussions & research. "I am committed to ending systemic racism by embracing diversity, demanding inclusion and building cultures of belonging. #ChangeStartsNow."

Marva has been a driving force as Director of Outreach and Engagement behind the well-received Black Experience Project (GTA), which is a seven-year research study of the lived experiences of the Black community living and working within the region.

She is the director of the ArtsEverywhere Festival where over four days, the festival offers lectures, conversations, music, artistic performances, circle gatherings, literary readings, exhibitions, and much more. As the publisher of ArtsEverywhere.ca, Musagetes co-presents the festival in partnership with the U of G and the Eramosa Institute. Marva's past projects have included: External Lead Advisor for the City of Guelph's long-term community plan, and president of Canadian Black History Projects. Marva has recently been asked to sit on hiring committees for both the Guelph Police Services senior leadership and the UGDSB.

Over the past three decades, Marva's volunteer work has included: being an active Rotarian for more than a decade; Board President of Kensington Market Jazz Festival; Advisory, Operation Black Vote Canada; founding past President of the Guelph Black Heritage Society (2010-2015), which acquired a historic British Methodist Episcopal Church associated with the Underground Railroad; Founding Chair, Institute of Canadian Citizenship Guelph Chapter (2008- 2013); Vice-Chair of the Canadian Centre for Diversity (2006-2013), fundraising cabinet member of the Canadian Museum for Human Rights (2006-2011); chair of two United Way campaigns with record-breaking results (2010 & 2011) and serving 14 years on the YMCA-YWCA Guelph Board; the last two as chair (2002-2016).

Marva's political engagements include the Prime Minister's appointment as co-chair of two policy platform committees and a three-year elected term as a national policy chair, shepherding equity-seeking policy priorities. Included among Marva's many recognitions are the Queen's Diamond Jubilee Medal, YWCA's Woman of Distinction Award, Toronto Police Exemplary Service Award, Jamaican Canadian Association's Community Volunteer Leadership Award, CIBWE Top 100 Canadian Black Women to watch and Guelph & Wellington County Trailblazer Award. Marva has her Master of Arts (Leadership) from the University of Guelph and has served the University in various capacities including as a member of 2017, twenty-year strategic planning committee; the honours and awards cabinet, as well as the College of Economics & Business' MA Leadership Advisory Board - receiving the College's inaugural Alumni with Impact Award.

Recent articles, publications and contributions include:
https://www.theglobeandmail.com/opinion/article-yes-canada-we-too-have-an-anti-black-racism-problem/
https://afpglobal.org/sites/default/files/attachments/generic/BrightPaper_MarvaWisdom.pdf
New book release - November 23, 2020 – author/contributor
Collecting Courage: Joy, Pain, Freedom & Love, publisher. Gail K. Picco Books imprint of Hilborn's Civil Sector Press
https://hilborn-charityenews.ca/articles/collecting-courage-seen-as-major-breakthrough-past

Appendix 2 - Police Task Force Meetings, Activities and Events Timeline

Date	Activities
Feb 9, 2021	**Committee Meeting:** Data analysis presented
Feb 2, 2021	**Committee Meeting:** Presentation from Alex Battick (Human Rights Lawyer)
Jan 26, 2021	**Committee Meeting:** Outline of report shared
Jan 6 - 25, 2021	Analysis of data and report outline
Jan 5, 2021	**Committee Meeting:** Student survey results presented
Dec 8, 2020	**Committee Meeting:** Update from student survey, further discussion on elementary recommendations for police in schools
Dec 1, 2020	**Committee Meeting:** Update on student survey, discussion of elementary recommendations on police in schools
Nov 30 - Dec 11, 2020	Student survey (secondary) completed
Nov 24, 2020	Motion for extension for board report approved
Nov 24, 2020	**Committee Meeting:** Discussion of recommendations, student survey finalized
Nov 17, 2020	**Committee Meeting:** Presentation from Gary Pieters (TDSB) Mike Foley shared information from SROs, BIPOC student letters shared, student survey reviewed, committee requested an extension from the board
Nov 10, 2020	**Committee Meeting:** Presentation from BIPOC student, sharing from secondary administrator**,** need to create a student survey
Nov 5 - Dec 10, 2020	Discussion with current administrators
Nov 3, 2020	**Committee Meeting:** Debrief of community consultations and Thought Exchange data (Jonathan Walker)
Oct 27, 2020	**Committee Meeting:** Shelburne Diversity Data shared, Presentation from Lynn Woodford (Chief Psychologist) & Jenny Marino (Mental Health Lead)
Oct 22, 2020	**Committee Meeting:** Town Hall meeting debrief
Oct 20 (pm) - Oct 26, 2020	Community Survey (same as Town Hall questions) available to public
Oct 20, 2020	Community Town Hall Meeting
Oct 13, 2020	**Committee Meeting:** Final details of Town Hall meeting & survey reviewed, additional questions for police finalized

Oct 9 - 20, 2020	Communication regarding Town Hall meeting shared with community
Sept 23 - Oct 9, 2020	Process for Town Hall meeting developed, IT support coordinated, meeting with retired secondary administrators, survey to follow Town Hall meeting confirmed
Sept. 22, 2020	**Committee Meeting:** Finalize steps for Thought Exchange & Survey, presentation from Geer Harvey (Social Worker), presentation from Jessica Rowden (Equity Lead) and Colinda Clyne (First Nations, Metis, Inuit Lead)
Sept 15, 2020	**Committee Meeting:** Questions for Town Hall meeting confirmed, police responses to questions reviewed, additional questions for police developed
Sept 8, 2020	**Committee Meeting:** Community Town Hall questions (demographic data and police presence in schools) developed
Sept 1, 2020	Information update sent to trustees Questions emailed to police services in the UGDSB
Aug 25 - 31, 2020	Active search for community representation from North Wellington Questions for police services confirmed
Aug 25, 2020	**Committee Meeting:** Introduction of community members, Terms of Reference, tasked to-do list, and Terms of Engagement reviewed**,** presentation by Ryan Broll (University of Guelph, Associate Professor), presentation from Shawn Heming (Account Executive from Thought Exchange)
Aug 19 - 21, 2020	Correspondence sent to all members of the community who applied to Task Force Successful candidates received copies of the Terms of Reference, Tasked to-do list, and Terms of Engagement
Aug 18, 2020	**Committee Meeting:** Community applications reviewed by staff and trustees
Aug 14, 2020	Community applications for the Task Force sent to trustees and staff for review
July 27 - Aug 10, 2020	Request for applications for community representation created and sent to local media outlets Meetings with Thought Exchange (crowdsourcing platform for Town Hall event)
July 24, 2020	**Committee Meeting:** Introduction of Marva Wisdom to the committee, finalized: a) Tasked to-do

	b) Rules of Engagement c) Terms of Reference Determined criteria and application process for public representation, agreed on correspondence protocol for committee members
July 20, 2020	**Committee Meeting:** Discuss goals & rules of engagement Begin planning for community membership applications & Town Hall Meeting Revise Timelines
July 8 - 17, 2020	Consultation & Services of Marva Wisdom retained
July 7, 2020	**Committee Meeting:** Introduction of trustee and staff members Created Terms of Reference, discussed consultant/facilitator for committee and community membership, determined timelines for committee
June 23, 2020	Notice of Motion by Trustees
June 9 & 10, 2020	Question & Answer sheet sent to Trustees regarding School Resource Officers in the UGDSB

Resource Officers in UGDSB Schools: A reflection on the program from a mental health lens

Presented to the Task Force Oct 2020
By: Jenny Marino, Mental Health Lead
Dr. Lynn Woodford, Supervisor Psychology and Social Work

Overview

VTRA Community Protocol

- What is it and how are police involved
- What are the statistics around number of VTRAs (all involving police)
- What are challenges and Successes

In School Presence

- What are the mental health professionals saying?
- What do we know from youth?
- Successes
- Challenges
- Recommendations

Violent Threat Risk Assessment Protocol

WHAT IT IS

A community protocol signed by many organizations across the region and committing to following a responsive, multidisciplinary and collaborative approach to threat making to ensure a comprehensive and multi-lens to understand and support the student.

Partners include: Children's Mental Health, Child Protection, Police Services, School Boards, Local Health Integration Network, Kerry's Place for Autism Services and Shelter Agencies among others.

HOW DOES IT WORK?

Mental Health Lead is Co-Chair for the Regional VTRA Committee which includes all police centers in our regions

Administrators connect with UGDSB VTRA Lead (Jenny Marino) and their SO regarding threats

If meets criteria then an officer (RSO) are immediately dispatched to the site (virtual at this time) for the data collection meeting.

VTRA Cases over past three years

Elementary and Secondary VTRAs by year

Legend: ■ Secondary ■ Elementary

Year	Elementary	Secondary
2016/2017	10	11
2017/2018	7	11
2018/2019	7	3
2019/2020	16	11
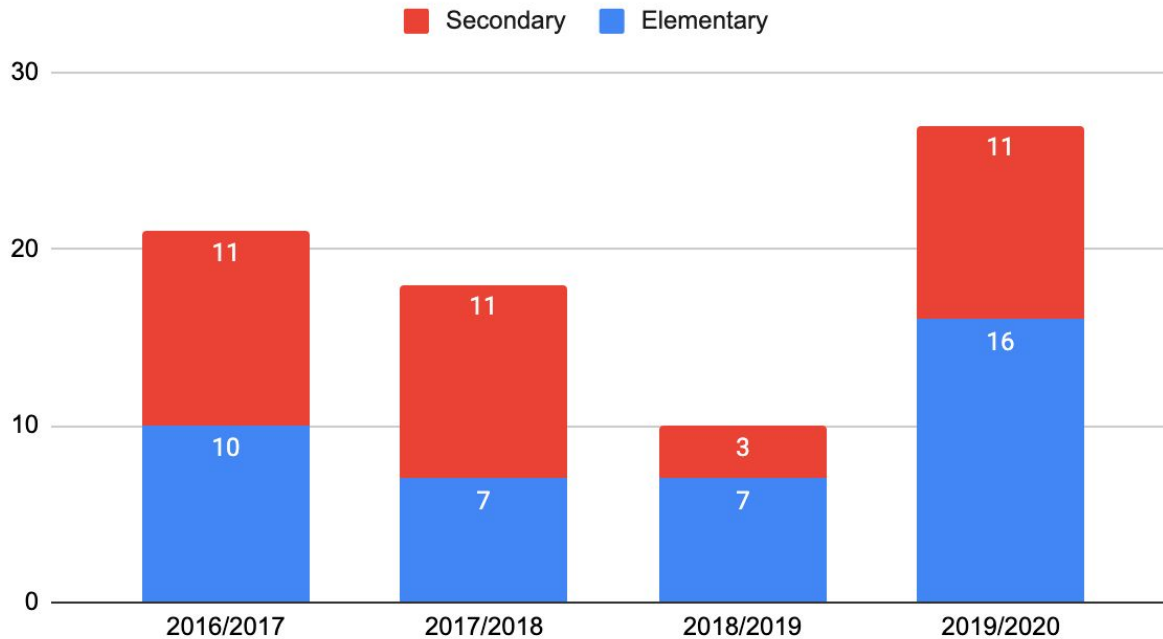
76
Stage 1 VTRAs

27
Stage 2 VTRAs

Successes and Challenges: VTRA and RSO's

Successes

- The schools with RSO's had a much quicker response time than areas where there weren't RSO's
- Students and staff familiar with the officer
- RSO's could meet with students in schools which is often a safer space then the police station
- Many RSO's had important information to share with the team
- Having a VTRA trained RSO meant that everyone was collectively looking through the same lens

Challenges

- Officers who didn't understand the process could see only through the punitive lens
- Could disrupt staff relationships with students if officer involvement was seen as conflict (despite requirement to have them at meetings)
- Some officers were resentful of the time they had to spend in these meetings and presented with a negative and dismissive attitude
- In Orangeville it was sometimes hard to get the officers to follow the community VTRA protocol and attend the stage 1 meetings

In School Police Presence: Successes and Positive Impact

Relationships/Caring Adult

- Building relationships with students and staff
- Creating a caring resource in the school
- Some of the students had very positive relationships with the RSOs
- Students would build relationships with officers and speak to them after hours. This built trust in community partners for the youth
- Students appreciated knowing there was the officer on site/available if they needed to speak to them, get advice, etc.

- good at connecting with students and their parents, don't come in wielding their authority yet you know they have it, they don't use power as a tool. They have been non-judgmental and not condescending and not patronizing.

Successes and Positive Impact

Making Connections

- They get to know the kids and there is tremendous mutual respect
- We (MH Staff & Officer) worked so much together and were a major support for one another
- So many times officers were "in the know" and would connect students to school based supports
- Talking together with a student
- Helpful in getting other resources fast, e.g. impact team
- Very helpful with situations involving drugs and alcohol offering support and legal information

- The right person for the role is essential and can lead to wonderful collaborations
- Communication has been great and they work well as a team.
- Conversations with students and officers about how officers can be helpful and supportive
- There were instances where students would disclose incidents from the summer only when they returned to school and could talk to the RSO

Successes and Positive Impact

Mental Health
- Essential support in mental health situations
- Getting an escort to hospital from someone they know and often trust
- Often helpful in advocating for supports for students and/or families
- often officers became a part of the student's self defined support plan
- Collaborating with in school mental health supports made students feel supported and not alone
- Support around harassment and exploitation
- Helpful with bullying situations, mental health situations, fighting, assaults, drugs, violence and social media issues

Other
- Having officers chat with a student before something became a formal charge
- Workshops and presentations in the classrooms
- Officers are able to come into elementary schools and help students understand some of the potential longer term impacts of their actions or ramifications around social media
- Directly working with students and families to support better understanding and youth rights
- Some have been non-judgmental and not condescending and not patronizing

Feedback: Indigenous Students

- The biggest thing is that there is often a deep mistrust of police that has been woven into the fabric of Indigenous kids lives and worldview. This comes from a lot of places, and has been passed down through many generations who had to deal with police enforcing discriminatory and harmful laws, taking their children away (residential school and child welfare), etc.

- Indigenous communities and lives have been policed in an oppressive way since the inception of our country, and that has real consequences today in Indigenous folks ability to trust and have any sort of positive relationship with police.

Feedback from School Based Mental Health Staff: Challenges/Barriers to Success

Resources:
- Lack of police in Fergus led to less stable presence in the school
- Sometimes students would say that the officer seemed "too involved"
- Sometimes officers needed to be involved legally and the students would be upset with workers for involving them
- In Orangeville, inconsistency in terms of who arrived to the school.
- Orangeville: When asked to create a presence (for example, at the Tony Rose Community Centre where students were clearly using substances on a regular basis), they would often refuse.

Officer Personality
- How the officer carries themselves when walking around the building -most leave a sense of support and belonging but some make students feel like they are being monitored - it's the individual officer's personality
- Really depends on individual officer - if they didn't want to be there they weren't as effective

Feedback from School Based Mental Health Staff: Challenges/Barriers to Success

Other Challenges:

- Constant presence can also instill fear and anxiety in students.
- Workshops and presentations often ineffective and use fear as a tactic (e.g. around drug use) although this is not effective
- Some RSOs have spent more time socializing and building connection with staff and little or none at all with students.
- Don't understand others expertise and work with in condescending and patronizing manner

- Some officers have not been quick to deal with things and not been self-starters with dealing with things.
- Some don't appear to like teens
- Some haven't worked well as a team

Recommendations from School Based Mental Health Staff

Recommendations:

- Personality and abilities are so important in terms of goodness of fit: open to engaging with students in a non threatening manner, open/caring manner important, non-judgemental, good at establishing relationships, flexible, hard-working, awareness of their biases or potential biases, like teenagers and work well with them,
- Needs to mesh appropriately with school culture.

Recommendations:

- A consistent presence could be a positive to build positive relationships
- We need a clear outline of what a RSO's role is.
- Work with students on initiatives to show students in the schools that police do not get involved only when there are problems/issues but also for safety and positive initiatives.
- Consider changes in uniform/weapons
- Communicate more with youth and parents about role

Feedback from Mental Health Leadership

- RSOs who were youth friendly and aware could build positive relationships with students
- Must know how to work on multidisciplinary teams
- Mental Health Lead survey with student senators in 2018 indicated school resource officers as top 2 adults they would go to for support in a school building
- Would need to have training in: anti racism, anti oppression, trauma informed, ASIST, working with youth with mental health needs and VTRA before being in schools or working with the board
- High level of self-awareness (specifically, of the power that they carry and how it is perceived by others, particularly in relation to those communities who tend to be discriminated against/marginalized)
- Historically some programs and presentations were lacking in the wider context of the topics on which they were presenting

Data Collection Timeline 2020

16 June

UGDSB commits to mandatory anti-racism professional learning for all staff

23 June

Surveys for racialized staff & students, includes specific question about SROs

24 June

Jessica, Colinda & Geer Harvey host virtual meeting spaces, one for students/families and one for staff

Sept

Jessica & Colinda collating data for system sharing

Data Collection from racialized staff, students, families

9
Racialized Staff
Participated in virtual meeting

76
Racialized Staff
Participated in survey

9
Racialized Students/Families
Participated in virtual meeting

99
Racialized Students/Families
Participated in survey

Data from surveys about SROs

	Positive	Mix +/-	Negative
Students	13	15	10
Staff	8	6	15

From the surveys: Students:

"

Resource (police) officers have been really kind and welcoming, I have only seen them have a positive influence on people around them. I have a few friends that are great at starting conversations with them. I'm glad *** has resource (police) officers.

Seems like a very nice guy, haven't really had to talk to him about anything but he always greets me with a smile even tho he doesn't know me

They're very nice but give certain looks to the black students when they come around

Police officers have pulled me over to tell me to pull my pants up because I'm not living in Brampton anymore, which is them basically telling me how to and how not to express myself

"

They are extremely helpful. Supportive of all groups and try to eliminate vaping and fights for the most part.

I am ambivalent on this issue. I would be more interested in knowing how students feel.

I do not believe that they are necessary and feel they are invasive. A lot of youth have traumatic experiences with police which can trigger responses that are not needed. We do not need police in our schools. More social workers or CYWs would be not only sufficient but superior care for our youth.

There is no need for them in the schools. I have have heard racist remarks and aggressive tone used directly in conversation with me. If I can feel triggered as a staff member then I can only imagine how students feel.

"A police officer in the school is a CONSTANT reminder of our oppressor. The police removed our children from our homes and put them in residential schools. The police remove children from our homes and put them in foster homes (60s Scoop and now). The police have shot and killed Indigenous, Black, People of Color and Trans People of Color. The police forcibly removed people from their traditional and unceded lands. The police are at the heart of the Missing and Murdered Indigenous Women and Girls. The police are not a symbol of protection and safety for many communities.

Unnecessary and fear-inducing and dangerous. An armed person in a bullet-proof vest does not tell you that your community is safe, nor does the history and track-record of people in this position definitively communicate that this person is to be trusted as a steward of safety, since they are demonstrating a readiness for fearful situations.

Thank You

GUELPH WELLINGTON DUFFERIN

VTRA Protocol 2019

Community Violence Threat Assessment Protocol
A Collaborative Response to Assessing Violence Potential

Third Edition: May 9, 2019

This Community Violence Threat Assessment Protocol reflects the work of
J. Kevin Cameron, Director of the National Centre for Threat Assessment and Trauma Response.

Ontario Trillium Foundation / Fondation Trillium de l'Ontario

NORTH AMERICAN CENTER FOR THREAT ASSESSMENT AND TRAUMA RESPONSE

CONTENTS

I. RATIONALE

The District School Boards, Police Services and their community partners are committed to making our schools and communities safe. The term "partner" in this document is not intended to mean a legal partnership, but rather a collaborative arrangement.

The goal of early intervention by the school boards, community partners, children, youth, and families will be to reduce and manage school or community violence and harm to self or others.

This protocol supports collaborative planning among schools, community partners, families, children and youth, to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about a child or youth who poses a risk for violence towards themselves or others. It is the process for "connecting the dots" that paint the picture that a person is moving on a path towards serious violence, before a violent act occurs. The protocol promotes using preventative plans that take into account the unique developmental, special needs, and cultural differences of each individual.

The strength of this partnership between school boards and community partners lies in the multidisciplinary approach which is fundamental to the safety of the community. Members will strive to share and review relevant details of threatening situations, to collect and share information promptly, and collaborate effectively to make use of a broad range of expertise. This collaborative process will respect an individual's right to privacy and the safety of all, to the fullest extent possible, however public safety takes precedent over all.

II. A NEED FOR TRAINING

This protocol document is not a substitute for training in the field of Violence Threat Risk Assessment (VTRA) and should not be used by an organization until adequate training is received. The VTRA protocol is intended to be used by multidisciplinary teams trained in the theory and practice of threat-risk assessment through Level 1 Violence Threat Risk Assessment Training.

III. COMMUNITY PARTNERS

Community partners include the following organizations across the regions of Guelph/Wellington and Dufferin County:

GUELPH-WELLINGTON	DUFFERIN
Canadian Mental Health Association –Waterloo-Wellington Community, Children & Social Services, Youth Justice Division Conseil scolaire catholique MonAvenir Family and Children's Services of Guelph-Wellington Family Counselling and Support Services for Guelph-Wellington Guelph Police Services John Howard Society of Waterloo-Wellington Upper Grand District School Board Wellington Catholic District School Board Wellington OPP Wyndham House	Choices Youth Shelter Dufferin OPP Dufferin Child and Family Services Family Transition Place Orangeville Police Service Upper Grand District School Board Shelburne Police Service Associated Youth Services of Peel

Additional community partners will be invited to join as training occurs. This will allow the protocol to expand and reflect a comprehensive community commitment to early intervention measures and responses to behaviour that pose a potential threat to students, staff, and members of our community.

IV.   VISION AND STATEMENT OF PRINCIPLES

Violence prevention in our schools and neighbourhoods is a community responsibility. All community partners work together to promote and maintain safety and to strive to prevent violence.

The partners agree to work together for the common goals of reducing violence, managing threats of violence, and promoting individual, school, and community safety. We will do so by proactively sharing information, advice, and support.

As partners, we will work together for the benefit of children/youth, and their parent/guardians by:

- Building working relationships based on mutual respect and trust
- Working in ways that promote safe, caring and restorative school environments and practices
- Involving children, youth and their families in planning for services and supports
- Recognizing that each child and youth has unique strengths and needs that should be considered when developing an appropriate plan
- Realizing that working together successfully is a process of learning, listening, and understanding one another.
- Developing a VTRA Regional Committee involving both school board personnel and community agency representatives, as an advisory body to review individual cases, oversee training needs of community and update protocol.

Partners will commit to:

- on-going participation in a minimum of three Regional Committee meetings per year
- staff development and on-going training in threat risk assessment
- program review, and data collection
- designating a VTRA Lead/Advisor in each organization

The protocol is designed to facilitate communication so that when a VTRA is activated, appropriate community partners and district school boards may communicate relevant child/youth information.

The overriding goal is risk reduction and violence prevention to promote the safety of children, youth, parent/guardians, school staff, and community members.

V. KEY APPROACHES IN THREAT/RISK ASSESSMENT

A.   **Sharing of Relevant Information**

Once it has been determined that a Stage 1 VTRA is required, all partners will share relevant information to avert or minimize imminent risk of violence that affects the health and safety of any person (See sharing of information p. 16).

B.   **Investigative Mind-Set**

An investigative mind-set is central to successful application of the violence threat risk assessment process. Threat assessment requires thoughtful probing, viewing information with professional objectivity, and paying attention to key points about pre-threat behaviors. Personnel who carry out Threat/Risk assessments strive to be both accurate and fair.

C.   **Building Capacity**

Violence Threat Risk Assessment training will be provided to as many school personnel and community partner staff as possible. The Regional Committee, made up of community partners, police, and school boards, will take the lead in organizing and providing the training. The ultimate goal is to become self-sustaining through a Train the Trainer model for Level 1.

D.   **Program Review**

The VTRA Regional Committee will review this protocol annually and revise as needed.

E.   **Contact List**

The Chair (or Co-chairs) of the VTRA Regional Committee will maintain an up-to-date contact list of the community VTRA partners. Each community partner will provide a list of their VTRA Leads from their agency/service to the committee. The VTRA Administrative Assistant will update lists are received.

VI. VIOLENCE THREAT RISK ASSESSMENT PROCESS

> Before the VTRA protocol can be activated, it must be determined that there is a clear, direct and plausible threat that could occur in the immediate or near future.

When a child/youth engages in behaviours or makes threatening comments or gestures that may result in serious injury to self and/or others in our community, the relevant Violence Threat Risk Assessment Team from that school or organization will respond in the manner identified in their internal VTRA processes.

This Violence Threat Risk Assessment Protocol is based on The National Centre for Threat Assessment and Trauma Response's Model of Violence Threat/Risk Assessment (VTRA). There are three possible stages to the VTRA process. Stage 1 is required with Stages 2 and 3 completed dependent upon the outcome of stage 1.

Stage 1: Immediate data collection and risk reducing interventions. Stage 1 focuses on gathering case specific data using the Violence Threat/ Risk Assessment Stage 1 Report Form. It is completed with the development of an immediate plan to reduce risk. Stages 2 & 3 are not always required, many VTRA processes end at Stage 1 with immediate risk reduction and intervention plan. **No consents required at this stage**.

Stage 2: Comprehensive Multidisciplinary risk assessment. Stage 2 involves further data collection, strategic interviewing multidisciplinary data analysis and risk evaluation for a comprehensive multidisciplinary assessment. Stage 2 can take place over a period of time and may include referral to additional specialized assessment. However, ongoing interventions and planned return to school can occur during this time. **Consents required**.

 Stage 3: Intervention. Stage 3 involves the ongoing intervention. May include individual treatment, family support, school, and/or environmental interventions. **Consents required**.

The VTRA is based on the combination of early multi-disciplinary research around school-based threat assessment, and general violence risk assessment. The work reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

VII. HOW TO DETERMINE IF THE SITUATION REQUIRES A STAGE 1 VTRA

The following guidelines are intended to help school and community personnel make the determination of when to activate the VTRA process. It is important to carefully consider each and every individual incident to ensure the most appropriate response. To facilitate timely activation of the protocol, each community partner will identify a Lead VTRA contact person and develop a system to internally activate the VTRA protocol. This information will be provided to the VTRA Regional Committee.

A.   Immediate Risk Situations

These situations include armed (weapons/are anything that can be used as a weapon) persons inside a building (or periphery) who pose a risk to some target(s), or active shooter scenarios. When immediate risk is identified, the agency or organization institutes emergency response measures (e.g., school lockdown, code white) and 911 is called. In these cases, immediate police intervention and protection of students and staff is the immediate response – not Stage 1 VTRA.

Agencies will not undertake a formal Stage 1 VTRA until the situation has been stabilized. However, as soon as possible after the situation has stabilized, collecting Stage 1 VTRA data is highly beneficial for intervention planning.

When a threat occurs, the following general guidelines are used to determine if the case should be dealt with as a violence/threat risk assessment case.

B.   Automatic Stage 1 VTRA Activation for:

- Serious violence or violence with intent to harm or kill
- Verbal/written threats or gestures to harm or kill others ("clear, direct, and plausible")
- Internet website/social media - threats to harm or kill others.
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)

Fire Setting and gang related intimidation and violence may require VTRA activation.

When the VTRA has been activated the VTRA team for that agency or school board, including a VTRA trained police officer, will then collect initial data and make a risk determination and action plan, as per the **Stage 1 Report Form**.

C.   Special Considerations:

Sometimes, school and community members may under-react to a serious threat posed by young children or a child/youth with special needs attributing their behaviours to their age, diagnoses or disability. However, the same dynamics that can increase the risk of violence in the general student population can also be factors in contributing to the violence potential of young children or a child or youth with special needs. If there is a significant increase in baseline behavior, weapons possession or a clear, direct and plausible threat, the VTRA protocol will be activated. These same considerations apply in situations of developmental or cultural diversity of individuals.

VIII. RESPONDING TO THREAT-MAKING BEHAVIOURS

Worrisome/High Risk/Threatening Behaviour
AT SCHOOL **IN COMMUNITY**

School Administration investigates immediate facts, calls police, and VTRA Advisor, who activates calls community partners

Community Partner investigates immediate facts, if significant concern, activates VTRA by calling police, school, and other relevant community partners

Stage 1 VTRA: Threat assessment and immediate risk-reducing steps. VTRA team completes data collection using **Stage 1 VTRA Report Form** and implements immediate risk reducing steps. VTRA team develops an intervention plan.

VTRA may end at this point if the risk is deemed to be low to medium, and/or supports can readily be put into place. If, however, it is medium to high level of risk and it is felt a more formal assessment is required, then a Stage 2 VTRA can be convened.

Stage 2: Comprehensive, multidisciplinary assessment and intervention planning.
Formal consents for release of information are required.
Stage 2 report forms are completed.

Stage 3: Intervention. Stage 3 VTRA team carries out intervention from Stage 2 assessment, monitors effectiveness, and communicates with Stage 1 and Stage 2 VTRA team members as appropriate.

Formal consents for release of information are required.
Stage 2 and 3 can occur simultaneously.

IX. STAGE 1 VTRA

A. Team Leadership and Team Activation

In school-based VTRA situations, the principal and/or designate (V.P.) is the team leader. It is his or her responsibility to maintain a safe and caring learning environment and, therefore, his or her responsibility to activate the protocol when provided with information that suggests a student has engaged in violent or threat making behaviors. Once the Stage I team is activated, the school administrator still assumes the leadership role but the team works collaboratively with Police to decide the initial steps that need to be taken for immediate data collection and any immediate risk reduction. School principals are responsible for disciplinary measures that may need to be addressed and the overall safety of student and staff. Police are responsible for determining if a parallel investigation focusing on the criminal aspect of the case will go forward in addition to being responsible for public safety concerns. The VTRA advisor will ensure that Board support staff (e.g., Social Workers, Psych Consultants) and community partners are contacted regarding potential roles or contributions to the Stage 1 process.

In community-based VTRA situations, the organization is responsible for activating the protocol. The VTRA lead within the organization becomes the team leader. Once the Stage I team is activated, the VTRA lead assumes the leadership role but the team works collaboratively with Police to decide the initial steps that need to be taken for immediate data collection and any immediate risk reduction. The VTRA lead will ensure that appropriate staff, school boards, and community partners, including police, are contacted regarding potential roles or contributions to the Stage 1 process.

B. Criminal Charges:

Public safety is the primary mandate for police services. The police officer assigned to the VTRA team makes the decision as to whether or not charges will be laid. If the law enforcement team member chooses not to proceed with the laying of charges the officer will still continue with the Stage 1 VTRA Team. A police investigation does NOT prevent the remaining VTRA members from continuing on with data collection relative to the threat assessment. Good communication between police and remaining VTRA members is important, so as not to compromise an investigation/prosecution or place unnecessary strain on the victim. It is understood that collaboration between VTRA members will be ongoing, notwithstanding the fact that each team member has his/her own "jurisdiction".

C. Threat Assessment and Suspension

When a threat has been identified, unless the individual of concern poses an imminent or obvious safety concern, removing the threat-maker from the property through suspension or other process, **is not advised**. A poorly timed removal from a community agency or "out of school" suspension is high risk. It is in this stage that many threat makers decide to finalize a plan to attack a specific target: this can include homicidal or suicidal acts. VTRA may or may not result in a suspension. Threat/Risk Assessment is not a disciplinarily measure.

D. Fair Notice

Prior to any VTRA protocol being implemented, all agency staff and clients, and students, staff and parents of school boards, should be provided with information about the protocol and procedures so that "**fair notice**" is given about how threats of violence will be responded to. VTRA partners should ensure that everyone is aware that the response is based upon a community-wide protocol and ensure that a consistent message is given regarding its use.

E.   Parent (Caregiver) Notification – Threat Maker

Parent(s) or caregiver(s) of the threat maker should be notified at the **earliest opportunity** by (in school) the school Principal or (in community agencies) the person best positioned to communicate with parents. Notification should occur after the VTRA team has collected enough initial data to confirm that a threat or violent incident has occurred and has determined the current level of violence potential.

In the case of threat/risk assessment, the parent(s) or caregiver(s) are also part of the assessment process as they are necessary sources of insight and data regarding the "bedroom dynamic", "increases or decreases in baseline", and other contextual factors that may be either "risk-reducing or risk-enhancing". As such, notification of parent(s) or caregiver(s) is meant to activate a collaborative process between home and VTRA partners to more fully assess the child/youth and collaboratively plan for appropriate intervention where necessary.

F.   Parent (Caregiver) Notification - Target

The parent(s) or caregiver(s) of the target(s) should be notified at the **earliest opportunity** by the (in school) the school Principal or (in community agencies) the person best positioned to communicate with parents. Often the target and his/her parent(s) or caregiver(s) are fearful or traumatized by the situation therefore notification should be **done with skill, tact and planning**. A plan should be made for possible emotional supports the family may need. As such, if the threat is "clear, direct, and plausible" or the VTRA team feels violence may be imminent, notification will occur after the target is secured/protected (if the case is unfolding during school hours and the target is present at school) from potential harm. If the initial threat is not "clear, direct, and plausible", the VTRA team will continue to collect data to determine the level of risk before the parent(s) or caregiver(s) are notified: this is to prevent unnecessarily traumatizing individuals when no risk is present.

G.   Supporting Targeted or Victimized Child/ Youth or Staff

A clinical member of the VTRA team is responsible for insuring that recipient(s), victim(s) or target(s) of the threats are assessed with respect to their current needs for support. This should be done by available clinically-trained staff (e.g., Social Worker, Psychologist, therapist) and services or referral for services are provided as necessary. As the threat may be directed towards one or more child/youth, entire groups, or an entire agency or school, the circumstances will dictate how far reaching an intervention may be. The clinically-trained staff and VTRA advisor should determine if crisis counselling or a crisis response team is needed to re-establish calm.

Note: There may be cases where the recipient of a threat has been engaged in high-risk behaviours that may have led to the threat(s) in the first instance. In those situations, the recipient of the threat(s) may need to also be assessed for high-risk behaviour as well.

H.   Create an Expectation of Responsible Reporting

Staff, students and community members need to be advised that ANY person in a community having knowledge of high-risk behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour should promptly report the information to the person identified as appropriate contact.   In schools, this would be the administrator and/or designate, who informs to the VTRA advisor. In community agencies, it would be the direct supervisor who informs VTRA lead.

I.   **Guidelines for Re-Entry into School**

When the data suggests that a student poses a threat to others, the student may be suspended from school until a more comprehensive assessment can be conducted. In Stage 1, the VTRA team guides the process from initial threat assessment, to undertaking steps to decrease risk, to planning for re-entry into a school where a suspension has occurred. This is best accomplished when the VTRA team outlines in writing, the steps the student, family, school, and others need to follow for re-entry to school.

X. STAGE 2 VTRA and ONGOING SUPPORT

Stage 2 VTRA is initiated when the Stage 1 threat assessment has concluded. Stage 2 VTRA is recommended when a medium to high level risk is determined and more information is required to reduce threat and develop an intervention plan. Stage 2 VTRA involves comprehensive, multi-disciplinary assessment of the threat-maker, target, and the situation, for the purposes of arriving at a plan of intervention. Intervention plans will vary depending upon the circumstances but could include recommendations for further assessment and/or intervention(s). However, interventions and return to school planning can occur during Stage 2. The Stage 2 team will include appropriate members of the Stage 1 team and additional members (e.g., school/community agency staff, Social Worker, Psychology, Psychiatry, Child Protection, Probation).

Stage 2 VTRA team members complete the Stage 2 Report Form, plan intervention(s), identify who will be involved in completing the intervention(s), determine a follow-up date to assess the intervention(s), and communicate findings with appropriate community members. Stage 2 concludes with the sharing of the Stage 2 Report Form with and agreement about next steps. At times it will be necessary to have multiple Stage 2 meetings.

The provision and monitoring of ongoing treatment or other supports as agreed upon in the Stage 2 VTRA will be monitored through case conferencing with only those members involved in providing or monitoring the intervention plan(s). Communication with Stage 1 or 2 VTRA Team members occurs as needed for the success of the intervention(s) and for ensuring ongoing safety.

XI. INFORMATION SHARING

The general intent of access to information and protection of privacy legislation is to regulate the collection, use, and disclosure of personal information. At Stage 1, consent is not required. At Stages 2 consent to disclose personal information must be obtained. Valid consent does not exist unless the individuals know what they are consenting to and understand the consequences of the intended disclosure. The individuals must be made aware that they can withdraw consent at any time by giving written or verbal notice. The VTRA community partners are committed to the sharing of relevant information to the extent authorized by law. For Key Points in information sharing, see Appendix A. **It is vital to note, however, that legislation allows the release of personal information if there is imminent threat to health and safety.**

Communication with media: As part of a threat assessment process, the VTRA partners may decide it is prudent to develop congruent media releases, if needed, to address safety concerns. Any such releases will not violate confidentiality. In the case of a criminal investigation, police will be the lead regarding media releases. Whenever possible, media releases will be provided to affected community partners in advance of release to the media.

Communication between partner agencies: All VTRA partner agencies will track VTRA occurrences, the number of VTRAs initiated and number of stages completed, and report annually to the VTRA Regional Team. Additionally, communications tools, such as flow charts, brochures, fair notice letters, and other information created by partner agencies will be shared with the VTRA Regional Team.

APPENDIX A

A. **Key Points Regarding Information-sharing**

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Personal Health Information Protection Act (PHIPA) provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA notes compelling circumstances affecting the health and safety of an individual…" (Part II, 32(h), MFIPPA). PHIPA notes that "**a health information custodian may disclose personal health information about an individual if the custodian believes on reasonable grounds that the disclosure is necessary for the purpose of eliminating or reducing a significant risk of serious bodily harm to a person or group of persons**." (2004, c. 3, Sched. A, s. 40(1) PHIPA).

- The Children's Aid Societies will endeavor to obtain consent to release information from all of their clients involved in a school or community immediate threat risk assessment. Disclosure of information without consent may be considered if it is believed on reasonable grounds that: i) failure to disclose the information relevant to the threat is likely to cause the person or another person physical harm, and ii) the need to disclose is urgent.

- Section 125(6), Youth Criminal Justice Act (YCJA) enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person — including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, child/youth or others, to facilitate rehabilitation/reintegration of the young person, or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

- The recipient of youth justice information is responsible for ensuring compliance with legislated restrictions on its use and disposal under the YCJA s.125 (7). This provision requires that the information must be kept separate from any other record of the young person, that no other person must have access to the information except as authorized under the YCJA or for the purposes of ss.125 (6), and that it must be destroyed when it is no longer needed for the purpose for which it was disclosed.

- The Occupational Health and Safety Act (OHSA) S.32.O.5(3) states, "an employer's duty to provide information to a worker under clause 25(2)(a) and a supervisor's duty to advise a worker under clause 27(2)(a) include the duty to provide information, including personal information, related to risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."

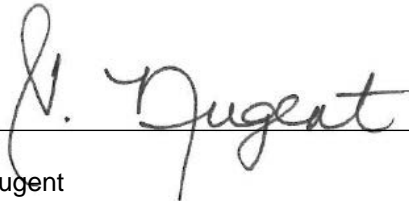## Violence Threat Risk Assessment Protocol Signatories

UPPER GRAND DISTRICT SCHOOL BOARD	*Tracey Lindsay on behalf of* Martha Rogers Director of Education Upper Grand District School Board
Family & Children's Services of Guelph and Wellington County	Sheila Markle Executive Director Family and Children's Services of Guelph Wellington
ORANGEVILLE POLICE	Wayne Kailinski Chief of Police Orangeville Police Services

Canadian Mental Health Association | Association canadienne pour la santé mentale — Waterloo Wellington	Helen Fishburn Executive Director, Acting Canadian Mental Health Association Waterloo Wellington
CHOICES Youth Shelter — A home for today, choices for tomorrow.	Eric Prentice *Acting Officiant in lieu of Director* Choices Youth Shelter
SHELBURNE POLICE	Kent Moore Chief of Police Shelburne Police Services
Wellington Catholic DISTRICT SCHOOL BOARD — FAITH IN EDUCATION	Tamara Nugent Director of Education Wellington Catholic District School Board

family transition place	Norah Kennedy Executive Director Family Transition Place
WYNDHAM HOUSE	Debbie Bentley-Lauzon Executive Director Wyndham House
dcafs Dufferin Child & Family Services children's mental health • child protection • developmental support	Jennifer Moore Executive Director Dufferin Child and Family Services
GUELPH POLICE SERVICE	Gordon Cobey Chief of Police Guelph Police Service

	Staff Sergeant Marcus Sanderson on behalf of: Staff Sergeant Nicol Randall Detachment Commander Dufferin County Detachment Ontario Provincial Police
	Inspector Scott Lawson Detachment Commander Wellington County Detachment Ontario Provincial Police
	Andrea Wyshniowsky on behalf of Joanne Young Evans Executive Director Family Counselling and Support Services for Guelph-Wellington

JohnHoward
SOCIETY OF WATERLOO-WELLINGTON

Joan Nandlal

Executive Director/Chief Executive Officer

John Howard Society of Waterloo-Wellington

Ontario

Children, Community & Social Services

Youth Justice Division

Jennifer Jones

Probation Officer

Children, Community & Social Services

Youth Justice Division

aysp

Associated Youth | Les Services Associés
Services of Peel | pour les jeunes de Peel

Kelly Henderson

Executive Director

Associated Youth Services of Peel

MonAvenir
CONSEIL SCOLAIRE CATHOLIQUE

André Blais

Director of Education & Secretary Treasurer

Conseil scolaire catholique MonAvenir

Appendix 6 - Questions for Police Services

Questions were asked via email and the police services were also present at a Task Force meeting to provide more details and answer further questions. The following questions were asked through email:

History of the Program
1. Please share the history of the Resource Officers in School Program differentiating the Elementary and High School Levels.
    a. What month and year did it [SRO program] begin?
    b. Why was it started and who initiated recommended it (e.g. government, community, policing)?
    c. How has it changed since the beginning?

SRO Role & Experience/Training
2. What is the role of the Resource Officer in a school?
3. How are the Resource Officers chosen?
4. What training do Resource Officers receive? How is this training different from other police officers?
5. How are Resource Officer positions funded (directly and indirectly)?
6. What features of the program do you value most and why?
7. We know the Resource Officers come to school in their uniform. Has there ever been a time when the Resource Officer worked in plain clothes? If so when and why?

Data and Records
8. What data do Resource Officers collect? Can you please share the following data with us?
    a. How many student interactions are happening and what are they?
    b. How many teaching interactions, mental health and counselling interactions do they [SROs] have?
    c. How many interactions are about conflict interactions, drugs/criminal activities and/or interactions leading to further police interventions (charges, going to the police station), etc.?
    d. How many youth have been diverted from the judicial system?
    e. How many youth have been incarcerated as a result of the Resource Officers?
    f. How many referrals (per year) have been made to multidisciplinary teams or other resources (e.g. CMHA, The Homewood, F&CS, Wyndham House) by the Resource Officers?
    g. How do the Resource Officers respond to crisis intervention calls at the school?
    h. What racial data is being collected on students?
    i. Is a log kept of interactions with administrators and teachers?
    j. What requests are administrators asking of the Resource Officers?
    k. What procedures do Resource Officers follow when they receive information from administration and/or other students?
    l. How do the Resource Officers share information they hear at the school to other officers?

Students in the Community
9. How are Resource Officers brought into interactions (non-school related) that involve youth, who get in trouble outside of school?

Changes
10. What changes would you recommend be made to the Resource Officers in school position and why?

Follow up questions for Police Representatives at Task Force Meeting on October 22

1) Guelph police noted that the program has been a big success, how was this measured?

2) Would police officers volunteering to coach school teams in high school serve the same purpose to building rapport/relationships/trust?

3) Could school administrators have similar access to police, if officers were not placed in the schools?

4) In Shelburne and Centre Wellington, does the nature of the small town allow police to have better connections/relationships with youth in the community?

5) Is there an issue of criminal behaviour in the schools? Do the police services feel that their presence prevents additional criminal activity?

6) Some of the duties described in the work that the officers do sounds like the work of school Social Workers. Do you think it would be better for Social Workers to handle those duties? (i.e., mental health, counselling)

7) How successful has the SRO program been when diverting youth from the justice system into alternate paths of resolution?

8) Are you open to examining and implementing changes that address systemic racism? What work has been done to date?

9) Our data shows that the SROs have always worn the full uniform, which can be triggering for some students. In your opinion would the officers feel comfortable wearing a 'golf shirt' version of the police uniform (not plain clothes but not full gear) and would that make them more approachable?

10) What special training do SRO's have, if any (some of this has been mentioned already) and what other training do you think would be beneficial for them as a SRO?

11) Is there a job description for the SRO position, and are the officers assessed on a regular basis?

12) From your experience what would you change about the SRO program? What does not work well and what works really well?

Appendix 7 - School Safety Data/Type of Infractions

Appendix 7, Total and type of infractions for elementary and secondary schools from September 2015 - June 2020

Elementary							
Infractions*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total	Average
Bullying (including cyber bullying)	1	0	3	4	6	14	2.8
Fighting/Violence	1	6	24	102	84	217	43.4
Injurious to physical/mental well being	15	22	46	0	0	83	16.6
Injurious to school's moral tone	8	27	24	0	0	59	11.8
Medical/Immunization	1	43	85	45	46	220	44
Motivated by Prejudice/Bias/Hate	0	0	0	8	5	13	2.6
Persistent opposition to authority	2	4	8	16	15	45	9
Physical Assault	0	0	1	7	12	20	4
Possessing a weapon	0	0	0	2	1	3	0.6
Resistant to change behaviour	0	0	1	0	0	1	0.2
Risk to physical/emotional well being of others	1	1	1	0	0	3	0.6
Serious breach of Code of Conduct	1	3	2	90	101	197	39.4
Sexual assault	0	0	0	0	1	1	0.2
Significantly injurious	0	0	1	0	0	1	0.2
Swear at authority figure	1	4	5	19	18	47	9.4
Unacceptable behaviour	2	0	0	0	0	2	0.4
Use of profane or improper language	2	0	1	0	0	3	0.6
Using weapons to cause or threaten bodily harm	1	0	1	0	2	4	0.8
Utter threat	0	4	5	14	13	36	7.2
Vandalism	1	0	2	5	2	10	2
Total	37	114	210	312	306	979	195.8
Secondary							
Infractions	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total	Average
Alcohol to a minor	0	0	0	1	0	1	0.2
Behaviour injurious to environment	0	0	1	0	0	1	0.2
Bullying (including cyber bullying)	0	5	0	18	23	46	9.2
Fighting/Violence	1	10	35	77	83	206	41.2
Habitual neglect of duty	0	8	22	24	24	78	15.6
Influence of alcohol	0	0	2	16	2	20	4
Influence of Cannabis	0	0	0	0	23	23	4.6
Injurious to physical/mental well being	0	7	29	0	0	36	7.2

Injurious to school's moral tone	2	11	63	0	0	76	15.2
Medical/Immunization	0	7	0	4	12	23	4.6
Motivated by Prejudice/Bias/Hate	0	0	1	0	4	5	1
Persistent opposition to authority	0	10	12	39	60	121	24.2
Physical Assault	0	0	2	4	7	13	2.6
Possess Alcohol/Drugs	0	3	11	33	0	47	9.4
Possess Cannabis	0	0	0	0	21	21	4.2
Possessing a weapon	0	1	1	5	9	16	3.2
Possessing Alcohol/Drugs (excluding cannabis)	0	0	0	0	3	3	0.6
Resistant to change behaviour	0	0	1	0	0	1	0.2
Risk to physical/emotional well being of others	0	1	0	0	0	1	0.2
Robbery	0	0	1	0	0	1	0.2
Serious Breach of Code of Conduct	0	6	6	174	193	379	75.8
Sexual assault	0	0	1	3	1	5	1
Significantly injurious	0	3	1	0	0	4	0.8
Swear at authority figure	0	6	6	20	25	57	11.4
Trafficking	0	0	2	3	0	5	1
Unacceptable behaviour	0	1	3	0	0	4	0.8
Use of profane or improper language	0	0	2	0	0	2	0.4
Using weapon to cause or threaten bodily harm	0	0	0	2	2	4	0.8
Utter threat	0	1	3	7	18	29	5.8
Vandalism	0	0	0	6	11	17	3.4
Total	3	80	205	436	521	1245	249

*Please note that students may have multiple infractions for a single incident therefore the total number of infractions may be greater than the actual total number of incidents.

Vision Statement

Students will attain individual excellence through dynamic programming provided by an effective staff and supported by a committed community. We will meet our students' diverse needs through the provision of equitable and accessible resources. Our learning environment will be characterized by empowered administrators, effective communication and mutual compassionate respect.

Guiding Principles

We believe that:
- Student learning is our focus
- The learning process is open-ended
- Education is a community responsibility
- Embracing diversity contributes to community
- Teachers make a significant difference
- Leaders must focus on students
- Continuous professional development supports life-long learning
- A commitment to values guides activities
- A safe physical environment needs to be sustained
- A respectful learning environment fosters personal growth
- Opportunities and resources need to be equitably distributed
- Everyone should be treated with respect

Upper Grand District School Board Equity Plan

2019-2022
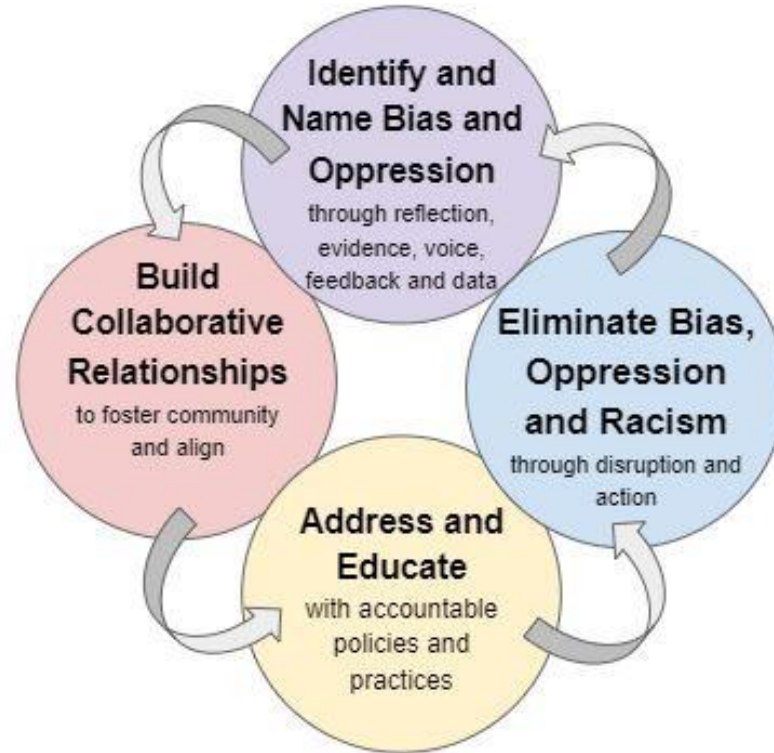
Identify and Name Bias, Oppression and Racism through reflection, evidence, voice/feedback and data

Actions (What)	Strategies (How)	Progress to Date (Evidence)
Identify individual and interpersonal bias, oppression, and racism	**Analyze** ■ UGDSB Diversity Survey data ■ UGDSB/WDG Public Health Climate/WHY data ■ Equity Walk process in all schools ■ Feedback provided by students, families and staff **Support** ■ Staff and students in recognizing their individual biases and oppressive practices ■ Obtaining awareness resources in needed areas (i.e. anti-oppressive language, anti-racism, ableism, white privilege, homophobia, classism) ■ Mandatory anti-racism and anti-oppression learning/training for all staff of the UGDSB **Review** ■ Concerns raised by guardian/parent, student and staff feedback (clubs, voice, committees, experiences, surveys)	
Identify system oppression and gaps	**Analyze** ■ UGDSB Diversity Survey data ■ Board Improvement Plan (BIPSA) and School Improvement Plans ■ UGDSB/WDG Public Health Climate/WHY data ■ Equity Walk process in schools ■ Who does not participate in school trips, graduation trips (grade 8) and ceremonies, clubs and sports and why ■ Board policies, procedures and bylaws through an equity lens ■ Practices and services provided by vendors to the board ■ Report Card and Pathways data, suspension and expulsion rates ■ Hiring practices and gaps in diverse staff representation in all positions	

	■ Concerns expressed from people who are in the margins ■ Student Voice opportunities and feedback ■ Policies and practices that center white, colonial experiences **Review** ■ Requests for Prayer rooms, accessibility needs, anti-Black racism learning/training, anti-oppression learning/training, Black brilliance/positive history supports and events, gender neutral/inclusive washrooms, anti-racism learning/training, trip costs and fee considerations ■ Increased communication and transparency of Equity initiatives	

Build collaborative relationships to foster community and align

Actions (What)	Strategies (How)	Progress to Date (Evidence)
Identify and support student organized clubs and groups	**Support** ■ Black Chapters/Black Student Unions, Gay Straight Alliances, Inclusion, Equity, Social Justice Clubs and Student Trustees ■ Requests from student groups	
Increase communication and transparency with staff, students, family, guardians, and community	**Utilize** ■ Board supported communication tools such as SchoolMessenger, school websites,Twitter, board website, non-web based approaches such as local newspapers to ensure all members of the UGDSB and community partners are aware of equity initiatives	
Collaborate with UGDSB Departments	**Provide** ■ Required learning, training and support in anti-Black racism, anti-racism and anti-oppression, to all staff in all departments	
Participate and work with community agencies	**Value** ■ Working with a variety of community resources and people with lived experiences in all geographic areas of the board	

	■ Reciprocity and shared wisdom offered by people with lived experience and representing organizational expertise ■ Establish and strengthen relationships with Indigenous Elders and Knowledge Keepers, Black Community Leaders, Anti-Poverty Advocates, Religious Leaders and other community leaders	
Support our schools	**Support** ■ All schools with required anti-racism and anti-oppression training, empathy building, anti-bullying, mental wellness, days of recognition, inclusive practices and resources to deepen the understandings of identity, privilege and oppression of students and staff	

Address and educate with accountable policies and practices

Actions (What)	Strategies (How)	Progress to Date (Evidence)
Build required learning/ training in anti-racism, anti-Black racism and anti-oppression throughout the board	**Provide** ■ Required professional development to all trustees, staff and departments in anti-racism, anti-Black racism, white privilege and anti-oppression ■ Access to consultation, coaching, collaboration and resources as ongoing supports to this learning ■ Access to resources and support regarding Equity, Inclusion and anti-racism, oppression, and white privilege **Develop** ■ Staff capacity through anti-oppression, anti-racism and trauma informed learning throughout the board ■ Support and accountability measures for the Board	

Eliminate Bias, Oppression and Racism through disruption and action		
Actions (What)	**Strategies** (How)	**Progress to Date** (Evidence)
Disrupt	**Review and revise** ■ Policies and practices that perpetuate individual or system racism and oppression ■ Gendered/sex divided washrooms only ■ Texts and practices that perpetuate racism and other forms of oppression ■ Access to sports, programs and trips due to socio economic status, sex, gender, and ability ■ Language and socio-economic barriers in accessing trips, information and/or resources ■ Oppressive hiring practices and promotion connected to people in the margins ■ Days of observance and importance connected to identities which are experiencing marginalization - e.g. women's rights,2S LGBTQI+, xenophobia, transphobia, racism, etc. ■ Practices, assignments and conversations that exclude, identify or isolate people with diverse identities and abilities (e.g. celebrations, family configurations) ■ Dress Code for students ■ Period Equity ■ Intentional use of disruptive language such as anti-Black racism, harmful masculinity, homophobia, transphobia while supporting the action to create change	
Act and Engage to change practice	**Apply** ■ Anti-racism and anti-oppression practices to all areas of the Board and to all schools ■ Relevant and responsive resources in all roles throughout the board ■ Inclusion calendar to inform planning of events and celebrations	

representing various abilities, sexualities, ethnicities, races and faith groups

Create
- A strong board statement with accountability measures and hiring practices as a commitment to the value UGDSB places on anti-racism and anti-oppression
- Safe and inclusive washroom access for all people - especially recognizing those with diverse gender identities
- RFP expectations connected to equity and inclusion as they relate to vendors

Develop
- Accountability measures for ensuring that both anti-Black racism, anti-racism and anti-oppression learning and application into practice exists within all levels of the board

Value and support
- Planning responsive, accessible and relevant trips
- Various forms of feedback and information from students, their families, staff, and community into planning and practice
- People with various identities and lived experiences involvement in collaboration and/or respectfully consulted in capacity building for our staff and their schools/departments
- Learning and training happening on all levels and in many ways throughout schools and departments in our board
- Student led groups and initiatives
- Focus on initiatives to draw more diverse staff to UGDSB including but not limited to mentorship for racialized aspiring leaders, focused advertisement techniques, focused time and space for current staff sub-committee work

The 2019-2022 Equity Plan is intended to be fully responsive to the students, staff, families and UGDSB community. Changes will be made to the Equity Plan to reflect the needs of those we serve.

Tables, Charts & Figures

Glossary

Anti-Black Racism

anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, such that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the legacy of the current social, economic, and political marginalization of African Canadians in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system (UGDSB, AR-ABR).

Anti-Indigenous Racism

anti-Indigenous racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health. Individual lived experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people (UGDSB, AR-ABR).

Anti-Oppression

an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes, (UGDSB, AR-ABR).

Anti-racism approach

anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent, and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities, (UGDSB, AR-ABR).

Bias

an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgments, (UGDSB, AR-ABR).

Barrier

anything that prevents a person from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic and technological barriers, as well as policies or practices, (UGDSB, AR-ABR)

BIPOC/IBPOC

an acronym for Black, Indigenous, People of Colour or Indigenous, Black, People of Colour, (UGDSB, AR-ABR).

Cisnormativity

A commonplace assumption that all people are cisgender and that everyone accepts this as "the norm." The term is used to describe prejudice against trans people that is less overt or direct and more widespread or systemic in society, organizations and institutions. This form of systemic prejudice may even be unintentional and unrecognized by the people or organizations responsible

Discrimination

unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code such as race, sexual orientation, disability or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals, (UGDSB, AR-ABR).

Diversity

the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status, (UGDSB, AR-ABR).

Equity

a condition or state of fair, inclusive, and respectful treatment of all people, (UGDSB, AR-ABR)

First Nation

"First Nation peoples" or "First Nations" refers to the Indian peoples of Canada, both status and non-status, who are descendants of the original inhabitants of Canada who lived here for millennia before explorers arrived from Europe and can also refer to a

community of people as a replacement term for "band". First Nation peoples are one of the distinct cultural groups of Aboriginal peoples in Canada, (UGDSB, AR-ABR)

Inclusive
processes, policies, services, programs and practices are accessible to and usable by as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. An inclusive environment is open, safe, equitable and respectful, where everyone feels a sense of trust, belonging and involvement, (UGDSB, AR-ABR).

Inclusive Education
education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected, (UGDSB, AR-ABR).

Intersectionality
acknowledges the ways in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers or opportunities. In the context of race, this means recognizing the ways in which peoples' experiences of racism or privilege, including within any one racialized group, may differ and vary depending on the individual's or group's additional overlapping (or "intersecting") social identities, such as ethnicity, Indigenous identification, experiences with colonialism, religion, gender, citizenship, socio-economic status or sexual orientation.

Inuit
Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Inuit means "the people." The Inuit are not covered by the Indian Act, (UGDSB, AR-ABR)

Marginalization
refers to a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society, (UGDSB, AR-ABR)

Métis

Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation, (UGDSB, AR-ABR).

Prejudice

negative prejudgment or preconceived feelings or notions about another person or group of persons based on perceived characteristics, (UGDSB, AR-ABR).

Race

is a term used to classify people into groups based principally on physical traits (phenotype) such as skin colour. Racial categories are not based on science or biology but on differences that society has chosen to emphasize, with significant consequences for people's lives. Racial categories may vary over time and place, and can overlap with ethnic, cultural or religious groupings, (UGDSB, AR-ABR)

Racial Bias

racial bias is a predisposition, prejudice or generalization about a group or persons based principally on race, (UGDSB, AR-ABR)

Racial Disparity

is unequal outcomes in a comparison of one racial group to another racial group, (UGDSB, AR-ABR).

Racial Disproportionality

the over-representation or under-representation of a racial group in a particular program or system, compared with their representation in the general population, (UGDSB, AR-ABR).

Racial equity

is the systemic fair treatment of all people, resulting in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for racial differences. Racial equity is a process (such as meaningfully engaging with Indigenous, Black, and racialized clients regarding policies, directives, practices and procedures that affect them) and an outcome (such as equitable treatment of Indigenous, Black, and racialized clients in a program or service), (UGDSB, AR-ABR)

Racial Inequality

a disparity in opportunity and treatment that occurs as a result of discrimination based on race, (UGDSB, AR-ABR)

Racialized persons

and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia, (UGDSB, AR-ABR)

Safe

for the purpose of this report the concept of 'safety' or the state of being 'safe' refers to multiple forms.

1. Feeling protected from danger or harm from various sources such as: physical violence, school shootings, and harassment.
2. Protected from discrimination, freedom to move throughout schools without the fear of being accosted, stereotyped, profiled, or over surveillance.

The desired outcome is creating an environment that reduces barriers and promotes learning.

Social Identity

those aspects of a person that are defined in terms of their group membership, or their perceived group membership in broad social categories (i.e., race, disability, gender identity, etc.) Social identities are most accurate when individuals self-identify or choose how they want to be identified, as opposed to being labelled by society or others, (UGDSB, AO-I).

Stereotypes

incorrect assumption based on things like race, colour, ethnic origin, place of origin, religion, etc. Stereotyping typically involves attributing the same characteristics to all members of a group regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalizations, (UGDSB, AR-ABR)

Substantive Equality

"achievement of true equality in outcomes...Substantive equality is both a process and an end goal relating to outcomes that seek to acknowledge and overcome the barriers that have led to the inequality in the first place...Achieving substantive equality for members of a specific group requires the implementation of measures that consider and are tailored to respond to the unique causes of their historical disadvantage as well as

their historical, geographical and cultural needs and circumstances...When substantive equality in outcomes does not exist, inequality remains." (Jordan's Principle)

Systemic Racism

consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others, (UGDSB, AR-ABR).

Transgender

an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes but is not limited to people who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, cross-dresser, gender non-conforming, gender variant or gender queer, (UGDSB, AO-I)

Transphobia

fear and/or hatred of any defiance of perceived gender norms often exhibited by name-calling, bullying, exclusion, prejudice, discrimination, or acts of violence. Anyone who is trans and/or gender non-conforming (or perceived to be) can be the target of transphobia, (UGDSB, AO-I)

Two-Spirit

a term used by Indigenous people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as: mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender, (UGDSB, AO-I)

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