HWDSB Equity Action Plan
Update and Highlights
June 22, 2020

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Launched in August 2019

The Equity Action Plan uses ***anti-oppression*** and ***human rights*** frameworks to recognize and challenge socially and historically built in inequalities that are ingrained in our education systems and institutions.

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The plan is a <u>roadmap</u> to help HWDSB identify and address **systemic barriers**, **discriminatory practices** that impact students' academic achievement and wellness outcomes.

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Supporting Policies and Strategies – Ministry of Education

o Ontario's Education Equity Action Plan (2017)

o Ontario's Aboriginal Education Strategy (2017)

o Achieving Excellence: A Renewed Vision of Education in Ontario (2014)

o Learning For All: A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12 (2013)

o Ontario Equity and Education Inclusion Strategy (2009)

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Supporting Policies and Strategies – HWDSB

- Mental Health and Well-being Action Plan (2019)

- HWDSB Specialized Services Action Plan (2019)

- Equity and Inclusion Policy (2019)

- Indigenous Education Action Plan (2018)

- HWDSB Reimagined: Strategic Priorities (2018)

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- o Aligned our structures to begin to remove systemic barriers for marginalized students. The role of the Superintendent of Equity and Well-being includes Equity, Safe Schools and Mental Health.

- o Engaged Executive Council and System Leaders in learning on bias, power, privilege and courageous conversations.

- o Supported racialized student-led Anti-oppression and Anti-Racism Student Voice Forums which informed the priorities in the *Equity Action Plan*

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- o Supported racialized student-led Anti-oppression and Anti-Racism Student Voice Forums which informed the priorities in the Equity Action Plan

- o Support structures: Human Rights and Equity Officer, System social work roles supporting racialized, 2SLGBTQIA+ and Indigenous Students

- o Redefined the Positive Culture and Well-being Consultant position to the Safe schools and Racial Equity Consultant

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Four Priority Areas:

- o School and Classroom Practices
- o Governance, Leadership and Human Resource Practices
- o Data Collection, Integration and Reporting
- o Positive Culture and Well-being

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A. School and Classroom Practices

Goal: Removing systemic barriers to ensure that school and classroom practices reflect and respond to the diversity of the students, staff and community at large

o Building capacity on Culturally Responsive and Relevant Pedagogy (CRRP)

o Indigenous Cultural Safety (ICS)

o Targeted programming- Graduation Coaches for Black Students

o Equity Professional Learning: Foundation to Equity, Anti-oppression Anti-racism, CRRP, ICS

o Developing inclusive community-school partnerships

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B. Leadership, Governance and Human Resources

Goal: To create safe, inclusive and engaging learning and work environment where:
1) Staff make-up reflects student diversity
2) All staff are knowledgeable, committed and accountable to equity

o Staff Census Report- Completed

o Employment Equity Audit- Ongoing

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C. Data Collection, Integration and Reporting

Goal: Collect and analyse data to address barriers to student success and to creating safe and inclusive learning and work environments.

- Developing a consistent approach to collecting identity-based data
- Staff composition- identity-based data
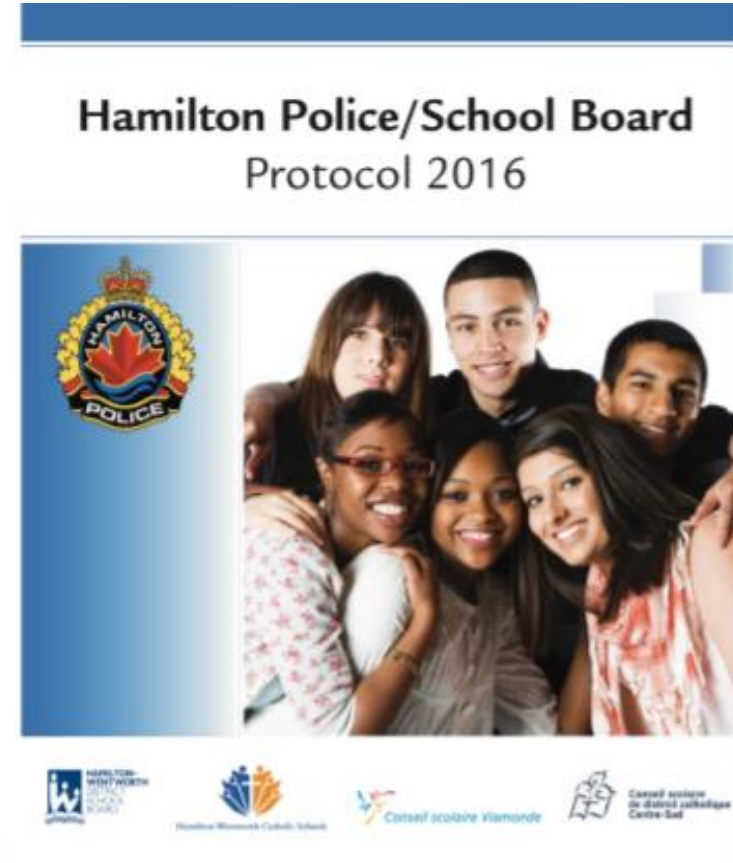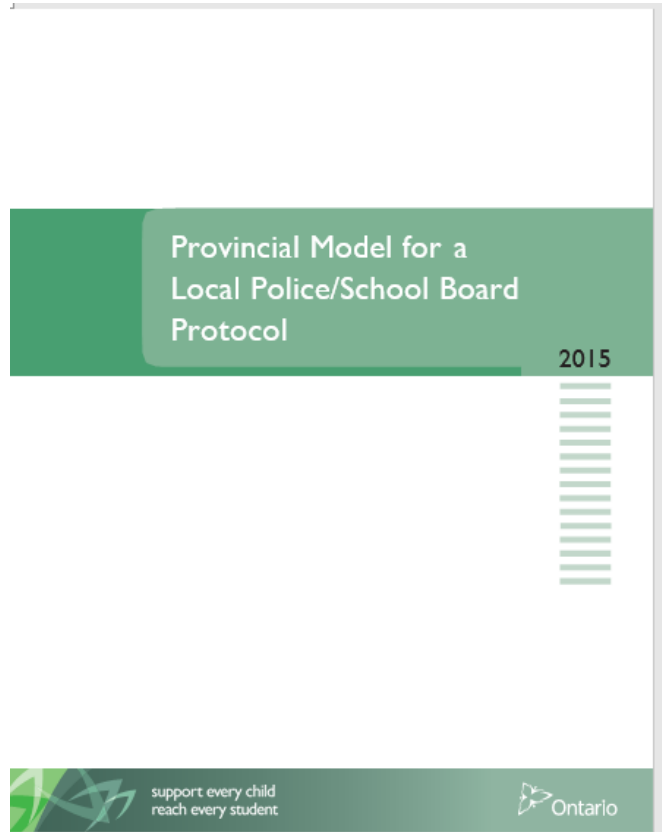- Student identity-based data

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Student identity-based data: Why?

o To better understand the needs of students through disaggregated data by breaking down student data into smaller groups based on characteristics (race, gender, sexual orientation and others).

o To identify and monitor potential systemic inequalities in programs, outcomes in student achievement and well-being, by linking identity-based data with data about education outcomes, program participation, resource allocation etc.

o To identify and monitor potential systemic bias (E.g Streaming, suspensions, expulsion and other disciplinary outcomes

o To inform local decision making in a way that meets identified student needs, improve service delivery and reduce inequalities in outcomes.

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D. Positive Culture and Well-being

Goal: Create a positive organizational culture and environment where all students and staff are free from discrimination and harassment

- o Reviewed board policies and programs, and practices using human rights, equity and AOAR framework.

- o Identified areas: Anti-black racism procedure, Gender Identity and Gender Expression procedure, Police Liaison Program

- o Embedding equity in positive climate and other tools

- o Created community, student, parents and staff engagement structures to ensure equity-seeking students and staff voice inform decision-making

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Provincial Model for a Local Police/School Board Protocol

2015

support every child reach every student

Ontario

Hamilton Police/School Board
Protocol 2016

Ministry of Education and the Ministry of Community Safety and Correctional Services

Local Hamilton Police/Schools Boards Response

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The Provincial Code of Conduct and School Board Code of Conduct

Role of Police - The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Twenty-Two Required Elements of the Protocol

1. Signatories to the Protocol
2. Statement of Principles
3. Introduction to the Protocol
4. **Role and Mandate of Police Services**
5. Role and Mandate of School Boards
6. Definitions/Explanations of Terms
7. A Coordinated Approach to Violence Prevention
8. **Occurrences Requiring Police Response**
9. Information Sharing and Disclosure
10. School Procedures for Reporting to Police
11. Initial Police Contact
12. School and Police Investigations of Incidents
13. Police Interviews of Students

14. Reporting of Children Suspected to Be in Need of Protection
15. Investigations Involving Students with Special Education Needs
16. Occurrences Involving Students Under Age 12
17. School Board Communication Strategy
18. Protocol Review Process
19. Physical Safety Issues
20. Threat Management/Awareness Services
21. Emergency Planning and Threats to School Safety
22. Training

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At a minimum, the police **must** be notified of the following types of incidents:
- all deaths
- physical assault causing bodily harm requiring treatment by a medical practitioner;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences;
- gang-related occurrences;
- extortion;
- non-consensual sharing of intimate images; and
- bomb threats.

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- Lockdowns

- Bomb Threats

- Youth Criminal Justice Act

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- **engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;**

- **assisting in the development of young people's understanding of good citizenship;**

- **promoting and fostering the prevention and reduction of crime, both against and committed by young people;**

- **diverting young people away from crime and antisocial behaviour;**

- protecting public safety and preventing crime;

- enforcing the Youth Criminal Justice Act, the Criminal Code, other federal and provincial legislation and regulations, and municipal by-laws;

- upholding the duties legislated under section 42 of the Police Services Act;

- assisting victims of crime;

- conducting police and criminal investigations;

- providing information on community safety issues;

- working in partnership with other government and community-based service providers to support positive youth development.

Elements of the Protocol *Operationalized* Through the Police Liaison Program

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;

- assisting in the development of young people's understanding of good citizenship;

- promoting and fostering the prevention and reduction of crime, both against and committed by young people;

- diverting young people away from crime and antisocial behaviour

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School Totals (2019/20)

- Hamilton Secondary Schools (4 School Boards)= 38
  - Secondary School Officers = 6
- Hamilton Elementary Schools (4 School Board) = 158
  - Elementary School Officers = 5

Liaison Officer time is split 50/50 between schools and community.

Program Funding

- 100% Hamilton Police Services
- Salaries and Benefits
- $9000 for training and youth services resources

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	Division 1	Division 2	Division 3	Totals
Number of Schools	33	55	108	196
Community Service Officers	1	1	3	5
Elementary Schools	23	48	87	158
School Liaison Officers	2	2	2	6
Secondary Schools	10	7	21	38
Divisional Youth Officers	Officers above	2	1	3
Presentations	140	101	214	455
School Visits	678	801	1,017	2,496
Meetings	64	278	173	515
Investigations	235	307	296	838
Informal Restorative Justice	57	10	20	87
Formal Restorative Justice	7	0	2	9
School Lockdown Drills	15	72	111	198
Days Seconded to Patrol/Other Duties	39.5	22	42	103.5

Presentations: personal safety, social media, human trafficking, internet safety, bullying, vaping and cyber-bullying

School Visits: school or officer initiated. Informal and intended to support community engagement and relationship building

Investigations: Initiated by the principal, can be part of mandatory reporting or not (e.g. vandalism)

Informal vs Formal Restorative Justice: *Formal Restorative* Justice would be a full Restorative Justice circle which would include the victim and offender along with their parents and school staff. This would be facilitated by a trained and qualified member and police would form a part of that to provide a legal perspective. *Informal* would be a conversation that is less formal in terms of structure but would still follow the principles of Restorative Justice. Both would meet the criteria for pre-charge diversion/extra-judicial measures under the YCJA, meaning that an incident is resolved without formal charges so that there is no criminal record and a court process is avoided.

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Role of Police Liaison Officers

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- conduct pro-active policing by patrolling elementary and secondary school premises (at principal request), property and nearby locations where students congregate.

- facilitate child and youth related presentations;

- participate in special events and meetings at assigned schools; and

- counsel and advise students on police-related matters.

School Liaison Officers must take appropriate action in relation to emergency and public disorder incidents on or near school property.

Officers liaise with school board officials, school staff, youth serving agencies, the Divisional Youth Officer, traffic safety, investigative services and other areas of the organization in relation to policing and school-related issues and incidents.

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o Several letters, emails and communication received outlining that the Police Liaison Program creates anxiety and fear among students, especially Black, Indigenous and People of Colour

o These messages have come from past and current students, community members, staff members

o The *Police Liaison Program* program might have evolved beyond its intended community policing model

o The *Human Rights & Equity Community Advisory* committee recommended the termination of the program

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What Is the Impact of a Pause?

- Staff will continue to work with Hamilton Police Services on operationalizing the Protocol

- Protocol, legislation and Safe Schools interaction will continue.

The following will **not** continue:

- **Presentations:** personal safety, social media, human trafficking, internet safety, bullying, vaping and cyber-bullying
- **School Visits**: school or officer initiated. Informal and intended to support community engagement and relationship building. Special events and meetings.
- **Informal and Formal Restorative Justice** (note – will need to consider impact on pre-charge diversion)

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Police Liaison Program Review

- o Aligns with *Equity Action Plan*: Review board policies and procedures, to identify and remove systemic barriers and discriminatory biases

- o Anchored in human rights, anti-oppression and anti-racism frameworks, centering marginalized student voice, especially Black, Indigenous and Racialized students

- o Community and student-driven

- o Identification of Stakeholders

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o Stakeholder Identification and Data Gathering

o Literature review including Bullying Prevention and Intervention Review Panel Consultations

o Context/environmental scan

o Deliverables

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