



**P R O S E**™

**Police Resource Outreach Supporting Education**



**Grand Erie District School Board  
PROSE Program**



## Introduction

Police Resource Outreach Supporting Education (PROSE) is a collaborative initiative designed to empower students, educators, and communities with knowledge and practical strategies related to safety, justice, and civic responsibility. Developed in partnership with the Grand Erie District School Board and local police services, the PROSE modules address a range of contemporary topics from consent and internet safety to restorative justice and human trafficking. The modules reflect real-world challenges faced by youth and society today.

The PROSE modules aim to:

- Provide accurate, age-appropriate information about legal concepts, personal safety, and social issues relevant to students' lives;
- Encourage learners to explore diverse perspectives, analyze scenarios, and reflect on their own beliefs and decision-making processes;
- Create a supportive environment for discussing sensitive topics, building discussion norms, and respecting the experiences and emotions of all participants;
- Equip students with practical skills such as communication, conflict resolution, and digital citizenship to respond effectively to challenges and contribute positively to their communities;
- Highlight the roles of police officers, educators, and community organizations as partners in supporting student well-being and safety.



Aligned with the Ontario Curriculum, the PROSE modules are designed to be flexible and adaptable for various educational settings and grade levels. They invite active participation and ongoing dialogue in the classroom among students, educators, and police partners. By engaging with these modules, learners not only build knowledge but also the confidence and skills to navigate complex social issues and contribute to safer, more inclusive communities.

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# Consent Module



# Police Resource Outreach Supporting Education

## Constable Meagan Hart

Brantford Police Service  
School Resource Officer



## Constable Conrad Vitalis

Brant County Detachment, Ontario Provincial Police  
School Resource Officer

## Constable Andrew Gamble

Norfolk County Detachment, Ontario Provincial Police  
Media Relations and Community Safety Officer



## Constable Patti Cote

Haldimand County Detachment, Ontario Provincial Police  
School Resource Officer



## Together we are learning how to apply our knowledge of sexual health and safety, including the concept of consent:

- I can recognize definitions of consent within relationships
- I can identify consent within changing situations
- I can apply decision-making skills regarding consent with my own sexual health and sexuality

## Let's Build Some Discussion Norms

**Norms are the rules or expectations that guide how people behave in group settings.**

What are some norms that you have as class for sensitive discussions?

What are some norms that would be helpful when discussing sensitive topics like healthy relationships?

- With your elbow partners, please take a few minutes to generate a list of norms for discussion of sensitive topics in class.
- Please share some of your norms.
- What are some norms that you have as a class for sensitive discussions?
- What are some norms that would be helpful when discussing sensitive topics like healthy relationships?

## Defining and Understanding Consent

### Understanding Consent



## Understanding Consent

**Consent is to give permission for something to happen or agreeing to participate in an activity.**

- Requires clear communication and respect
- Can enhance relationships with family, friends, and eventually romantic partners
- Involves recognizing and respecting both your own boundaries and the boundaries of others
- Understanding consent builds the ability to leave uncomfortable situations and honour the decision of others to do the same.

## Understanding the Age of Consent

**The age of consent in Canada is 16 years old. However, there are some exceptions.**

- 12 or 13 year olds can consent with someone within two years of their age
- 14 or 15 year olds can consent with someone within 5 years of their age
- 16 year olds and over can consent

**Consent with all age groups cannot be reached if:**

- The older person is in a position of trust/authority (e.g. coach, teacher, police, family member)
- The sexual activity is exploitive
- The partners are in a relationship of dependency

## Understanding Sexual Consent

**Sexual consent is the voluntary agreement of the complainant (other person) to engage in sexual activity.**

- Sexual consent involves both partners agreeing to engage in sexual activity and to understand what they have agreed in doing.
- A person cannot consent if:
  - They are unconscious (asleep or passed out)
  - Someone consents on their behalf
  - They are incapable of consenting
    - Operating mind – intellectual



## Understanding Sexual Consent

### Consent cannot be reached by:

- Abuse of power/trust/authority
- Application of force, threats/fear of force, or fraud
- The victim not resisting by reason of application of force, threats/fear of force, fraud, or the exercise of authority
- Complainant expressing a lack of agreement to engage in the sexual activity
- Complainant consenting, then expressing a lack of agreement to continue the sexual activity.

## Important Points About Sexual Consent

### Sexual consent involves both partners agreeing to engage in sexual activity and to understand what they have agreed on doing.

- What are some important points that surface when you think about sexual consent and the relationships of young people?
- What exceptions with the Age of Consent might create confusion about how young people understand sexual consent?
- Please take 10 minutes to list important points in response to these two questions.

## Seeking, Communicating, and Refusing Consent

### Now that we know more about defining consent, the Age of Consent, and conditions for consent, let's practice our communication of consent!

- What are some examples for how someone can clearly ask for consent?
- What are some examples for how someone can clearly communicate their consent?
- What are some examples for how someone can clearly refuse consent?

Please take 10 minutes to list responses to these questions

**Consent is the foundation of respect and trust. It is the key to healthy relationships and personal empowerment."**

*Anonymous*



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# Human Trafficking Module



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## Together we are learning about human trafficking and developing strategies to spot and respond to this civic issue

- I can explain human trafficking as a civic issue
- I can recognize the signs of human trafficking
- I can identify civil society organizations and local authorities who are actively trying to combat human trafficking

### This topic is a sensitive issue

- Be respectful of the individuals speaking and about whom we are speaking
- Be respectful of people's emotions and your own
- If you need to take a deep breath, or step into the hall, ask your teacher
- You can also reach out to adults in the school including our Child and Youth Worker, Guidance Counsellors, or Social Worker.

## What is Human Trafficking?

### Why is this a civic issue and where do you think it happens?

Remember: A civic issue is that which impacts people in a community and affects the common good.

## Human Trafficking is a Human Rights Violation

### Discussion: Where did we see these human rights violated in the video?

The International Convention for the Elimination of All Forms of Discrimination Against Women (1979)	The Convention on the Rights of the Child (1989)
Article 6	Article 4
Countries must end the exploitation of prostitution and trafficking in women in girls	Prevention of sale and trafficking



## Human Trafficking is a Human Rights Violation

**THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

**We are all born free and equal.**  
Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.  
Everyone has the right to life, freedom, and safety.

You have the responsibility to respect the rights of others. No one can take away any of your rights.

No one has the right to hold you in slavery.	You have the right to seek asylum in another country if you are persecuted in your own.	Every adult has the right to a job, a fair wage, and membership in a trade union.
No one has the right to torture you.	Everyone has the right to a nationality.	You have the right to leisure and rest from work.
You have a right to be recognized everywhere as a person before the law.	All consenting adults have the right to marry and to raise a family.	Everyone has the right to an adequate standard of living for themselves and their family.
We are all equal before the law and are entitled to equal protection of the law.	You have the right to own property.	Everyone has the right to an education.
You have the right to seek legal help if your rights are violated.	Everyone has the right to belong to a religion.	Everyone has the right to freely participate in the culture and scientific advancement of their community, and their intellectual property as artist or scientist should be protected.
No one has the right to wrongly imprison you or force you to leave your country.	You have the right to think and voice your opinions freely.	We are all entitled to a social order in which we may enjoy these rights.
You have a right to a fair, public trial.	Everyone has the right to gather as a peaceful assembly.	Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.
Everyone is innocent until proven guilty.	You have the right to participate in the governance of your country, either directly or by helping to choose representatives in free and genuine elections.	No State, group, or person can use this Declaration to deny the rights and freedoms of others.
You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence.	You have the right to social security and are entitled to economic, social, and cultural help from your government.	

This is a simplified version of the UDHR. For the complete text, visit [www.un.org](http://www.un.org)

Which article of the UDHR explicitly prohibits human trafficking?

How is this a civic issue?

How does this affect the common good in our communities?

Chat with our Community Safety Officer

## Human Trafficking is a Crime in Canada

279.01 (1) Every person who recruits, transports, transfers, receives, holds, conceals or harbours a person, or exercises control, direction or influence over the movements of a person, for the purpose of exploiting them or facilitating their exploitation is guilty of an indictable offence (Criminal Code of Canada)

## It's Not Just an Urban Issue

Man charged with human trafficking after being arrested in East Toronto; police concerned there may be more victims

BY BEACH METRO • NEWS • NOVEMBER 10, 2024

### Human trafficking case in Dunnville

by Mike Renzella  
January 5, 2023

### Haldimand, Hamilton 'hotbeds' for human trafficking

'They say you can sell a gun once. A person? So many more times.'

It is a dark corner of humanity, but the trafficking of humans is no longer an "outside problem," but rather the exploitation of people — through labour or sex — is happening in your neighbourhood.

Aug. 17, 2020 • 3 min read

CRIME

### Human trafficking charges laid against 5 people in Caledonia, Ont.: Haldimand County OPP

By Rick Zamperin • 900 CHML  
Posted January 24, 2020 9:25 pm • 1 min read

### Pimp's mom gets house arrest for facilitating sex trafficking

Seven women victims of sex trafficking in several Ontario cities, including Brantford, Woodstock

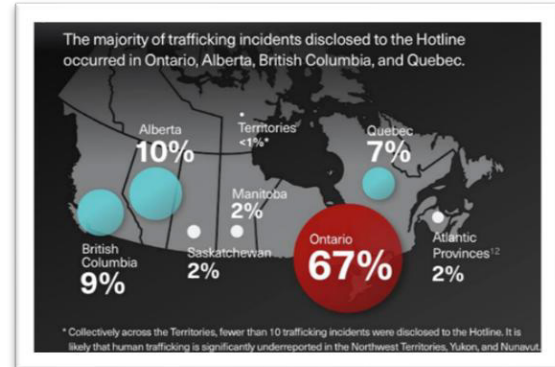
Jane Sims  
Published Nov 16, 2024 • Last updated 6 days ago • 4 minute read

## Let's Get Started: Where is it happening?

Human trafficking is a Human Rights Violation that occurs all over the world, including here in Canada.

Today, there are 49.6 million people in modern slavery worldwide

12 million are children



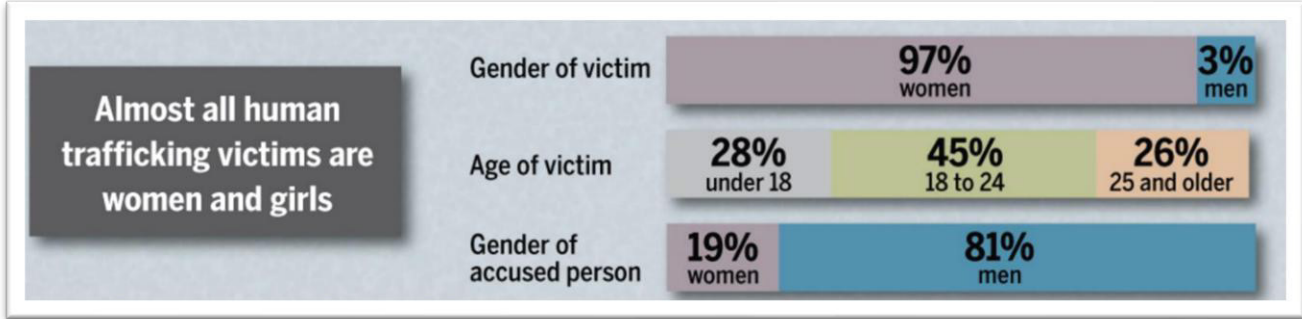
## Human Trafficking is a Crime

Sex and labour trafficking were the most common forms of human trafficking<sup>9</sup>



Human trafficking involves **recruiting, transporting, transferring, holding, concealing** or **exercising control** over a person, for the purposes of **exploitation**

**Who does it impact in Canada?**



\*In 2016, 50% of all trafficking victims were Indigenous women and girls

**How is it reported?**

- Police Resources and expertise, and;
- Victims' ability to recognize and report their experiences with trafficking.

**What are the signs? Which of these are red flags?**

Withdrawal from friends and family	Attendance at regularly scheduled activities is poor	Has a new partner/friend but will not introduce them	Has unexplained articles of clothing, accessories, electronics
Hides bags of extra clothing	Is not allowed to have friends over or you never see where they live	Shows signs of physical injuries and abuse or malnourishment	Behaviour changes; avoids eye contact, social interaction, and authority figure
Wears clothing that does not reflect the weather or season	May have unexplained tattoos and/or branding	Frequently moves from house to house or school to school	Carries a large number of safes, condoms, lube, lingerie
Lacks official identification documents or personal possessions	Works excessively long hours and at odd times	Obsessively checks their phone (not playing games)	Uses street slang such as "game", "daddy", "John"

How many of these red flags do you think need to be present before we should be concerned?



## What does Sex Trafficking look like?

### Situation Card – What are the red flags?

1. Read your scenario in your small groups.
2. Identify the 'red flags' in your scenario by consulting your red flag pages.
3. Discuss your results with your Community Safety Officer.
4. Share your findings with the class.

### What stage of trafficking does your scenario card show?

1. Read your scenario in your small groups
2. Identify the stage of trafficking in your scenario and discuss your results with your Community Safety Officer.
3. Share your findings with the class

Lure & Recruit

Groom

Control

Exploit

## Myths, Misconceptions, and How to Take Action

### What is a myth or misconception?

(noun): an idea that is wrong because it has been based on a failure to understand a situation.

In your same groups, you will be given a 'misconception' card. Your task is to explain to someone why it is NOT true.

- If a person isn't kept locked up or in chains, they can always just leave
- Some people choose to be involved in exploitative situations
- Only women and girls can be victims and survivors of sex trafficking
- The best defense is to stay away from strangers

**What is being done to address this issue? What can you do?**



If you see something, say something



**I used to think, now I think**

I used to think	Now I think	Reflect
Initially, my understanding of human trafficking was...	After learning more, I now believe...	My thinking shifted because...
OR	OR	OR
At the beginning of this lesson, I assumed...	With a deeper understanding, I've come to realize...	I began to understand more when...



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## Internet Safety, Online Behaviour, and Consequences



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## Together we are learning the benefits and risks of using electronic communication technologies

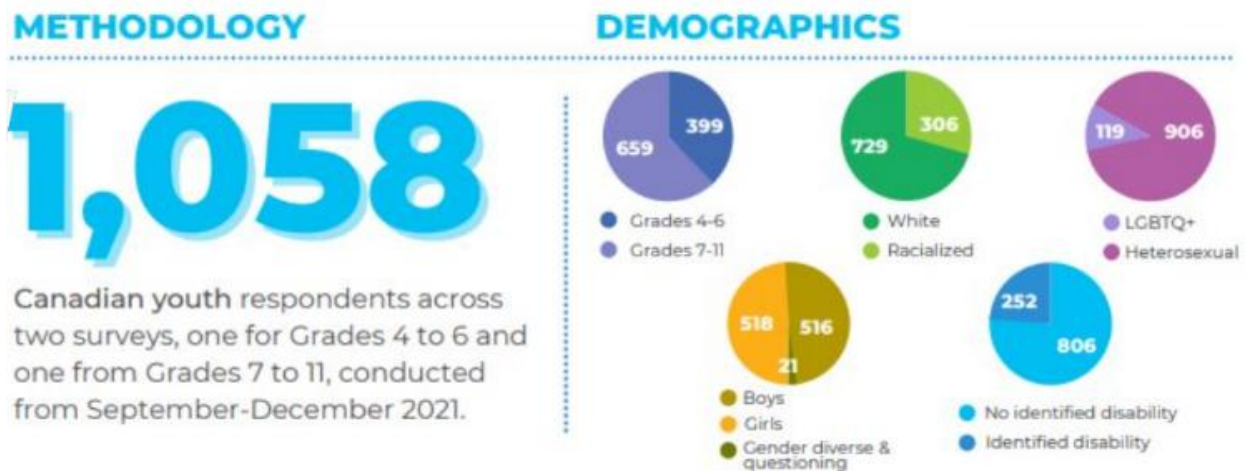
- I can apply strategies to ensure my online safety
- I can respond to online risks with positive and healthy habits
- I can demonstrate responsible digital citizenship

### Teen Life Online

#### Let's get started with an infographic:

Skim and scan the Life Online Infographic with your elbow partners and discuss a stat that you found:

- predictable
- surprising
- interesting



### Internet Safety, Online Behaviours and Consequences

#### Using the Internet: Advantages and Disadvantages

Advantages	Disadvantages
Information	Cyberbullying
Communication	Inappropriate Content
Entertainment	Online predator/sexortion
Services	Viruses/fraud/scams/hackers

### Video: Cyberbullying (Click Here)



## Cyberbullying Discussion Card

**Review the questions on the back of the Cyberbullying Discussion Card with your elbow partners.**

Roll your dice to determine the focus question for your grouping

- If your group rolls a 1, 2, 3, or 4 then your focus question aligns with the number rolled
- If your group rolls a 5 or 6, then you have choice with the selection of your focus question
- Please be prepared to share your group's response to the focus question

### Discussion Card

- Has anyone ever approached you online with inappropriate or sexual comments? How did you handle it?
- Do you trust all your online friends? Are there any individuals you think you should unfriend or block?
- Are you familiar with how to report, flag, or block users on the website and apps you use?
- Who would you reach out to if an online request upset you?

**Cyberbullying is a form of unwanted bullying/harassment using electronic means (texting, social media, online chat rooms, etc.)**

Cyberbullying and Youth Criminal Justice Act (YCJA)

Charges:

- CC s. 261(1) Criminal Harassment – messages, phone calls, emails, following, showing up to their location
- CC s. 264(1) Uttering Threats – “I’m going to punch you in the face”
- CC s. 241(1)(a) Counselling Suicide – “Go kill yourself”

## Inappropriate Content Discussion Card

**Review the questions on the back of the Inappropriate Content Discussion Card with your elbow partners.**

Roll your dice to determine the focus question for your grouping.

- If your group rolls a 1, 2, 3, or 4 then your focus question aligns with the number rolled
- If your group rolls a 5 or 6, then you have choice with the selection of your focus question
- Please be prepared to share your group's response to the focus question

### Discussion Card

- Have you ever taken an embarrassing photo of someone? What did you do with it?
- Have you ever spoken with someone on your cellphone whom you first met online?
- How would you respond if someone sent you an inappropriate text or picture?
- Are you aware of how to disable GPS and enable privacy settings on the apps you use?

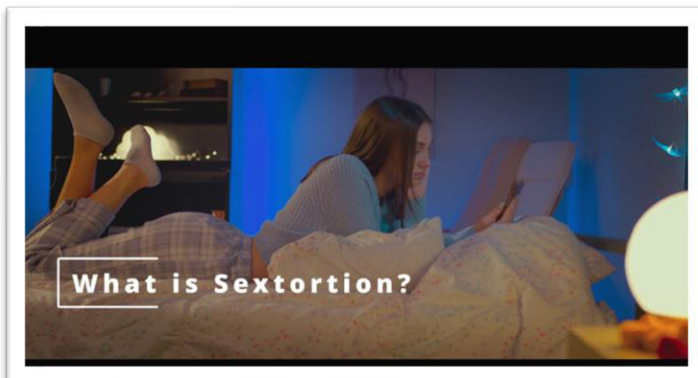
## Snapchat, Sexting, Distributing

**Snapchat is ranked as the 10<sup>th</sup> most popular social media platform that reaches 90% of youth in over 20 countries.**

- The fact that photos and messages disappear from the app after viewing can give users a false sense of security and lead them to share sensitive or inappropriate content.
- Dangers of sending and receiving inappropriate images/videos and distributing intimate images/videos:
  - CC s. 162(1) distribute intimate image without consent
- What meets the definition of Child Sexual Abuse and Exploitation Material?
  - CC s. 163(1) a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means that shows a person who is under the age of 19 and is engaged in explicit sexual activity.

## Sextortion

**Video: What is Sextortion?**



## Review the questions on the back of the Sextortion Discussion Card with your elbow partners.

Roll your dice to determine the focus question for your grouping.

- If your group rolls a 1, 2, 3, or 4 then your focus question aligns with the number rolled
- If your group rolls a 5 or 6, then you have choice with the selection of your focus question
- Please be prepared to share your group's response to the focus question

### Discussion Card

- How might a person's age influence their perspective with online safety? Consider how the video described sextortion cases.
- What societal factors (e.g., social pressures or norms) do you believe influence the different ways young people are blackmailed?
- What other warning signs can you identify that might suggest an online relationship is unhealthy or that someone you're communicating with online might be trying to exploit you?
- What steps can a victim of sextortion take to stop the extortion and start the healing process?

### Sextortion is manipulating a child to:

- Send inappropriate images;
- Do inappropriate acts/behaviour on camera;
- Eventually meet up with the predator

### Criminal Code offences related to sextortion:

- CC s. 163.1(2) Printing/publishing child pornography
- CC s. 163.1(3) Importing/distribution of child pornography
- CC s. 163.1(4) Possessing child pornography
- CC s. 163.1(4.1) Accessing child pornography



### Common situations for all genders with sextortion include, but are not limited to:

- Contact through one social media platform followed by a request to move to another
- Request for photos of genitals and face in photo using a mirror
- Being extorted with a followers list as intended recipients of embarrassing material
- Being sent back copies of your nude images to prove they have been screenshotted without you knowing
- They will send you a screenshot of your followers list to whom they will send out the images
- Requests for payment

## Scams and Hackers Discussion Card

**Review the questions on the back of the Scams and Hackers Discussion Card with your elbow partners.**

Roll your dice to determine the focus question for your grouping.

- If your group rolls a 1, 2, 3, or 4 then your focus question aligns with the number rolled
- If your group rolls a 5 or 6, then you have choice with the selection of your focus question
- Please be prepared to share your group's response to the focus question

### Discussion Card

- Do you ever chat with people online whom you don't know personally?
- Would you be comfortable if a stranger viewed your social media accounts?
- How do you determine who you add as a friend on social media apps?
- How much personal information do you post online?

### Tips for avoiding online scams and hackers include:

- Avoid sharing your information with people you don't know
- Review your contact lists
- Try to use secure internet connections – not open WiFi
- Never provide personal information – this includes banking information
- Keep your devices and accounts safe with better passwords

## Resources and Social Media Safety Cards

### STOP – BLOCK – REPORT

- Talk to an adult you trust
- Tell the police – we want to help you!
- Needhelpnow.ca
- Protectkidsonline.ca
- Kidsintheknow.ca
- Protectchildren.ca
- Suojellaanlapsia.fi

**“A moment of caution can prevent a lifetime of regret.  
Pause before you post. Think before you click.”**

*Anonymous*



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# Modern Policing



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## Together we are learning how to identify some contemporary and emerging challenges that police face in carrying out their responsibilities

- I can envision what it is like to think like a police officer
- I can recognize various challenges with the decision-making of police officers during an investigation
- I can identify key skills of police officers to respond to modern social challenges

## Public Impressions of Canadian Criminal Code

### The U.S. and Canada both follow common law, but their criminal systems are quite different

- Canada has one national Criminal Code, while the U.S. has different criminal laws in each state
- In the U.S., only the government can prosecute crimes. In Canada, private individuals can also bring charges
- The popularity of American media (e.g. streaming platforms) often creates confusion among Canadians with the understanding of the Criminal Code.

### Let's try navigating some true and false statements regarding Canadian Criminal Code (C.C.C)

- A minor convicted of a violent criminal act can be tried as an adult in Canada
- Hate speech based on race, religion, etc., is illegal in Canada
- Joyriding is a criminal offense in Canada
- All jury trials are not criminal cases; civil cases can also be tried by jury
- A false accusation of an offense is a crime in Canada

### Now, let's consider which of the following statements are misconceptions about C.C.C.

- You can talk your way out of a ticket
- You must pay for anything you break in a store
- Police must always read Miranda Rights
- You can use force to protect your property
- Verbal agreements are not legally binding
- You can sue for anything



## Ontario Justice Education Network: Policing and Society

### Ontario Justice Education Network (OJEN)

- OJEN is a charitable not-for-profit, non-governmental organization, that develops educational tools that introduce young people to the justice system, help them understand the law, and build their legal capability
- OJEN's Policing & Society resources equip students with strategies to explore diverse perspectives on policing through interactive activities that include police responsibilities, discretion, and international policing systems

**“Modern policing is not just about enforcing laws - it’s about building trust, understanding communities, and using discretion wisely to serve justice with compassion.”**

*- Adapted from themes in Policing and Society,  
Ontario Justice Education Network*

## Policing & Society: Police Discretion

### Discretion:

- The power or right to decide or act according to one’s own judgement; freedom of judgement or choice

### Police Discretion:

- The ability of officers to make decisions in certain situations based on rules, experience, and context – especially dealings with youth
- Officers may respond differently to the same situation because of their background and other factors (e.g. experience with previous calls)
- Discretion is often used in the field, where factors like safety and surroundings matter

### Some Common Examples of Police Using Discretion:

- **Speeding:** Sometimes a police officer may let a driver go with just a warning after hearing their explanation. Other times, the officer may decide to give a ticket
- **Breaking curfew:** A young person might get a warning and be allowed to leave. In other cases, they could be arrested for not following bail conditions
- **Vandalism** (like graffiti): An officer might give a warning and let the person go, or they might arrest them for causing damage

## Factors that Impact Police Discretion

### Some Factors that Impact Police Discretion Include:

#### Environmental factors

- Socio-demographic characteristics
- Level and type of crime in the community
- Community police relations

#### Organizational factors

- Level of Experience
- Policies and procedures
- Dimensions of policing (e.g. strategic and/or tactical factors)

#### Situational Factors

- Weapon involvement
- Victim – harm, role
- Group/gang crime

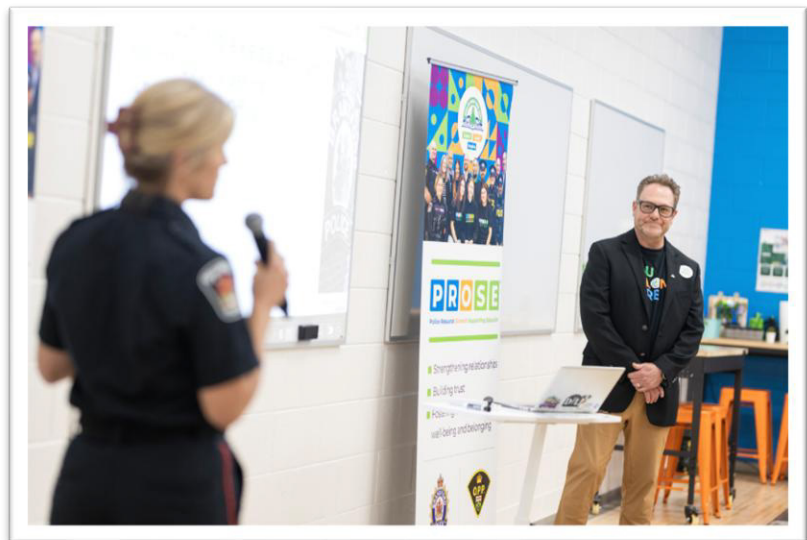
## Activity: Police Discretion Scenarios

Working in small groups (3-4), explore the four scenarios that illustrate how police officers respond to calls.

Refer to the scenario factors and flow charts to guide your thinking on the possible outcomes

Consider how the various factors may impact the outcomes

- Scenario 1:  
Theft in the Local Electronics Store
- Scenario 2:  
Theft in the Local Pharmacy
- Scenario 3:  
Breach of Curfew
- Scenario 4:  
Robbery Suspect



## Impressions of Police Discretion

Now that you have explored some decision-making scenarios with modern policing and discretion, please review the following reflection prompts in your groups:

- Identify an example of decision-making from the scenarios that your group found predictable?
- Offer an example of police discretion that your group found challenging within the scenarios
- Provide an example of a policing skill that your group found interesting in response to the challenges within the scenarios
- Please be prepared to explain why your group found the examples predictable, challenging, or interesting



**“As a police officer, you have to balance the need for justice with empathy and understanding. It’s a delicate balance, but one that we strive to achieve in every interaction.”**

**- Officer Sarah Adams**



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# Restorative Justice



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- OJEN's Policing & Society resources equip students with strategies to explore diverse perspectives on policing through interactive activities that include police responsibilities, discretion, and international policing systems

### Together, we are learning to describe various methods of deterrence used within local, national, and global institutions and societies

- We can explain reasons for various methods of deterrence
- We can consider how Ontario's system of policing is one of many approaches used around the world
- We can appreciate that there is no universal system of policing and that each approach aligns with the needs and values of a society

## Turn and Talk – Policing Beyond Ontario

### Phase One - Turn and Talk:

- You likely knew that policing is different around the world.
- Additional perspectives on policing help achieve a deeper understanding of policing in Ontario.
- With a partner, or two, create a list for ways of policing other than what we are familiar with here in Ontario.
- Please be prepared to share a few insights with the whole group.

**“For me, in trying to talk about something like policing, it's such a huge issue, and it's an issue that's very local and very personalized to communities, to cities, to legislators... you can't paint everything with the same brush.”**

**— Wyatt Cenac, American actor, producer, writer**

## Comparing Different Systems of Policing

**Working in small groups (3-4), please select and review a system of policing from one of the following cities and time periods:**

- People's Armed Police (PAP) - Beijing, China, 1980s
- Los Angeles Police Department (LAPD) – Los Angeles, USA, 1990s
- Metropolitan Police Service (MPS) – London, UK, 2001
- State Military Police (SMP) - São Paulo, Brazil, 2006
- Dakota Ojibway Police Service (DOPS) – Manitoba, Canada, 2009

**Once your group finishes reviewing the selected system of policing:**

- Make a list of 5-10 adjectives that describe the system of policing
- Label the graph with the adjectives, reflecting on how you would describe the system of policing ranging from fair to unfair and undesirable to ideal.
- Create five possible newspaper headlines from your time-period that demonstrate how you would describe the system of policing

**Class Discussion Questions for Different Systems of Policing:**

- What were the social values of your group's time-period that caused the police to act as they did?
- Whose rights were the police most concerned about protecting during your group's time-period?
- During your group's time-period, how much government control did your system of policing operate within?
- Throughout your group's time-period, how much discretion did the officers of your police system have in carrying out their duties?

## Restorative Justice in Canadian Law

**Restorative justice focuses on repairing harm caused by crime rather than simply punishing the offender. Restorative Justice offers:**

- Accountability
  - Offenders take responsibility for their actions
- Healing
  - Victims, offenders, and the community work together to address harm
- Reintegration
  - Helping offenders return to society in a positive way

**Restorative Justice strives to create a process whereby the offender acknowledges responsibility, the victim has a voice in the resolution, and the community participates in rebuilding trust and safety.**

- Direct dialogue between victim and offender
- Community Circles to support a resolution
- Restitution Agreements with offenders compensating the victim or community.

**Restorative Justice promotes healing by encouraging dialogue, understanding, and restitution, rather than relying solely on incarceration or fines**

- Supported by Youth Criminal Justice Act (YCJA) for young offenders
- Used in Indigenous communities through sentencing circles, reflecting traditional practices.
- Favoured way to reduce re-offending and strengthen community

## Ontario's Similar and Unique System of Policing

**Let's debrief the systems of policing explored today by discussing:**

- Are any of these types of policing similar to the policing that exists in Ontario?
  - If yes, how are they similar?
  - If not, what type of unique policing exists in Ontario?



**“Modern policing is not just about enforcement — it’s about engagement, equity, and earning trust. We must be reflective of the communities we serve and be willing to evolve with them  
— Chief Nishan Duraiappah, Peel Regional Police**



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**P R O S E**™

**Police Resource Outreach Supporting Education**

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## **Role of Police in the Legal System**



# Police Resource Outreach Supporting Education

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School Resource Officer



## Constable Conrad Vitalis

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School Resource Officer

## Constable Andrew Gamble

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Media Relations and Community Safety Officer



## Constable Patti Cote

Haldimand County Detachment, Ontario Provincial Police  
School Resource Officer



## Ontario Justice Education Network: Policing and Society

### Ontario Justice Education Network (OJEN)

- OJEN is a charitable not-for-profit, non-governmental organization that develops educational tools that introduce young people to the justice system, help them understand the law, and build their legal capability
- OJEN's Policing & Society resources equip students with strategies to explore diverse perspectives on policing through interactive activities that include police responsibilities, discretion, and international policing systems

### Together, we are learning about the role of law and policing in Canadian society

- We can explore the role that police play in Canadian society
- We can analyze and critique our personal conceptions of police officers
- We can consider how police attributes are valued within Canadian society

## Thinking of Police as a Public Entity

### Phase One - Turn and Talk:

- With a partner, generate a list of potential tasks performed by police officers in our communities.
- Once you have generated your lists, please narrow your offerings to three top tasks.
- Please be prepared to share your top three offerings with the whole group.

### Phase Two – Whole Group Discussion

- Who else can complete these duties other than the police?
- What might others completing these duties look like?
- What would public protests, sporting events, festivals, or other large public gatherings look like without the police?
- Who, if anyone, could take over the job of police officers during these types of activities?

**“The police are the public, and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.**

**— Sir Robert Peel, former PM of UK**

## When Citizens Take Over Policing – Articles

Working in small groups (3-4), please review one or more of the newspaper articles on the famous citizen's arrest that took place in Toronto's Chinatown neighbourhood in 2009.



### Citizen's arrest? Leave policing to the police

By ALAN SHANOFF June 7th 2009



### No Playing Favourites

By MARNI SOUPCOFF Monday, October 26, 2009



### Put thief, not me, on trial, grocer says

By JENNIFER YANG November 4, 2009



### Shopkeeper's charge shelved?

## When Citizens Take Over Policing – Responses

Once your group finishes reading the articles, please discuss the following questions and designate a group member to record notes for responses.

- What are some of the rights and freedoms that were at stake?
- How are Mr. Chen's rights described in the articles?
- How are Mr. Bennett's rights described in the articles?
- What would you have done if you were Mr. Chen?
- What would you have done if you were the responding police?

## When Citizens Take Over Policing – Four Corners

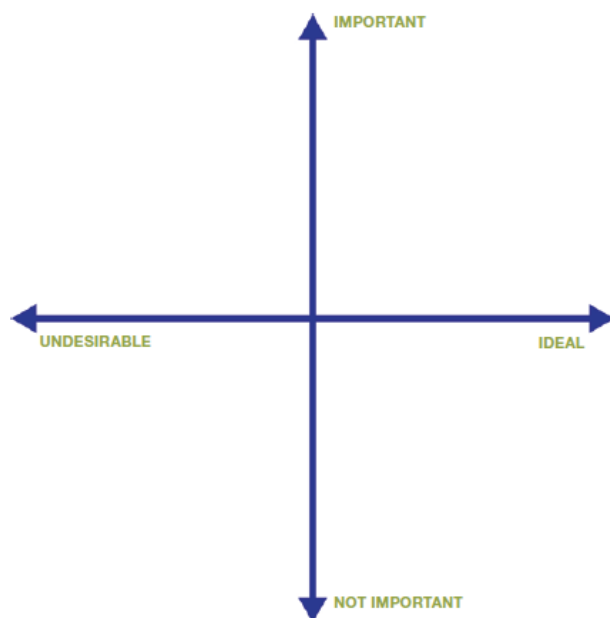
Now, let's respond to the following statements by moving to a corner of the room to represent whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

- The shopkeeper, Mr. Chen, dealt appropriately with the shoplifter, Mr. Bennett, under the circumstances.
- Mr. Chen should have been arrested.
- Mr. Bennett's 30-day sentence was appropriate and fair.  
(Note: lighter sentence because he testified against Mr. Chen).

## Officers as Individuals

Now that we have explored the role that police play in Canadian society, we can consider how police attributes are valued within Canadian society

- In your groups, please review the handout, Attributes of an Officer, and label a point on the graph for each of the attributes listed
- As a class, discuss which adjectives and characteristics are most important for the police to have
- As an extension for today's presentation, consider drafting a job posting to hire the most ideal applicant for a police officer position



### Attributes:

- Fair
- Professional
- Shy
- Powerful
- Friendly
- Good Sense of Humour
- Authoritative
- Aggressive
- Honest
- Compassionate
- Corrupt
- Physically Fit

**“The best way to find yourself is to lose yourself in the service of others.”**  
— Mahatma Gandhi



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## **Technology: Challenges and Changes in Policing**



# Police Resource Outreach Supporting Education

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School Resource Officer



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Haldimand County Detachment, Ontario Provincial Police  
School Resource Officer



## Propositions with Technology

### Video:



**Let's locate ourselves to a room compass point that reflects how we feel about the influence of new technologies on policing.**

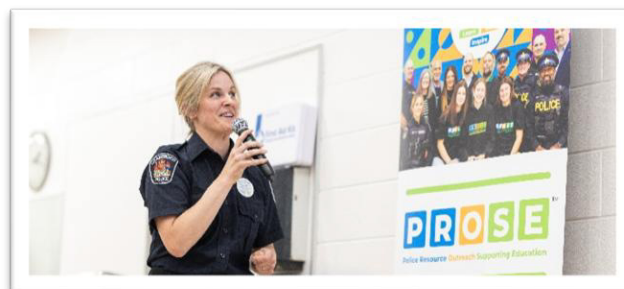
- E = Excited. What excites you about technology and policing? What's the upside?
- W = Worrisome. What do you find worrisome about technology and policing? What's the downside?
- N = Need to Know More. What do you need to know or find out about technology and policing?
- S = Stance. What is your current stance or opinion on technology and policing? How might you move forward with your stance?

**“Technology will not replace good policing,  
but good policing will need to embrace technology.”  
— William J. Bratton (former NYPD Commissioner)**

## Technology and Policing

**The adoption of new technologies in Ontario policing requires a careful balance between improving investigative effectiveness and safeguarding human rights, privacy, and preventing bias.**

- new technologies offer benefits and efficiency
- police forces are under scrutiny for robust regulation, transparency, and accountability to protect civil liberties



## Benefits of Technology

### Innovations in technology enhance efficiency and safety in policing.

- Surveillance tools: CCTV, body cameras, drones
  - monitor public spaces, record interactions, and provide aerial oversight to enhance accountability and awareness
- Digital forensics and cybercrime investigations
  - analyzing electronic devices and online activity to uncover evidence, track criminal behavior, and combat technology-driven offenses
- Predictive policing and AI
  - facial recognition, scanning video evidence, and data management and helps in identifying suspects and managing large data sets

## Challenges and Risks

### New technologies raise significant concerns regarding privacy, bias, and civil liberties

- Privacy and human rights concerns
  - Facial recognition technology raises concerns due to documented misidentification biases affecting certain genders, racialized groups, and age ranges
- Data security and hacking
  - Digital Evidence Management Systems raise concerns due to storage and sharing of sensitive personal data collected during investigations
- Bias in predictive algorithms
  - Struggles with reinforcing existing biases, leading to disproportionate targeting of certain communities

## New Technologies and Legal Frameworks

### New technologies constantly emerge and challenge existing legal frameworks in Canada

- AI and Machine Learning
  - Canada is a leader in AI research, but our legal system is still adapting
  - Proposed Artificial Intelligence and Data Act (AIDA) aims to regulate high-impact AI systems, but it's not yet law
- Privacy and Data Protection
  - Facial recognition and predictive policing raise privacy concerns, but federal legislation (Bill C-27) is still pending
- Emerging Tech in Policing
  - Body-worn cameras, drones, and predictive analytics are widely used, but oversight and accountability frameworks are evolving slowly

## New Technologies in Policing - Pros and Cons

Now that we know more about how technology is transforming policing, let's debate some positive and negative perspectives to illustrate how new technologies can be viewed as both helpful and harmful.

- Please list one example of new technology for each of the three columns.
- Please include one positive and one negative consideration with modern policing for your three examples of technology.
- Please take 10-15 minutes to review new technologies.

## Consolidation: Transformative Police Practice

Integrating new technologies into Ontario policing demands balancing investigative gains with the protection of human rights, privacy, and the prevention of bias.

- Legal frameworks must adapt as new technologies emerge
- Ontarians must embrace the ongoing debate of security vs. rights
- Let's revisit the Activity - Technological Propositions
- Has your original position shifted after completing this module?



**“Technology and privacy are fundamental to the next generation of human rights. Everyone in Canada should be able to benefit from technology without fear.”**

**— Marie-Claude Landry,  
Chief Commissioner, Canadian Human Rights Commission**



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## **Types of Violence, Strategies, and Consequences**



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## Together we are learning how to describe skills and strategies to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment

- I can recognize types of violence and use strategies to respond to unhealthy situations
- I can identify supports available in my school and community
- I can analyze and explain the effectiveness of different conflict resolution strategies

### According to the United Nations, cyberviolence worldwide is as harmful to women and girls as physical violence. So why don't we treat it in the same way?

Skim and scan the Online Gender-Based Violence Infographic with your elbow partners and be prepared to share:

- Information that you already knew;
- Facts that you would like to know more about;
- New statistics that you are just learning.

## Physical and Verbal Abuse and Violent Teen Social Behaviour

### Physical Abuse

- Any deliberate use of physical force to injure another person, which may involve actions such as hitting, kicking, shoving, slapping, pinching, or any other behavior that causes bodily harm, whether it happens during a game, practice, or casual interactions

Physical Abuse and the Youth Criminal Justice Act (YCJA)

- Charges:
  - Assault s. 266
  - Assault with a weapon or cause bodily harm s. 267
  - Aggravated Assault s. 268

### Verbal Abuse

- Use of threats, insults, or other hurtful language to gain or maintain power, control, or influence over another person. This verbal harm is a form of emotional abuse.

Verbal Abuse and the Youth Criminal Justice Act (YCJA)

- Charges...
  - Criminal Harassment s. 264
  - Uttering Threats s. 264.1
  - Counsel Suicide s. 241(1)
  - Intimidation s. 423(1)



## Social Bullying and Violent Teen Social Behaviour

### Social Bullying

- A power imbalance, sometimes referred to as relational bullying, where a person's reputation or relationships are intentionally harmed by another person or group. This behaviour is repeated or continuous through in-person and online interactions.

### Social Bullying and Youth Criminal Justice Act (YCJA)

- If the bullying behaviour meets the criteria for criminal harassment, assault, or uttering threats, the youth can be charged.

## Sexual Harassment and Violent Teen Behaviour

### Sexual Harassment

- Unwanted actions of a sexual nature, such as sexual comments, touching, sexting, sharing sexual images, or mocking someone's gender, gender identity, or sexual orientation

### Sexual Harassment and Youth Criminal Justice Act

- Charges:
  - Sexual Assault s. 271
  - Sexual Interference s. 151
  - Invitation to Sexual Touching s. 152
  - Criminal Harassment s. 264

## Exploring Types of Violence – Sorting Scenarios

**Now that we are aware of types of violence that can be linked to teen behaviour, let's sort some scenarios involving violence.**

Working with your elbow partners in groups of four or less:

- Review the violent scenarios provided
- Sort the scenarios according to the categories of violence below:

**Physical Abuse**

**Social Bullying**

**Verbal Abuse**

**Sexual Harassment**

## Acts of physical abuse may include, but are not limited to the following violent scenarios

- Sending threatening texts about wanting to fight someone
- Threatening to hit a dating partner
- Shoving someone in the hallway
- Getting angry and breaking something important to a dating partner
- Threatening to harm a dating partner's sibling
- Making racist comments towards someone
- Mocking someone's ethnic background
- Making fun of someone because of their disability
- Making comments about someone's weight
- Making rude remarks in the hallway
- Constantly spreading rumors about someone
- Using an anonymous site to post mean comments about them
- Getting a group of friends to start posting mean things about someone who used to be in your peer group
- Excluding someone from weekend plans when everyone else is invited
- Ignoring a friend every morning when the entire peer group is standing around talking
- Making homophobic comments about someone
- Making fun of someone based on their gender identity
- Always making sexual jokes
- Making sexual comments about someone when they walk by
- Forwarding a nude picture that was sent by a partner



## Analyzing the Effectiveness of Different Conflict Resolution Strategies

**Now let's consolidate our learning by exploring some skills and strategies and analyzing their effectiveness**

- Please rank three skills/strategies for Physical Abuse, Verbal Abuse, Social Bullying, and Sexual Harassment
- Please be prepared to explain your rankings of skills/strategies



### Communications Skills

- Effective verbal and non-verbal communication includes active listening, clear expression of thoughts and feelings, and observing body language
- Benefits: Reduces misunderstandings, builds trust, and fosters healthy relationships

### Social Skills

- Effective, positive interaction with others includes showing respect, appreciating differences, teamwork, and networking
- Benefits: Enhances social connections, promotes inclusivity, and prevents social isolation

### Refusal Skills

- The ability to say no to harmful behaviours requires assertive communication, setting boundaries, and resisting peer pressure
- Benefits: Empowers teens to make safe choices and avoid risky situations.

### Adaptive Skills

- Effective adaptive skills requires flexibility and problem-solving in challenging situations
- Benefits: Helps teens adapt to changes and overcome obstacles

### Coping Skills

- Managing stress and emotions effectively through relaxation techniques, adopting an optimistic attitude, and seeking help
- Benefits: Reduces stress, improves emotional well-being, and enhances resilience

### Conflict Resolution Strategies

- Techniques to resolve conflicts peacefully through active listening, empathy, negotiation, and mediation
- Benefits: Prevents violence, promotes understanding, and strengthens relationships
- Practical applications include:
  - Handling peer pressure in social settings;
  - Resolving conflicts with friends or family members;
  - Coping with stress and emotional challenges

**“Violence ends up defeating itself. It creates bitterness in the survivors and brutality in the destroyers.”**

*Martin Luther King Jr.*



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# **Review of Police Programs and Presence in Schools**

**June 2023**



# Review of Police Programs and Presence in Schools

## Background

Grand Erie District School Board (Grand Erie) has worked with a number of police services within its boundaries over the years to provide programming to students and classes through presentations, programs and the Secondary School Resource Officer (SRO) initiative. As noted by the Ontario Human Rights Commission, “the SRO/VIP program has existed since the early 1990s. Since then, equity initiatives have shifted in an effort to keep pace with the changing demographics in our communities and ongoing effort to dismantle systemic racism.”

Grand Erie is also governed by the Education Act and policy directives of the Ministry of Education. Professional advisories from the Ontario College of Teachers also support work in this area. In the chart below, four specific documents highlight expectations for our schools and districts.

Legislation	Highlights
Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009	<ul style="list-style-type: none"> <li>■ barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed</li> <li>■ it is now recognized that such factors as race, sexual orientation, physical or mental disability, gender, and class can intersect to create additional barriers for some students</li> <li>■ evidence indicates that some students continue to encounter discriminatory barriers to learning</li> <li>■ <b>through cyclical policy reviews, boards will embed the principles of equity and inclusive education in all their other policies, programs, guidelines, and practices, so that an equity and inclusive education focus is an integral part of every board's operations and permeates everything that happens in its schools</b></li> </ul>
PPM 119: Developing equity and inclusive policies in Ontario schools, 2009	<ul style="list-style-type: none"> <li>■ the goal is to support positive learning environments where all members of the school community feel safe, included, welcomed, and accepted</li> <li>■ <b>there is a requirement for boards to help ensure the principles of equity and inclusive education are embedded in all aspects of board and school operations, and that systemic barriers are identified and eliminated</b></li> </ul>
Safe and Accepting Schools Act, 2012	<ul style="list-style-type: none"> <li>■ all students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability</li> <li>■ students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated</li> <li>■ there is a need for stronger action to create a safe and inclusive environment in all schools, and to support all students</li> </ul>

# Review of Police Programs and Presence in Schools

## Background

Legislation	Highlights
Professional Advisory on Anti-Black Racism, Ontario College of Teachers	<ul style="list-style-type: none"> <li>on the ways in which positions of power and privilege perpetuate and contribute to systemic racism</li> </ul>

Other key documents, such as the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, and various Grand Erie Documents such as, but not limited to, *Equity and Inclusivity in Education*, *Code of Conduct* and the *Police Protocol* also influence the work in Grand Erie schools.

Beginning in March 2020, when schools were closed and students shifted to online learning, police programs and presentations were not running. As students returned to schools, government policies limited access to schools by those who neither worked nor studied in those locations. Therefore, except in emergency situations, police were not present in schools. The police programs were on pause while the review was conducted.

In order to be responsive to the concerns of our marginalized groups, Grand Erie has conducted an evidence-based review of Police programs in schools for the following reasons:

- To ensure that the principles of equity and inclusive education are embedded in all aspects of board and school operations
- To identify and eliminate systemic barriers for students, families, staff and community
- To meet student needs, sense of belonging and well-being
- To ensure that programs and presentations delivered or co-delivered by members of the police services align with Ontario curriculum expectations.

**As a Result of the Review:**  
 Police Services in Schools program will be continuing with changes, enhancements and new program offerings, such as training for school and police services, staff. Visits to schools are planned and the purpose communicated, presentations and programs aligned with Ontario curriculum expectations, and regular review of programs and evidence of their impact.

## Review of Police Programs and Presence in Schools

### Methodology

#### Overview

Grand Erie contracted with Turner Consulting Group to conduct an evidence-based review of the police programs and presence in Grand Erie schools to inform the decision-making about whether and in what way the board will continue with these programs. This work was conducted through an equity and human rights lens, and aimed to centre student voice in the process.



#### The Review In Grand Erie District School Board

Grand Erie has conducted an evidence-based review of police programs in schools based on curriculum through a human rights equity lens. The review is grounded in the Ontario Human Rights Code and values diverse perspectives of all stakeholders and partners with the intended outcome to capture experiences and perceptions and to make recommendations where required in order to provide positive programming updates.

Turner Consulting Group was engaged to develop a comprehensive approach to conduct the review, using both qualitative and quantitative research methods, conduct a literature review, conduct an environmental scan, and to make recommendations. Surveys were developed and opportunity was provided for students, staff and community members to respond to questions about police presence and programs in schools. Interviews with school board staff and police service leaders were held. Student focus groups were conducted throughout secondary schools in the district. The review included current programs offered by the police. The effectiveness, perception of programs, interactions between students and police officers and recommendations that Grand Erie can carry out to further support and enhance program were all part of the review.

This report will summarize the program offerings in relation to the curriculum, participant survey, interviews, and focus group overview.

The review was also sensitive to ensure a non-judgmental, inclusive approach was taken in respect to the confidentiality of all participants, and it was collaborative to ensure all voices were included.

# Review of Police Programs and Presence in Schools

## Surveys Overview

### Elementary Student Survey

A survey was administered by teachers to elementary students. 2,761 elementary students completed this survey (this included 233 Indigenous students, 271 racialized students, 53 newcomer students, 78 students with a disability/special needs, and 1,706 who identify as White).

### Secondary Student Survey

A secondary student survey was also developed and administered by teachers. 2,612 secondary students responded to this survey (this included 194 Indigenous students, 117 racialized students, 26 newcomer students, 130 students with a disability/special needs, 328 2SLGBTQ+, and 1,327 who identified as White).

### Staff Survey

Staff were sent an email inviting them to share their perspectives through an anonymous online survey. 306 staff responded to the survey (this included 8 Indigenous people, 3 racialized people, 8 persons with disabilities, 9 2SLGBTQ+, and 160 who identified as White). The number of staff from the equity-seeking groups is too small to disaggregate their responses in the analysis below.

### Community survey

Members of the Grand Erie school community were also asked to share their input through an online survey. 803 community members responded to the survey (this included 47 Indigenous people, 39 racialized people, 11 newcomers, 51 people with a disability, 30 2SLGBTQ+, and 551 who identified as White).

### Focus Groups with Staff

Staff were also invited to share their input through virtual focus groups. Eight school-based staff and five Safe and Inclusive Schools staff participated in these focus groups.

### Focus Groups with Students

Staff at various secondary schools invited students representing marginalized groups to participate in focus group interviews. These focus groups were conducted by school-based staff who participated in a training overview session by Turner Consulting Group. Fifty-one students participated in nine focus groups. Of note, only students in grade 12 would have had personal experience with SROs in schools.

### Interviews

In addition, members of the three police services who offer programs in Grand Erie schools were invited to participate in one-on-one telephone interviews. Interviews were conducted with eleven police service and six school board staff and leaders.

### Curriculum Overview

The core function of schools is to provide education based on the Ontario Curriculum. A detailed review of Ontario Curriculum documents for kindergarten, elementary and secondary school students was conducted to identify specific expectations where Police possess a knowledge base that can enhance the learning experiences of students. It is notable that the Ontario Curriculum Documents have all been revised (some with significant changes) since the police programs in schools were written/established.

## Review of Police Programs and Presence in Schools

### Elementary Programs Review

Working with Police Services to develop grade-relevant programs and outreach.

Grade	Course	Police Presentation or Program (existing, new or revised)
<b>K</b>	<b>Belonging and Contributing Frame</b> <i>and</i> <b>Problem Solving and Innovating Frame</b>	<b>Review:</b> Community Helpers and Safety Focus on the four Ws (Where you are going, Who you are with, What you are doing, When will you be back), discussing who a community helper is, practising how to “Stop, Look and Listen” (Children’s Safety Village), practising using crossing signals and learning street signs
<b>1</b>	<b>Social Studies</b>  <b>Health/Physical Education</b>	<b>Review:</b> Personal Safety Presentation Focus on “Keeping Me Safe and How to Get Help”  <b>Review:</b> Personal Safety Presentation Focus on “How to Respond” and incorporating Grade 1 expectations
<b>2</b>	<b>Health/Physical Education</b>	<b>Review:</b> Personal Safety Presentation Focus on “How to Keep Me Safe, Grade Two,” incorporating Grade 2 expectations
<b>4</b>	<b>Health/Physical Education</b>	Bike and Street Safety
<b>5</b>	<b>Health/Physical Education</b>	<b>NEW:</b> Bullying, Violence and Online Behaviour
<b>6</b>	<b>Health/Physical Education</b>	<b>Review:</b> K.I.D.S. Program Includes Grade 6 curriculum expectations related to Youth and the Law, Healthy Relationships, Online and Social Media Awareness and Online Safety, Substance Use and Mental Health
<b>7</b>	<b>Health/Physical Education</b>	<b>Review:</b> Internet and Social Media Safety and Online Awareness Incorporates Grade 7 curriculum expectations
<b>8</b>	<b>Health/Physical Education</b>	<b>Review:</b> The Impact of Violence in the Community Incorporate Grade 8 curriculum expectations, and co-deliver with relevant police service

## Review of Police Programs and Presence in Schools

### Secondary Programs Review

Working with Police Services to develop grade-relevant programs and outreach.

Grade	Course	Police Presentation or Program (existing, new or revised)
9	<b>Healthy Active Living Education</b> (Open) PPL10	<b>NEW:</b> Internet Safety, Online Behaviour and Consequences <b>NEW:</b> Consent <b>NEW:</b> Types of Violence, Strategies and Consequences
10	<b>Career Studies</b> (Open) GLC20	<b>NEW:</b> Internet Safety, Online Behaviour and Consequences
11	<b>Understanding Canadian Law</b> (University/College Prep) CLU3M  <b>Understanding Canadian Law in Everyday Life</b> (Workplace Preparation) CLU3E	<b>NEW:</b> Role of Police in the Legal System <b>NEW:</b> Modern Policing
12	<b>Healthy Active Living Education</b> (Open) PPL40	<b>NEW:</b> Crime, Consequences and Response
	<b>Legal Studies</b> (College Preparation) CLN4C	<b>NEW:</b> Technology and Challenges and Changes in Policing
	<b>Challenge and Change in Society</b> (University Preparation) HSB4U	<b>NEW:</b> Exploitation <b>NEW:</b> Restorative Justice
All	<b>PROSE™</b> (Police Resource Outreach Supporting Education)	A revised partnership between schools and local officers to support curricular themes and community outreach

## Review of Police Programs and Presence in Schools

### Police Presentations, Programs and Presence Overview

#### Current Offerings

The following individual programs, as acknowledged through interviews and in collaboration with the police services, have been delivered in Grand Erie schools. It should be noted that some programs are specific to only one or a few of the four police services who provide support to Grand Erie schools.

#### Elementary

Students in a variety of grades visit the **Children's Safety Village** to learn with civilian community officers. These include practicing stop, look listen before crossing roads, learning street safety, outlining potential risks in the community and practicing bike and road safety skills.

**Internet safety programs** have been delivered to a number of students in a variety of grade levels with focus on privacy, cyber-bullying, and an awareness of with whom you are communicating online.

**T.I.C.K. Brantford** (Teaching Intelligent Choices to Kids) organization administers the **K.I.D.S.** (Knowledge, Issues, Decisions, Supports) program which is delivered to students in the junior division. It focuses on youth and the law, healthy relationships, online and social media awareness, substance use, and mental health and well-being.

**Adopt-a-School** is an outside-the-curriculum-expectations program where officers connect with students in a non-structured extra-curricular way. Police personnel interact with students at recess on the yard, become involved in extra-curricular activities or participate in other school-based events.

Police services are part the **CAA Safety Patroller** program. They provide training and ongoing support and celebration of those students who have committed to becoming safety patrollers.

#### Secondary

At the secondary level, one-time presentations by police officers tied to specific curriculum expectations occur throughout the school year. There are nine curriculum courses where police can enhance students' acquisition of knowledge and expectations of courses. Presentations can occur on topics such as consent, human trafficking, harassment, policing as a career, the role and challenges of police in society to protect public order and safety, the effect of media coverage of crime and safety impact public perception of crime, law and enforcement, exploitation, hate crimes, and restorative justice.

**T.I.C.K. Brantford** also supports students at the secondary level through its **Student Leadership Program**. It funds two student-led projects per semester for up to \$500 for students attending schools in the City of Brantford. These projects must focus on making positive choices that align with the five themes of the **K.I.D.S.** program (youth and the law, healthy relationships, online and social media awareness, substance use, and mental health and well-being).

## Review of Police Programs and Presence in Schools

### Police Presentations, Programs and Presence Overview

#### Secondary

**Brantford police services** accept four students for cooperative education placements allowing these students to gain a better understanding of police experience working in different areas in the Brantford police service. Students work as part of their **cooperative education courses** for a half-day, every day for an entire semester.

**The School Resource Officer (SRO)** program, as outlined in this review, varies in how it operates in different school locations and with different police services. There is no defined SRO role description. Individual elements of the SRO program range from investigation and enforcement to community connection and interaction with students to enhancing the perception of the role of police in society.

### Summary of Findings

#### Consultations with Students, Staff, and Community

- While both elementary and secondary students were able to recall the police programs prior to the pandemic, many students had no experience with School Resource Officers.
- White students, staff, and community members expressed more positive sentiment regarding police programs and presence in schools than did those from marginalized groups.
- Community and staff survey respondents were also more positive than students about police programs and presence in schools.
- A number of students described benefiting by learning about bullying, drug use, bicycle safety, fire safety, etc. However, there are also students who expressed concern for the impact of SRO on marginalized students and school climate. They shared that the presence of police causes anxiety.
- The survey asked secondary students, staff, and community members for their recommendations about the future of the SRO Program. When they had an opinion, most of those from each group recommended that the SRO program continue with changes.
  - The largest proportion of secondary students who answered this question did not have an opinion on the matter (53%). When they did have an opinion, the largest proportion of White students (20%), newcomer students (18%) and students with disabilities (17%) recommended that the program be cancelled. The largest proportion of 2SLGBTQ+ students (15%) and racialized students (19%) with an opinion recommended that the program continue with some changes. Indigenous students were more likely to recommend that the program continue with some changes (15%).
  - For community members, the largest proportion of those who identified as Indigenous (36%), living with a disability (36%), 2SLGBTQ+ (26%), racialized (38%), and White (38%) felt that the program should continue with some changes.
  - Close to half of staff (48%) felt that the program should continue with changes.

## Review of Police Programs and Presence in Schools

### Summary of Findings

#### Focus Groups with Students

- The majority of the students reported that they felt that an SRO would contribute to school safety. Many wanted SROs to help resolve issues such as theft, drug use, fights, vandalism, and vaping in the washrooms.
- A number shared that SROs would only be effective if the right person was in the role and that the person was “approachable,” “kind,” and “had a positive vibe.” They felt that the average police officer should not be in the role and that specialized training should be provided to those in the position. They shared their concern that if the “right” person wasn’t hired into the role, it would harm the school climate and pose barriers to attendance for some students. These students shared that the person should not be aggressive, judge students, have an attitude, carry a weapon, or arrest students at the school.
- While most were supportive of the SRO program, there were some who were not supportive of a police officer in their school. Even those who felt that there may be some benefits, acknowledged that SROs may create a negative school experience for some students.
- A number of students shared that there would be a need for SROs to have appropriate training so that they were supporting marginalized students, rather than contributing to the bullying and marginalization that some already experience. They felt that it would help if the officers in the role were from Indigenous, racialized, and other marginalized backgrounds.

Students were also asked what changes they would like to see to the SRO program if it were to be brought back. Their suggestions included:

- Selecting officers who are from marginalized groups
- Ensuring that officers are not carrying their weapons
- Having SROs in schools on Mondays and Fridays, which are days when more issues occur
- Ensuring the officers are appropriately trained
- Communicating the program to all students and parents, so that they aren’t alarmed when they see a police officer at their school.



## Review of Police Programs and Presence in Schools

### Summary of Findings

#### *Interviews with school and police staff and leaders*

#### Understanding of the SRO Program

- Former SROs described the program as community building, with the purpose being building relationships with students proactively, while providing enforcement when necessary. This program is seen by police as an important program for community engagement.
- A number of school board staff shared that the SRO program and the role of SROs in Grand Erie schools is not clearly understood.
- Some shared their experience of SROs as engaging in traditional policing, just like in other contexts
- In addition to programs, some staff described that they invite non-SRO police officers to “drop in” to their class, unrelated to curricular outcomes. Some shared that in some cases, SROs became involved in classroom management and disciplinary matters.
- The police services shared that there are no policies, guidelines, or role descriptions for SROs. Among the police officers with whom we spoke, there were differing perspectives about the role of SROs. In addition, the police services take a different approach to their SRO program, which results in different experiences in Grand Erie schools.

#### SRO Evaluation of Effectiveness

- The activities of SROs are not documented and reported either to the police services nor to the school board. In addition, there is no evaluation of their impact on school safety and school climate, on students, and whether they may contribute to expulsions and suspensions.
- Many police and school staff and leaders agreed that the SRO’s role and the effectiveness of the program was highly dependent on the person in the role and their approach to the position.
- Some police officers attribute the recent increase in violence in schools to the pausing of the SRO program, rather than the impact of COVID-19. However, this increase in violence in schools has been documented as occurring across the country, and has been linked to student experiences of isolation, lack of socialization, and an increase in mental health issues since the beginning of the COVID-19 pandemic.
- While members of the police service expressed their opinion that the program has been very successful, they indicated that the evidence is anecdotal as no evaluation has been conducted of the program.

## Review of Police Programs and Presence in Schools

### Summary of Findings

#### *Interviews with school and police staff and leaders*

#### **Understanding of the Impact on Indigenous Students and Students from the Equity-Seeking Groups**

- A number of staff and police officers who participated in the consultations did not express an understanding of, and in some cases concern for, students from various identities who may have different experiences of police, particularly those who may already be marginalized by the school system.
- Some school staff and leaders shared that while the program may be beneficial for many students, it can have the opposite impact on other students, creating a psychologically unsafe learning environment for them.
- While many shared that they have not seen or heard of any issues with how students from marginalized groups are treated, there were a few who shared that they have witnessed differential treatment and negative reactions to police presence by students.



## Review of Police Programs and Presence in Schools

### Next Steps/Action Items

#### Police Programs and Presentations

##### Curriculum Alignment

- All curriculum documents produced by the Ministry of Education for Ontario have been revised since the inception and development of police programs in schools. A review of the programs and presentations currently offered at both the elementary and secondary level, with a lens of equity and ensuring curricular alignment, is underway.
- Some police programs will be revised to ensure alignment with the specific Ontario curriculum for identified grade levels.
- Also included in this review is a recommendation for the creation of new presentations to enhance student learning and understanding related to specific expectations.



##### Decision-Making

- Schools and classrooms differ in their demographics. Not all students and schools will experience presentations and programs in the same way. The Decision Support Tool is a framework to aid with classroom level decision-individual making around the viability of programs and presentations.

##### Communication Protocols

- Schools will provide communication to families early in the school year introducing the assigned school resource officer where possible.
- Schools will communicate with families when programs or presentations by police services will be occurring in classrooms/schools
- Students and families are empowered to make choices related to participating in these programs or presentations (this mirrors and honours approaches used with other presentations such as those related to the teaching of specific health topics)

## Review of Police Programs and Presence in Schools

### Next Steps/Action Items

#### *Police Programs and Presentations*

##### Annual Assessments and Review

As part of this curriculum review, Grand Erie requires that programs be assessed in the following ways which honours the cyclical review of programs:

- Staff will assess the impact of programs on student learning related to the achievement of the expectations in the curriculum
- Staff will complete a survey at the completion of the program or presentation
- Where appropriate, students will complete a survey of the program or presentation
- Presenters from police services will be given an opportunity to provide input on an annual basis related to individual programs or presentations
- There will be an annual review of the compiled assessment by staff and students of individual programs or presentations and changes will be made as necessary.

##### SRO (School Resource Officer) Program

- The SRO program will be renamed **PROSE™** (**P**olice **R**esource **O**utreach **S**upporting **E**ducation)
- Based on feedback received from surveys, interviews and focus groups, the role of **PROSE** will be clearly defined as follows:
  - The **PROSE™** program will focus on community building with the purpose being building relationships with students
  - Consistent expectations and collaborative inservice for **PROSE™** officers and school staff around the program through the lens of human rights and equity will occur on an annual basis in order to ensure alignment across the district
  - **PROSE™** officers may be invited to:
    - deliver classroom presentations in partnership with teachers
    - deliver presentations to staff, parents/caregivers on a variety of topics of interest to these groups
    - be present and participate in school events such as track meets, assemblies, school performances, refereeing intramurals, presenting awards at monthly assemblies, open houses, involvement in games clubs, music and drama clubs
    - conduct informal drop-ins during break times to interact with students in a community-building capacity
    - participate in/help lead community support drives such as a canned food drives, winter clothing drives, back-to-school supplies drives
    - run bike rodeos
    - become involved in mentoring programs where appropriate.

## Review of Police Programs and Presence in Schools

### Next Steps/Action Items

#### *Training for School Staff*

##### Equity Training

- Equity training will be provided for school staff so that they can understand that not all students experience the police and the school system in the same way.

##### Additional Training

- Additional training will be provided for teachers and administrators to ensure that they are using **PROSE™** for its intended purpose in the school and are focused on the factors in the school that foster a positive school climate and sense of belonging.

#### *Protocol*

- The protocol with the police services will be reviewed and updated as needed. Important also is ensuring that police are responding to emergency calls, given the reports that there have been calls not responded to since this review was begun.

#### *Grand Erie Multi-Year Plan*

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.





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