# Report on DIVISIONAL AND COMMUNITY

## Orientation, Update and Information Sharing
## on Police/Community Relations, 14 Division

### September 15, 2005

### Introduction

Scadding Court Community Centre, in partnership with the Toronto Police Services and 35 community based organizations have developed the *Community Education and Access to Police Complaints Demonstration Project (CEAPC).* The goal of this two-year demonstration project is to ensure that the police complaints system is accessible and available to the specific needs of community members, while at the same time providing opportunities for education, to increase communication and build bridges between diverse communities and police[1].

### Overview and Summary of the Orientation

The divisional orientations are an important part of the education component of the project. The goal of the orientation is to encourage and facilitate dialogue and communication between communities and police. These orientations provide the opportunity for police officers and community workers working within the same catchment area to come together in a full day workshop to identify and discuss issues in the community. Focusing on solutions, there is an emphasis on action planning and next steps for moving forward collaboratively in making our communities safe and healthy places to live. The boundaries encompassing 14 Division catchment area are:
- West: Jameson Avenue, Queen Street West, Lansdowne Avenue, Canadian National Railway Line
- North: Canadian Pacific Railway Line
- East: Spadina Avenue, Lower Spadina Avenue
- South: Toronto Shoreline

The Divisional and Community Orientation, Update and Information Sharing on Police/Community Relations, 14 Division was the first Orientation organized by CEAPC. The key organizers were Scadding Court Community Centre, 14 Division, St. Christopher House, and the Canadian Race Relations Foundation. Dr. Karen Mock, Executive Director of the Canadian Race Relations Foundation facilitated the workshop.

Project partner organizations who work within this area were invited to participate in the Orientation. 17 Representatives from 9 community organizations attended including: Scadding Court Community Centre, St. Christopher House, Toronto Community Housing, St. Stephen's Community House, Alexandra Park Community Centre, Davenport-Perth Neighbourhood Centre, South Asian Women's Centre, Kensington Bellwoods Legal Clinic, and St. Felix Centre.

Officers who work in various capacities within the community were invited, and the 15 participants were from 12 areas of 14 Division: Training Section, Elementary School

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[1] See Appendix 1 for the CEAPC Project Overview.

Watch, School Watch, Community Relations, Crime Prevention, Crime Management, Community Foot Patrol, Youth Bureau, Primary Response, Aboriginal Peacekeeping Unit, Street Crime Unit, and Unit Complaints.

Front line staff, staff in managerial positions, and officers of different ranks were invited to participate so that issues could be identified from diverse perspectives and any action plans could be committed to.

This orientation was planned as an initial meeting; a larger community forum will be planned, guided by the issues identified in this first meeting. The orientation was capped at 30 people, 15 from community and 15 from the police service. It was held at the Fort York Men's Residence, an accessible community organization located in 14 Division catchment area; they generously provided an in-kind donation of space, along with coffee and tea. Breakfast was provided by 14 Division and a catered lunch was provided by Scadding Court Community Centre.

Kevin Lee, Executive Director of Scadding Court Community Centre welcomed everyone. He spoke about the CEAPC Project and the importance of ongoing communication between the police service and communities to ensure a better quality of life, and stated that the outcome anticipated is an interface between police and community to come up with concrete actions on how to build a better community.

Inspector Dave McLeod of 14 Division gave a welcome address on behalf of Superintendent James Dicks. He spoke of police service delivery in the community as dependent on honesty, transparency and cooperation. Transparency, he stated, needs to be concrete, not just an academic discussion. Police need to receive input on what needs to be done in the community and the orientation is one such place to receive that input.

After her introduction, Dr. Karen Mock then took over her role as the lead facilitator for the day. The Orientation was structured in a format that promoted dialogue between community workers and police officers. The tone was set from the beginning of the workshop with an interactive introductory exercise. The participants were then separated into groups of 8 with an even number of community workers and officer in each group. Each small group was facilitated by one of the Orientation organizers and the larger discussions facilitated by Dr. Mock.

The morning group discussion focused on identifying the issues. The four questions were:
1. How does the diversity of the people that <u>you</u> work with (e.g. clients, colleagues, supervisors, subordinates, community, police, etc.) affect <u>your</u> work?
2. On what issues relating to police/community relations would you like to see some <u>frank</u> discussions?
3. What are your hopes for this workshop?
4. What are your fears for this workshop?

The small group discussions were recorded onto flip chart paper and then presented to the larger group.

Leila Sarangi, Project Coordinator, then made a 20 minute presentation on the CEAPC Project which provided an overview and update of the development, objectives, service model, activities and evaluation of the project.

The morning session ended with small group discussion on clarifying the terminology that had been used: community policing, race relations, anti-racism, diversity, access, equity, advocacy, harassment, and interest group. This exercise was important in ensuring that participants knew what was meant when these terms were used. By defining these terms, communication becomes clearer and barriers begin to break down.

Following the lunch/networking break, Dr. Mock identified four dominant themes from the morning discussions:
1. Transparency and Accountability
2. Education, Training, and Dialogue
3. De-escalating Tension and Violence with Different Client Groups
4. How to Create Systemic Change

Each group was assigned a theme to discuss in terms of: Explanation – what the issue means; Need – why it is necessary; Potential/Practical Solutions – ways of implementing collaboratively; Barriers – what could hinder implementation of solutions.

The workshop ended with a look at next steps. Eight participants (2 officers and 6 community workers) signed up to be a part of a working group to organize the larger community forum that will advance the discussions and ideas presented in the orientation.

Evaluation forms and personal commitment forms were filled out by participants and the feedback will inform future orientations.

**Feedback and Outcomes**

Overall, the responses from the evaluations were positive. Many stated that the most valuable part of the session was the group discussions and the opportunities that the intimate setting provided in building relations, networking, brainstorming and the sharing of information related to each other's roles, responsibilities and limitations; 59% of the participants found the workshop "Worthwhile".

Areas where participants would welcome further sessions included: Analyzing recommendations of the LeSage Review on Police Complaints in Ontario, released April 2005; mental health and homelessness issues; youth issues; strengthening community/police relations; and further developing strategies on building bridges. Participants also stated that much information was covered in one day, and orientations to further concretize action plans would be useful.

New partnerships that came as a result from the orientation include those between the Schizophrenia Society of Ontario, who will be providing information to primary response officers at 14 Division that will address work with and responding to persons living with mental illnesses and their families. This was an area identified during the Orientation where more training would be welcome. Also, the South Asian Women's Centre will be sharing information on cultural competency when working with South Asian families as

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well as information on how to access their services, including free interpretation for South Asians, to primary response officers in 14 Division.

## APPENDIX I

### The Scadding Court Community Centre Community Education & Access to Police Complaints Demonstration Project (CEAPC) Overview

**Goal**

*The goal of the Community Education & Access to Police Complaints Demonstration Project (CEAPC) is to ensure that the police complaints system is accessible and available to the specific needs of community members. This will be achieved through the development and delivery of support mechanisms that will assist in making the system more transparent, comprehensive, and accessible to the diverse citizens of the Toronto area. CEAPC will be responsive to and guided by the needs of the community.*

**Overview**

Addressing and enhancing race relations within Toronto has been an area of priority for Scadding Court for many years. Various programs have been developed to address concerns voiced by community members, volunteers, and staff that race related intolerances were on the rise and inhibiting the ability of individuals and families to access programming in the neighbourhood. Some concerns about community safety and race relations involved local police authorities.

Since Fall 2002, there has been much media attention dedicated to the relationship between police and diverse ethno-racial communities across Toronto. Residents from racialized communities particularly, it has become known, perceive the members of the Toronto Police Services as racist, discriminatory, and unapproachable. Many have also articulated that the police complaints process is not a viable and realistic option for them because they are intimidated by the system, treated poorly when attempting to access it, and discouraged from filing any type of complaint. There exists a divide between individuals who deny the existence of racial profiling and those who are targets of this practice. It has been our experience that many of our local community members who have encountered situations with the police force feel that the police complaints system is not accessible to them and for this reason do not consider using it. Barriers that have been identified include language accessibility, support through the process, and adequate information.

**Our Partners[2]**

In order to address these concerns, Scadding Court has developed an alternative, community-based model of documenting and submitting police complaints. We have created a unique network of partners who will assist us in achieving our goal effectively. This network is made up of multiple advocacy groups, legal clinics, and service provider organizations, who work in our targeted neighbourhoods and have the ability to deliver services in a variety of languages. Our partner agencies staff have completed a three-day training session on the police complaints system by Toronto Police Services, Professional Standards, as well as Ontario Civilian Commission on Police Services (OCCPS). This training also included advocacy groups and lawyers who gave presentations and workshops on de-escalation and documentation skills, as well as the

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[2] Please see attached *CEAPC Network of Partners* for a complete list of partner agencies.

history of police complaints, and how particular marginalized communities experience policing today.

**Education**

Following this training, the community education component of the project involves developing and disseminating culturally and linguistically sensitive educational tools, such as brochures and workshops on the following topics: the police complaints process; hate crimes; immigrant and newcomer awareness; information for parents whose children are involved with the law; and the Youth Justice Act.

Further joint orientations between police officers and community workers will be organized in our targeted neighbourhoods and the divisions working in these areas. These neighbourhoods and police divisions are:

- Blake/Boultby, 55 Division
- Jane-Finch, 31 Division
- Malvern, 42 Division
- Regent Park, 51 Division
- Scadding Court's 14 and 52 Divisions
- St. James Town, 51 Division

This joint orientation will provide opportunities for officers to hear and learn from local community leaders about the issues and challenges that diverse communities face on a daily basis. We anticipate that the dialogue in these sessions will assist in rebuilding trust between communities and police, thereby increasing community safety.

**Police Complaints**

The complementary component to the education piece of this project is assisting members of the community to file complaints in a safe, supportive community-based environment. An intake protocol has been developed with Toronto Police Services, Professional Standards. If a community member wishes to file a complaint against an officer, they can approach one of our partner agencies, who will be able to provide education around the process and assist in documenting the complaint. All complaints will be collected through the Project Coordinator at Scadding Court and then forwarded on to Toronto Police Services, Professional Standards. Partner agencies who have the capacity to deliver services in multiple languages will provide interpretation should language be a barrier. The Project Team will provide ongoing support to individuals, assisting them to navigate through the entire process.

**Report Card**

Throughout this project, we will be compiling statistics on age, ethno-racial, and gender identities. These statistics will be analyzed annually and released in a report that will be made widely available to the public.

We believe that through this project, many goals can be achieved simultaneously: building bridges between the police and community members, educating the police on

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the needs and issues within communities, providing access to an underutilized system and building common understanding around the roles and responsibilities of both community members and the police in creating and maintaining safe neighbourhoods in the City of Toronto. Scadding Court also believes that a project such as this will realize the Toronto Police Service's goal of ensuring that "the Toronto Police Service continues to promote and foster positive relationships with all citizens in all of the communities in the City of Toronto"[3], as stated in the Toronto Police Service report entitled Policing a World Within a City, the Race Relations Initiatives of the Toronto Police Service. The 2001 Environmental Scan of the Toronto Police Service states that "The Police Service must work to ensure that members of all communities in Toronto feel they are treated professionally and fairly"[4], and the agency believes that this project will assist in actualizing this goal by strengthening the relationships and developing an understanding between community and the police.

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[3] Toronto Police Service, Policing a World Within a City, the Race Relations Initiatives of the Toronto Police Service, January 2003, Forward.
[4] Toronto Police Service, Policing a World Within a City, the Race Relations Initiatives of the Toronto Police Service, January 2003, pg. 8

## Appendix II

### Community Education & Access to Police Complaints Demonstration Project (CEAPC) List of Partner Agencies

*Lead Agency*
    Scadding Court Community Centre

*Agency Name*
1. African Canadian Social Development Council
2. Alexandra Park Community Centre
3. Alexandra Park Neighbourhood Learning Centre
4. Atkinson Co-Op
5. Canadian Race Relations Foundation
6. Canadian Arab Federation
7. Co-operative Housing Federation of Toronto
8. Community Social Planning Council of Toronto
9. Council of Agencies Serving South Asians
10. Davenport-Perth Neighbourhood Centre
11. Delta Family Resource Centre
12. Eastview Community Neighbourhood Centre
13. Fort York Food Bank
14. Hispanic Development Council
15. Hong Fook Mental Health Association
16. Jamaican Canadian Association
17. Jane/Finch Community Legal Services
18. Jane/Finch Concerned Citizens Organization
19. Justice For Children and Youth
20. Kensington-Bellwoods Community Legal Services
21. Midaynta Association of Somali Serving Agencies
22. New Experiences for Newcomer Women
23. Ontario Council Of Agencies Serving Immigrants
24. Regent Park Neigbourhood Initiative
25. Schizophrenia Society of Ontario
26. South Asian Family Support Services
27. South Asian Legal Clinic of Ontario
28. South Asian Women's Centre
29. St. Christopher House
30. St. Stephen's Community House
31. Street Health
32. The 519 Church Street Community Centre
33. Toronto Community Housing

34. Toronto Police Accountability Coalition
35. Toronto Police Services
36. YMCA Youth Intervention and Outreach Services

# Scadding Court Community Centre
# St. Christopher House
# and
# 14 Division, Toronto Police Services

# Invite You To:

# Divisional and Community
# Orientation, Update and Information Sharing
# On Police/Community Relations

# With Guest Facilitator Dr. Karen Mock

# September 15, 2005 from 8:30am – 4:30pm
# Fort York Residence Board Room
# 38 Bathurst Street
### (South of King St.)

The Orientation, Update and Information Sharing on Police/Community Relations is an issues-based, solution focused workshop. This is an opportunity for police officers and community workers in 14 Division's catchment area to engage in dialogue regarding respective roles and responsibilities in the community, identify issues and trends as they relate to police and communities, and strategize for collaborative solutions.

We request the participation of your organization in this session, and recommend that one manager and one front line worker attend. Please confirm your attendance by registering with **Joanna Reynolds** at **416-848-7980 x235** no later than **Thursday September 8, 2005**.

### _Space is limited so please register early_.

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Report on Divisional and Community Orientation, Update, and Information Sharing on
Police/Community Relations, 14 Division
September 15, 2005

# DIVISIONAL AND COMMUNITY

# Orientation, Update and Information Sharing on Police/Community Relations

**Fort York Residence
38 Bathurst Street (behind 34)**

**September 15, 2005**

**AGENDA**

8:30am          Registration and Light Breakfast

9:00am          • Welcome and Greetings - Kevin Lee, Executive Director, Scadding Court
                                      - James Dicks, Superintendent, #14 Division

                • Introduction –  Leila Sarangi
                  Facilitator – Dr. Karen Mock

                • Culture of the Workshop
                • Goals and Objectives
                • Defining the Issues (small groups)
                • Discussing the Issues (large group)

| **Community Education & Access Project** |
|---|

                • Clarifying Terminology: Speaking the same language
                • Orientation and Update : Powerpoint presentation

12:30pm                    **Networking LUNCH**

1:30pm
| **Building Consensus** |
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                • Small Group Discussions
                • Sharing Recommendations

3:00pm
| **From Issues to Action** |
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                • Where do we go from here?
                • Further needs and resources

4:00pm          Wrap up, Evaluation and Personal Commitment

**Appendix V**

## GOALS AND OBJECTIVES

1. To increase awareness and understanding of the Scadding Court Police Demonstration Project.

2. To deepen awareness and understanding of Divisional and Community issues and trends.

3. To enhance awareness and understanding of respective Divisional and Community service providers' roles and responsibilities.

4. To corroborate and strategize next steps specific to:

   - ongoing Divisional and community dialogue
   - implementing a process to identify solutions for acknowledged issues
   - establishing a small working group to plan a Community Forum

## Appendix VI

### WORKSHOP NOTES: ORIENTATION, UPDATE AND INFORMATION SHARING ON POLICE/COMMUNITY RELATIONS

Welcome Greetings from Kevin Lee of Scadding Court

- Demonstration Project on accessing the police complaints system launched in March
- One aspect of what the project, aside from the complaints part, is the commitment of the project to building the communication between the police service and the community → today tackles this part of the project, the on-going dialogue, for better quality of life in the communities we serve
- Thanked partners in St. Chris and Scadding Court
- Won't just happen in the 14th Division, the project will embark on other Divisions
- Not just about identifying issues and needs, we know it already from the different perspectives
- We hope out of these sessions, there will be an interface between the two to come up with workable, tangible, concrete actions on how to build a better community
- Thanked Dr. Karen Mock for her support on the initiative (from 2 years ago when they started developing the initiative), and for facilitating today
- Thanked everyone for taking their time to participate

Welcome Greetings from Inspector Dave McCloud from 14th Division

- Superintendent Dicks – sent his regrets
- Thanked Mary and Leila
- He said the experts from the 14th Division are here
- Police delivery in the community is dependent on honesty, transparency and cooperation
- Place transparency on the table → not about an academic discussion
- Police are the servants of the community
- Police need to know what needs to be done, there is a need to get input on what needs to be done
- Complaints division (critical component) – identify guidelines and the controls that are necessary to be put in place and are seen to be in place

Dr. Karen Mock - Executive Director of Canadian Race Relations Foundation

Introduction Exercise
- Each person paired up with a person they did not know and was tasked to introduce the other person

Overview of the Workshop (Culture)
- Relationship building, learning
- Communication is the exchange of shared meanings
- Ground Rules:
  o What's in the room stays
  o Listen respectfully… allow people to finish
  o Speak from your own perspective (I…)
  o Agree to disagree
  o Lean into your own discomforts
  o Be present
  o Be gentle
  o Speak to the point, to the issues
  o Be candid

- I know you think you understand what you thought I said, but what you don't realize is what you heard me say is not what I meant!
- Never attribute to malice that which can be attributed to ignorance.

Goals and Objectives

- To increase awareness and understanding of the Scadding Court Police Demonstration Project.
- To deepen awareness and understanding of Divisional and Community issues and trends.
- To enhance awareness and understanding of respective Divisional and Community service providers' roles and responsibilities.
- To corroborate and strategize next steps specific to:
    - Ongoing Divisional and community dialogue
    - Implementing a process to identify solutions for acknowledged issues
    - Establishing a small working group to plan a Community Forum

Defining the Issues (small groups)

| Issue | Responses | |
|---|---|---|
| 1. How does the diversity of the people that you work with (e.g. clients, colleagues, supervisors, subordinates, community, police, etc.) affect your work | **Group 1:**<br>- Language barriers<br>- Cultural barriers<br>- Mental health<br>- Divisions (economic, social, political, etc.)<br>- Diversity → enriches, potential resource<br>- Toronto → ahead of the game in dealing with diversity<br>- Diversity → challenges and motivates<br>- Cycles that parallel to community issues and resources | **Group 2:**<br>- Participating off and on the job with diverse people allows me to learn about the culture and issues of the larger community.<br>- Learning about other people's culture helps with her job and helps the clients.<br>- The diversity I experience reinforces and validates my own experiences, and enriches my perspective.<br>- Two fold – increases my awareness and the complexity of issues (esp. youth) and increases the passion to work towards social change.<br>- Respect for people that you work with and see what they bring to the table and work environment. Treat everyone the same – difficult with language and cultural barriers… sometimes resources are lacking and frustrating. |
| | **Group 3:**<br>- Diversity helps contribute to developing healthy communities<br>- Helps in personal role and professional development<br>- Increases knowledge<br>- Helps people understand others<br>- Gives a greater capacity at work dealing with the community<br>- Creates challenges within the community | **Group 4:**<br>- Having patience to understand<br>- System structure that maintains poverty and fosters disengagement<br>- Diversity complicates situations<br>- Need to know more about diverse cultures and beliefs<br>- Background knowledge<br>- Sensitivity issues to true diversity<br>- How to improve their quality of life |

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| | | and address their fears |
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| | | - Learn their perspective and strive to understand<br>- They bring energy to projects<br>- Complacency raises questions / concerns to new ideas / goals.<br>- Re-active vs. pro-active |
| 2. On what issues relating to police/ community relations would you like to see some <u>frank</u> discussion? | Group 1:<br>- How we can work together in dealing with neighbourhood merchant complaints → quick tips, ways<br>- How we can work to change corporate/ organizational cultures to enhance communications<br>- We are working towards the same goals → how? → Deeper awareness and respect for each other's roles, responsibilities and practices<br>- How do we interact with different communities?<br>   o How do we de-escalate and communicate with different client groups<br>   o Discuss behaviours<br>- Perceptions from different points of view regarding roles | Group 2:<br>- Expectations need to be reasonable, understanding each other's limitations<br>- Community thoughts about mental health |
| | Group 3:<br>- Police – proactive, visible and involved in the community<br>- How does the lack of trust in the community affect the TPS<br>- Police accountability and transparency<br>- Proactivity vs. reactivity | Group 4:<br>- Accountability and transparency<br>- How will police at the 14th Division demonstrate this so we can see it<br>- See how community receives the accountability and transparency<br>- How to effectively deal with increased gun violence<br>- Stop the band-aid solutions<br>- How to increase police effectiveness without creating alienation and adverse effects<br>- Different treatment to those less fortunate, especially mental health and drug addicted people |
| 3. What are your hopes for this workshop? | Group 1:<br>- Bridge gaps<br>- Means of on-going dialogue<br>- Joint education and future forums<br>- networking<br>- Deepened understanding of roles and responsibilities | Group 2: - |
| | Group 3:<br>- Gain knowledge<br>- Concrete action plans and commitment<br>- Develop community relationships | Group 4:<br>- Want continued dialogue like today<br>- Initial enthusiasm will wane |

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|---|---|---|
| | - Networking | |
| 4. What are your fears for this workshop? | Group 1: - | Group 2: - |
| | Group 3:<br>- Commitment "fizzle"<br>- Leaving issues unaddressed and/or unresolved | Group 4: - |

Discussing the Issues (large group)

- How diversity affects the way you work
  o Diversity: there are barriers and it divides people into groups but it is also enriching, and it is a potential resource
  o Challenges can be demoralizing and can cause people to burn-out yet it motivates and fuels the desire to overcome the barriers
  o Toronto is ahead of the game in dealing with diversity → it's because we have to be, because of the realities → challenges are still real and sometimes we take many steps back
  o Need a safe "space" to talk about issues
  o Need allies (ally - somebody who isn't part of your target group but they can help support and cut through) → need to support each other
  o Learn more about different cultures and issues of the larger community
  o Increases the passion to work towards social change
  o Language and cultural barriers → sometimes resources are lacking and it makes it frustrating
  o Some people are embarrassed when they can't offer services that are linguistically appropriate to their clients
  o Develops healthy communities
  o Helps individuals and professional development
  o Greater capacity and dealing with the community
- Topics for frank discussion
  o Accountability → know how police deal with complaints, strategies to develop trust
  o How police/community groups can work together
  o Breakdown corporate culture and realize that goals are shared
  o How to de-escalate and work with different target groups
  o Understanding each other's roles
  o Need to know where we go from here – real partnerships (not just lip service)
  o We need to create "back spaces" to work together vs. "front spaces"
  o Treating everyone with "respect" does not necessarily mean treating them all the same
  o Multiculturalism: "Do unto others as they would have you do unto them."
  o Understand each others limitations
  o Mental health issues affects community service agencies and police
  o Raise issues and then develop a strategy before the end of the day → the more concrete the better
  o Desire for police to be pro-active and visible
  o How does lack of trust of the community affect the police
- Hopes for the workshop
  o Continue workshops/community working groups
  o Deepened understanding of each other's roles
  o Gain knowledge to create an action plan and commitment
  o Develop relationships → networking
- Fears for the workshop

- o Not being able to touch on certain issues
- o Initial enthusiasm will wane, fizzle out

Leila Sarangi – Community Education and Access Project of Scadding Court

- Background:
  - o 35 partners (Toronto Police Service, legal clinics, advocacy groups, community service agencies)
  - o Partner agency training (24 intake workers, representing 17 agencies and 16 languages)
  - o 6 target neighbourhoods → targeted outreach in these neighbourhoods but accepts calls from anywhere
- Intake Process – contact intake worker, assess needs and make referral, provide assistance in gathering information and filling out forms, complaint forwarded to Coordinator then to Professional Standards, intake worker follows up with complainant
  - o Launched on March 30, 2005
  - o Average of 2 complaints a month → new and awareness still has to be made
  - o Some complaints have already led to investigations
- Educational Component
  - o Brochures (plain language – offered in 16 languages including English): hate crimes, immigrant and newcomer awareness, police complaints process
  - o People felt intimidated by the process, people were not sure about their rights and responsibilities
  - o Workshops (hate crimes, immigrant and newcomer awareness, youth criminal justice act, information for parents, police complaints process)
  - o Divisional orientations (to build bridges between police and communities through increased dialogue, to address issues, to develop realistic commitments and an action plan)
- Project Evaluation – Evaluator: Professor Anthony Hutchinson
  - o Evaluating:
    - Project model
    - Partnerships
    - Service delivery mechanisms
    - Client satisfaction
    - Accessibility
    - Qualitative and quantitative impacts
  - o Dec 2005 and Dec 2006 – release dates for two annual reports to be shared with everyone, perhaps it can be used as a model for other regions in the Province

Dr. Mock – Clarifying the Terminology: Speaking the same language

- Barriers of communication
- Knowing about a person makes you lose some of your power (e.g. paradigm shift)
- Understanding the other to be able to provide solutions
- Operational styles are very different – can breakdown the community policing situation rather than advance it
- Stereotype → prejudice → discrimination → systemic discrimination
- COMMUNITY POLICING
  - o COMMUNITY
    - Geographical area, group of people, religious community, etc.
    - Fluid, it changes depending on the situation
    - Definition of the jurisdictions
  - o COMMUNITY POLICING
    - Concept, rather than a definition of the term
    - Difficult to concretize

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- Not really a separate duty, it is part of what police officers do
- Police community relations unit – has specific duties, more longer term and on an individual basis, do steadfast work with persons within the community
- Police working in partnership with community and vice versa
- Not always a partnership
- There are challenges faced between two groups working together
- Accountability has to come from the community, police and general public
- Community needs to share information to police to be able to do their job (knowledge)
- Two-way communication and shared accountability
- Systemic issues and changes that should be made and that can be made when there is a political will to do it and how do we work in partnership to make those changes
- On-going need for information to be constantly updated
- RACE RELATIONS
- ANTI-RACISM
- DIVERSITY
- ACCESS
- EQUITY
- ADVOCACY
- HARRASSMENT
- INTEREST GROUP

Dr. Mock – Building Consensus

- Don't use jargon to be able to deal with things directly
- One issue/need assigned to each table, each table reported their results and each issue/need was discussed:
  - TRANSPARENCY AND ACCOUNTABILITY
    - Explanation: Between police, community and community groups
    - Need: Need for more transparency (meaning?) and accountability (to whom?)
    - Potential/Practical Solutions:
      - Increased communications (re: roles, responsibilities, public responsibilities)
      - Having regular monthly meetings (issue-centered) to evaluate → CPLC, getting community involved with CPLC, reporting back to constituencies
      - Ensure greater accessibility, networking proactively!
      - Disseminate information through the existing partner agencies
      - Review existing programs at next session
      - Ensure meaningful engagement
        - Effective outreach
        - Neutral location
        - Multi language
        - Child care issues
        - Sufficient time
    - Barriers towards Implementation: see barriers of the next item (Education, Training and Dialogue)
  - EDUCATION, TRAINING AND DIALOGUE
    - Explanation: Understanding roles and responsibilities so there is less frustration and people have access to services

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- Explanation: Measurable and concrete evidence (measures of success)
- Need: Need for deeper understanding of the roles and responsibilities of police, community groups and members
- Potential/Practical Solutions:
  - Increase opportunities for police and community
  - Ongoing dialogues
  - Inclusive workshops
  - Education for the broader public (roles, rights and responsibilities)
  - Showing positive examples of police's role in bridging between community groups and advocates
  - More informal interaction (normalizing relationships), educational forums (community and service providers), police coming to drop-ins (once in a while – coffee, play pool, etc.) to demystify the stigma
  - Effective outreach
  - Utilize free civilian policing course → sign up through the internet and learn about what the police do, how they are mandated to respond, meet officers
- Barriers towards Implementation:
  - Can affect client/advocate confidence
  - Resources (money, people and time)
  - Community resistance (power, lack of safety, marginalization)
  - Media exacerbating the situation (violence is newsworthy)
  - People not being receptive towards attending because of past experience (lack of safety)
  - People not identifying with their own specific group (delivered by a person who is not of their own ethnic group)
  - Linguistic and cultural barriers (administering workshops)
  - Not enough civilian policing courses (long waiting list)
  - Access to childcare
  - Lack of knowledge about the workshops (outreach)
- DE-ESCALATE TENSION AND VIOLENCE WITH DIFFERENT CLIENT GROUPS
  - Explanation: How to increase police effectiveness without creating alienation
  - Need: Need to de-escalate tensions between police and the community (ongoing and during crises)
  - Potential/Practical Solutions:
    - Provide local division information/invitations to community events so officers can get involved
    - In high tension neighbourhoods → assign an officer that people know and can approach and know by name → need for relationship building (possibly foot patrol officers)
    - Exchange information to set-up presentations (ex. street safety for women)
    - Spread the word about receiving police updates regarding the community such as regarding the auto dialing system for up to date information on the community
    - Debrief the community after an incident (using an outside facilitator will be more effective)
  - Barriers towards Implementation:
    - Different schedules and shifts (police mandate is not to develop relationships)

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- Defensiveness (need for training for "acceptance" and "empathy")
- Lack of space for candid discussions
- Lack of recognition of the other person's perspective, realities and legit concerns
- Lack of understanding of the constraints
- Shutdown
  - o HOW DO YOU CREATE SYSTEMIC CHANGE?
    - Explanation: Where do you get the resources? How are you going to do it? What do you need?
    - Explanation: What do you have to do to be strategic?
    - Need: Need to overcome the systemic barriers that prevent police and community relations
    - Potential/Practical Solutions:
      - On-going and continuous work
      - Review what exists → using what is there, taking advantage of them (eg. Neighbourhood Watch)
      - Evaluate effectiveness
      - Acknowledge that change needs to happen within systems
        - o cooperation
        - o Have targeted concerns with measurements
        - o Community needs to articulate issues and needs more clearly to the police
        - o Strategic planning: recognize that there are other key players that need to come into play to make systemic change (community, police, provincial government, and federal government)
      - Have a historical background and repository of information to ensure the continuity of the initiative
    - Barriers towards Implementation: -

- Further Issues/Actions:
  - o Perception of differential treatment of mental health clients and/or addicted persons (Are officers trained on how to handle? Is there sensitivity training?) → Officers attend training 4 days every year (mental health issues are addressed in a component and the training occurs on different levels); pilot project starting soon which will involve a registered nurse with a forensic background on duty during the busiest hours to work together with an officer

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Report on Divisional and Community Orientation, Update, and Information Sharing on
Police/Community Relations, 14 Division
September 15, 2005

## Appendix VII

## PERSONAL COMMITMENT FORMS

| No. | Following this workshop, here are some of the things that I (personally) can/will do: | These are some of the things my department/unit should do: | Our division/service/centre should do the following: |
|---|---|---|---|
| 1 | Participate in facilitating (CEAPC) "Immigrant Awareness" workshops | - better education & orientation of agency staff re: CEAPC project & involvement in compiling complaints | See above.<br>- more community outreach re: project |
| 2 | - spread the word about what I've learned today to people I know<br>- to continue to support this project<br>- link people together who can make the difference | N/A | N/A |
| 3 | Increase interaction with the public | Advertise its community assets | Attend more meetings like this one. |
| 4 | - situations where I could have police officers attend to interact with clients<br>- further meeting where I can express my concerns with my division | - | - |
| 5 | - for future meetings – focus – community groups | - more focus on community concerns – be specific, i.e. target policing, etc., ILP (Intel Lead Policing) | - up the resources – experts available for specifics, i.e. morality, issues, etc. |
| 6 | - try to get the community – children & parents more involved in their community | - more community events / meetings involving community members | - |
| 7 | Promote the work of the CEAPC through my Tenant Council Meetings, community meetings, interagency meetings, networks, etc. Involve the officers in a proactive way in the planning and set-up of our Community Safety Plans in each community. Involve the Police in our community events to get to know our neighbourhoods and people. | My corporation needs to continue to encourage and support the engagement and involvement in safety issues in the community with the Police and community stakeholders. In a proactive, ongoing and sustaining way, develop positive interactions and opportunities for learning from one another to break down the suspicion and promote the complaints process as a tool for better understanding. | A larger forum involving – the various Residents Associations, St. Joe's Hospital and the CAMH facility, the Business Improvement Association, Cultural representatives – promote the PCLC involvement, our community safety consultants are partnering up with the Police to work together. De-escalation of tensions with partnerships to give front line workers people to call – officers or Mental Health or Addictions or whatever is needed. Keep the momentum going. Education → how to report and get some |

| | | | feedback on an incident |
|---|---|---|---|
| 8 | - share this with others and encourage others to participate in future discussions | - | - |
| 9 | | - advertise meetings to inform the community line is being done now. | - advertise community meetings with community to inform community after an incident & ongoing |
| 10 | Develop contacts at Scadding Court regarding Crime Prevention Programs available to the public. | Ensure ongoing dialogue. | - |
| 11 | - read, ask questions, learn more about police work<br>- contact Mary re: 14's initiative to have a nurse accompany police officers on calls.<br>- I need to follow up with Mary's e-mail address and follow-up re: a community (nurse & officer police [not in uniform]) to deal with people with mental health problems | - | - |
| 12 | Offer the services of the Scadding Court Community Centre to people that are uncomfortable with filing a complaint at a police station. | Put a stack of the CEAPC literature at the front desk. | Reach out to the community by attending more community meetings. |
| 13 | - continue to attend and participate in CPLC meetings<br>- be in contact with community police to ensure correct information is delivered to client | - ensure receptivity, opportunity exists for community members to have a venue for dialogue in a safe and informative setting. | - continue to do outreach to identified community members where gaps in service exist and to try to create participatory involvement to promote an engaged community |