



An Environmental Scan of Organizations Supporting Racialized Students in Canada

Prepared for
Hamilton Students for Justice (HS4J)

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Definitions

Police- and policing-free schools: Refers to “dismantling school policing infrastructure, culture, and practice; ending school militarization and surveillance; and building a new liberatory education system” (Police Free Schools, n.d.).

School Resource Officer (SRO)/Student Liaison Office (SLO) program: “Programs [that] allow police officers, typically assigned to one elementary or high school on a full-time basis, to conduct daily interactions with students and other members of an educational community” (Ontario Association of Chiefs of Police, 2020).

Socio-Emotional Learning (SEL): Refers to the in-class learning of self-awareness, self-management, decision making, social awareness and relationship skills (Parents of Black Children, n.d.).

Executive Summary

Hamilton Students for Justice (HS4J) is a collective of Black and racialized student organizers working to disrupt oppressive practices in Hamilton school boards. HS4J has partnered with the Hamilton Centre for Civic Inclusion (HCCI) to develop initiatives within the Hamilton school boards to improve the safety and well-being of Black and racialized Hamilton-based youth. In order to support this initiative, HS4J approached the McMaster Research Shop in Fall 2021 to conduct an environmental scan of community-led groups that are advocating for the safety and well-being of Black, Indigenous, Latinx, Middle Eastern, and Asian students in Canadian public secondary schools.

The McMaster Research Shop team conducted an environmental scan of groups from across Canada. We included the following groups in our report: 1) Asilu Collective; 2) Cops out of Schools Vancouver; 3) Free Palestine TDSB; 4) Latinx, Afro-Latin-America, Abya Yala Education Network; 5) Parents for Diversity; 6) Parents of Black Children; 7) Police-Free Schools Winnipeg; and 8) U-Knighted Against Racism. We found that the majority of these groups are focused on both anti-racism and empowerment efforts as well as the removal of police from schools. Some organizations focus their efforts on one of the two initiatives mentioned above. Through our analysis, we also found a number of common goals, demands, supporting initiatives, and partnerships among these groups. For example, several organizations are advocating for the reallocation of police budgets towards community services. Additionally, several groups are concerned about the safety and well-being of racialized students, and are therefore advocating for the collection of data on racist or harmful incidents, the investigation of racist educators, staff, or policies, and the implementation of fair policies.

Due to time constraints, this report focused on eight groups from across Canada. The small number of case studies and the low response rate for interviews present major limitations for this report. Nonetheless, the results of this project are intended to support HS4J as they seek to develop initiatives that enhance the safety and well-being of Black and racialized students in Hamilton.

1.0. Introduction

Hamilton Students for Justice (HS4J) is a collective of Black and racialized student organizers working to disrupt oppressive practices in Hamilton school boards. In June 2020, their campaign to end the policing of marginalized students in Hamilton schools successfully resulted in the Hamilton-Wentworth District School Board's termination of their Police Liaison Program and created pathways to reorient towards transformative forms of student safety. HS4J is committed to ensuring the safety and well-being of all Black and racialized Hamilton-area youth.

HS4J has partnered with the Hamilton Centre for Civic Inclusion (HCCI) to develop initiatives within Hamilton school boards to improve the safety and well-being of Black and racialized Hamilton-based youth. HCCI, as a collective, has worked with community stakeholders in the past to develop various initiatives and programs, including the Black Youth Mentorship Program and Hamilton Civic Leadership Program. Although these programs have been delivered to three secondary schools in Hamilton, HS4J and HCCI are looking to expand these initiatives within both the public and Catholic school boards. Additionally, to inform the development of new initiatives, they undertook consultations with Black youth in the school boards to inform the creation of a Community Safety and Well-being Action Plan.

To supplement their consultation process, HS4J is interested in an environmental scan to see what organizing efforts are taking place, if any, by similar organizations in other Canadian school jurisdictions, and what initiatives (e.g., policy change, activism/organizing, program development) have emerged as a result of these efforts. Accordingly, the main research question for this project is:

What are some examples of community-led groups and/or initiatives advocating for the safety and well-being of Black, Indigenous, Latinx, Middle Eastern, and Asian students in Canadian public secondary schools?

In addition to this research question, based on our consultation with HS4J, we developed the following sub-research questions:

- What kind of demands have the groups made (e.g., removal of police officers from schools), and what initiatives have they undertaken?
- What, if at all, was the impact of these initiatives (e.g., new policies or programs)?

HS4J intends to use the results of this report to inform their organizational strategy and grow their network.

2.0. Methodology

The team conducted an environmental scan in order to provide HS4J with an overview of Canadian organizations with similar missions and operating capacities (e.g., local, grassroots organizations) that are making similar demands and undertaking relevant initiatives. We started by learning about HS4J's mission, values, and operations, and then developed criteria for selecting organizations to include in our scan. As a result, we included organizations with the following inclusion criteria:

- Located in Canada, since educational reform is dependent on jurisdiction and political climate.
- Groups that are advocating for local change, or groups that started at the local level and now advocate for provincial or national change, since HS4J's scope is also local.
- Grassroots initiatives, since groups that are led by the community can advocate for change without top-down pressure from institutions. Initiatives such as steering committees and working groups created and beholden to school boards were not included in our scan.
- Groups that focus on Black, Indigenous and Asian/ Middle Eastern/Latinx students, since HS4J aims to support various groups of racialized students across Hamilton.

Due to time limitations, we selectively included eight organizations in our scan. For each organization, we attempted to collect information relating to the organization's:

1. Background (eg. Mission, vision, target demographic, and contextual information on how the group was started).
2. Organizing efforts, which include:
 - Demands that these groups are making (e.g., removal of police officers from schools), any initiatives that the group has undertaken linked to these demands, and the impact/result of these initiatives, if available.
 - Any other initiatives unlinked to a specific demand
3. Partnerships that the group has formed and information on how these partnerships have helped them succeed.

The team attempted to glean this information from online sources, e.g. organizational websites, news reports, and other publicly available information. Online information was often limited, and so the team contacted all of the organizations to collect missing data through a structured interview. We reached out to the organizations through a variety of means including email and social media. The interview guide that we used for our conversations with representatives from the various organizations can be found in Appendix A.

3.0. Limitations

There were a number of limitations to our environmental scan, as described in this section.

3.1. Lack of Publicly Available Information

For many of the groups that we researched, there was little or no information regarding the impact of their initiatives. Additionally, many organizations had publicly available information about their demands, for example, the focus of their work, but little information about supporting initiatives to mobilize their demands. Furthermore, two groups did not specify any demands. This missing information limited our analysis, particularly in being able to provide recommendations on where HS4J should be investing their future efforts.

3.2. Small Number of Case Studies

The research team located examples of organizations that had a visible online presence. Due to time constraints, the research team included eight organizations in this report. However, it is possible that we missed groups lacking a prominent online presence, therefore failing to be representative of other demands and initiatives.

3.3. Low Response Rate for Interviews

The team attempted to conduct interviews with representatives of organizations when we could not locate online information required for our scan. We reached out to all eight groups through various means, including email and social media. Despite our efforts, we were only able to conduct three interviews.

4.0. Environmental Scan

In this section we provide results from the environmental scan. For each case, we provide the following information:

- Background information, including an overview of the organization's goals
- Organizing efforts, which are structured according to sets of demands that the group has made and include associated initiatives as well as the impact of these initiatives. Additional initiatives that are unlinked to a specific demand (e.g.,

related to the organization's overall mission/goals) are also included in this section.

- Partnerships that the group has formed and information on how these partnerships have helped them succeed.

4.1. Asilu Collective - Ottawa, ON

Background Information

Asilu Collective is an anti-racist group founded in May 2020 striving for the removal of police from schools in Ottawa, ON. The group came together inspired by the Black Lives Matter movement and simultaneous mobilization regarding recent deaths at the hands of police services in Ottawa and across Canada (H. Dash, personal communication, November 9, 2021). They have grown to 10 regular members who volunteer their time. Volunteers are alumni of Ottawa's public school boards, parents, other community organizers, and those who have a personal stake in Asilu Collective's mission (H. Dash, personal communication, November 9, 2021). The Collective also oversees a separate group that focuses on communications, including press conferences and the publishing of research reports (H. Dash, personal communication, November 9, 2021).

Goals:

- (A) Provide a safe learning environment for all students to get the education they need.
- (B) Focus on the development and implementation of positive intervention strategies and non-policing initiatives.

Organizing Efforts

Demand Set A:

- Remove SRO programs from all public school boards in Ottawa to ensure Black, Indigenous, and racialized students are not harmed or over-policed.
- Terminate relationships between school boards and the Ottawa Police Service.
- Deprioritize policing by removing any/all current policing structures/ programs (including metal detectors, surveillance systems, etc.) and prevent any policing structures/programs from being implemented in the future.

Supporting Initiatives

- The [No Cops in Ottawa Schools Petition](#) called on Ottawa public school boards to dismantle the SRO programs and terminate their relationships with the Ottawa Police Service with growing concern over police brutality in schools.
- Asilu Collective published a comprehensive research report entitled [Ottawa Students Speak Out: Cops Out of Our Schools!](#) This report includes a literature

review on the impact of SROs and policing on racialized student safety, especially students who are Black and Indigenous.

- The [Virtual Action Toolkit](#) was created for students, educators, and community members to call school board representatives and the Board of Trustees in order to advocate for the termination of the SRO program.
- To inform their discussions about the SRO Program with school board trustees and administration, Asilu Collective met with community organizers, parents, students, and other key stakeholders.
- Asilu Collective hosted teach-ins, webinars, and talks at schools to teach students about police abolition and the importance of defunding police services and deprioritizing police initiatives. They also focused on educating the broader community, including parents, about the SRO program.
- Asilu's Fall Radical Reading Club empowered high school students and recent graduates by creating a space for them to discuss topics such as abolishing the police and issues related to anti-racism.

Impact

- Asilu Collective successfully launched the No Cops in School petition in the summer of 2020, which garnered over 500 signatures (H. Dash, personal communication, November 9, 2021). Further, over 600 Black, Indigenous, racialized, and other students, educators, parents and other community members collectively shared their encounters and experiences with racially-motivated policing in and around school as well as the trauma ensued by the SRO program, its officers, and policing initiatives through the Asilu Collective's open call for submissions (Asilu Collective, 2021a). Over the course of the next year, the group lobbied the Ottawa-Carleton District School Board (OCDSB) to terminate the SRO program.

Their petition and resulting submissions aided the group in its pursuit to fulfill its goals. One year after launching the campaign and following pressure from concerned students, alumni, parents, educators, and community members, OCDSB voted to terminate the SRO program in June 2021 (Asilu Collective, 2021b). As a result, since OCDSB encompassed the majority of Ottawa public schools, the Ottawa Police Service terminated the SRO program across all four public school boards in the region (H. Dash, personal communication, November 9, 2021).

Demand Set B:

- Collect intersectional race and gender-based data on every police interaction in schools.

Supporting Initiative

- Asilu Collective created the [Anonymous Reporting Tool for Ottawa Schools](#) to provide students and their families an avenue through which they can report experiences of racism or systemic harm at the hands of an educator or school administrator.

Impact

- Information not found

Demand Set C:

- Reallocate policing funds to invest in students through services like mental health support, peer mentoring programs, free meal programs, new textbooks and computers, and art supplies.
- Dismantle oppressive systems within the school boards, curriculum, and population to provide equitable access to quality, affirming educational environments and opportunities.
- Move beyond performative anti-racist actions and fully fund training for staff in restorative and transformative justice practices, including meditation, healing circles, group conferences.

Supporting Initiatives

- Information not found

Impact

- Information not found

Partnerships

- [Latinx, Afro-Latin-America, Abya Yala Education Network](#) (LAEN)
 - LAEN organized conferences where Asilu Collective connected with similar groups from other provinces to speak about provincial legislation and cross-strategizing.
- [The Criminalization & Punishment Education Project](#) (CPEP)
- [Ottawa Black Diaspora Coalition](#) (OBDC)
- [Horizon Ottawa](#)
- [Coalition Against More Surveillance](#) (CAMS)
- Ottawa Street Medics
- Punch Up Collective
- SESCana (Student Equity Strategy)

- Ottawa Developer Watch
- Justice for Abdirahman
- Herongate Tenant Coalition
- Indigenous Solidarity Ottawa
- Ottawa Student Equity Coalition

4.2. Cops Out of Schools Vancouver - Vancouver, BC

Background Information

Cops Out of Schools Vancouver is a group of parents, educators, and community members whose mission is to have schools be a safe, welcoming place for all children and youth, particularly Black and Indigenous students, in the Vancouver area (Cops Out of Schools, n.d.a).

Goals:

- (A) An immediate end to School Liaison Officer (SLO) programs in the Vancouver School Board (VSB).
- (B) Community-led programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.

Organizing Efforts

Demand Set A:

- Immediately terminate the SLO program.
- End events that bring police into schools, for example, investigating school complaints as well as supervising field trips, sports teams, and student clubs.

Supporting Initiatives

- The “[Police Free Schools are Safer Schools](#)” petition, which called for an end to policing in Vancouver schools.
- Cops Out of Schools Vancouver spread their message and communicated updates on their advocacy efforts on their website and social media pages, including Facebook, Twitter, and Instagram.
- The group coordinated a “phone zap” and “email buzz” campaign to pressure school trustees to end the SLO program.
- Organized press conference meetings and rallies outside the school board’s head office.
- Members of the group were encouraged to sign up to attend a board meeting to express their concerns directly to the Vancouver School Board (VSB) Policy and Governance Committee.

Impact

- The “Police Free Schools are Safer Schools” petition garnered over 2500 signatures.
- Cops out of Schools Vancouver successfully advocated for the termination of the SLO program in 2021. The organization's efforts were reported in the media including Global News (Little & Stewart, 2021) and the Vancouver Sun (Griffiths, 2021). In April 2021, the Board finalized recommendations regarding the future of the SLO program and officially discontinued the program in June 2021 (Vancouver School Board, 2021).

Demand Set B:

- In consultation with school communities, particularly Black and Indigenous parents and students, create and increase funding for programs that take a restorative and trauma-informed approach to creating safety and well-being for all students. Suggestions include:
 - More mental health supports, education, and trauma-informed, healing centred BIPOC counsellors.
 - Restorative justice initiatives led by Black and Indigenous exports in partnership with students.
 - Long term anti-racism and anti-bias training for administration trustees, teachers, and staff to ensure racial equity, diversity and inclusion in schools.
 - A universal meal program that incorporates edible gardens where students can learn to plant, tend, harvest, and prepare their own food as part of the curriculum to support students’ health, well-being, and education.
 - Indigenous-led culturally relevant programming in all schools.
 - Science, technology, engineering, and mathematics programming such as Ethos Lab, a non-profit organization which provides an anti-racist and contextualized approach to STEM exploration for youth to build an inclusive future that includes everyone.
 - More arts programming in partnership with organizations such as Black Arts Vancouver, a community organization focusing on furthering the arts expression of Pan-African youth in Vancouver, Canada
 - More educational assistants and teachers to ensure smaller class sizes to better support students’ learning.
 - Training for admin on non-violent interventions and de-escalation techniques to promote more peaceful, equitable outcomes for all parties
 - A nurse in every school, every day to support children's physical and mental health (Cops Out of Schools, n.d.b).

Supporting Initiatives

- Information not found

Impact

- Information not found

Partnerships

Events:

In April 2021, Cops Out of Schools' collaborated with the following organizations to hold a student-led press conference to support students and community members impacted by police presence in schools:

- Pivot Legal Society
- Justice for Girls (JFG) (Pivot Legal Society, 2021a)

Closer to the date of VSB's final deliberations, Cops Out of Schools' alongside the following groups supported a press conference hosted by VSB Parents & Educators to further discuss concerns regarding SLOs in elementary & secondary schools:

- Vancouver Elementary School Teachers' Association (VESTA)
- Anti-Oppression Educators Collective (AOEC)
- Pivot Legal Society (Pivot Legal Society, 2021b)

Showing Support:

To show their support for the group's work to end the SLO program, organizations shared their message on social media:

- Vancouver District Parent Advisory Council (DPAC)
- Defund 604 Network
- Latinx, Afro-Latin-America, Abya Yala Education Network (LAEN) (Cops Out of Schools, n.d.c).

Many organizations also wrote a letter in solidarity:

- Pivot Legal Society
- QMUNITY
- Hamilton Students for Justice (HS4J)
- BC Allies
- BC ED Access
- Robyn Maynard, Black Canadian writer and scholar
- Markiel Simpson, member of BC Community Alliance

- Andrea Vásquez Jiménez and Silvia Argentina Arauz, co-directors of LAEN
- Georgia Knia Singh, principal lawyer for MA'AT Legal Services (Cops Out of Schools, n.d.a).

Other Partnerships:

Cops Out of Schools Vancouver frequently supports groups across Canada to defund the police and end SLO programs in their area by sharing their message and supporting their work. Some of these groups include Black Lives Matter - Guelph, Asilu Collective, and Police-Free Schools Winnipeg.

4.3. Free Palestine TDSB - Toronto, ON

Background

Free Palestine TDSB is comprised of a group of students from Marc Garneau Collegiate Institute who are striving to combat anti-Palestinian racism within the Toronto District School Board (TDSB).

The group was officially formed in November 2020 in response to several incidents of anti-Palestinian racism:

- In May 2021, Javier Davila, an educator and the Student Equity Program Advisor at TDSB, sent out resources on Palestine to educators and interested community members through an opt-in email list. In response, the school board opened an investigation against Davila, with one TDSB trustee claiming that his resources were “virulently anti-Israel and even antisemitic” and “that some of this material justifies suicide bombings and other forms of terrorism” (Gofundme.com, 2021). Davila was subsequently suspended from his post as Student Equity Program Advisor and was later reinstated without discipline. According to Protect Students and Education Workers (2021), the incident demonstrated the school board’s lack of consistency towards issues related to equity, anti-oppression, and decolonization.
- In September 2021, Desmond Cole was invited to speak to TDSB about anti-racism and equity in order to advise the school board on “creating schools that are inclusive and where all students see themselves reflected, valued, have a sense of belonging” (Cole, 2021). During his presentation, Cole said “Free Palestine” and subsequently faced criticism from the school board for making remarks that were “potentially problematic or inappropriate” (Cole, 2021). Cole also faced online abuse from organizations claiming that the phrase “Free Palestine” promotes antisemitism and violence against Jews (Cole, 2021).
- A TDSB student was suspended for wearing a traditional Palestinian scarf called the “keffiyeh” (Free Palestine TDSB, 2021a).

Goals:

- Information not found

Organizing Efforts

Demands:

- Ensure the safety of any Palestinian students and staff who may face backlash, unfair accusations, and ill treatment for expressing their cultural identity.
- Empathize with Palestinian students and staff. Understand that they are experiencing trauma and are heavily affected by these issues. Do not silence them but instead seek to help and support by sending out an abundance of sincere resources.
- Include and support Palestinian voices in human rights and equity education.
- Assure TDSB educators and students that they can discuss Palestine, its history, culture, traditions, and resilience. Assure them that they can wear Palestinian scarves (keffiyehs) without facing backlash or being reprimanded.
- Consult with major stakeholders in a transparent manner when it comes to nuanced issues of equity. Engage students affected by the issue and offer sincere supports.
- Adopt a definition of antisemitism that is decolonial and does not perpetuate unfair power relationships between a state and its occupied people. [The IHRA definition](#) dehumanizes Palestinians and has been rejected by many university faculty associations for this reason.
- Issue an apology to Desmond Cole for the unfair treatment he received for saying “Free Palestine.” Ensure justice for any student and staff who have been subject to suspension or expulsion as a result of their advocacy of pro-Palestinian viewpoints or asked to remove their keffiyeh.
- Implement a fair policy and timeline on any future investigations of educators on human rights work so that the unreasonable and unfair situation that Mr. Davila and students who have worn Palestinian scarves (keffiyehs) endured is not repeated again.
- Align TDSB’s stance on human rights with that of the United Nations Human Rights Council, Amnesty International, and Human Rights Watch. The TDSB has a Human Rights Office that should play a proactive role in addressing the human rights concerns of TDSB Palestinian staff, students, and allies (Free Palestine TDSB, 2021a).

Supporting Initiatives

- In November 2021, students from Marc Garneau Collegiate Institute planned a walkout to stand against anti-Palestinian racism. The walkout attracted between 200-250 students from Marc Garneau Collegiate Institute.

Impact

- Information not found

Partnerships

- Desmond Cole
 - Free Palestine TDSB stated that Cole “helped prepare us for what to expect, and helped with support from the community” (Free Palestine TDSB, 2021a).
- Canadians for Justice and Peace in the Middle East (CJPME)
 - Following the walkout, TDSB stated that chants, such as “Free Palestine” and “From the river to the sea, Palestine will be free” can be experienced as antisemitic and hateful by some members of the Jewish community, while some Palestinians use the phrases as a statement of their rights as people. They continued by saying that “Human rights work is often complex and includes competing rights” (Free Palestine TDSB, 2021b). In response, CJPME demanded that TDSB “unequivocally stand behind their students” in order to protect them from an “unacceptable bullying campaign” by groups who are accusing the students of genocidal slogans (Canadians for Justice and Peace in the Middle East, n.d.).
 - CJPME also encouraged community members to email the school board to protect students against smears and anti-Palestinian racism (Canadians for Justice and Peace in the Middle East, n.d.).
- Independent Jewish Voices (IJV) – Toronto
 - IJV-Toronto stated that they stand with the “brave students who walked out of Marc Garneau Collegiate Institute and support them in calling for a society with full human and civil rights for all people in Israel-Palestine” (Independent Jewish Voices Canada, n.d.).
 - They further demanded that TDSB cease their relationship with right-wing Israel advocacy groups, since these groups are “intent on silencing Palestinian student voices and those sympathetic with Palestinian human rights” (Independent Jewish Voices Canada, n.d.).

4.4. Latinx, Afro-Latin-America, Abya Yala Education Network (LAEN) - Toronto, ON

Background Information

The Latinx, Afro-Latin-America, Abya Yala Education Network, also known as LAEN, was founded in 2012 in order to advocate for Latinx students in TDSB and the Toronto Catholic District School Board (TCDSB). LAEN was founded in response to systemic issues that affected Latinx students, such as the high dropout rate among Latinx

students, as well as racism and discrimination from peers, teachers, and school staff (Calero & Chica, 2018).

In its early years, LAEN aimed to “support and advance educational initiatives [for the Latinx community] through a diversity of community support groups, organizations, and individuals” (Calero & Chica, 2018). Through these initiatives, they sought to develop a “strengthened and united Latin American community in Toronto” (Calero & Chica, 2018). As the organization grew, they shifted their goals in order to focus on justice and equity-seeking initiatives. Recently, LAEN has also expanded their efforts to include systemic issues that require provincial-level responses.

Goals:

(A) Parents - To support parents’ involvement in their children’s education through a parents’ council and enhance parents’ participation through workshops, information sessions, etc.

(B) Children/youth - To provide a platform for children/youth to become proactively involved, share their experiences and influence change in the education system.

(C) Cultural and personal development - To promote and support spaces where culture, as it relates to the Latin American community, is critically explored and celebrated in order to build enriched and renewed understandings within our community.

(D) Promotion - To promote awareness of educational rights and of the services available to the Latinx community.

(E) Advocacy - To advocate on behalf of the Latinx community to various educational institutions.

(F) Supporting families - To promote and strengthen communication and relationship ties between parents and children/youth by connecting them with tools and resources available in the community.

Organizing Efforts

Demand Set A:

- Change the name of the Heritage/History months from “Hispanic Heritage Month” to “Latin-America History Month” in order to avoid colonial labels and allow a group of people to self-identify.

Supporting Initiatives

- Information not found

Impact

- In 2016, TDSB changed the name of “Hispanic Heritage Month” to the “Latin-America History Month”(Calero & Chica, 2018).

- TCDSB continues to use the term Hispanic. As of December 2021, TCDSB's website stated that they celebrate "Latin-Hispanic Canadian Heritage Month" (Toronto Catholic District School Board, n.d.)

Demand Set B:

- Remove School Resource Officers from schools.

Supporting Initiatives

- Supported and promoted a petition that demanded the removal of police from TDSB schools. The petition had more than 1000 supporters before it was closed (Change.org, 2017).
- Encouraged community members to contact the Mayor's office to express their concerns and call for an end to the SRO program.
- Raised awareness about the harmful effects of the SRO program by speaking to the media and organizing community information events .

Impact

- In 2017, LAEN, alongside other community groups, such as Black Lives Matter – Toronto and Education Not Incarceration, successfully advocated for the removal of police from TDSB schools.
- Following the removal of the SRO program, TDSB reported that suspensions and expulsions dropped by 24% and 54%, respectively, during the 2018-2019 academic year, due to a shift from punitive to transformative practices (Change.org, 2019).

Demand Set C:

- Provide meaningful anti-oppression training for educational staff, consider hiring teachers with relevant backgrounds, culture, language, and histories.
- Support the building of positive, nurturing relationships with Latinx students and teachers.
- Include more content from Latin American studies in the curriculum.
- Move away from a Eurocentric curriculum.
- Avoid tokenistic multicultural events and instead host Heritage/History month conferences that provide the opportunity to collect information, build networks, promote community services, and facilitate action-based workshops.
- Anti-streaming.
- Better implementation of the "don't ask, don't tell" policy in regards to the immigration status.
- Police-Free Schools across all educational levels be mandated provincially in Ontario (removal of all cops in schools program regardless of their names: School Resource Officer programs, School Engagement Team Programs, Campus Police Special Constable programs in post-secondary campuses etc.)

- Decriminalize and eliminate laws, legislation and educational policies that criminalize students, and the creation of those that support students.
- A paradigm shift from legislation that is anchored in punitive disciplinary practices, policing and criminalization of students (ex. Safe Schools Act to a Caring, Healthy & Equitable Schools Act), to one that is based in restorative/transformational justice practices, healing centred engagement and that is relationship centred.
- Fix the education funding formula to have schools properly funded and have funding be equity-led and identify how much is spent on school policing and that those funds be shifted away and invested into preventive and supportive healthy school and educational need.
- Free-Tuition for post-secondary.
- Deprioritize the use of police officers in all educational settings as an instrument of last resort.

Supporting Initiatives

- Information not found

Impact

- Information not found

Partnerships

- TDSB, TCDSB, Ontario Secondary School Teachers Federation, Elementary Teachers of Toronto, and Ontario English Catholic Teachers
 - Financially supported LAEN's work through the first three years. For example, they provided funding for educational conferences, including "food, honorariums for facilitators, MC's, and artists/entertainment, public transportation tokens and child minding to support parental involvement" (Calero & Chica, 2018).
 - Despite their financial support, a representative from LAEN stated that "School Board actions on issues discussed have not been as forthcoming as expected, and it has required several efforts and friendly follow-ups, including various emails to ensure tasks were completed and support was provided as agreed on in meetings. These limitations became more prominent, especially with TCDSB, as we began to take positions further from dominant ideologies" (Calero & Chica, 2018). Additionally, LAEN's representative stated that working with two separate school boards "slowed down the process of approving school initiatives due to the need to navigate two separate bureaucracies" (Calero & Chica, 2018).
- Showing Up for Racial Justice Toronto:
 - Provided financial support for LAEN (Platform, 2020).

- Community for Just Schools Fund:
 - In a recent interview, LAEN's co-director stated that the Community for Just Schools Fund has been able to previously provide support for LAEN (Platform, 2020). However, based on our research, the nature of the support is unclear.

4.5. Parents for Diversity - Ottawa, ON

Background Information

Parents for Diversity focuses on creating inclusive and non-discriminatory learning environments for children in Ottawa, ON. The group focuses primarily on creating online resources and workshops for parents and families to promote equitable learning environments. Their vision is for all children to have access to “rigorous, meaningful and joyful learning” such that each child can feel comfortable within their learning environments (Parents for Diversity, n.d.).

Goals:

- (A) Improving awareness about anti-black racism, intolerance and discrimination within the education system, specifically focusing on school boards in Ottawa.
- (B) Creating resources for families and schools, which includes workshops, materials and other online resources.
- (C) Supporting and advocating for families of children who experience discrimination or bias in schools.

Organizing Efforts

This group does not have a specific list of demands but rather creates initiatives related to their overall mission and goals. Examples of initiatives include:

- Parents for Diversity conducted [online workshops](#) on topics such as school meetings, navigating the school system, strategic conversations about race, supporting the mental health of racialized children, and advocating for Black student success. The group conducted 9 workshops in 2021 (Parents for Diversity, n.d.).
- In 2020, the group created the “Periodic Table of Canadian Black History,” which highlighted the contributions of prominent Black Canadians. These tables were installed on bulletin boards at schools (Parents for Diversity, 2021).
- In 2021, Parents for Diversity received \$50,000 from the Ministry of Education to develop webinars in English and French. These webinars will support families by covering topics such as anti-racism, equity, inclusive education, and mental health (Ontario Supporting Black Student Success, 2021).
- A [library of children's books](#) was created to celebrate the diversity of Canada and promote inclusion.

Impact

- A teacher from Immaculata High School shared that students loved the physical version of the “Periodic Table of Canadian Black History” and would like a digital version that is easily accessible (Parents for Diversity, n.d.). As a result, in 2021, [a digital version](#) of this tool was created.

Partnerships

- Information not found

4.6. Parents of Black Children (POBC) - Toronto, ON

Background Information

Parents of Black Children (POBC) is an advocacy group that is committed to dismantling anti-Black racism within schools. Although they focus primarily on the York Region, the group also aims to address anti-Black racism among all school boards in Ontario. The organization’s mission is to ensure that school boards are providing equitable opportunities to Black students in an environment that is free of oppression. Additionally, they are striving to ensure the wellbeing and safety needs of Black students (Parents of Black Children, n.d.). POBC’s vision is to engage education leaders and to create an equitable and inclusive educational environment for students of African Canadian descent (Parents of Black Children, n.d.).

Goals:

- (A) Urge school boards in Ontario to ensure accurate race-based data collection on anti-Black racism incidents in schools.
- (B) Inform school boards, independent and private schools about anti-oppressive practices, culturally responsive pedagogy and anti-Black racism occurring within schools and connected systems such as regional school boards and trustee systems.
- (C) Represent and support parents of Black children to fight for a just, safe and equitable education for their child.
- (D) Eliminate anti-Black racism and oppression found within schools and connected systems and advocate for change to support Black students.

Organizing Efforts

Demand Set A:

- Collect race-based data and implement external equity audits of school boards.

Supporting Initiatives

- POBC created a [School Racism Reporting Tool](#) for staff and school board employees to anonymously report on anti-Black incidents. The development of the tool was initiated in response to school boards stating that they could not collect anti-racism based data (K. Daniel, personal communication, October 25, 2021). After its initial launch, POBC partnered with a research company to analyze the data from the tool and adjust the questions to better fit the scope of POBC's research.
- Information from parents regarding anti-Black racism incidents is collected from the [Education Systems Navigator Program](#).

Impact

- As of July 2021, POBC's online racism reporting tool received 125 responses. Data was collected on the nature of the incident, the school boards that were involved, the outcome of the incident and whether the incident was reported to the necessary bodies (Parents of Black Children, 2021). The data collected from this tool, along with additional data collected separately from families, is [reported on a quarterly basis on POBC's website](#).

POBC aims to use the results of the tool, along with recommendations on how to reduce anti-Black racism, with the Ministry of Education, Ontario Human Rights Commission, the Black Legal Action Centre, and school boards across Ontario.

Additionally, this data will be used to populate a table of Directors of Education and Child Welfare Executive Directors, in order to showcase individuals who are actively working towards dismantling anti-Black racism, while simultaneously motivating individuals in power who have not yet supported this cause (K. Daniel, personal communication, October 25, 2021).

Demand Set B:

- Train, hire, and retain Black teachers

Supporting Initiatives

- POBC created an [Education Toolkit](#) as a resource for educators to learn about the experiences of Black students in the Canadian education system. The toolkit provides information on the experiences of Black students as well as strategies for teachers to support Black students and engage with their parents (Parents of Black Children, n.d.).
- POBC conducted multiple workshops to help educators effectively use the Education Toolkit. Through these workshops, participants reviewed anti-racist theory and practice, learned about anti-oppressive teaching strategies, and

learned to revise the curriculum through a “culturally responsive lens” to support Black students (*Educators Combating Anti-Black Racism Workshop*, n.d.).

Impact

- Information not found

Demand Set C:

- Investigate school boards in Ontario that participate in systemic abuse against Black children.
- Eliminate streaming to prevent Black students from being disproportionately placed in applied and locally developed programs, which limits their opportunities for post-secondary education.
- End socio-emotional learning (SEL) since topics such as white supremacy, white privilege, and systemic racism are not adequately covered using this method.
- Reform the Ontario Education Act to include Black experiences in all aspects of the education system in order to promote equal opportunity for Black students and allow for greater representation of Black voices among educators and staff.
- Decolonize the curriculum to incorporate Black Canadian experiences into all school curriculums and provide equitable classroom experiences for Black students.
- Remove police from schools across the province.
- Implement accountability measures for teachers who exhibit anti-black racism. Accountability measures should include: (1) A detailed definition of Professional Misconduct, including anti-Black racism; (2) Mandatory reporting of anti-Black racism by educators to the Ontario College of Teachers (OCT); and (3) The OCT Investigation Committee members must have an anti-oppression and anti-Black racism lens with an equity and human rights background.
- Implement a student bill of rights to provide students with the ability to acknowledge and recognize acts that may be harmful to themselves or others. Harmful acts must include anti-Black racism, however the cultural and ethnic backgrounds of students in general needs to be addressed.
- Implement a parent bill of rights in order to detail the responsibilities and roles of parents in their child’s education and development in order to empower them to make decisions regarding their child’s education.

Supporting Initiatives

- In partnership with the African-Canadian National Coalition Against Hate Oppression and Racism (ANCHOR), POBC jointly sponsored the March for Black Students in 2020 and 2021 to bring attention to egregious anti-Black racism occurring in schools.

Impact

- Information not found

Other Initiatives:

In some cases, this group has worked on initiatives relating to their overall mission and goals that are seemingly unassociated with a particular demand. Examples include:

- In 2020, POBC implemented the [Education Systems Navigator Program](#) to provide parents with support when contacting school boards with concerns regarding anti-Black racism. Services provided through the program include: (1) Attending meetings with parents; (2) Providing recommendations regarding their concerns; and (3) Assistance in forming connections with teacher liaisons at school boards and community organizations. The program can assist with the following issues: (1) Challenging disciplinary measures at schools; (2) Addressing complaints regarding children; (3) Challenging unfair assessments regarding Independent Education Plans; and (4) Filing human rights complaints regarding issues occurring within schools (Parents of Black Children, n.d.).
- In 2021, POBC organized three [Capacity Building Workshops](#) through which over 2000 individuals learned about “topics that disproportionately impact Black children and lead to disparities in outcomes in the education system” (Parents of Black Children, n.d.). Workshops focused on: (1) Math & literacy; (2) Special education; (3) Gifted programs; and (4) Streaming.
- Through the [Black Parent Mentorship Program](#), families are matched with parent mentors who provide them with support and guidance regarding their child’s education. Topics covered through the program include: (1) Pressure on families for children to succeed; (2) Feelings of isolation among the school community; (3) The lack of Black representation in the education system; (3) Identity related issues that Black children often face.
- A mental health fund provides parents and children with three complementary solution-based sessions with licensed therapists (K. Daniel, personal communication, October 25, 2021). The sessions cover topics such as (1) Depression and anxiety; (2) Anti-Black racism; (3) Marital/partner related support; (4) Parenting/family support; and (5) Emotional support (K. Daniel, personal communication, October 25, 2021).

Impact

- From 2020-2021, POBC supported 93 families through the Education System Navigator Program, with 86% of parents contacting the school board with concerns regarding anti-Black racism. 92% of parents reported that they felt more confident navigating the system after receiving support through the program (Parents of Black Children, 2021a).
- The Black Mentorship Program currently has 14 participants.

Partnerships

- African-Canadian National Coalition Against Hate Oppression and Racism (ANCHOR)

4.7. Police-Free Schools Winnipeg - Winnipeg, MB

Background Information

Inspired by initiatives that aim to remove in-school officers across Canada, Police-Free Schools Winnipeg created their organization to advocate for the safety and well-being of racialized students (Police-Free Schools Winnipeg, n.d.). The group's primary goal is to have police officers entirely removed from Winnipeg schools to create a safe and anti-racist environment for marginalized students.

Goals:

(A) Schools should be equitable, healthy, and police-free.

Organizing Efforts

Demand Set A:

- Have police officers (or "School Resource Officers") entirely removed from Winnipeg schools to create a safer environment for racialized students (Police-Free Schools Winnipeg, n.d.).

Supporting Initiatives

- Police-Free Schools Winnipeg launched a social media campaign to encourage the City of Winnipeg to delay the renewal of their SRO program (Neigh, 2020).
- The group provided sample letters to community members in order to encourage them to contact school trustees and demand police-free schools.

Impact

- Although the group was unable to have the City of Winnipeg delay their renewal of the SRO program, they were successful in garnering support from the local community (C. Scott, personal communication, November 21, 2021). Specifically, they collaborated with other allies, such as Winnipeg's Police Accountability Coalition, in a large protest around City Hall, giving rise to greater support from media, teachers, and community members.
- In October 2021, the Louis-Riel School Division voted to remove SRO's entirely from 40 schools across Winnipeg (Police-Free Schools Winnipeg, n.d.). Additionally, the entire Winnipeg School Division pulled funding directed toward

the SRO program (C. Scott, personal communication, November 21, 2021). However, the school division claimed that the SRO program was cut due to budgetary constraints, and police remain in many other schools through other forms of external funding (C. Scott, personal communication, November 21, 2021).

Demand Set B:

- Promote an anti-racist school environment where board members acknowledge the importance of racialized students' safety.

Supporting Initiatives

- Pressured the city to create a write-up of successful instances where police officers were removed from schools in order to acknowledge the harm of SRO programs and the benefit of removing these programs (Neigh, 2020).
- Advocated for board members in each school division to perform and publicly release an equity-based review on the SRO program. This review includes interviews with students who were negatively affected by the presence of police in schools. Equity-based reviews facilitated the removal of SRO programs in other localities, including Toronto.
- Encouraged school boards to stream online meetings during COVID in order to ensure transparency and allow advocacy groups to determine whether the board is adequately addressing the issue of police in schools (C. Scott, personal communication, November 21, 2021).
- Encouraged the Louis Riel School Division to release internal documents that explain their decision to end the SRO program. These documents will be used to determine whether the school division sufficiently condemned the SRO program and may encourage other school boards and divisions to follow suit.

Impact

- Police-Free Schools Winnipeg has faced significant barriers from school boards, often having their requests for transparency ignored (C. Scott, personal communication, November 21, 2021). In particular, school boards and local divisions have refused to release internal documents and meeting recordings. The River East School Board also hid their full review of the SRO program, publishing only a partial report that highlighted the benefits of having police in schools. In response, Police-Free Schools Winnipeg released several pages of negative feedback on the SRO program from students and parents on their Twitter account (Police-Free Schools Winnipeg, 2021). This post, which gained traction among the community, highlighted that approximately a third of parents are opposed to the SRO program (Police-Free Schools Winnipeg, 2021).
- Additionally, many community members shared that they did not learn about the presence of police in schools, or the harm they impose, until Police-Free Schools Winnipeg was created (C. Scott, personal communication, November 21, 2021).

Thus, the group's advocacy efforts continue to bring awareness to these issues in and around Winnipeg.

Demand Set C:

- Provide a platform for individuals to speak about their negative encounters with police in schools.

Supporting Initiative

- Police-Free Schools Winnipeg provided an anonymous form on their website through which individuals can share personal or witnessed encounters between police and students.

Impact

- Through the anonymous form, the group has received 33 testimonies from parents, students, and teachers (Lam, 2020). These submissions informed the discussions regarding the safety and well-being of racialized students in schools (C. Scott, personal communication, November 21, 2021).

Demand Set D:

- Have schools reallocate their SRO budget to alternative resources that directly benefit the education, health, and well-being of students (Police-Free Schools Winnipeg, n.d.). Suggestions include, funding breakfast programs, hiring more educational assistants, providing personal protective equipment for teachers, building an Indigenous medicine garden, or hiring more guidance counsellors (Police-Free Schools Winnipeg, n.d.).

Supporting Initiatives

- Information not found

Impact

- Information not found

Partnerships

- Justice for Black Lives Winnipeg and Justice for Ayesha Hudson
 - Strongly critiqued SRO programs and police violence in the Winnipeg community prior to the creation of Police-Free Schools Winnipeg. Since then, they have continued to support Police-Free Schools Winnipeg.
 - Many of the demands made by these groups were eventually adopted by Police-Free Schools Winnipeg.

- Police-Free Schools Hamilton and Police-Free Schools Toronto
 - Police-Free Schools Winnipeg was inspired by these two advocacy groups (C. Scott, personal communication, November 21, 2021). During their formation, Police-Free Schools Winnipeg held interviews with representatives from these groups in order to better understand their advocacy efforts and the tactics that led to their success (Neigh, 2020).
- Winnipeg Police Cause Harm
 - An advocacy group that provides support to families affected by violent and harmful police encounters, this group is petitioning for defunding the Winnipeg police (C. Scott, personal communication, November 21, 2021).
 - This group has worked closely with Police-Free Schools Winnipeg, providing them with advice and promoting their work to the greater community.
- Winnipeg's Police Accountability Coalition
 - This group is demanding nationwide police-free schools.
 - They supported Police-Free Schools Winnipeg by joining them at protests and supporting their demands.

4.8. U-Knighted Against Racism - Hamilton, ON

Background Information

U-Knighted Against Racism is a club at St. Thomas More (STM) Catholic Secondary School in Hamilton Ontario. Inspired by the Black Lives Matter protests, this group aims to promote inclusivity and educate students on racism and race-related issues (Hamilton-Wentworth Catholic District School Board, n.d.). Since their creation, they have expanded from five to forty students. They have successfully launched social media pages on Instagram and Twitter, where they continue to educate and uplift racialized students.

Goals:

- (A) Educate individuals about discrimination against BIPOC students, anti-racism practices, and white privilege through online school events and assemblies.
- (B) Use online platforms, such as Instagram and Twitter, to discuss, address, and educate followers on relevant issues affecting racialized community members.
- (C) Throughout Black History Month, educate students on the culture and history of Black students.
- (E) Empower high school students that are knowledgeable about discrimination and anti-racism practices, helping them continue to spread awareness within and outside of the school community.
- (D) Uplift the Black community and acknowledge current and past harm affecting racialized groups (Hamilton-Wentworth Catholic District School Board, n.d.; McCullough, 2021).

Organizing Efforts

This group does not have a specific list of demands but rather creates initiatives related to their overall mission and goals. Examples of initiatives include:

- Hosted weekly book clubs to provide students with the opportunity to discuss race and race-related issues through the lens of literature (Hamilton-Wentworth Catholic District School Board, 2021).
- Invited guest speakers to create presentations about racial issues and anti-racism (Hamilton-Wentworth Catholic District School Board, 2021). Previously partnered with STM alumnus and professional basketball player Tyrell Vernom (Hamilton-Wentworth Catholic District School Board, n.d.).
- Created infographics for social media that highlighted topics such as diversity and violence against racialized people. Previous posts explained the importance Indigenous land acknowledgements, celebrated Latin American Heritage Month and Islamic Heritage Month, and educated students on the significance of Juneteenth (U-Knighted Against Racism, n.d.). Additionally, posted short biographies on BIPOC role models in order to inspire and empower racialized students (U-Knighted Against Racism, n.d.).
- Throughout Black History Month, featured several influential Black artists on their Instagram page, such as Bob Marley, Aretha Franklin, and Kendrick Lamar (U-Knighted Against Racism, n.d.).
- Created posts on social media on the culture and traditions of various Black countries, Ghana, Congo, and the Bahamas.
- Created posts on social media that showcased Black-owned businesses in Hamilton in order to empower, celebrate, and support the Black community.
- U-Knighted Against Racism was granted the Monk Award (\$4000) by the Catholic Education Foundation of Ontario. This award will be used to create an anti-racism workshop or course at the University of Toronto by Spring 2022 (Hamilton-Wentworth Catholic District School Board, 2021). The workshop will provide students from high school and beyond with the tools to initiate conversations about anti-racism practices for the purpose of educating the broader community.

Impact

- The events that the group hosted were well-received by students and teachers. In particular, teachers and staff acknowledged the need for greater educational reform in order to address the needs of racialized students (Huang, 2021).

Partnerships

- Information not found

5.0. Analysis

In this section, we synthesized findings from each of the groups that we included in our environmental scan. We focused our analysis on:

- Group mission/goals and target demographic,
- Demands and supporting initiatives,
- Impact, and
- Partnerships.

5.1. Group Mission, Goals and Target Demographic

With respect to their overall mission and goals, we found:

- 4/8 groups (Asilu Collective, Cops Out of Schools Vancouver, LAEN, POBC) focused on anti-racism, empowering marginalized students, and removing police from schools.
- 3/8 groups (Free Palestine TDSB, Parents for Diversity, U-Knighted Against Racism) focused solely on anti-racism and empowering marginalized students.
- 1/8 groups (Police-Free Schools Winnipeg) focused solely on the removal of police from schools.

In terms of target demographic, we found:

- 4/8 groups (Asilu Collective, Cops Out of Schools Vancouver, Parents for Diversity, POBC) stated that they focus on Black students.
- 1/8 groups (Cops Out of Schools Vancouver) also focuses on Indigenous students.
- 1/8 groups (Free Palestine TDSB) focuses on Palestinian students and stuff, as well as those who show support for pro-Palestinian viewpoints.
- 1/8 groups (LAEN) focuses on Latinx students.
- 1/8 groups (U-Knighted Against Racism) did not explicitly state their target demographic.

5.2. Demands and Supporting Initiatives

We identified the following commonalities in the goals, demands, and supporting initiatives of the groups that we included in our environmental scan:

- 6/8 groups (Asilu Collective, Cops Out of Schools Vancouver, Free Palestine TDSB, LAEN, Parents for Diversity, U-Knighted Against Racism) recommended creating cultural programming and allowing students to freely express their culture.
 - With respect to cultural programming, the majority of groups focused on Black student empowerment.
 - 2/6 groups (Asilu Collective and U-Knighted Against Racism) created book clubs to encourage students to discuss topics related to anti-racism.
- 5/8 groups (Asilu Collective, Cops Out of Schools Vancouver, LAEN, POBC, Police-Free Schools Winnipeg) demanded that police should be removed from schools.
 - 2/5 groups (Asilu Collective, Cops Out of Schools Vancouver) created petitions in order to pressure school boards to remove police from schools.
- 4/8 groups (Asilu Collective, Cops Out of Schools Vancouver, LAEN, Police-Free Schools Winnipeg) demanded that the budget that was previously allocated towards police in schools should instead be used for services that benefit students.
 - Recommendations for programs include anti-racism and anti-bias training for teachers and staff as well as free meal programs for students.
- 4/8 groups (Asilu Collective, Cops Out of Schools Vancouver, LAEN, POBC) recommended hiring diverse teachers and providing anti-oppression training.
- 4/8 groups (LAEN, Parents for Diversity, POBC, and U-Knighted Against Racism) created initiatives to empower students and support families.
 - 3/4 groups (Parents for Diversity, POBC, and U-Knighted Against Racism) developed workshops for this purpose.
 - 1/4 groups (LAEN) hosted conferences for students and families in order to advocate for the success of Latinx students.
- 3/8 groups (Asilu Collective, POBC, Police-Free Schools Winnipeg) suggested that data should be collected on racist or harmful incidents.
 - All of these groups developed tools that can be used to report racist incidents.
- 3/8 groups (Free Palestine TDSB, LAEN, POBC) demanded the implementation of fair educational policies, since the current policies disproportionately target racialized students.
- 2/8 groups (LAEN, POBC) recommended investigations of racist educators, staff, and policies.

- 2/8 groups (LAEN, POBC) demanded an amendment to the curriculum and the elimination of streaming.
 - Both groups recommended including viewpoints from racialized communities in the revised curriculums.

5.3. Impact

- Of the groups that advocated for the removal of police from schools, 3/5 were successful (Asilu Collective, Cops Out of Schools Vancouver, and LAEN). As for the remaining two groups:
 - POBC did not state their impact.
 - Although Police-Free Schools Winnipeg were not able to achieve their goal of ending SRO programs across all school divisions and school boards, their efforts led to greater awareness of the negative impacts of police in schools.
- Of the groups that created programs to collect data on racist incidents or harmful incidents:
 - 2/3 (POBC and Police-Free Schools Winnipeg) stated that the tools they created were successful in collecting data and that they received a number of submissions from the community. POBC further stated that users felt supported in navigating the school system after receiving support through their initiatives.
 - 1/3 (Asilu Collective) did not report on the impact of their tool.
- 1/8 groups (LAEN) successfully advocated for changing the name of a cultural history month, which had previously used exclusively colonial labeling.
- Anecdotal evidence suggests that 1/8 groups (Parents for Diversity's) resource on Black history was celebrated by high school students, leading to the creation of an accessible digital resource.
- Through their initiatives, 1/8 groups (U-Knighted Against Racism) was successful in raising awareness about the needs of racialized students and the importance of greater educational reform.

5.4. Partnerships

- 6/8 groups (Asilu Collective, Cops Out of Schools Vancouver, Free Palestine TDSB, LAEN, POBC, Police Free Schools – Winnipeg) had partnerships with other community organizations, which included non-profit and grassroots organizations.
 - Of these groups, 3/6 (Cops Out of Schools Vancouver, Free Palestine TDSB, Police out of Schools – Winnipeg) received support in the form of solidarity, for example, letters of support.
 - 2/6 (Cops Out of Schools Vancouver and POBC) co-hosted events with their partners.

- 2/6 (Asilu Collective and Cops Out of Schools Vancouver) mentioned their partnership with LAEN .
- 2/8 groups (Cops Out of Schools Vancouver and Free Palestine TDSB) stated that they have partnerships with individual activists who are supportive of their cause.
- 2/8 groups (Free Palestine TDSB and Police Free Schools Winnipeg) mentioned that their partners provided them with advice.
- The research team was unable to find information on partnerships for 2/8 groups (Parents for Diversity and U-Knighted Against Racism)
- 1/8 groups (LAEN) listed educational institutions, such as TDSB and TCDSB, as partners.
- 1/8 groups (LAEN) received financial support from their partners.

6.0. Conclusion

This report presents the results of a McMaster Research Shop project for HS4J. We conducted an environmental scan of groups that are advocating for the safety and well-being of Black and racialized students in Canadian secondary schools. Through our research, we found patterns in the organizing efforts of these groups, such as the removal of police from schools and the reallocation of police budgets towards community services. Several organizations are also advocating for the safety of racialized students by demanding the collection of data on racist and harmful incidents, the investigation of teachers, staff, and policies that disproportionately affect racialized students, and the implementation of student-centered policies. Other common goals, demands, supporting initiatives, and partnerships included the hiring of diverse teachers, anti-oppression training for teachers and staff, the development of cultural programming, and support for the free expression of culture.

We included eight groups in our scan. It is probable that our findings are not fully representative of the range of groups organizing around issues relating to Black and racialized students' well-being. Despite this limitation, our findings present a range of innovative, relevant, and potentially impactful initiatives, as well as demands, that HS4J could seek to replicate as they work to advance equity for Black and racialized students in Hamilton's public education system. Moreover, the organizations we reviewed, and the partners involved in their work, could serve as contacts to develop a national network of organizations and build solidarity in the movement towards equitable educational reform.

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Appendix A: Interview Guide

Meeting with (Organization Name):

Date and Time:

Attendees:

Introduction

- Thank you for taking the time to meet with us today. My name is _____ and I am a Research Associate with the McMaster Research Shop.
- We have partnered with the Hamilton Students for Justice (HS4J) to conduct research on groups that are advocating for Black and racialized students' safety and well-being in Canadian public secondary schools.
- Our research will be used to support the HS4J as they seek to improve the safety and well-being of Black and racialized youth in Hamilton.
- This interview will be recorded to increase accuracy and to reduce the chance of misinterpreting what anyone says. The recordings will only be used for this project and will be destroyed once the project is complete, approximately January 2022.
- We will also be taking notes throughout the discussion.
- Are you okay with being recorded?
 - (If yes) I'll start recording now.

Section 1: Background Information

Can you take a couple of minutes to:

1. Tell me about your organization. When and why was it formed?
2. Tell me about your role.

I also have a few specific questions about your organization:

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-
-

Section 2: General Questions

1. Let's chat about your organization's intended impact. What's the change you want to see?
2. What demands are you making. What are some actions you're taking to push for that change?

- a) Are there certain demands or actions that have been given priority? Can you explain why?
3. What kind of impact has your organization been able to make so far?
 - a) (Prompt) Have your efforts increased awareness, facilitated policy change, or led to the development of new partnerships or interventions? If so, please explain.
4. Has your organization leveraged certain partnerships that contributed to your success? (For example, working closely with school boards).
5. Do you know of any other organizations doing similar work?

Section 3: Conclusion

- Thank you for taking the time to speak with us.
- Do you have any questions or anything else you'd like to share?