

**From:** Jennifer Lawrie  
**Sent:** Thursday, 6 June 2024 8:52 am  
**To:** Emily Lutz  
**Subject:** FW: Support for MOK Council SRO Decision

Please add this to the consent agenda.

Thank you,

**Jennifer Lawrie, CMO**  
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**From:** Christina Wahi [REDACTED]  
**Sent:** Wednesday, June 5, 2024 8:08 PM  
**To:** Council <council@kincardine.ca>; Lorie Fioze <lfioze@kincardine.ca>; Jillene Bellchamber-Glazier <jbellchamber-glazier@kincardine.ca>; Jennifer Lawrie <jlawrie@kincardine.ca>  
**Subject:** Support for MOK Council SRO Decision

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### **Please include in June 12<sup>th</sup> consent agenda for Council**

The presence of police officers in schools exacerbates systemic biases and discrimination against Black, Indigenous, and Brown students. Redirecting these resources to enhance social services can address the root causes of behavioral issues and equip students with the tools they need to succeed.

Expanding mental health support within schools is a crucial step. Providing access to counselors, social workers, and psychologists helps students navigate personal challenges, reduces behavioral problems, and creates a more supportive school environment. This

proactive approach promotes student well-being and academic performance, offering a foundation for healthier school communities.

Implementing restorative justice programs fosters a more inclusive atmosphere by emphasizing conflict resolution and community-building over punishment. Restorative practices encourage accountability and empathy, allowing students to learn from their mistakes while maintaining their dignity and sense of belonging. This method not only resolves conflicts but also strengthens interpersonal relationships and community bonds.

Investing in culturally responsive education initiatives ensures that curricula and policies reflect and respect the diverse backgrounds of all students, fostering equity and inclusion. Teachers trained in culturally responsive pedagogy can better connect with students, making learning more relevant and effective. This approach helps in addressing the unique educational needs of marginalized students, promoting a more inclusive and understanding school culture.

Increasing funding for after-school programs and extracurricular activities engages students in positive, constructive ways, reducing the likelihood of behavioral issues. These programs provide opportunities for personal growth, leadership development, and community involvement, offering students productive outlets for their energy and creativity. Engaged students are more likely to excel academically and socially, contributing to a positive school climate.

Strengthening family and community engagement initiatives further supports students' holistic development and builds a more connected and resilient school community. When families and communities are actively involved in education, students benefit from a broader support network that reinforces positive behaviors and academic achievement. This collaborative approach ensures that students receive consistent support both at home and in school.

These strategies represent a more effective use of resources than maintaining a police presence in schools. By prioritizing social services, mental health support, restorative justice, culturally responsive education, and community engagement, we can create a healthier, more equitable educational environment for all students, particularly those from marginalized communities. This approach not only addresses immediate needs but also builds a foundation for long-term success and well-being.

Investing in these areas can help dismantle the school-to-prison pipeline and provide all students with the opportunity to thrive in a supportive and inclusive educational setting. By focusing on preventative and supportive measures, we can foster a school environment where every student feels valued, respected, and empowered to succeed. This comprehensive approach is essential for cultivating a more just and equitable education system for future generations.

Christina Wahi  
**Christina Wahi** (she/her)