



POLICE REFORM RECOMMENDATION SUMMARY – PRR#77 (LOKU)

<u>SERVICE LEAD :</u>		Direct the Chief of Police to report by November 2020 on the status of the implementation of the recommendations made by the Inquest into the Death of Andrew Loku and, where the Service has deviated from or failed to implement an inquest recommendation, to identify in detail the reason for that deviation or failure to implement.	
D/C Peter Yuen			
Recommendation Status	Number	Percent	All of the recommendations provided as a result of the inquest, have been responded to by the Service. The Service provided an update to the Auditor General and the Toronto Police Board, by way of the Audit & Quality Assurance Unit in 2018 and again in February 2020. All updates have been reviewed and approved by all levels of oversight and marked as implemented. <i>This report includes all the assessment requirements described in Recommendation 80. When the TPSB approves the respective reports, Recommendation 80 will be marked as COMPLETED.</i>
Implemented	14	88 %	
Not Implemented	2	12 %	
In Progress	-	-	
Total Recommendations	16	100%	

Recommendations NOT Implemented

#6 – Review the Intercultural Development Program deployed by the Toronto Police Service

Rationale

Some of the recommendations from previous reports such as PACER were implemented by the Service in relation to I.D.P; however, further review of I.D.P was conducted as part of this recommendation and the Command's decision was not to implement the program at this junction due to budgetary constraints, resource allocation, and limitations within the specific program which was examined.

#10 – Require Coach Officers and Supervisors to take MCIT training

Given the training demands that the Service is under, this recommendation is not feasible. The Mobile Crisis Intervention Team training is a five day highly resource intensive course and only offered one time a year. However, officers have received and continue to be trained in other courses such as R2MIR and other de-escalating methods.

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<u>Recommendations In Progress</u>	<u>Timelines / Explanations</u>
N/A	

During their August 2020 public meeting, the Toronto Police Services Board adopted the recommendations contained in the report titled '*Police Reform in Toronto: Systemic Racism, Alternative Community Safety and Crisis Response Models and Building New Confidence in Public Safety*'. Included in the report are the following requirements:

77. Direct the Chief of Police to report by November 2020 on the status of the implementation of the recommendations made by the Inquest into the Death of Andrew Loku and, where the Service has deviated from or failed to implement an inquest recommendation, to identify in detail the reason for that deviation or failure to implement. (City Council #27)

80. Direct the Chief of Police that the reports required in above sections 73–79 should include an assessment of each recommendation, including:

- a. Concerns;
- b. Status;
- c. Impact (weighting);
- d. Ease of Implementation (weighting of resource capabilities/ budgetary implications, etc);
- e. Timelines; and
- f. Service Lead (Deputy Chief)

Implemented Recommendations

#1 – Ensure the Service implements regular training on the equitable delivery of police services

#2 - Measure effectiveness of above training

#3 - Ensure all officers complete mandated Implicit Association Test

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- #4 – Continue emphasis on planning in a crisis
- #5 – Expose officers, in training, to lived experiences of racialized communities
- #7 – Amend annual Use of Force recertification
- #8 – Emphasize de-escalation and alternative measures when the police challenge is issued
- #9 – Consider use of trained de-briefers following exceptional critical incidents
- #11 – Ensure all patrol cars are equipped with less-lethal options
- #12 – Ensure that the Service has a clear policy with respect to serving and protecting persons with mental health or addiction issues
- #13 – Consider officer’s skill dealing with EDPs and racialized communities during promotional decisions
- #14 – Encourage the Toronto Police Service to make use of the Gerstein Crisis Centre
- #15 – Consider additional funding and training for 911 operators

Concerns

There are no concerns since all of the recommendations except two have been adopted fully or in part by the Service.

Status

As of September 2020 the status of the recommendations made in ‘Report on the Recommendations made by the Inquest into the Death of Andrew Loku’ is as follows:

- 14 of the recommendations have been implemented fully or in an alternative form.
- The Service did not implement 2 of the recommendations (See recommendation #6 and #10)



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Impact (weighting)

Each recommendation was carefully reviewed and was implemented as individual projects or work streams.

Ease of Implementation (weighting of resource capabilities/ budgetary implications, etc.):

Implementation took significant amount of time and required work by members of the Service, internal and external subject matter experts.

Timelines

The recommendations were implemented between mid 2015 to mid 2016.

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Direct the Chief of Police to report by November 2020 on the status of the implementation of the recommendations made by the Inquest into the Death of Andrew Loku and, where the Service has deviated from or failed to implement an inquest recommendation, to identify in detail the reason for that deviation or failure to implement.

SERVICE LEAD:

D/C Peter Yuen

<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
<p>#1 – Ensure the Service implements regular training on the equitable delivery of police services</p> <p><i>Using reputable, external educators and other experts, TPS should ensure that the Service develops and implements annual/regular training at division and platoon meetings with a focus on the equitable delivery of policing services. The training should acknowledge the social inequities and challenges faced by racialized communities and consumer survivors who have experienced mental health challenges and equip officers with skills needed to provide appropriate responses and service delivery. Training topics should include, but not limited to:</i></p> <ul style="list-style-type: none"> • Bias-free service delivery, • Social disparity, • Equitable outcomes for all, 	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p> <input checked="" type="checkbox"/> IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED </p> <ul style="list-style-type: none"> • Training with respect to mental health has been enhanced to increase officers' knowledge, skills, and abilities in the areas of coordination, containment, and communication strategies including principles and techniques of de-escalation. All Service training has been redesigned to emphasize de-escalation as an essential element of the Service's response to emotionally disturbed persons, which supports the guiding principle of preservation of life. All sworn uniform officers receive the following on an annual basis as part of their I.S.T.P.: <ul style="list-style-type: none"> • Communication and De-escalation: officers are shown the most effective means of communication when dealing with a person experiencing a crisis. Officers are reminded that de-escalation techniques should be attempted whenever possible. This is delivered through discussion in classroom settings and practiced in dynamic scenario based training. • Containment: officers are taught, whenever possible, to slow down the course of events in crisis situations and to consider the use of specialized response teams such as M.C.I.T. or E.T.F. or referral to outside resources or agencies.

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
<ul style="list-style-type: none"> • <i>Stress and fear techniques,</i> • <i>Mindfulness techniques,</i> • <i>De-escalation,</i> • <i>Crisis communication,</i> • <i>Negotiation,</i> • <i>Implicit bias,</i> • <i>Trauma informed approaches,</i> • <i>Anti-Black Racism, and</i> • <i>Visible and invisible disabilities.</i> 	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • Subject Safety: preservation of life is the highest priority. • Fear: officer fear management that includes recognition and mitigation strategies including discussions of officers' fear responses during debriefings of practical scenarios that require de-escalation and communication techniques to defuse a crisis situation. • Stigma: the Service has incorporated the use of a video series developed by the T.P.C. and consumers to address and debunk stereotypes and stigmas concerning mental health. • Use of Force: the Use of Force Model is a decision making aid that trains officers to use the amount of force that is reasonable and necessary. • Firearm Avoidance: dynamic scenario training in which officers do not have to draw a firearm. Emphasis is placed on non-lethal means of stabilizing a situation and reducing the potential for over-reliance on lethal force.
<p>#2 - Measure effectiveness of above training</p> <p><i>Measure the effectiveness of the above mentioned training in anti-Black racism and persons in crisis by requiring both a written and oral exam of the participants. Failure in such</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> • In 2018, the Service implemented an incoming knowledge check on day one of I.S.T.P. The knowledge check was a collection of 14 questions covering a broad range of topics (such as use of force, racial bias, C.I.I.C.C., crisis communication and

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LOKU Recommendation (2018)	T.P.S. Response
<p><i>exams should result in requiring re-attendance at such training.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • de-escalation, responding to emotionally disturbed persons) it identified a baseline of what officers knew and their attitudes upon entry. • That information was utilized to consider areas that required more emphasis for each class. • Upon completion of day one, officers were required to complete a 14 question outgoing examination. • When officers failed to show competence in certain areas, they were required to receive additional training in the identified area. In addition failure to show competence in the remaining two days of I.S.T.P. resulted in officers having their use of force options removed/suspended until they were able to show competence in all areas. • In addition, the Service employed a number of alternate exercises for oral/practical knowledge assessment, some of which included reviewing and interactive discussion of topics, active learning and practical exercises, presentations, dynamic scenarios and debriefs, participant course surveys, interviews with training co-ordinators and supervisors, and in-field training session observation of students by qualified co-ordinators.
<p>#3 - Ensure all officers complete mandated Implicit Association Test</p> <p><i>Mandate that all officers complete the Implicit Association Test as part of initial and qualification training.</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> • The F.I.P. curriculum training, taken by all Service officers, underscores that all people, even well-intentioned individuals, have biases and these biases are often

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>unconscious or implicit and can influence choice and actions without conscious thinking or decision making.</p> <ul style="list-style-type: none"> • To enhance awareness and understanding of this concept, the Service offers the link to the Harvard Implicit Association Test (I.A.T) at several of the T.P.C. courses, including I.S.T.P. • Members are strongly encouraged to complete the I.A.T. for self-awareness of attitudes and beliefs they may have. • This will help members to better understand what implicit associations they are making unconsciously and how biases related to various social factors may overlap.
<p>#4 – Continue emphasis on</p>	<p> <input checked="" type="checkbox"/> IMPLEMENTED <input type="checkbox"/> IN PROGRESS </p>

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
<p><i>planning in a crisis</i></p> <p><i>TPS should continue to emphasize the importance of planning in a crisis situation to identify the lead in communication.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p><input type="checkbox"/> NOT IMPLEMENTED</p> <ul style="list-style-type: none"> • The I.S.T.P. delivered by the T.P.C., incorporates the importance of planning in a crisis situation. • The annual three day training includes a number of scenario-based exercises that encourage officers whenever possible and time permitting to have a plan when entering into a crisis situation. • The caveat is that situations can change dramatically. Officers are taught to continually assess the situation and readjust their plan accordingly. • With respect to one officer communication with the person in crisis, since 2015, the I.S.T.P. Negotiator Workshop directly addresses that one officer, when feasible, act as the primary negotiator with the person in crisis. The workshop focuses on de-escalation and crisis negotiation and involves using active listening skills to improve officers' chances of demonstrating empathy in order to build rapport with the goal of influencing a subject's behaviour. • Training scenarios also encourage and incorporate the identification of a secondary negotiator who could potentially take the lead if rapport is not developed with the primary negotiator. • Officers are trained in both roles of the primary and secondary negotiator. • The 2018 I.S.T.P. has instituted the Incident Response Lecture which speaks to the issue of planning in a crisis situation. • Officers are trained in the area of managing imminence. If the situation dictates that the officer must take imminent action to protect one's self or another person than the plan may be altered or quickly adjusted to bring the situation to a resolution. If the threat is not imminent and the officer has time, than they are trained to use their de-escalation training to plan for a resolution.
<p>#5 – Expose officers, in training, to</p>	<p><input checked="" type="checkbox"/> IMPLEMENTED</p>

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
<p><i>lived experiences of racialized communities</i></p> <p><i>Expose or continue to expose officers in training to the perspectives and lived experience of racialized communities, the Black community and individuals with mental health issues and/or addictions.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p><input type="checkbox"/> IN PROGRESS</p> <p><input type="checkbox"/> NOT IMPLEMENTED</p> <ul style="list-style-type: none"> • As stated in recommendation #1, the extra training day also emphasizes the Service's core values and commitment to bias-free policing, with in-person presentations and dialogue between members and community representatives. • In this training component, members are exposed to a variety of scenarios through practical role-playing, video and judgement-simulator exercises which provide members with an opportunity to think critically about their courses of action while identifying reasonable steps that may avoid racially-biased policing. • The development of the content and the scenarios was a collaborative initiative between T.P.C. staff and the P.A.C.E.R. advisory committee. • Further, elements of diversity and inclusiveness are interwoven through all training and mentoring programs provided by the T.P.C.
<p>#6 – Review the Intercultural Development Program deployed by the Toronto Police Service</p> <p><i>Review the Intercultural Development</i></p>	<p><input type="checkbox"/> IMPLEMENTED</p> <p><input type="checkbox"/> IN PROGRESS</p> <p><input checked="" type="checkbox"/> NOT IMPLEMENTED</p> <ul style="list-style-type: none"> • The Service remains committed to furthering the intercultural competence of Service

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<p>Recommendation (2018)</p> <p><i>Program deployed by the Toronto Police Service and consider the continued use of the Intercultural Development Inventory or other similar tool, as well as in-house intercultural competence facilitators, to further the intercultural competence of Toronto Police Service members.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>members and, consistent with this recommendation, has:</p> <ul style="list-style-type: none"> ○ reviewed the Intercultural Development Program (I.D.P.) initially deployed in 2014, ○ considered the continued use of the proprietary Intercultural Development Inventory© (I.D.I.) or other similar tools; and ○ considered the use of in-house intercultural competence facilitators (i.e. Service members). <ul style="list-style-type: none"> • The Service has decided not to implement the program: <ul style="list-style-type: none"> ○ it was deemed by Command that there would be no net new programming for the 2021 due to fiscal constraints as well as the reallocation of resources to initiatives that are legislated (Race-Based Data Collection) or adjudicated (McWilliam Decision and the Gender Diverse Trans Inclusion Project). ○ It is also worth mentioning that EIHR unit also provides cultural and identity specific training and coaching for the members; which was not previously offered during the time of PACER and/or the Loku Inquest.
<p>#7 – Amend annual Use of Force recertification</p> <p><i>Amend the annual Use of Force recertification to include qualification in areas such as mental health and/or</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> • As stated in recommendation #1, I.S.T.P. incorporates training in crisis

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LOKU Recommendation (2018)	T.P.S. Response
<p><i>addictions, anti-racism, particularly anti-Black racism, implicit and unconscious bias, fear inoculation, de-escalation and crisis communication.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • communication and negotiation, de-escalation and containment measures. • Communication and de-escalation are thoroughly discussed in the classroom setting and practiced in the dynamic scenarios involving mental health and crisis situations. • The dynamic scenarios include dynamic video training and scenarios in both the outdoor tactical village and the indoor tactical area. While the focus of these exercises is de-escalation, teamwork and communication, officer fear management is also included; this includes recognition and mitigation strategies. • The Service has participated in the iPREP train the trainer program which will assist officers to control stress and hone their split-second decisions during critical incidents. The iPREP measures and analyzes an officer's sensory nervous system reading during highly realistic training sessions that simulate real life events. Attendees receive instruction from expert trainers tailored to their individual stress responses and delivered in a manner that maximizes learning and retention. The training provides officers with improved mental and physical control, leading to enhanced safety for officers and the communities they serve. • Further to recommendation #1 and #5, through judgement training, practical exercises and simulator scenarios, I.S.T.P. covers awareness and bias avoidance training and reiterates the importance of maintaining neutral, bias free encounters that are respectful of the rights of all community members during all interactions. Failure to show competence in these or any other part of the I.S.T.P. program results in officers having their use of force options removed/suspended until they are able to show competence.
<p>#8 – Emphasize de-escalation and alternative measures when the police challenge is issued</p> <p><i>Continue to emphasize that where the police challenge is issued and the</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> • Officers are trained that if a subject does not comply with their initial direction, they

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LOKU Recommendation (2018)	T.P.S. Response
<p><i>subject does not comply, where possible, alternative methods of communication, de-escalation, disengagement and containment should be attempted. For example, consider making it clear that lethal force will be used if commands aren't obeyed.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> are to attempt alternative communication strategies with the person. However, many situational factors can affect an officer's attempt to de-escalate a situation, including the person's condition, distance from the officer and their reaction in response to the officer's commands. Officers are taught to try various communication strategies including, when feasible and consistent with safety, offering help and understanding. However, disengagement is not always an option and should only be used if the person is contained in a safe manner that allows for continued communication. "Police Don't Move" is the standardized challenge for police officers when confronting someone who poses an imminent and dangerous threat to the officer. This provides clear and concise direction to the person as well as other officers who are on scene.
<p>#9 – Consider use of trained de-briefers following exceptional critical incidents</p> <p><i>Consider the use of trained de-briefers to be deployed following exceptional critical incidents, having regard to any SIU investigation and the rights of officers, with a view to using the</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> It should be noted that informal post-event debriefs routinely occur between Supervisors and subordinates at the local divisional level however, it's recognized that there may be learnings that are not being captured. To that end, the Service has undertaken and:

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LOKU Recommendation (2018)	T.P.S. Response
<p><i>knowledge gained to inform de-escalation training. If resources permit, consider using the de-briefers in situations with positive outcomes as well as negative ones, even if they are less serious incidents, in order to learn from those occurrences.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> o trained de-briefers within the Police College staff; o Through informal post-event debriefings, that routinely occur at the local divisions, supervisory members have identified scenarios that have potential for a shared learning experience and forward those scenarios and lessons learned to the Police College; o The Police College incorporated the identified learning opportunity into the appropriate College courses, develop learning material based on these scenarios, or undertake a debriefing session. <ul style="list-style-type: none"> • As well, to help with achieving the goal of this recommendation the Service currently relies on established objective systems and processes which include: <ol style="list-style-type: none"> 1) A review of the event by the Service's P.R.S.-S.I.U. Liaison via a Section 11 investigation, P.R.S.-Criminal Section 11 report, the Use of Force Analyst and the Use of Force Committee to identify trends or possible gaps in training, equipment, or procedure, using documents and records including: <ul style="list-style-type: none"> o the Use of Force Report completed by involved officers when they use force that results in injury or when the officer uses certain force options such as the C.E.W. or firearm, o officer submitted reports including occurrences, injury reports, and arrest records, o officers' memo books o results of officer interviews or testimony, and o any video evidence from both police and private sources. 2) At the conclusion of every practical exercise during scenario based training, (which are based on real-life events) participants are probed for the reasons behind their decisions and they are given an opportunity to peer and self-critique

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	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>their decisions and actions. This form of debriefing is a proven educational method that very effectively imbeds the training and the lessons.</p> <ul style="list-style-type: none"> • Combined, the lessons learned from these processes help develop policy, procedures, practices, supervision and training.
<p>#10 – Require Coach Officers and Supervisors to take MCIT training</p> <p><i>Require Coach officers and Supervisory officers take the 5-day Mobile Crisis Intervention Team training. Make mental health and/or addictions and policing of racialized communities, in particular Toronto’s Black community, a key component of Coach Officer training.</i></p>	<p><input type="checkbox"/> IMPLEMENTED</p> <p><input type="checkbox"/> IN PROGRESS</p> <p><input checked="" type="checkbox"/> NOT IMPLEMENTED</p> <ul style="list-style-type: none"> • Given the training demands that the Service is under, this recommendation is not feasible. The Mobile Crisis Intervention Team training is a five day highly resource intensive course and only offered one time a year. • While the Service does not have the capacity to offer this course more than once a year, the Service has expanded the number of allotted spaces for officers. • In addition the following three courses offered at the T.P.C.: Coach Officer, Supervisory in Service Leadership and I.S.T.P include a 90 minute module on mental health as well as M.C.I.T. awareness training. • Furthermore, in 2016, the Service implemented the Road to Mental Readiness (R2MR) training which was a program developed by the Department of National Defense and adapted by the Mental Health Commission of Canada. • R2MR was created to spark transformational culture change and better mental health for Service members as well as to help decrease the stigma surrounding mental health to improve customer service and promote better engagement with our

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LOKU Recommendation (2018)	T.P.S. Response
	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>communities.</p> <ul style="list-style-type: none"> R2MR training covers the mental health continuum model, providing information about barriers to care, resources available through the Service, practical skills for helping fellow members as well as resiliency strategies for promoting mental health and finding positive resolutions when dealing with persons in crisis.
<p>#11 – Ensure all patrol cars are equipped with less-lethal options</p> <p><i>Ensure that all patrol cars are equipped with less lethal weapons, e.g., CEW, sock or beanbag guns and that all officers are trained in the use of such weapons along with defensive equipment such as shields and helmets.</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> The Service continues to identify, research and review available and emerging less lethal use of force technologies and best practices. The Service is also a member of the Provincial Use of Force Committee, making recommendations to the government on such equipment. Currently each division has Less Lethal Shotguns assigned and are deployed by qualified officers. The Service is studying the feasibility of equipping P.R.U. officers with shields as part of their personal protective equipment when responding to an assaultive person or a person armed with a weapon. By providing some measure of protection, shields may give officers the confidence to contain the situation and when safe to do so move closer to a threat to secure it without increasing the likelihood of using lethal force. However, while shields might initially protect officers from injury they do not by themselves disarm the person. At one point officers have to take physical control and disarm the person and this would be extremely difficult and risky while holding onto the shield because the officer would only have one hand available.

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
<p>#12 – Ensure that the Service has a clear policy with respect to serving and protecting persons with mental health or addiction issues</p> <p><i>Undertake a structural/cultural review and analysis to ensure that the Service has a clear policy with respect</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>This would make it challenging to access their handcuffs or other force options or even defend themselves if the shield is grabbed and the officer's arm gets trapped. Dropping the shield, of course, defeats its purpose.</p> <ul style="list-style-type: none"> When dealing with a person in crisis, officers are encouraged to de-escalate situations by attempting to build rapport. Presenting a shield from the outset could be perceived as a barrier and prevent officers from accomplishing this goal. However, the Service is examining situations where the shield would be helpful. For example, introducing shields to an event that does not require immediate intervention may give officers the means to contain the person while other officers without shields wait to disarm and apprehend the person when it is safe to do so. To evaluate the effectiveness of this, the Service has acquired a number of shields and T.P.C. is developing the appropriate tactics and training. The Service has also canvassed other agencies for their experience with shields, however, at this time, the Service is not aware of any police service in Canada that has issued shields to its P.R.U. other than Halton Regional Police Service, which recently issued ballistic shields to its officers. These shields are designed for officer protection if there is a requirement to respond to an active attacker situation where a person may be armed with a weapon and actively causing harm to the public. At its meeting on February 15, 2018, the Board approved the expanded deployment of up to 400 additional C.E.W.s to front-line officers <p> <input checked="" type="checkbox"/> IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED </p> <ul style="list-style-type: none"> To properly inform an appropriate implementation of this recommendation, the Service is leveraging its collaboration with Expert Working Groups, assembled by the City of Toronto.

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
<p><i>to serving and protecting persons with mental health or addiction issues and/or racialized persons, in particular, Black persons. The Chief's review and analysis should include input from experts in this field together with persons in the communities falling within the above-mentioned descriptors. Following this, the Chief shall clearly state the TPS policy and communicate it in detail to all officers and employees. The Chief shall ensure that all members through continuous training have a clear understanding of the Chief's mandate in this regard. Failure to follow the Chief's mandate should have consequences and sanctions.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • In September of 2017, Service members participated in and contributed to the below expert working groups, comprised of City/T.P.S. staff, along with Black community leaders, with a focus on the respective action item with regard to policing: <ul style="list-style-type: none"> ○ Staff Training Working Group focused on staff training across City divisions using an Anti-Black Racism lens ○ Race-Based Data Working Group focused on the collecting and reporting on race-based data ○ Public Education Working Group focused on providing civic and public education using an Anti-Black Racism lens. • Each Expert Working Group was tasked with delivering “a multi-year work plan” which was appended to the Toronto Action Plan to Confront Anti-Black Racism and was presented to the Executive Committee and City Council in November 2017. City Council accepted the plan. • Since the Expert Working Groups are comprised of leaders and experts from the Black community, the Service will continue to participate in, and contribute to, the implementation of the finalized Action Plan in order to properly inform the review and provide an analysis necessary to effectively implement this jury recommendation. • The Toronto Action Plan to Confront Anti-Black Racism is a five year plan to leverage the talents, knowledge, and experiences of Black residents and Black organizations as partners in making municipal services, spaces and policies fully inclusive and accessible to Black Torontonians in both intent and practices. • The Action Plan includes 22 recommendations and 80 actions to address five issue areas: children and youth development; health and community services; job and income supports; policing and the justice system; and community engagement and Black leadership. In addition, at its meeting on December 14, 2017, the Board approved the motion for the establishment of a new consultative committee composed of the black community to consider possible or identified disparities in

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<p>LOKU Recommendation (2018)</p>	<p>T.P.S. Response</p>
	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>services and outcomes for racialized persons and consider interventions to address any such disparities.</p> <ul style="list-style-type: none"> • Lastly, as mentioned in recommendation #1, the Service has partnered with Ryerson University who has offered a number of courses to Service members about diversity and bias avoidance. This curriculum will augment the Services existing training and also facilitate research opportunities for both the university and the Service. • With respect to persons with mental health or addiction issues, the Service has a formal Mental Health Statement of Commitment relating to people experiencing mental health issues: <ol style="list-style-type: none"> 1) Members of the Toronto Police Service are committed to preserving the lives of people in crisis if reasonably possible. Our goal is the safety of every citizen and we aspire to preserve every life; 2) In every encounter with a person in crisis, we are committed to taking all reasonable steps to attempt to de-escalate a potentially violent encounter, and to safely resolve such situations; 3) Recognizing the increasing complexity of responding to persons in crisis and the role that we have been given in the Mental Health System, we remain committed to continuous self-improvement and innovation, in both policing and in mental health; 4) We are committed to the elimination of stereotypes and the stigmatization that victimizes persons experiencing mental health issues through education of both our members and the public; 5) We remain committed to involving people with mental health issues directly, where appropriate, in initiatives which affect them, including training and in the development of relevant police procedures; 6) We will continue to work collaboratively with our partners in the Mental Health System, including individuals, community organizations, mental health organizations and hospitals; 7) We are committed to institutional leadership in matters of policing and mental health,

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	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>and will strive to become a preeminent police service in this field;</p> <p>8) We are committed to fostering and maintaining a positive mental health culture within the Toronto Police Service.</p> <ul style="list-style-type: none"> The Service is also currently engaged in the development of a Mental Health Strategy with regards to Service members' interactions with community members who are apparently experiencing a mental health or addiction issue. A total of 4 facilitated sessions have been conducted with the Board's Mental Health Sub-Committee for input and guidance. Community members including mental professionals have also provided input, along with TPS members. Additionally, to get officer feedback on the current I.S.T.P., a survey was distributed to officers. The first section of the survey listed the various components of the I.S.T.P. and asked officers to note how valuable each component was in providing them with the information and tools they needed to assist them in the performance of their duties. Officers were also asked for suggestions to improve the delivery of the I.S.T.P. The second section of the survey noted that a focus of the I.S.T.P. was use of de-escalation to resolve encounters, and asked officers about the specific de-escalation techniques they regularly used and found effective. The information from this survey will be provided to the T.P.C. to assist in refining the content and delivery of the I.S.T.P.
<p>#13 – Consider officer's skill dealing with EDPs and racialized communities during promotional decisions</p> <p><i>When making decisions about promotions, supervisors should</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> In 2017, the Service partnered with industry leaders to develop a competency framework that would drive behaviours aligned with the Service's transformational

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<p><i>consider an officer's skill and experience in dealing with Emotionally Disturbed Persons (EDPs), members of the Black community and racialized communities, including their ability to de-escalate and negotiate during crisis situations.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • Through research, consultations, focus groups, and engagement initiatives, eight core and leadership competencies were designed. Consultations and focus groups included members of the black community, the mental health community, youth advocates, human rights and police oversight leaders helped in developing the themes, the language and the behavior expectations. • These competencies were organized into 4 clusters, including: Our Mindset, Our Connections, Our Development, and Our Impact. Each competency provides behaviour expectations for the following categorization of employees: <ul style="list-style-type: none"> ○ all members ○ supervisor/sergeant/staff sergeant ○ manager/inspector/superintendent ○ director, staff superintendent and command officers. • The organization is embedding these competencies into all HR processes including recruiting, hiring, development, training, and performance evaluation. The competencies have been embedded into the executive promotion process utilized in 2017 and onward.
<p>#14 – Encourage the Toronto Police Service to make use of the Gerstein Crisis Centre <i>Encourage the Toronto Police Service to make use of the Gerstein Crisis Centre police telephone line when</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> • For the past 20 years, the Service has offered the Provincial Statutes Course six times a year and continues to do so. One of the topics covered on this course is the Mental Health Act, which includes a 90 minute presentation made by a social worker

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<p><i>interacting with a person in crisis.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <p>from the Gerstein Crisis Centre, who emphasises the need to be sensitive to the needs of vulnerable people who are in crisis. In addition, Sept 27th 2018 service issued a Routine Order to remind and encourage members to utilize crisis centers (such as the Gerstein Centre) as a resource when interacting with a person in crisis.</p> <ul style="list-style-type: none"> • Members will also be reminded of the Service's newly developed Community Access Portal (C.A.P.). This mapping tool created by the Service, is an effective tool available to Service members to connect the public to community resources, including mental-health services. • Launched in May 2017, the "Community Asset Portal" (C.A.P.) Developed by the Service's Business Intelligence unit in collaboration with Ryerson University is a web application that shows users an up-to-date map of social services such as shelters, community resource navigators, and mental health and youth support services. • The C.A.P. is a valuable reference tool that detects the location of users and allows them to see the resources in their vicinity, using a colour-coded map or by moving through a list of categories, such as Health or Food & Housing services. It also shows users how to get to the location by car, foot and public transit, as well as provides contact information.
<p>#15 – Consider additional funding and training for 911 operators</p> <p><i>Consider additional funding and training for 911 operators in order to improve their skills in extracting more pertinent information during an emergency call. Consider beginning the de-escalation process during a</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED <input type="checkbox"/> IN PROGRESS <input type="checkbox"/> NOT IMPLEMENTED <ul style="list-style-type: none"> • Currently, all Communication Operators undergo a rigorous training program for one year. • This combines 16 weeks of classroom instruction and one-on-one training with experienced on-desk trainers.

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<p>911 call.</p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • To ensure high standards and competency throughout the training program, testing is conducted at each level before candidates progress to the next stage. • Successful candidates must demonstrate their ability to communicate concern and empathy for individuals in crisis while also taking action to ensure safety is maintained in emergencies. • Following successful completion of the Call Taker and Dispatcher training programs, all Communication Operators receive continuous training on a yearly basis. • As frontline responders, Communications Operators play a vital role in assessing high risk situations and coordinating resources in response to individuals in crisis. • The Service's communications training has always been based on improving operator skills and ensuring international best practices on de-escalation are met. • The Service will review its existing training and work towards improving the de-escalation skills of 911 operators within our current funding and training programs. • The Service will specifically work towards addressing recommendations that were identified in the Loku Inquest by providing suitable training to the 911 operators.
<p>#23 – Explore all possible avenues to assess whether MCIT's could be available as first responders in crisis situations</p> <p><i>That the Ministry of Health and Long Term Care/LHN's, together with the Toronto Police Service, explore all possible avenues to assess whether MCIT's could be available as first responders in crisis situations,</i></p>	<ul style="list-style-type: none"> ● IMPLEMENTED □ IN PROGRESS □ NOT IMPLEMENTED <ul style="list-style-type: none"> • Mobile Crisis Intervention Teams are collaborative partnerships between participating Toronto hospitals and the T.P.S. Each M.C.I.T. is comprised of one police officer and a mental health nurse. • The Service is not aware of any model in other jurisdictions in which an M.C.I.T. comprised of a police officer and a nurse would be available as first responders to a

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<p><i>specifically including situations where weapons are involved”.</i></p>	<p>Status * Rationale * Concerns * Impact * Ease of Implementation * Timelines (PRR#80)</p> <ul style="list-style-type: none"> • crisis situation involving a weapon or any type of violence. • Memorandums of Understandings (M.O.U.) have been signed between the Service and six partner hospitals. The M.O.U.s clearly set out that the safety of the nurses is the responsibility of the Service. Allowing an M.C.I.T. to become available as a “first responder in crisis situations, specifically including situations where weapons are involved” would contravene the Service’s existing M.O.U’s. • At this time our current partner hospitals do not want their employees, the nurses, to be first responders. The Service has been advised that the Nurses’ Association of Ontario would additionally have concerns. M.C.I.T.s have traditionally been considered secondary responders. • However, as the program has evolved since its inception in 2000, the M.C.I.T.s now operate as co-responders to a call that do not include weapons or any other identified safety concerns. • This means, when appropriate, M.C.I.T. will respond simultaneously with P.R.U. • It should be noted that even in these situations police officers will still make the initial contact and assess the situation with the M.C.I.T. following behind. • Additionally, M.C.I.T.s are able to attend situations involving weapons once the situation is deemed safe by responding officers. M.C.I.T.s stage at a nearby location and will respond to the call once the P.R.U. advises the scene is safe.