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Solicitor General Canada
Ministry Secretariat

USER

REPORT

**WEAPONS USE IN
CANADIAN SCHOOLS:
TECHNICAL REPORT**

No. 1994-17

Responding
to Violence
and Abuse

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Police Policy and Research Division

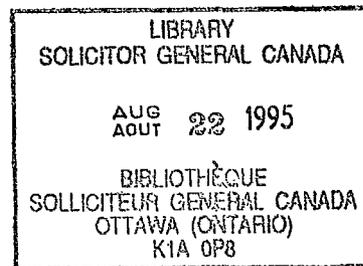
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EDUCON Marketing and Research Systems

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TECHNICAL REPORT

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The views expressed in this working paper are those of the authors and are not necessarily those of the Ministry of the Solicitor General of Canada.

Ce document de travail est disponible en français.

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I. SCOPE OF THE STUDY

A. Introduction

Violent crimes and weapon use exists within many urban Canadian schools, especially those in cities of over 500,000. Though many assume that the offenders, victims, and others who fear crime in schools are three different groups of young people, the evidence does not support this assumption. Some youth belong to more than one group (Brannigan & Caputo, 1993; Caputo et al, 1991; Caputo & Ryan, 1991; Fattah, 1993; Mathews, 1993, 1992; Ryan et al, 1994; Wilson, 1977).

Nor does crime in the schools happen in isolation from crime in the rest of society. This shortsighted viewpoint has two negative outcomes:

1. Blame and pressure to "fix the problem" is placed mainly on schools and the police.
2. Solutions are narrowly school-related and include: (a) better teachers; (b) smaller classes; (c) fair and equal treatment of students; (d) relevant course subject matter; (e) tighter discipline and stricter rule enforcement including suspensions and expulsions; (f) increased in-school security, including fortress-like renovations to the schools themselves.

Though some of these responses to crime in the school are useful and valid, they cannot work in isolation from solutions to violence in the community at large.

There has been little research on what weapons are carried into schools, and whether these weapons are actually used in violence acts. Because of this, myth and rumour have as much influence on how weapons use is treated as does fact. Information that does exist is not always comparable, even when it has been collected by youth agencies for similar

purposes. Such factors make it difficult to address the problem with policy and positive programs.

This study is a beginning for lawmakers, the public and policy makers interested in prevention, safety and law enforcement. However, it is just a start. These initial findings themselves raise other questions for government, police, schools, and the community. They should be treated as an opening of a door to enquiry, not as a definitive analysis of what is, by all indications, a complex problem.

This study concludes with research and policy considerations of interest to the Solicitor General Canada, schools and police services on weapons use by youth in Canadian schools. These include:

- ◆ The Solicitor General Canada should continue to collaborate and develop partnerships with other governments, school boards and police services to meet the challenges of weapons use in Canadian schools.
- ◆ Community-based policing strategies can enhance community mobilization to deal with youth violence. These strategies should be integrated into the mainstream operational structure and culture of the agency. Otherwise they will be nothing more than an add-on public relations exercise.
- ◆ Further research is required with respect to racial and ethnic groups and subgroups; violence toward gay and lesbian youth, and youth with disabilities; and the psychological make-up and activities of children in youth gangs.
- ◆ Systematic, comparable data collection methods are required.

- ◆ Video programming on all media should require labelling regarding violent content.
- ◆ Public and media consciousness about violence and its effects on our society must be raised.
- ◆ Further legislation restricting firearms and ammunition is required.
- ◆ The *Young Offenders Act* should be reviewed.

1. Reporting the Findings

This document is a detailed report of technical findings, including both focus groups results and mail-out police and educator surveys, and a listing of considerations. It is accompanied by two other documents: a literature review and a summary of the findings, which includes a listing of planning, policy and research considerations.

B. About the Study

This study focuses on police educators and customs officials as sources of information. Based on interviews, focus groups and mail-out surveys, it looks at:

- ◆ the nature and extent of weapons use by Canadian youth in school;
- ◆ why weapons are used by youth; and,
- ◆ responses to suppress weapons use.

The goals of the study were to:

- ◆ examine weapons use by Canadian youth 12 to 17 years old in schools and on school property during school hours in all Canadian provinces and territories.
- ◆ examine smuggling of illegal weapons across the US border by this same group of youth.

Investigations included:

- ◆ what weapons are seized from youth;
- ◆ how often weapons are carried, and by whom;
- ◆ how and when weapons use is reported;
- ◆ where youth get weapons;
- ◆ what they use them for;
- ◆ why youth carry weapons;
- ◆ how schools respond to weapons use; and,
- ◆ how authorities suggest suppressing weapons use.

In this study, an *offensive weapon* is defined as those weapons covered by the Criminal Code definition as well as articles having these characteristics:

- a) anything made or adapted to be used to *cause injury* to someone else;
- b) other articles *intended* for this use; and,
- c) anything used to *intimidate*, whether or not it is actually a weapon.

C. Methodology

Details as to the study methodology can be found in the appendix.

D. Study Limitations

Because data gathering is not coordinated or formal, information from police services and school districts is not always comparable or complete. However, when analyzed together with information from Statistics Canada and the focus groups, the findings are both useful and relevant.

Because funding did not support it, this study did not collect information directly from youth. It is essential that future

research explores self-reported crime, victimization (direct and vicarious), and youth related experiences. Information and findings from this study are an excellent guide for this undertaking.

This study has not considered existing youth violence prevention programs and their effectiveness in Canadian schools. Some programs are too new to evaluate; many others are informal in nature and difficult to assess objectively.

Finally, there is some sample bias in the selection of interview and survey groups. This was necessitated by the requirements to include only those most informed sources; customs regional managers, school superintendents and police officers assigned to patrol, school-liaison, crime prevention, or street-crime sections.

Though this was a formal and objective study, it was part of a dynamic process of discovery. At times, findings guided the direction and progress of the research. This is not considered a drawback.

II. FOCUS GROUP AND INTERVIEW FINDINGS

This chapter presents the results from the focus groups and interviews with 235 police officers, educators and custom officials across Canada.

A. Summary of Findings

1. What Weapons Are Being Used?

- ◆ Knives are the weapons of choice in the schools. School staff and police must deal with pocket knives, buck knives, machetes and meat cleavers, as well as prohibited weapons such as switchblades and butterfly knives. Many of these are made at home or in school shop classes. In some schools (in municipalities of 250,000+), these sorts of weapons are confiscated daily.
- ◆ Firearms such as handguns, sawed-off shotguns and rifles are rare in most schools, and are discovered only once or twice a year. However, in some schools in Toronto and Montreal, firearms are discovered monthly rather than yearly.
- ◆ Imitation and replica firearms are being seen increasingly, and are a concern for police officers who must differentiate the real from the fake -- sometimes at night or at a distance. There is a real possibility that youth wielding replicas in robberies and for intimidation will be injured or injure others. Replicas may only resemble real guns such as 0.9mm, 0.357 magnums or machine guns and not be capable of firing. Others are actually CO₂ pistols, pellet guns or B.B. guns capable of injury. (A few people have required plastic surgery from pellet gun wounds.) Nevertheless, all appear very real and are available for sale at stores in most communities. Some communities like Ottawa now have by-laws prohibiting the sale of replica firearms.

2. Where Did Weapons Come From?

- ◆ Youth get firearms to take to school by stealing them, modifying them (for example sawing off the barrel of a rifle) or buying them.
- ◆ Other weapons are usually purchased or made at home or in school shop or science class.
- ◆ Most weapons discovered in schools were owned by non-students such as outsiders, intruders from other schools or drop-outs; students more often leave their weapons in their vehicles parked nearby.
- ◆ Weapons are not only carried and used for a violent intent; they are also carried for protection against assault, as a status symbol or for peer approval, or for intimidation of other students.
- ◆ Customs officials rarely encounter Canadian youth with weapons at the border. There have been just 12 cases in the last five years. United States residents are discovered with weapons such as nunchaka sticks, butterfly knives, switchblades, brass knuckles and throwing stars, all prohibited by Order-in Council in Canada, but not prohibited in the USA. It was reported that many U.S. residents do not consider these items as weapons.

3. Who Is Involved?

Many of the interview and focus group respondents believed that weapon use in schools has increased in the last five years.

Other observations include:

- ◆ More younger children (including those in elementary grades) are involved now than before, and extortion is routine in some schools.

- ◆ More girls are involved in violent, ruthless offenses and weapon use than five years ago.
- ◆ Children and youth of all socio-economic groups are involved, not just children from less-advantaged backgrounds.
- ◆ Pagers and cellular telephones are related to weapons use.
- ◆ Gangs were not seen as a problem in most schools; however, in many regions gang members actively recruit and organize in the schools. Gang members often don't go to school but rely on school networks to exert influence. Gangs are a factor in youth violence outside of school.
- ◆ Weapons are used in ethnic conflict in schools in many regions. Several Ontario and Quebec participants said the policy of transferring problem students to other schools may make matters worse, especially when students from one group (ethnic or gang culture) are dropped into another's territory.
- ◆ In Nova Scotia and especially in Ontario, hate/bias groups are on the increase. Ontario groups are reported to be more involved with weapons than in other regions.
- ◆ Drug-users are rarely involved with weapons in the schools. However, pushers and weapons were seen as strongly linked together outside of school.

4. How Schools Deal With The Problem

Schools deal with weapons use in many different ways. However not all weapons are treated the same.

- ◆ Although schools are quick to report firearms, they are not as likely to report other weapons. This is attributed to:
 - a. school staff feels that it can deal with firearms use without the help of the police
 - b. they may deny, avoid or be unaware of these weapons
 - c. school staff and police define the problem differently (protection versus enforcement) and this determines the limits of tolerable behaviour in school
 - d. schools may not want charges laid for fear of tarnishing the school reputation and its future enrolments
 - e. schools may not have consistent policies on weapons use and violence
 - f. schools may be concerned that the media will exploit incidents at the school's and student's cost
 - g. school staff may fear reprisal from students and lack of support from management or school boards
 - h. staff may feel that reporting incidents is a waste of time because they do not feel the judicial system will follow through the (*Young Offenders Act* (YOA) is perceived as lenient and inconsistently applied).

5. Why Weapons Are Used By Youth

Study participants rated availability as a major factor contributing to weapons use. However, they also were strongly concerned about the social milieu in which youth are growing up.

- ◆ Media sensationalism of violence is cited as a major factor. They thought reporting was unbalanced, and contributed to increasing fear of violence.
- ◆ The media is seen as desensitizing Canadians to violence. Violence is

glorified, and remorse or consequences are rarely depicted.

- ◆ Violence is more commonplace in some other countries, and this perception of violence as normal is being transplanted to Canada.
- ◆ There is a belief that Canadians are increasingly making decisions in favour of their personal rights and freedoms, not community well-being.
- ◆ Aspects of the *Young Offenders Act* are problematic. These include a general lack of understanding about the Act, and perceived difficulties related to inconsistent sentencing, a lack of immediate consequences for behaviour, a lack of information-sharing between agencies, and little attention given to victims' rights.
- ◆ The combination of large school populations, and a lack of discipline and consequences for behaviour, are seen as factors in weapon use. There is little consistency in school and school district action regarding weapons use and violence. Social agencies are perceived as fragmented, and fail to collaborate in problem solving.
- ◆ Parents are not being held accountable for their children's actions. Participants cited the lack of parenting skills and the prevalence of absentee parenting as factors contributing to weapons use.

6. Gangs

There is much misunderstanding about youth gangs. What constitutes gang behaviour? How should it be measured? Three features seem common:

- ◆ gang activity is dynamic and changes over time depending on location and opportunity
 - ◆ gang violence is not exclusive to any one ethnic group
 - ◆ there are many kinds of gangs across Canada, with many different characteristics and behaviours
- ## 7. How Schools Respond To Suppress Weapons Use
- ◆ Schools mainly respond to weapons use in these ways:
 - a. protocols (e.g., dress codes, ID badges, locker searches, visitors, parking stickers for school parking lots)
 - b. policies on student conduct, violence and weapon use
 - c. 'zero-tolerance' policies
 - d. enforcement and proactive strategies involving police services
 - ◆ Some schools are also cooperating with police to develop alternatives outside the justice system that include students and parents as part of the solution.
 - ◆ Views about 'Zero-tolerance policies' varied, but included:
 - a. it deals only with symptoms and not the underlying causes
 - b. students need to know that weapons are not acceptable, and what are the consequences for their actions
 - c. the victims feel safer at school
 - d. students should be suspended and expelled if necessary (e.g, the safety of the school is what must be considered)
 - e. removing the problem student from the school breaks bad associations with peers
 - f. we need to find solutions that do more than just punish the perpetrator
 - ◆ How well police officers are accepted in schools varied considerably both within

school districts and across the country. Some school officials told police that they did not belong in the school, and their presence meant the school was unsafe. Other schools were very supportive of police-school liaison programs.

- ◆ In some schools, the police liaison/resource officer provided only crime prevention intervention, security and enforcement. Others offered counselling and were proactive, or a combination of enforcement and proactive intervention.
- ◆ Participants identified these factors as essential in suppressing weapons use:
 - a. better information sharing and collaboration, and less fragmentation in service delivery between agencies
 - b. community policing initiatives, such as school liaison officers, that promote inter-agency cooperation
 - c. including students as part of the solution
 - d. more parental involvement in the schools
 - e. more alternative programs, including custody for overtly violent youth
 - f. inservice programs for educators and police on: proactive media strategies, conflict resolution, crisis intervention, violence, etc.
 - g. emphasis on safer environments with a primary prevention focus, e.g., reporting of success stories and successful programs
- ◆ Better collaboration between federal immigration and provincial education ministries was seen as essential. Toronto, Montreal and Vancouver receive the highest portion of immigrants but educators report that funding to programs such as English/French a second language are under-funded or being reduced. These

programs were seen as a key way to help immigrant youth learn and understand Canadian cultural values.

Based on the results from the focus groups, interviews, and further discussions with Canada Customs managers it was decided that due to the low incidence of weapon seizures from Canadian youth at border points further surveying in this area was unwarranted.

B. Regional Findings (Tables)

1. What weapons did you personally encounter in the schools and school property during school hours by youth, aged 12 to 17 years in the last five years?

REGION	POLICE	EDUCATORS	CUSTOMS
NOVA SCOTIA	<p>-shotgun; handgun; pellet gun; Smith & Wesson revolver; UZI semi-automatic; starter pistol.</p> <p>-knives of all descriptions; clubs; mace, pepper spray; rocks; sticks; metal files; razors; baseball bats with nails hammered in the end; socks with cue balls.</p> <p><u>violence:</u></p> <p>-fighting; disrespect; vandalism; swarming resulting in sexual assault; prostitution recruiting.</p>	<p>-pellet guns; handguns.</p> <p>-knives; sharp pieces of wood; mace; sticks; baseball bats.</p> <p><u>violence:</u></p> <p>-assaults; verbal abuse; threats.</p> <p>"Have been punched, spat on, kicked by students but I don't know if that constitutes assault, but it was unpleasant".</p>	<p>-nunchaka sticks; butterfly knives.</p> <p>-in addition the K-24 files report for 1993: blowguns; switchblades; machete; firecrackers; mace.</p>
B.C.	<p>-regional differences exist between the mainland and Vancouver Island with regards to the frequency and severity of weapons seized.</p> <p>-knives of all descriptions, including prohibited; clubs; meat cleavers; machetes; swords; weapons made at home and school shop; mace, pepper, bear spray; nunchaka sticks; throwing stars; pipes; sling shots; knuckle busters; .</p> <p>-imitation replica guns; handgun; starter pistol; pellet and B.B guns.</p> <p>-pagers and cellulars related to weapon use.</p> <p><u>violence:</u></p> <p>-assaults; prostitution recruiting; more group violence ganging-up on one other (swarming, curbing); extortion; bullying; stabbings; contract beatings; robberies; vandalism; verbal abuse; destruction of property and auto thefts.</p>	<p>-rifle; handguns; replicas.</p> <p>-knives, usually pen knives; ceremonial daggers; baseball bats; fireworks; nunchaka sticks; throwing stars; screwdrivers; pipes; dynamite; mace, pepper spray.</p> <p>-pagers and cellulars related to weapon use.</p> <p><u>violence:</u></p> <p>-tire slashing; assaults; verbal abuse.</p>	<p>-home-made; bats; pool cues; throwing stars.</p>

REGION	POLICE	EDUCATORS	CUSTOMS
ONTARIO	<p>-urban communities included: knives of all descriptions, including prohibited; baseball bats, clubs; makeshift weapons (everything imaginable); steel knuckles; pipe bombs; shop-made weapons; sharpened metal on boots; mace, pepper spray.</p> <p>-replica guns (all types); handguns (9mm., .357 Magnums); pellet pistols; rifles, shotguns (cut-off mainly); handguns (full-range, restricted and prohibited).-pagers and cellars related to weapon use. -rural communities included: pocket knives; replicas. -no problems with pagers and cellars, some carry 'fake pagers'.</p> <p><u>violence:</u></p> <p>-urban: extortion; bullying; assaults; stabbings; swarmings; robberies; swarmings; thefts; vandalism; destruction of property and auto thefts.</p> <p>-rural: assaults; auto thefts.</p>	<p>-pellet pistols; handguns; replica firearms;</p> <p>-knives of all descriptions; home-made weapons; bats; weights in socks;</p> <p>-pagers and cellars are used by drug dealers, "it allows fast mobility of students from one location to another".</p>	<p>-switchblades; brass knuckles; butterfly knives.</p> <p>-Weapons most often in possession of non-resident youth are not prohibited in U.S.A., such as: nunchaka sticks; butterfly knives; switchblades; brass knuckles; and, throwing stars which are all prohibited by Order-in-Council in Canada. Most U.S. residents do not consider these items as weapons. Unless there is a deliberate attempt made to smuggle, these weapons are abandoned to the Crown.</p>
ALBERTA	<p>-knives of all descriptions; make-shift weapon; hand grenade; throwing stars; marital arts weapons; sharpened toothbrushes; steel pipes; home-made switchblades; machete; array of ammunition; gunpowder; baseball bats; broken pool cues. -handguns; replicas; pellet guns; B.B. guns; shotguns (sawed off); -pagers and cellars related to weapon use.</p> <p><u>violence:</u></p> <p>-assaults; extortion; taxing; swarmings, curbing; shootings; thefts; prostitution; prostitution recruitment; arson; graffiti, auto thefts.</p>	<p>-The Minister of <u>Education</u> conducted a two day, invitational forum on student conduct and violence in schools in November, 1993.</p>	<p>-butterfly knives; throwing stars; switchblades.</p>
QUEBEC	<p>-knives of all descriptions, including prohibited; knuckle busters; shop-made; throwing stars; chains; axe handles; baseball bats; mace; hand axes; slingshots; nunchaka sticks. -firearms; pellet guns; replica firearms; CO₂ pistols. -pagers and cellars linked with weapon use.</p> <p><u>violence:</u></p> <p>-swarmings; turf warfare; assaults; prostitution recruitment; auto thefts; vandalism; destruction of school and private property.</p>	<p>-relevant information from a Ministry of Education report on Violence in Schools, plus other sources were included in the literature review document.</p>	<p>-military knife</p>

REGION	POLICE	EDUCATORS	CUSTOMS
NATIONAL	<p>-knives of all descriptions, including prohibited; knuckle busters; shop-made; throwing stars; pepper spray; chains; axe handles; baseball bats. - pellet guns; replica firearms; CO₂ pistols. -pagers and cellualars linked with weapon use.</p> <p><u>violence:</u></p> <p>-swarmings; turf warfare; assaults; auto thefts; vandalism; destruction of school property.</p>		

2. How often are weapons carried and by whom? How and when is weapons use reported?

REGION	POLICE	EDUCATORS	CUSTOMS
NOVA SCOTIA	<p>-infrequent weapon use; incidence varies by area from increasing to remained the same; threats of firearms being present but rarely seen; involving all schools in varying degrees, some more than others; firearms incidents reported to the police; reporting of other weapons varies by school administrators, general reluctance in reporting weapons use and violence; increase in females carrying knives; weapon use crosses all SES structures; misconception what gangs are, "we get calls from the public who simply see four youth hanging out in the park"; no problems with organized gangs and weapons in the schools, nucleus of gangs don't go to school (expelled, drop-outs); drug users not generally linked with weapons in the schools, however on the streets "in drug seizures there are usually just as many weapons seized as drugs";</p> <p>'white supremacists' present in the schools but not a problem with weapons.</p> <p><u>violence:</u></p> <p>-increased violence in elementary schools; violence within school moves onto the streets, then the weapons become more prevalent; incidents of extortion in some ethnic groups happens often, but they are not reported by victims; definite increase in females exhibiting very violent behaviour; elementary boys swarming girls, sexually assaulting them; many ethnic groups prey on members of their own social and ethnic groups; downtown Halifax has problems with white supremacists becoming violent.</p> <p><u>Data collection:</u></p> <p>-incidents of weapons and violence collected by offence category not by schools, manually obtained from occurrence reports, calls for service to schools and surrounding boundaries for enforcement; investigations and school liaison officers (SLO) incidents not routinely correlated. Manually obtained from 51 RCMP detachments: 6 weapon offenses reported in schools in last 5 years.</p>	<p>-rarely encounter firearms; few incidents of weapons; "Haven't seen a lot of change in the type of weapons over the last ten years, but have seen an increase in their use"; "Had a few assaults of teachers"; "The potential is always there for violence to occur"; "There is a lot of verbal abuse aimed towards female teachers from high school boys"; comments on reporting of weapons and violence: "Teachers have a broader acceptance of what behaviour is acceptable"; "If we encountered a firearm, we would automatically call the police"; "It all depends on the use of the weapon. If a student is threatening others, serious actions must be taken"; no problems with organized gangs in the schools (most are drop-outs, expelled).</p>	<p>-Atlantic region 1992 and 1993 statistics indicated: no youth were involved in firearms seizures; 67% of all seizures were adults aged 51 years and above.</p> <p>-In general, for all regions, statistics do not show a major smuggling problem related to illegal weapons and youth (12 incidents in the last 5 years); most personal weapon seizures are done at land border points, and only 16 and 17 year old youth in study group are of legal age to drive.</p> <p>-non-resident youth involved more than Canadian youth.</p>

REGION	POLICE	EDUCATORS
B.C.	<p>-urban: very few firearms in schools; definite increase in replicas; firearms incidents are reported; weapons are shared by groups of students; definite increase in use at all schools; all schools are affected, at all grade levels; firearms incidents are reported; reporting of other weapons varies by school, general reluctance; increase in females carrying knives and other weapons (aged 15-16 years); weapon use crosses all SES structures; there are few gangs in the schools (misconception by teachers and students about incidence) and what gangs are (a mystique); misconception that all groups of minorities are involved in 'criminal' gangs; recruiting by gangs varies by school, "generally, recruitment for gangs happens 24 hours a day, everywhere there are kids, you may not see the recruiting or acts of violence exhibited openly, but it happens; ethnicity in some schools is higher and therefore, crime statistics would be affected by this; sensitivity of the ethnic issue makes it difficult to assess issues; most gangs are 'wannabe' gangs, they are very transient"; hate/ bias groups rare in the schools, "they get beat up by students when they try to recruit.</p> <p>-rural: rarely see firearms; a couple of weapons a month; involves all schools in varying degrees; reporting of weapons not a problem; females rarely carrying weapons; no problems with gangs in schools, most gang members do not attend school (expelled, over 18 years); hate/bias groups rare in the schools, generally not involved with weapons.</p> <p><u>Violence:</u></p> <p>-urban: rampant; seriousness and intensity of violence is greater; many violent incidents are organized in the school but carried out on the streets; increase in females involved in violent assaults; racial violence (assaults) is beginning at early ages; students from countries under civil war have a different value system about violence; hate/bias groups prey on ignorance and may insight violence (e.g., immigrants are taking jobs).</p> <p><u>Data collection:</u> generally information systems collect incidents by offence category not by schools, manually obtained from occurrence reports; calls for service and SLO's incidents not routinely correlated; <u>One Urban police agency</u> information is gathered by school, school grounds and school parking lots, youth (12-17 years) included: <u>1992:</u> 62 offenses of which 10 were weapon incidents, 1 was a gun; <u>1993 (Jan. thru Oct.):</u> 104 offenses of which 28 were weapon incidents, 5 were guns. Trend lines are calculated for violent offenses, weapons offenses, calls for service and location. Involved in revised CCJS-UCR data (1990).</p>	<p>-few firearms have been found, "we have no idea how many there really are"; "there is a lot of property damage due to weapons, especially with knives on school buses"; incidence varied by region (e.g. rare to daily); the reports of weapons are extremely rare; reporting means hours of paperwork; "A lot of people in the community carry knives with them all the time, haven't had an incident of a knife attack in school"; violence and weapon use between ethnic groups does exist; recruiting by gangs varies by schools, generally members are not in school (expelled, drop-outs); hate /bias groups distribute information in the schools and also via computer bulletin boards, not a problem with weapons; increase in weapons and violence at elementary levels;</p> <p>-"We have no statistics in this area, we need to find out what really is happening out there".</p> <p>"Need to gather information on weapons in school in terms of their frequency and type".</p> <p>rarely are drug users involved with weapons at school</p>

REGION	POLICE	EDUCATORS
ONTARIO	<p>-urban: firearms seized on a monthly basis; very few firearms in the schools, other weapons seized daily; weapons are shared by groups of students; firearms incidents are reported to the police; cost of firearms on the streets are fairly reasonable and available; gun brokers rent weapons for \$200 a night, others for 10% of the haul"; other weapons seized daily; weapon use is escalating; replicas on the increase, "someone will get shot before something is done to remove these guns"; involving all schools and grade levels; schools report firearm incidents, reluctance in reporting other weapons, "we shouldn't have to get warrants to get information"; "it really depends on the principal", "many schools don't recognize they have a problem or they try to hide it"; more females involved in weapon use than five years ago, it's "cool" to be known as the toughest girls; females carrying weapons is on the increase; gangs actively recruiting in the schools (e.g., members come in from the U.S. into the schools carrying weapons and drugs); various types of gangs i.e., street gangs, some are well organized, school gangs are loosely knit, aligned for protection; drug users not generally linked with weapons in the schools, however, on the streets specific racial groups are running the drug action; misconception by teachers and students about incidence of gangs and what gangs are (a mystique); misconception that all groups of minorities are involved in 'criminal' gangs; more gangs are being formed, "with more gangs you see more weapons"; hate/bias groups are a part of life, the lack of tolerance for others involves weapons and violence; weapon use crosses all SES structures; parents are more supportive with weapon charges than assault charges; "we have the most problems with younger kids (grades 6 to 9), than in the high schools".</p> <p>-rural communities indicated no firearms and few incidents of weapons.</p> <p><u>Violence:</u></p> <p>-urban: politicians, schools are trying to downplay the extent of violence; principals "barely keeping a lid on violence, many are not"; definite reluctance in reporting; rampant; intensity of violence is increasing (e.g., increases in extortions, robberies, thefts, assaults and vandalism); the same people are being attacked numerous times by different small groups; estimated only 10% of crimes were being reported at some schools; "violent activity doesn't always begin in the schools but that is where it ends up"; in some regions, swarmings are decreasing; more females acting out their anger in vicious assaults; females committing acts of violence to gain status with males. - newcomers of all races have the greatest conflict with everyone; some students from countries under religious, political conflicts continue the conflict here; a lot of racial conflicts, rival groups in the high schools; seeing the start of territorial racial gangs, racial conflicts, "we are seeing an inmate mentality, safety in numbers, dog eat dog society, a tribalism; there are pockets of hardcore street gangs, connected to large syndicates, youth gangs are a training ground (many gang members are non-students), some areas reported organized and wannabe gangs involved mainly in random violence on the streets more than in the schools;</p> <p>-rural: violence rare; occasional "one on one" fight, but weapon use is extremely rare.</p> <p><u>Data collection:</u></p> <p>-information gathered by school, school grounds and school parking lots. One urban centre involved in revised CCJS-UCR data since 01-1992. Calls for service and SLO's incidents not routinely correlated. <u>Urban Police data</u> revealed for city schools, during school hours: <u>1993</u> (Jan-July 27) - 1767 offenses, of which 185 were weapon related (43 were in the elementary schools and 142 were in secondary/ junior high schools); <u>1992</u> - 2784 offenses, of which 96 were weapon related (36 in the elementary and 60 in secondary/junior high schools).</p> <p><u>Nine categories</u> included in this analysis were: assault with weapon cause bodily injury; armed robbery; possession weapon dangerous to the public; pointing a dangerous weapon / use/storage firearm; carrying a concealed weapon; possession unregistered weapon; use firearm in commission of offence; possession of prohibited weapon; and, other weapon offenses.</p> <p>-<u>Another Urban department</u> involved in revised CCJS-UCR data since 01-1992, information s available by school location. CCJS revealed <u>1992</u>: 133 offenses by youth at school, 18 were weapon offenses, 4 were firearms; <u>1991</u>: 92 offenses, 13 were weapon offenses, 1 was a handgun.</p> <p>-<u>All other police agencies</u> record incidents by offence category not by schools, incidents can be manually obtained.</p>	<p>-rarely see handguns; two or three incidents of weapons a month, daily in some schools, "some areas have been putting up with weapons for years, but it is moving to the suburbs, nobody knows what to do about it"; racial tensions do exist and violence ensues, "there is an intensity which spreads ...these kids aren't afraid to finish the job", "some of these groups have very little respect for law enforcement", "different values get transplanted into our schools, these groups use weapons"; females are becoming more violent and use weapons; the lower age groups are starting to be more violent, "we have to look at the age of these kids when they start using weapons, it existed before, but we didn't recognize it, we've come along way in the recent past in identifying what some of the problems are and dealing with them"; "grade 9 in the October period is problematic for violence, as students come from a variety of elementary schools, problems carry over from one year to the next, "had a dispute which had carried over from two years earlier"; some schools don't call the police and don't acknowledge that they have a problem; "can't have too much faith in increased reporting, because it isn't happening... some school districts give a clear message not to report and the youth have a strong code of silence" -"weapons are definitely in the community, even though they may not be showing up as much in the schools".</p>

REGION	POLICE
ALBERTA	<p>-very few firearms in the schools (e.g., a couple a year); other weapons seized monthly; incidence increasing with replica firearms, "real or replica the fear they cause is the same"; in one district in one month had 23 incidents involving replicas, most incidents involved youth; weapons are shared by groups of students, change hands very quickly; definite increase in use at all schools, at all grade levels; "tempers erupt easily, if challenged youth will use a weapon"; last year there was an escalating problem of different groups fighting, now it has escalated to bigger and bigger weapons; more females carrying knives than previously; firearms incidents are reported; reluctance to report other weapons varies from school to school; students from countries under civil war, terrorism have a different value system about weapons and violence; lack of trust expressed for police by some ethnic groups; conflicts do exist between specific ethnic groups; weapon use crosses all SES structures; most gang members do not attend school (expelled, drop-outs, over 18 years), recruitment does occur in the schools, have organized networks, generally, gangs (street, organized) not a problem in the schools, problematic outside schools; misconception what gangs are, "we must be careful not to buy into the American model"; hate/bias groups present, rarely a problem, not involved with weapons; a small conflict can escalate into a major confrontation due to mobility of groups and use of cellulators and pagers; drug users not usually involved with weapons, however, drug dealers (mostly non-students) bring drugs into the schools, they do carry weapons for protection.</p> <p><u>violence:</u> -intensity is increasing, "if a kid goes down then groups of other kids start kicking"; "kids fight in groups these days, they show up in force instead of one on one"; have lots of spectators watching; violence at all grade levels, especially elementary; some report that problems initiate in the community but are resolved in the schools; "if they are in trouble at school they are usually in trouble in the community, but they are better in school because the consequences are worse in the schools"; extortion, taxing is rampant (especially in the junior high); females are very violent, unforgiving (e.g., "between 1987 and 1991 there was a 100% increase in serious crimes by females"); some ethnic females recruiting other females for prostitution; false beliefs about ethnic groups and violence, many groups just congregate because they are friends, commonalities of language and culture, however some ethnic groups are more likely to carry weapons; gangs not a problem in schools, groups are loosely organized, very few organized gangs.</p> <p><u>Data collection:</u> -one department, Police Records Processing Unit record incidents by offence category not by schools, manually obtained, calls for service and SLO's incidents not routinely correlated. School Resource Officer Unit does capture all activities of SRO's (e.g., quality of service; incidents; investigations; community policing accomplishments, new initiatives). -By January 1994, one department anticipates to have the software PROBE system fully operational, which is the records management component of the OSCAR system. PROBE is a tool that allows the entry and retrieval of information from a number of different sources using a single point of access (e.g., integrates and connects different systems, CHAD, MDT, CPIC, CSIS, CJIS, CAPS, MOVES, PGIS).</p>
QUEBEC	<p>-weapons are being confiscated on a regular basis; generally, firearms remain a rare occurrence, some schools seized monthly, intelligence surmises that they are on the increase; "more weapons would be found if lockers were searched regularly, schools are reluctant"; "police don't accept that the schools which don't contact us don't have a problem with weapons and violence"; "most of the problems that we have in the schools stems from ethnic difficulties"; the lethality of weapons has increased over the last five years. "Every few years there is a new, more lethal, weapon of choice, older youths carry larger weapons, shotgun is the weapon of choice for 15-16 year olds, kids on the street are talking about firearms every day"; organized gangs are not a real problem within the schools, recruitment occurs, have established networks, most gang members don't attend school, a lot of problems on the streets; female recruitment for prostitution is common in schools within certain ethnic communities.</p> <p><u>violence:</u> -level of violence increasing; gangs are all violent, but they all act in different ways; the gang leaders aren't usually within the schools. "It is hard to find out who is in the gangs, they are having influence everywhere"; most of the violence in Montreal schools is connected to drugs and gangs; a major problem is that many Canadians view immigrants as taking away their jobs; females are becoming more involved with crime; females transport weapons and drugs for males; different communities have different attitudes towards women, so their involvement differs accordingly; more females are stealing cars, many of them are drop-outs but some are school students.</p> <p><u>Data collection:</u> -information gathered by school. Involved in revised CCJS-UCR data (01-1992). Calls for service and SRO's incidents not routinely correlated. CCJS revealed for 1992: 544 offenses by youth at school, 98 were weapon offenses, 18 were firearms.</p>

REGION	POLICE
NATIONAL	<p>-generally, very few firearms in schools, but increasing (grade 10 onwards), "suspect they're kept in lockers but not visible"; "we hear there are a lot of guns in Montreal schools but we don't see them, it's difficult to get into the schools"; other weapons seized from daily (Toronto, Montreal) to monthly (Vancouver, Calgary, Gloucester, Winnipeg, Ottawa); incidence of replicas increasing, "they look very real, surprised that none of these youth haven't been shot by a police officer"; increase in females using weapons; definite reluctance in reporting, "we have no accurate idea of the types of weapons and frequency of it because the schools deal with it internally. They seize the weapon, don't report it because they think it's too minor to bother the police"; some schools are very supportive; "charges laid doesn't represent the picture if there is lack of reporting"; weapon use crosses all SES structures; gangs tend not to be in the schools; gangs are ethnic in orientation, while spontaneous groupings are more inter-racial; generalizations between races is being based on one or two bad experiences; in some regions of Toronto hate bias crimes are increasing in the schools (e.g., employment equity, economy, loss of jobs blamed on immigrants).</p> <p><u>violence:</u></p> <p>-intensity increasing; females vicious, varies by region involvement with weapons, most involved in assaults, thefts of jackets, shoes, swarming behaviours; certain ethnic groups are being victimized by other groups; repetitiveness of assaulting same individual.</p>

3. Where youth get weapons

REGION	POLICE	EDUCATORS	CUSTOMS
NOVA SCOTIA	-non-students (drop-outs, expelled, over 18 years, university student, boyfriend of a female student); students from other schools, other jurisdictions (e.g., "they drive around in their parents cars and bring weapons with them"); friends from across the border; hidden in students lockers (personal, group use); relatives. -purchased; smuggled; black market; stolen (B & E's).	-non-students (e.g., outsiders, intruders), "problems with outsiders... (i.e., drugs, violence, weapons)"; students. -purchased; parents; stolen.	all regions: -concealed inside luggage (air); luggage in car, bus; front seat of car; mail. -approximately 80% of seizures are small legal arms from non-resident travellers (adults) who do not understand Canadian law on weapons possession, remaining balance are Canadian adults, very rarely youth. Most non-resident youth caught at borders are with their parents. -The majority of seizures are made at land border points, in most of these cases the seized weapon is not intended to be left in Canada. Other seizures include those made against legitimate importers of weapons who misdeclare or undervalue the goods. -mail seizures, special attention is given to country of origin and trends. -runaways who steal parents cars and weapons (usually Americans), many are unaware that parent's vehicle contains a weapon (usually a handgun).
REGION	POLICE	EDUCATORS	
B.C.	-made by students; non-students (expelled, over 18 years); students from other schools; "normal looking kids use weapons, excellent students at school involved in criminal activity outside school"; made by students; relatives, (e.g. "youth from other countries where violence is prevalent, the weapons are brought into the country by their parents"). -in students vehicles on school property and within close proximity. -stolen (B & E's, business and private homes); black market; buy more exotic replicas in the U.S.; rented; youth don't divulge their source; purchased.	-non-students; students, "bulk of weapons in the possession of grade 7 to 9 students; students with psychological problems; "parents know child has a knife, but it is brought to school inappropriately". -stolen (e.g., B & E's of gun shops, homes); purchased; smuggled; relatives.	
ONTARIO	-non-students (drop-outs, expelled); students from other schools; purchased by parents and students; made by students; students (personal use, friends); made by students; students who have been victimized; in vehicles on school property and within close proximity. -stolen from parents; B & E's; black market; smuggled from U.S.; purchased; rented.	-intruders are a big problem; students.	
REGION	POLICE		
ALBERTA	-non-students (drop-outs, expelled); "seems that the 16 to 17 years old are more prone to serious crime and weapon use"; students from other schools; students (personal use, friends); made by students; students who have been victimized. -in vehicles on school property and within close proximity. -stolen (B & E's, from parents), "some firearms were obtained from thefts in Vancouver and Toronto, the movement of weapons is of concern"; purchased (parents, students); "difficult to track the weapons we seize"		
QUEBEC	-knives are brought from home; many weapons are home-made, made in school shop classes; firearms are usually obtained through break and enters. -weapons tend to be shared by a number of individuals, hidden in vehicles, on school property, or kept somewhere easily accessible.		
NATIONAL	-same as reported by other agencies; purchased at flea markets.		

4. What youth use weapons for:

REGION	POLICE	EDUCATORS	CUSTOMS
NOVA SCOTIA	-self-defense (fear of being assaulted); intimidation; intimidation for sex; intent to cause injury; psychological problems; status symbol; macho-image; popularity; jealousy (e.g., other students "stealing" girls from area students); for sale; equalizer for small physical stature; boredom.	-self-defense; intimidation; power; extortion; imitate the movies, videos; intent to cause injury.	-status; macho; protection.
B.C.	-self-defense and retaliation against victimization (personal and property); intimidation; confrontation; extortion; desire to "fit in" (popularity, acceptance); to taunt others; imitate movies, television; "fun", excitement; power; status symbol, "it's cool"; intent to cause injury.	-security, safety; protection; power; status, notoriety; intimidation; imitate media; school plays (as props).	-status; macho; protection; recruited as couriers (females, 12-17 year category).
ONTARIO	-protection (safety and security); intimidation; intent to cause injury; status symbol; macho-image; to belong; extortion; equalizer for physical "deficiencies"; a game; imitating the movies; peer pressure; jealousy; popularity.	-"kids feel threatened so they group together for safety"; intent to cause injury, "haven't seen much teacher assault"; "it is usually the innocent kid who gets caught, they get bullied to the point that they are forced to use a weapon for self-defense"; "its' cool"; status, prestige; power; "certain racial groups congregate together because they understand each other, it takes time to assimilate, they are involved in violence because they polarize and strike out at the other groups", some racial groups are fearful of other groups, sometimes they over-react (e.g., racial groups and hate/bias groups"; "things that happen on the sports fields lead to violence and weapons in the schools or communities later on".	-status; macho; fear; protection.
REGION	POLICE	CUSTOMS	
ALBERTA	-protection; intimidation; intent cause injury; drive-by shootings; power; excitement; to belong; "to be used in school play"; extortion; status symbol; macho-image; popularity; for re-sale.	-status; macho; protection.	
QUEBEC	-extortion; psychological problems; "a way of life in some cultures"; a means of protection against more violent youth who are carrying weapons; status among peers; a symbol of power; weapons are the great equalizers in confrontations; "drive-by shootings are becoming the crime of the future".	-status; macho; protection.	
NATIONAL	-extortion; protection; financial; re-sale; "its cool"; to show-off; psychological problems; status symbol.		

5. Why youth carry weapons? Contributing factors?

REGION	POLICE	EDUCATORS	CUSTOMS
NOVA SCOTIA	<p>-availability of knives; desensitized by violence on television, movies, video games, and music where emotional trauma is depicted, consequences are not shown; imitate the media; for financial gain; lack of parenting skills; parental denial about problems, blame the schools and the police; parents not accountable for their children; conflict with the Charter of Rights, (e.g., rights but no consequences); Y.O.A. (e.g., children and adults know they are protected under the Y.O.A. and a lot of adults use youth to commit crimes); gun legislation is pushing the ownership of firearms underground; a lot of athletic programs are being cut, therefore, too much spare-time.</p>	<p>-parents blame schools and don't accept responsibility; parents expect schools to teach a value system, "can't take on a teaching and parental role, that's not why we are here", "when we reach out to parents we don't have great success, can't do anything if they won't let us"; desensitized by violence in the media; learning values based on media portrayals; no regard for consequences of acts; society is more violent; unemployment; family breakdown; Y.O.A.; sense of hopelessness with adults, so they pacify situations; neighbourhood problems are brought into the school.</p>	<p>-smuggle because they don't want to pay duties.</p>
B.C.	<p>-media sensationalism sells copy and their method of reporting is the problem, they increase perceptions of fear, contribute to reluctance of reporting by teachers and students, and serve to educate the criminals in "copycat crimes"; availability of knives (legislation to restrict); desensitized by media violence, violence is glorified, no remorse for actions; imitate the media; lack of parenting skills; parents not accountable for their children; a loss of sense of belonging in large schools therefore, more vulnerable to violence; very difficult to manage schools with 1500 students; lack of understanding about other cultures as well as their lack of understanding about Canadian values; conflict with the Charter of Rights (personal rights for self-expression versus community rights); Y.O.A.; fear to come forward because of retaliation; teachers are cautious of intervention in fear of being sued; transplanted beliefs about violence from other countries where violence is more commonplace; lack of discipline, control, tempers erupt quickly over minor issues;</p> <p>-schools and police moved away from the help of the community, became insular; lack of earlier intervention; lack of government commitment, police and schools don't have the resources to do it alone; strong influences from the U.S.; greater acceptance of black market and buying stolen property from within some ethnic groups; misconceptions about what constitutes gangs, they are usually just groups of kids 'hanging around'. Those turning to gangs usually have: low self-esteem, language barrier, cultural differences, absence of parental communication, dysfunctional family, absentee parenting, economic deprivation, and, poor interpersonal relationships outside of the school; too much unsupervised time; no youth centres; open rebellion by some ethnic groups against old traditions; lack of responsible media reporting, lack of balance in reporting positive incidents, "they don't report the news they make it", they instil fear; availability of weapons; firearm legislation (e.g., need restrictions on replica guns, knives).</p>	<p>-violence in the community begins in the schools; overcrowding in the schools; violent media-culture, violence is "in our living rooms through television"; hopelessness; poverty; uncertainty about the future; absentee parenting; advertising, the "glorification of power, the macho male image"; "our society wants immediate gratification, it is almost a sense of desperation"; family breakdown; dysfunctional families; lack of faith in the justice system; irresponsible media reporting, "as soon as gangs gain press or notoriety they just grow larger and stronger, we shouldn't be identifying individuals by their gang names, otherwise we legitimate these groups as gangs".</p>	<p>-many Americans don't travel without weapons; fear of crime; gang involvement and drugs.</p>

REGION	POLICE	EDUCATORS	CUSTOMS
ONTARIO	<p>-schools are too large in population; availability of weapons; firearm legislation (e.g., need restrictions on replica guns, knives); education system has changed, there is less discipline; many teachers are cautious of intervention in fear of being sued; different values and beliefs held by many from countries of origin where civil war, terrorism is commonplace; important to have diversity of cultures but need better understanding and assimilation; fear of agencies to deal with racial issues, may be seen as racists, "political correctness"; in some schools, adults are in the same classes as the youth, some are offenders, they may not be good role models for youth; movies, videos and music glorify violence, students are desensitized; lack of Canadian content on T.V.; imitation; lack of monitoring T.V. viewing; lack of responsible media reporting, "they don't report the news they make it", they instil fear, "printing the names of gangs only enhances their power and notoriety, it legitimizes them";</p> <p>-Y.O.A. (the problem are the dispositions, sentencing and time lag); lawyers more interested in financial gain than justice (e.g., "if lawyers were on salary we would have a more equal justice system"); lack of parenting skills; parents blame outside forces; parents not accountable for their children; absentee parenting; breakdown of the family unit; conflict with the Charter of Rights, (e.g., rights but no consequences); tempers erupt quickly over minor issues; lack of earlier intervention; lack of government commitment; inter-agency fragmentation, no continuity; lack of information sharing; youth are highly mobilized, have excellent networks, use pagers and cellulars.</p>	<p>-kids don't have respect for authority; lack of parental involvement, taking responsibility for their kids; over-populated schools can provide anonymity for violent students; in some areas many incidents don't begin with racial intentions, but the violence leads to that, "conflict is mainly over territory", while in others racial conflicts exist; political correctness waters down issues, doesn't address issues for what they are; lack of information sharing within and between agencies, lack of continuity; YOA; lack of trust in the justice system; the system is overloaded, kids are running out of agencies to deal with them; violence in the media, desensitized; decrease in ESL programs while Immigration is increasing.</p>	<p>- youth fail to declare weapons, because they fear getting in trouble with the law, fear persons in authority, or fear that their parents will find out.</p>
REGION	POLICE	CUSTOMS	
ALBERTA	<p>-availability of knives, replicas; parental frustration "they don't know how to best discipline their children"; parents not accountable for their children; absent parenting; family breakdown; too much emphasis on the school system to become surrogate parents; lack of support for teachers, "they have a difficult job, and not many options"; conflict with the Charter of Rights, (e.g., rights but no consequences); lack of information sharing between agencies; fear of being sued; lack of self control, tempers erupt very quickly; many defence lawyers exploit the system, not interested in what is best for the kids lack of assimilation by some new Canadians (e.g., parents don't speak english, children do, the kids are caught between two cultures, become youth at risk), "what are we doing to help overcome the horrors some of these kids experienced in their war-torn countries, we expect assimilation, they only know survival. If we don't address this we only further victimize them"; lack of reporting crime is greater within some ethnic groups; lack of discipline; dysfunctional families; poor parenting skills; desensitized by violence on television, movies, video games, and music where emotional trauma is depicted, consequences are not shown; lack of monitoring T.V. programs by parents, "it's become a baby sitter"; imitate the media; lack of responsible reporting, "small incidents are blown out of proportion"; media play on 'gang', "gang presence, fuelled with publicity, promotes fear which leads to people carrying weapons", "the media is only interested in conflict, they don't want to hear we are being proactive"; Y.O.A. (lack of consequences, time lag between offence and action, sentencing); kids 'sentenced' to school, not required to be accountable for disruptive behaviour, "someone caught for speeding gets a \$60 ticket, whereas, a kid caught for a B & E gets probation".</p>	<p>-linkage between weapons and drugs; some ethnic groups are involved in weapon trafficking; geography is extensive, many places to cross border without going through custom ports; violence in the States.</p>	

REGION	POLICE
<p>QUEBEC</p>	<p>-problems in the schools tend to arise within the community not the school; firearms are more available today than in the past, many of which come from the U.S.; sensational media reporting; media not interested in the truth, only want to sell their product; media does not portray the positive measures which have been put in place; we are starting to put officers in the schools, not all school administrators are supportive; family breakdown, single-parent families; absentee parenting; desensitization due to violence in the entertainment media; breakdown of morality in society; lack of discipline; youth having too much free time; infiltration of communities by gang members from U.S. cities (New York); fear of persecution; protection; fear of reporting due to violent repercussions; no legal consequences for the actions of youth; "problems are being imported through immigration".</p>
<p>NATIONAL</p>	<p>-availability of weapons; transplanted beliefs about violence from countries where violence is commonplace; lack of understanding about different cultures; sentencing; parental discipline; lack of programs to assist different ethnic groups into assimilating into Canada, programs to inform Canadians about other cultures; irresponsible media reporting; violence in the media; economy; smuggling of guns from the U.S.; lack of information sharing between agencies; lack of inter-agency of collaboration, "too much secrecy between agencies".</p>

6. How schools respond to weapons use?

REGION	POLICE	EDUCATORS	CUSTOMS
<p>NOVA SCOTIA</p>	<p>-schools usually deal with the incidents unless extreme, then the police are called; incidents are investigated and charges laid when appropriate; guns are seized for a violation and held until situation resolved; courts often direct disposition of seized guns; parents are contacted about offence; gun registration, storage and handling would be reviewed; criminal record checks are routinely done; lack of consistency, uniformity within the schools in how to deal with incidents of weapons and violence; students maybe suspended or expelled for weapon use; "the support systems are not in place here to reward those who come forward and give information or get involved, there is a fear of negative consequences"; lack of reporting by students and teachers is due to: avoidance; denial that there is a preserving an image; confusion about the roles and responsibilities regarding weapon use and violence (e.g., protection vs enforcement), Criminal Code offenses ignored (e.g., assaults); lack of trust of the police; fear of reprisals from inside and outside of the school; and, extreme fear of exploitation by the media; the media portray police involvement in the school negatively; varying opinion about the police role in locker searches, usually done with a warrant only.</p>	<p>-students handbook contains policy on violence and the consequences for behaviour; schools deal with incidents unless extreme, then police are called; zero-tolerance won't solve all the problems; weapons are confiscated; students may be suspended or expelled; charges are laid when appropriate; parents are contacted, "have to question how much support parents will give"; some schools suspend students until parents agree to meet with teachers; expelled students are sent to another school within the area, "sends a message that this behaviour isn't tolerated, and hopefully the behaviour won't be repeated", "the moving of a student is a control strategy versus discipline", "moving some students gives them a new start in an environment they don't have a reputation, keeps students away from their former peer group"; students keep the teachers informed on weapon use; "it is difficult to know what is a weapon, (e.g., baseball bat for sports or a weapon); confront incidents in pairs; avoid negative confrontation; get to know outsiders, diffuse situations; reluctance to conduct locker searches for weapons (some would as lockers viewed as school property, others would only with a police officer), "the right to search becomes a nebulous issue when it comes to prosecution", "we don't have enough experience with this to establish protocols", "the issue is what to do with the student afterwards"; "there is tremendous fear from students and teachers towards violent students"; "we are not correctional institutions, why should we assume those duties?"</p>	<p>all regions -only deal with civil action, not criminal. Weapons are seized, held for Crown; or seized and destroyed.</p>

REGION	POLICE	EDUCATORS
B.C.	<p>-weapons are seized (by teachers and/or police) followed by suspension and/or expulsion of students; parents are brought in; student may also be charged; student may get sent to alternate schools or transferred from school to school; incidents are investigated and charges laid when appropriate; guns are seized for a violation and held until situation resolved; gun registration, storage and handling would be reviewed; criminal record checks are routinely done; zero-tolerance policy in place, safety of the majority takes precedence, "deals with the primary concern but does not address the problem with the individual student", "need to be more holistic, suspension or expulsion practices transplants the negative behaviour from the school onto the streets"; differing police practices about conducting locker searches, varies from school to school (usually done with a warrant); many schools have dress codes (e.g., no hats); no pagers or cellulars (First incident, pagers seized for one day and returned, 2nd-confiscated for a week, 3rd-confiscated permanently); some take pictures and license plate numbers of individuals that do not belong; visitors register at the main office; some schools have all the cars in the parking lot display parking stickers; many schools have I.D. badges for all students and staff; dress codes in place; cellular phones for administrators to call 911 quickly; no outsiders allowed at school dances; some schools don't allow cellular phones; no intruders allowed, visitors register at the main office; lack of reporting of weapons and violence is due to: [school image factor; high tolerance of violence; viewed as commonplace; lack of faith in the criminal justice system; fear of reduced enrolment, therefore would lose funding; police not wanted in schools; fear of lack of protection and reprisals; fear of exploitive media reporting; perception that enrolment is increasing in private schools from public system due to weapon use and violence.</p>	<p>-several school districts have policies, manuals regarding the restriction of weapons, violence and conduct (e.g., Surrey, District 36, 'Student conduct, discipline and safety'; Saanich, District 63, 'Policy on weapons, violence or intimidation'; BC Teachers' Federation; Burnaby, District 41, 'Youth Violence Project'; Greater Victoria, District 61, 'Violence Prevention Manual'), while other districts do not; weapons are confiscated; students maybe suspended; expelled; transferred; "zero-tolerance means whatever the person who is using it wants it to mean, no clear definition", "it should imply that counselling goes with it", "all kids make mistakes, should be some understanding of this, that is what education is about, zero-tolerance is moving towards a lack of understanding", "it is good to have structure, important for students and parents to understand what the rules are"; "it shouldn't necessarily mean incarceration"; definitions about violence must include the use of weapons and intimidation; reporting of weapons varies by school, "there is a lot of denial that their are problems"; "private schools seem to be the answer for a lot of parents, they offer lower class size, individual attention, and a curriculum that will aid to a post-secondary career; they are afraid their children will mix with undesirable students in the public system", "some parents send their kids to private schools because they are not able to properly communicate with their children; no pagers, cellulars, walkmans allowed in some schools, others have no policy, "allowed because we don't want a Charter challenge"; many schools have dress codes (e.g., no offensive clothing -racially motivated, no hats); "a big roadblock is schools don't want a bad reputation, as a result behaviour is tolerated in the schools which wouldn't be tolerated on the streets".</p>

REGION	POLICE	EDUCATORS
<p>ONTARIO</p>	<p>-zero tolerance policy in place in schools (bans all weapons), safety of the majority takes precedence, implementation varies among schools, "if you have a courageous educator you will have fewer problems"; generally, weapons are seized (by teachers and/or police), followed by suspension and/or expulsion of students; suspension "is a holiday, but it does keep them from intimidating the others"; students may be transferred from school to school, or to an alternate school; transferring problem students isn't working "only transplanting the problem", may lead to 'primary cultural conflicts', "laws of one culture group move into the territory of another"; a lot of inconsistency among schools and districts; parents may be contacted for weapon use, always for firearms; incidents are investigated and charges laid when appropriate; guns are seized for a violation and held until situation resolved; gun registration, storage and handling would be reviewed; criminal record checks are routinely done; locker searches conducted by police and educators with established reasonable grounds, police tend to have a teacher with them (when there is no warrant), lockers viewed as school property versus individual property, no random checks; many schools have dress codes (no hats); I.D. badges; no pagers or cellulers; visitors register at main office; metal detectors; closed-circuit T.V.'s.; in some schools the principals and janitors carry portable radios for quick assistance; lack of reporting of weapons and violence is due to: school image factor; afraid of repercussions from superiors; educators view roles and responsibilities regarding weapon use and violence different from police (e.g., protection, vulnerability of the individual, blameless versus enforcement, risk of involvement in illegal activity); lack of faith in the criminal justice system; fear of reprisals; fear of exploitive media reporting; educators tend to try to mediate problems in-house; perception that enrolment is increasing to private schools from public system due to weapon use and violence; there is a lot of denial that schools have a problem; educators fearful to deal with racial issues, "everyone is trying to be politically correct, but as a result we are not treating everyone the same, tendency to treat ethnic groups with kid-gloves".</p>	<p>-some schools take a no tolerance attitude, clearly explain the rules to the students so they know what is expected of them, they know the consequences for weapon use (suspended, expelled, transferred), deal with the incidents immediately, involve the police routinely, "have had less problems than most, received positive feedback from parents, parents want a strong approach"; "moving students is good because it shows the results of what can happen if students break the rules, victims are happy, problem kid is punished", "have a lot of problems keeping track of these kids when they are transferred because they move so often... they are supposed to remain a certain distance away from the original school... there is a perception from them there is nothing we can do"; "when kids get expelled they float around in the system, they become someone else's problem but nothing is resolved"; fear of violence has resulted in cancelling of sports activities; some high schools kids have a serious attitude..."we try to keep the problems in the school from spilling over into the community"; need the trust of the students; a lot of parents deny their kids are violent; "many parents can't control their kids, when the kids are arrested it is almost a relief"; nice kids that do well in school are starting to take matters into their own hands, it is even worse from females; "kids aren't willing to talk to the police because the kids who are arrested usually get off, thus they would be putting their own lives at risk"; some programs focus on weapons so students understand the ramifications of using guns, as a result many are staying away from them; dress codes are in place in some areas;</p>

REGION	EDUCATORS
ONTARIO	<p>no pagers or cellualars allowed; I.D. badges worn; all visitors check in at the office; some boards are accepting violence as an issue and are starting to document incidents, while other boards have had incident reports in place for many years, "this information is essential for better communication between schools and boards, to understand problems, and set priorities"; "it is time for administrators to admit that violence in the schools has escalated to the point that it can't be dealt with in-house,"some schools perceive they don't have a problem, and in others they don't have faith in the police because they haven't acted in the past"; "some schools don't want the publicity, others don't want to deal with the racial issues and the ensuing violence"; teachers have to get to know their students..."we are getting closer to close-circuit T.V. cameras and armed guards, but it won't work... will have this dynamic of teachers and guards who have no relation to the educational process, there will be two camps within the schools"; some kids are so afraid to come to school that they don't; private schools are perceived as providing more discipline, separate schools have to keep their problem children and deal with them. - Several districts have developed policies and manuals on conduct, violence and weapon use (e.g., Toronto Board of Education; North York; Wellington County Board of Education, Guelph; Canadian Association for Safe Schools.</p>
ALBERTA	<p>-weapons are seized by teachers or police, usually followed by suspension and/or expulsion of students; policies on conduct, violence and weapons varies from school to school, "if the administrators are strong [discipline] there won't be problems", "it's fine if it is consistent", "there are no clear guidelines what zero tolerance means", "there must be discretion", "it should vary from high schools to elementary settings"; students may get sent to alternate schools, vocational schools, transferred from school to school; "it is like a draft when you transfer students. There are deals being made all the time. Nobody really deals with the underlying causes"; incidents are investigated and charges laid when appropriate; guns are seized for a violation and held until situation resolved; gun registration, storage and handling would be reviewed; criminal record checks are routinely done; parents are contacted, "there is a lack of support from the parents", "a parent threatened to sue the school if any information was given about the child being charged"; locker searches conducted by educators and police, "in order to effectively prosecute need a warrant", lockers viewed as school property and can be searched at any time with reasonable grounds, no random searches conducted; some schools have dress codes (no hats); no pagers or cellualars; passes to enter the school parking lot; search vehicles on school property for weapons; visitors register at the main office; teachers rotate to classes not the students; lack of reporting is due to: fear of exploitative media reporting, "some schools call the fire department because the media monitor police calls"; lack of support from senior school managers; fear of reprisals; school image factor; educators view roles and responsibilities regarding violence different from police (e.g., protection, vulnerability of the individual, versus enforcement, risk of involvement in illegal activity); YOA lacks consequences; "the problems within the public schools are creating a market for private schools"; "a lot of people are moving to rural areas, where discipline is stricter"; "teachers have always been victims, some are starting to sue for assault".</p>
QUEBEC	<p>-measures are being taken in some schools but there is no continuity between the districts; security guards are being hired for dances being held in the schools; problems are not encountered with dance organizers but with the outsiders that attend the dances; some schools only allow their own students to attend dances on school property; zero-tolerance attitudes are now being adopted; transfer of students to other schools is main consequence employed at the school level; transfers only move the problem, increasing the violence at certain schools; private schools have fewer problems due to the existence of uniforms and discipline; uniform allows outsiders to be easily identified; parking permits are being issued at some schools; school grounds are being patrolled by more staff members; students beginning to take their own safety more seriously; incidents are investigated and charges laid when appropriate; guns are seized for a violation and held until situation resolved; gun registration, storage and handling would be reviewed; criminal record checks are routinely done; police try to serve as mediators when possible.</p>
REGION	POLICE
NATIONAL	<p>-policies on zero tolerance where formalized in some regions while informal in others; their application varied within and between school districts (regionally and provincially), "principals take care of their own incidents and call the police for more serious incidents"; "suspensions are seen as a gift by many students... need to re-evaluate this strategy... most schools have problems finding alternate ways of disciplining students"; some schools have an appeal process for suspensions where the superintendents have the final decision, "this can cause problems when they "side with the parents" against the principal"; locker searches are conducted, procedure varies by region; reluctance in reporting weapon use varied, "those schools that have liaison officers seem to have less problems".</p>

7. Suggested essential factors needed to suppress weapon use?

REGION	POLICE	EDUCATORS
<p>NOVA SCOTIA</p>	<p><u>POLICE-BASED:</u> -Community Advisory Boards have to lobby their politicians to get involved; need community policing initiatives that promote inter-agency cooperation; need more police working in the schools; agencies vary in assignment of school liaison officers (SLO's) - none, part-time and full-time positions, (e.g., full-time SLO(s) will be responsible for several schools, not enough police personnel to have one officer, full-time in each school); many schools don't want the police at all; some SLO's visit the schools once a week, some wear uniforms while other officers dress in 'plain clothes'; need to change police attitudes about proactive policing, some police officers view proactive policing as unimportant and do not want to be in the schools; parents/guardian always contacted about their child and the offence.</p> <p><u>INTER-AGENCY BASED:</u> -more programs for youth that are not interested in athletics; use school facilities more in the evenings; utilize the universities for resource people to assist in social and athletic programs; involve youth in the solutions, lobby against violence in the media and irresponsible reporting; education for school, police and reporters to develop proactive media strategies; the media "they don't understand that problems can be alleviated or prevented through cooperation"; criminal traditions sometimes date back generations in families, we need to introduce positive role-models and support into these situations; more parental involvement in the schools; utilize volunteers in the schools.</p>	<p>-developed a teen health centre; get to really know your students; more alternative programs are needed (e.g., Young Adult Career Centre, high school students sign contracts to stay in school and not to cause problems, learn responsibility for behaviours); "some kids can't compete in the existing system"; clearer definitions of what constitutes assault, taking into consideration the action and circumstances involved; teachers have to learn to take control of situations, try to calm things instead of adding to the escalation; involve students as part of the solutions; involve police officers in the schools, a lot of jurisdictions do not have SLO's; younger kids enjoy meeting police officers; "the will to collaborate is there, but difficult to do in practise"; each agency's responsibilities should be clearly defined, so many agencies it is difficult to provide a unified service; parents need to watch television with their children, screen programs.</p>
<p>B.C.</p>	<p><u>POLICE-BASED:</u> -need more police working in the schools; each detachment have full-time, SLO positions (e.g., full-time SLO(s) will be responsible for several schools, not enough police personnel to have one officer, full-time in each school); many schools don't want the police at all (e.g., some schools are very supportive, others are wary and view police as interfering); role of SLO varies: security, counsellors, role models, proactive intervention; need less transferring of SLO's every few years, it's important to build the trust and respect of teachers and students; need more presentations that promote open discussion, that break down the stereotyping between police, teachers and students; more involvement by the schools in the community police stations; practical application and instruction for police and teachers on: family dynamics, violence, confrontation techniques, victim programs; developing alternative options to enforcement; presently developing strategies with teachers and students that are involving consequences for actions that do not involve the justice system (e.g., students are defining action, punishments); better inter-agency collaboration, its very fragmented, lack of information sharing, need a holistic approach that deals with causes not symptoms.</p>	<p>-need a common definition for 'weapon'; greater emphasis on learning practical skills and information to assist students; there is a level of distrust between the teachers and the school boards, must work more collaboratively; there is a lack of information sharing, inter-agency coordination, "we are fighting the mandate issue, everyone has a mandate that is exclusive of everyone else, and nobody is quite sure where their responsibility ends and someone else's takes over. Financially there are so many issues which could be accomplished through collaboration of resources"; many schools have good working relationships with police and health professionals, "we all have scarce resources, it makes more sense to utilize as many different sources as possible"</p>

REGION	POLICE	EDUCATORS
<p>B.C. Cont'd</p>	<p><u>INTER-AGENCY BASED:</u> -involvement of youth in the solutions (peer counsellors, forums); need clearer policies on the responsibilities of the school over the lunch break, outside the physical boundaries of the school; more alternate programs, custody for those overtly violent youth, that promote discipline, pride, self-esteem, caring; more open forums about different cultures; develop programs for the 'computer' students, "not all students enjoy athletics"; more programs on effective parenting skills; educators need to re-evaluate School Act, it only requires that a student is registered not actually attend classes; schools need to develop policies to deal with the media; courses to educate the schools about proactive media strategies; schools need to develop proactive media desks like many police departments are doing; allocate funding for more early youth intervention programs on violence; "nobody is looking at the whole issue, just their own separate issues", there is a lack of inter-agency coordination, information sharing, fragmented services, no continuity between agencies and delivery of service; need more crisis intervention options, "parents are at a loss of where to go"; include the parents as part of the solution; greater openness by the school to admit that they do have a problem with violence, they are not alone in finding solutions.</p>	<p><u>issues to be addressed in some districts:</u> Do the police and schools have open lines of communication? Do they understand each other? Do the police visit in a non-enforcement capacity? Do they have regular meetings in the schools, including their senior managers? "Schools have many agencies connected with them, a better understanding of each others roles is needed"; need to invite more people to use school facilities, "in smaller communities the school is an environment for numerous activities, with larger populations you get problems"; use computer bulletin boards, fax machines between districts to exchange information on policy and responses to specific incidents should be shared; more training on violence and prevention is needed; can't isolate problems in the schools and keep them separate from the problems in the community, they are connected, important to develop consistent messages to the community; some schools have youth panels which involve teachers, students, parents and police, this moves the power-base from one agency to the group; need violence intervention programs at the elementary levels; "if you want to make a headway on suppression of violence you have to: empower students by teaching communication and social skills, this encompasses all the different social skills they need to survive in their environment; instil an awareness of the negative consequences of gang association, de-mystify that area and provide alternatives; develop school-community partnerships and inter-agency collaboration; and, clearly articulate and enforce school weapons and violence policies and security procedures".</p>

REGION	POLICE	EDUCATORS
ONTARIO	<p><u>POLICE -BASED:</u> -need to do more proactive policing in the schools; some schools have full-time school resource officers (SRO's), (e.g., will be responsible for several schools, not enough police personnel to have one officer, full-time in each school), some schools have none; police not wanted by many principals; need less transferring of SRO's, it's important to build the trust and respect of teachers and students; role of SRO varies: security, enforcement only to proactive interventions; need to change police attitudes about proactive policing, some police officers view proactive policing as unimportant and do not want to be in the schools; some agencies have officers patrol the schools as part of their regular duties; some agencies are conducting training sessions with principals and vice-principals on police and school procedures to assist in better understanding each other's roles; some officers are involved in peer mediation programs, management anger groups; some officers wear their uniforms others do not; some have Crimestoppers programs in place; some parents use community police stations; need better tracking systems in place to assist with problem solving, incidents have to be searched manually; need to assess incidents by school location, need statistics on victims; better communication skills between police and kids (e.g., a lot of officers talk down to kids); community policing is giving the community back to the people, "each school is a community they must be part of the solution"; need to be careful not to "put chintzy charges into the justice system, that only reflects badly on us, need to concentrate on swarmings, weapon charges and assaults"; presently developing strategies with teachers and students that are involving consequences for actions that do not involve the justice system (e.g., students are defining action, punishments).</p> <p><u>INTER-AGENCY BASED:</u> -there is a lack of Inter-agency coordination, information sharing, fragmented services, no continuity between agencies and delivery of service, "we need to develop partnerships, a holistic approach"; schools need to develop policies to deal with the media; courses to educate the schools about proactive media strategies; need early intervention programs (e.g., grades 6 to 9); one agency reported having a multi-agency 'Adolescent Task Gang Force', comprised of crown, probation, parole, police, school, and John Howard Society representatives (e.g., conducted inservice training between agencies to share information about the nature and extent of weapons in the schools, "we are getting a lot better reporting of weapon incidents as a result", "we need to get organized before we go to the public". "We need a central area to get information on gangs, weapons or violence in the schools. need workshops and manuals that inform agencies what resources are available to them, locally and federally (e.g., have a victim services manual which is good, but need something more comprehensive); need flow-charts to assist officers with developing other options than charging; greater emphasis on positive initiatives "most kids are law abiding" Every area seems to be going in their own direction with mixed results"; involve parents and students as part of the solutions.</p>	<p>-effectiveness depends which police section you contact (e.g., SRO's more effective, respond to calls, have consistency of investigations, rapport and trust than with patrol officers); cooperation has to come from top levels, schools and police working together, sharing information; judges need to be on side; empower the students, need to be involved as part of the solution; develop anti-violent movements, it's cool to be non-violent, start with kids at an early age; less movement within the school administration, time is needed to build confidence of the teachers and the students; better analysis if problems are home-based or school-based; more alternative programs are needed for violent students, "government wants to cut funding to these programs", "many legislators are out of touch"; more parental involvement, "many parents are shocked when they find out their children have been acting out"; inter-agency collaboration is essential, "power plays exist between superintendents, principals and everyone else"; success stories need to be identified and shared, things that are working.</p>

REGION	POLICE
ALBERTA	<p><u>POLICE-BASED:</u> -need more police working in the schools, "the schools want us"; have full-time, SRO positions (e.g., full-time SRO(s) will be responsible for several schools, not enough police personnel, resources, to have one officer, full-time in each school); School Resource Officers are full-time positions, salary is paid half by the school and half by the police department (e.g., full-time SRO(s) will be responsible for one high school and several feeder schools; role of SRO varies: enforcement, security, counsellors, role models, proactive intervention; involved in anger management, conflict resolution, presentations, counselling (students and teachers); wear police uniforms; court system not providing appropriate consequences for behaviour therefore, developing alternate options than the court system (e.g., deal with situations within the school; ask the students what they think the consequences of their actions should be, "they come up with a lot more effective consequences than the courts or the police", "a court can only issue a treatment order if the parents, receiving institution and young offender agrees, otherwise the judge is powerless"; some departments have good relationships with the schools and some do not; students and parents should be part of the solution; working on a by-law, through the commercial outlets to reduce the availability of replicas sold, "there is little support because retailers are interested in profits"; develop better understanding of the media.</p> <p><u>INTER-AGENCY BASED:</u> -need programs on effective parenting; the schools should provide education, not expected to be social workers, parents, and guidance counsellors; need better sharing of information, "administrators keep information secret (e.g., about dangerous youth) from the teachers and the police"; need more alternate programs for youth that don't want to be in school; educators need to develop proactive media strategies; need programs to assist in anger management, discipline; better cooperation between agencies is needed, fragmentation in service delivery exists, "kids know how to use all the different agencies because none of us talk to each other", "there are a lot of stereotypes that we all have to get over", "each agency has to define their roles and specialities, putting away our pride as agencies and recognizing that we are not in competition, new productive ideas are coming out of collaboration at a reduced cost"; the entire system has been financially taxed, have to use the remaining resources in a more proactive way; there is lack of intervention, need to focus on underlying causes not just symptoms; defining roles and paying more than lip-service to collaboration (e.g., involved in a multi-disciplinary school-based project 'Partners for Youth', with educators, police, health, corrections, parks and recreation, and family services, to provide a wide range of services and supports designed to strengthen children and their families); need early intervention programs.</p>
QUEBEC	<p><u>POLICE BASED:</u> -speaking within the schools on violence and weapon use and the consequences associated with them; officers within the schools to serve as a resource; working within immigrant populations to gain greater knowledge and understanding; Advisory Boards consisting of police, parents, students, and teachers; more communication with the students and teachers; direct contact with teachers; more patrolling of school grounds; attending school dances and other functions; "incarceration is the only punishment which will have an effect, regardless of the duration".</p> <p><u>INTER-AGENCY BASED:</u> -Advisory Boards with different facets of the community to determine and discuss each group's concerns and devise workable solutions together; communication with Immigration, more screening is needed; discerning the roles of police, courts, educators, and social services; more attention should be paid to the victims; communication should exist between teachers and police regarding potential problem students; courts and police should work together instead of against each other; difficult to get a conviction; more programs for problem youth should be available.</p>
NATIONAL	<p><u>POLICE-BASED:</u> -more SRO's are needed; involvement in schools varies by region from little to full-time; the full-time SRO(s) are responsible for several schools, not enough police personnel to have one officer, full-time in each school; some schools want little proactive police involvement; some areas have a cost sharing arrangement; important to establish the role of the SRO/SLO, as some schools only want security guards; roles vary by region, including enforcement, security guard, and proactive policing; "more reporting of incidents occurs in schools with SRO's, they are less intimidated because they know the officer, than some police officer coming in to take reports", "having an officer in the school has kept the violence and weapons out of the schools"; seen as counsellors, positive example of what policing is about.</p> <p><u>INTER-AGENCY BASED:</u> -need to pay more than lip service to collaboration, "to commit to it fully is seen as a big risk", "we could substantially reduce our criminal justice budget in the long term"; more information sharing between agencies is essential; need workshops to improve understanding between agencies, breakdown stereotypes, define roles, available resources; greater emphasis on causes not just symptoms.</p>

8. Issues regarding the Young Offenders Act (Y.O.A.)

REGION	POLICE	EDUCATORS
NOVA SCOTIA	<p>-no consensus on age, lowering the age isn't so much the issue, proactive measures are the key, lowering the minimum would give us back our discretionary powers; serious offenses should be moved to adult court, preference to rehabilitation to punitive measures, repeat offenders should be dealt with more harshly, violent crimes happen long before age 18; names should be released in violent crimes; if the community is at risk it should be made aware; the main problem is with the lack of consistency in the sentencing and the time-lag (there is no immediate consequence for the behaviour).</p>	<p>-kids realize they are well-protected under the act, "perhaps removes inhibitions towards criminal behaviour"; sentencing is problematic, "expectation that these kids will attend...should be accountability for actions while in school"; greater input into pre-disposition reports, rarely asked.</p>
B.C.	<p>-doesn't give an accurate and appropriate sentence to fit the crime (not a deterrent, kids aren't afraid of the punishment); sentencing kids to school makes education a punishment; doesn't protect the victim; no consensus on the lowering of minimum and maximum ages, kids are smarter these days, the ages should be lowered (10 to 15 years); we need to get to these kids before they start criminal behaviour; more emphasis on rehabilitation; kids believe their records will be erased once they turn 18 years so they don't care (wrong belief); more cases should be moved to adult court; names should be released, it is a deterrent for the parents because they will be considered responsible for their children's actions, names should only be given to specific groups, (e.g., schools, block parents) so they can be vigilant, we don't want harassment; if the community is at risk it should be made aware, if not the police could get sued; parents find it hard to understand that their child can request that they not be present during questioning; judges should sentence offenders of violent crime immediately to custody; there isn't flexibility for youth to get treatment; lawyers look for loopholes, they abuse the system, they should be looking at getting help for these kids; "if a kid is sentenced to 100 community hours and he doesn't complete them, so what? They put him on probation. What does community hours mean?"; some judges believe we are clogging the courts with issues as theft of vehicles, yet it is a million dollar industry; passengers in stolen vehicles should be charged; the Crown has to be guaranteed a conviction to pursue the charge; no immediate consequence for the action, may wait 6 months or a couple of years; "we are very reluctant to share information between agencies because of Y.O.A., other agencies are the same, yet, how can we effectively help these kids without all the information?"; there should be a set of criteria to assist judges in sentencing violent offenders, there is too much discretion and lack of consistency; communities need to get involved.</p>	<p>-need to look at the social causes for crime, the Act is not the reason for youth crime; lack of education provided initially on the Act, rushed into legislation, still not understood very well; perceptions of accountability vary from person to person; loss of faith due to courts interpretation of sentencing; better treatment, education, counselling, and training is required for young offenders.</p>

REGION	POLICE	EDUCATORS
ONTARIO	<p>-if we were educating kids about anti-violence we wouldn't have to deal with YOA at all"; main problem is dispositions, "kids get to hang out with their friends in detention, they love it"; no meaningful consequences for actions; lower the age to 10 to 15 years (16 and 17 years olds were always the most common offenders), abolish the minimum age and look at the intent, "need a working record as soon as the crime is committed"; lack of sharing of information between agencies is problematic; parents should be involved, they are ultimately responsible for the behaviour of their children; lawyers abuse the system, many don't consider promoting consequences for actions only beating the system"; names of serious offenders should be published; taking statements of young offenders is problematic, "go through this eight page cleansing"; "not financially worthwhile to take the statement"; "admissions aren't admissible in court unless a waiver has been obtained"; "the system alienates the children from their parents in terms of discipline"; youth should be transferred to adult court for serious crimes; need better alternate programs with some impact as the court system is overcrowded; must be careful not to create a hero, some offenders love the attention; more attention needs to be given to victims.</p>	<p>-problem is not the Act, but the interpretation, there is no standardization in sentencing, backlog in the system, lack of rehabilitation and alternate programs; disclosure of information is a major problem, "kids come back and the courts don't tell us that certain students aren't allowed to see each other", "it shaky ground what we can and can't share"; courts are letting us down, we can't force kids for counselling (e.g., anger management); judges are not sentencing appropriately for the offence; kids should not be 'sentenced to school', individual rights and collective rights have not been dealt with; lowering of age was not seen as an issue;- publication of names is problematic, "repeat offenders seem to have the right of anonymity, this is compounded by the anonymity of large schools, so they basically have free reign", others have the right to know if they are at risk; YOA should be actively taught in the schools; parents should be forced to deal with their children's issues at school, greater responsibility and accountability.</p>
REGION	POLICE	
ALBERTA	<p>-the Act isn't that bad, the courts aren't using what is there, (e.g. move to adult court, consequences to fit the crime); time lag between crime and sentencing; the procedure for taking of statements is problematic; "judges are making laws through the Charter and not using the YOA; prevents information sharing between agencies; YOA undermines the parents ability to discipline their children; opinion on age requirements varied, should be lowered (10 to 15 years), no lower end, "if cognizant of behaviour should be prosecuted", "the courts take testimony from 10 year olds provided the individual knows the difference between right and wrong... there seems to be an unequal balancing act"; more attention needs to be given to the victims, "feel more victimized after the proceedings than before"; should publish names when the community is at risk, they have a right to know, this may also force parents to be more accountable; need to change that the offender has to agree to treatment; kids shouldn't be 'sentenced' to school, many only attend once in a while, disruptive when there, continue to commit crimes, "there is no accountability, I just arrested a kid who had three probation orders"; need better intervention programs than deal with causes; need to involve the parents in the solutions; need to look for alternate consequences that do not involve the court system.</p>	
QUEBEC	<p>-maximum and minimum ages should be lowered depending upon the severity of the crime; ages should be lowered for violent crime; extremely difficult to get youth offenders transferred to adult court; "You shouldn't immediately give some one a clean slate as soon as they are 18 years"; "Punishment shouldn't be suspended because of age. Under the system that we have now, these kids will almost be adults by the time they face any punitive measures"; the problem isn't with the YOA, it is in the interpretation; it is difficult to get to trial because witnesses are lost, there isn't much support for the victims; names of youth offenders should be published for reasons of community safety; it is important to protect an individual's rights, but the safety of the community should be more important; there is no continuity in the judges' rulings; the YOA allows for too many chances for youth; it is not right to sentence students back to school.</p>	

III. NATIONAL POLICE AND EDUCATOR MAIL-OUT SURVEY FINDINGS

A. Sample Selections and Response Rates

A total of 510 police agencies were selected to receive the mail-out survey. The methodology section in the appendix shows the distribution of those agencies by size of municipality and percentage selected to receive the survey. A total of **344 police agencies**, or 68% of the sample, responded by filling out a survey. The response rate was representative of the municipalities and regions across the country, therefore, inferences can be drawn from the findings which reflect the National perspective. The response rates to the police surveys by the size of municipality and region are shown in the appendix.

A total of 125 school districts were selected to receive the mail-out survey. The methodology section in the appendix shows the distribution of the school boards by size of municipality. A total of **69 school districts**, or 55% of the sample, responded by filling out a survey. The school boards from the larger urban centres (e.g., 250,000 and above) were underrepresented which involved school boards in Ontario, Quebec and B.C.. Therefore, the survey results may not fully depict the extent of weapon use in some of the large urban and suburban school districts. The response rates to the educator surveys by the size of municipality and region are shown in the appendix.

B. Summary of Findings

1. The Nature and Extent of Weapons Use

There is no standard of systematic collection, analysis, and reporting of data on the risk and prevalence of weapons use by youth in Canadian schools.

- ◆ In general, weapon seizures -- especially firearms -- are unusual, and are an urban phenomenon, rare in rural settings. Both police and educators

agreed on this but reported a slight increase in weapons seizures between 1992 and 1993.

- ◆ Imitation and replica firearm seizures occur in larger municipalities (250,000+ population).
- ◆ Ammunition seizures were rare but occur across Canada in both urban and rural centres.
- ◆ Most weapons seized were knives, shop- or home-made weapons (25,000+); firearm replicas and imitations (250,000+); and clubs, bats, and sticks (50,000+).
- ◆ Police reported that the use of weapons in "confrontational" situations between youth in school was not a common practice.
- ◆ Seizures of firearms in both junior and senior high schools were very limited; and restricted to urban centres 50,000+.
- ◆ Other weapons were more common but still limited. Educators reported other weapons most frequently in centres 10,000+, but police did not differentiate.
- ◆ Although educators perceive themselves as reporting firearms frequently, police view them as being reluctant to do so. Reporting of other weapons use to the police was less frequent according to both police and educators.
- ◆ Police and educators mainly cited the same reasons for reluctance to report weapons in the surveys as they did in the focus groups:
 - a. schools see themselves as capable of dealing with the issue

themselves without the help of the police

- b. they may deny, avoid or be unaware of these weapons
 - c. school staff and police define the problem differently (protection versus enforcement) and this determines the limits of tolerable behaviour in school
 - d. schools may not want charges laid
 - e. schools may lack or may have inconsistent policies on weapons use and violence
 - f. schools may be concerned that the media will exploit incidents at the school's and students' cost
 - g. school staff may fear reprisal from students
 - h. staff may feel that reporting incidents is a waste of time because they do not feel the judicial system will follow through (the *Young Offenders Act* (YOA) is perceived as lenient and inconsistently applied).
- ◆ Police routine upon seizing weapons is to check if the accused youth had a previous police record and, where firearms are involved, to find out if they are registered and if the youth's parent(s) own the firearm.
 - ◆ Most firearms confiscated have been stolen, either from parents, relatives or friends. Police report parents and relatives as the source in communities 100,000 and below; and school mates in communities above 500,000. Educators attributed non-students or school mates as the source in communities above 50,000.
 - ◆ Other weapons are either purchased or made at home or in school shops. Police report school mates as the main source; educators cite school mates and parents or relatives.
 - ◆ In most cases, school staff reported that psychological, not physical, harm

was the main outcome of weapons use in the school. This applied whether students or teachers were the victims. Educators reported that students were the main victims of weapon use.

2. Why Weapons Are Used By Youth?

- ◆ Youth are using weapons in schools for these reasons:
 - a. intimidation and power
 - b. protection
 - c. as a status symbol
 - d. for protection
 - e. to gain acceptance and belonging
 - f. situational (impulsive).

Interestingly, the police also reported peer pressure as a factor; educators added emulating media characters.

- ◆ Factors contributing to weapon use included:
 - a. the availability of weapons
 - b. lack of parental intervention
 - c. media influences
 - d. aspects of the YOA (e.g., perceived problems related to sentencing, information-sharing and a lack of victim's rights).

Educators also included the presence of drug pushers as a contributing factor.

3. How Schools Respond To Suppress Weapons Use

- ◆ Schools *most* often respond to weapons use in these ways:
 - a. parents are contacted by either police or school
 - b. police are notified
 - c. student is suspended
 - d. schools deal with the issue themselves
 - e. police investigate and lay charges
 - f. student conduct policies are established.

◆ Schools *least* often respond to weapons use in these ways:

- a. installation of TV cameras and metal detectors
- b. hiring security guards
- c. placing student in an alternative learning situation such as a special school or class
- d. transferring student to another regular school
- e. establishing dress codes, ID badges and other protocols
- f. establishing community-based programs
- g. developing curriculum addressing violence and weapon use
- h. developing alternatives to justice system and enforcement.

◆ Educators *most* frequently reported that policies, regulations or procedures regarding these issues are in place in their school districts:

- a. student conduct
- b. intruders
- c. dealing with violent students
- d. reporting all violent incidents to school authorities
- e. possession of an offensive weapon
- f. reporting incidents to the police.

C. Regional Findings: Police and Educators Mail-Out Surveys

1. Police Presence in Canadian Schools

(a) Special School Programs

Fifty-four per cent of the police services have a specific section that assigns officers to conduct programs in some of the schools within their jurisdiction. The larger the municipality, the greater the involvement in the schools (e.g., in municipalities of 25,000 to 500,000+, ranged from 86% to 100% involvement in schools, while police agencies from municipalities of 5,000 and below was on

average 35% involvement). Regional differences were also evident as to whether police agencies conducted programs within the schools. For example, P.E.I., B.C., Ontario, Newfoundland, Quebec and Nova Scotia reported 100%, 73%, 68%, 67%, 51% and 50% involvement, respectively; while the remaining regions ranged from 46% to none.

Police services assigned an average of five officers. Actual assignments ranged from 1 officer in 24% of the cases to 54 officers in one case. Each officer was normally responsible for programs in about eight schools. Responsibilities ranged from 1 school (13%) to 51 schools in one case. Average time spent per school per officer was 5.5 hours per week; actuals ranged from one hour or less (18%) to 39 hours per week (0.9%).

Forty-eight percent of the school boards said police officers conduct school programs such as crime prevention and drug awareness. On average each board had 19 schools with police officers conducting school programs. The minimum number of schools in each board having such a program was one school; maximum was 168 schools. **TABLE 1** reveals the mean for involvement and the overall sample mean, mode and range of schools by educational level which have police officers involved in programs.

TABLE 1
DISTRIBUTION OF SCHOOLS IN WHICH POLICE OFFICERS
CONDUCT PROGRAMS

ELEMENTARY (grades 1 - 6)	JUNIOR HIGH (grades 7 - 9)	HIGH SCHOOL (grades 10 - 13)	TOTAL SCHOOLS
mean ¹ : 22.4 mean ² : 25.1 mode: 1, 3, & 34 range: 1 - 124	mean ¹ : 4.8 mean ² : 8.9 mode: 1, 2, & 3 range: 1 - 17	mean ¹ : 4.4 mean ² : 4.9 mode: 1 range: 1 - 27	mean ¹ : 19.1 mean ² : 34.9 range: 1 - 168

mean¹ for involvement: the average number of schools that have police programs
sample mean²: the average number of schools in the sample
mode: most frequent number of schools that have police programs
range: the minimum and maximum number of schools with police programs

In Edmonton and North Vancouver, the police service and school board share the cost of salaries for police officers in schools. Edmonton does so on a 50:50 basis. Other cost sharing factors include:

- a. office space in the schools for police
- b. use of equipment such as stationery and pagers
- c. small compensation for the loss of overtime
- d. training/in-service courses.

Some police services also receive donations from service clubs to purchase supplies for their school programs.

(b) How The Programs Work

Most programs exist to deliver crime prevention initiatives (51%) and a further 36% were to liaison with the school and the community. Twenty-nine percent of police services said that their role varied from school to school because programs are targeted by age and grade. Safety programs and crime prevention initiatives are directed to the primary and junior levels. Drug and alcohol education, counselling and crime solving are directed to high school students. Different communities also may have different needs

and expectations for school liaison programs.

Police commented that some schools were very open to police involvement while others were not (e.g., school officials did not feel police belong in the schools). Educators said the school officer program existed mainly for liaison with the school and the community (52%) and for crime prevention (20%). Twenty percent of the school boards with school programs indicated that the police role varied from school to school.

(c) Liaison With Other Officers And Schools

When asked whether information was shared between school police officers and the general duty officers at least monthly, it was reported that this happened:

never	8%
sometimes	40%
quite often	23%
always	29%

Many educators (45%) said that information was exchanged monthly between the police and the school board only 'sometimes', while sharing was 'never-rarely' reported by 31% of the educators. However, they seemed satisfied

with the existing lines of communication, responding:

always satisfied	33%
quite often satisfied	33%
sometimes satisfied	29%
not at all satisfied	6%

2. Nature and Extent of Weapons Use by Canadian Youth in School¹

Police and schools report that weapon seizures in Canadian schools is not a common practice. Their perception is that weapons, especially firearms, in many schools are quite limited. It is mainly an urban and suburban phenomenon. However, more weapons of all types were seized in 1993 than in 1992, except seizures of modified shotguns and martial arts equipment, which remained static.

There were more firearms (including imitation and replica models) confiscated in large (50,000+) Ontario, British Columbia, Alberta and Quebec municipalities and even more so in larger (250,000+) cities. Mace and pepper spray were seized in British Columbia, Alberta, and Quebec in centres 50,000+.

Ammunition was seized in seven of the twelve regions, in a wide range of municipalities. Knives, shop- or home-made weapons were seized across Canada, mostly in centres 25,000+. Other weapons such as clubs, bats, sticks and nunchaka sticks were seized across Canada in centres 50,000+. Knives, shop- or home-made weapons were seized by schools in most regions, predominantly in centres 25,000 and above.

TABLES 2 and 3 show all weapons seized by police and schools respectively from youth aged 12 to 17 years within schools and on school property during school hours.

¹ An average of 7.8% of the responding police services do not capture the information by school so they could not provide data for any one particular weapon category.

Most of the other responding police services also record weapon incidents by offense category not by schools, however, the information reported was manually generated from internal records. Only those agencies participating in uniform crime reporting (UCR2) capture the information by schools.

The sources of information -- the way in which information is reported, collected, analyzed and evaluated by each agency -- also varies. As a result, the findings may not completely depict the extent of weapons use in schools. Furthermore, police services may serve more than one school board, so their figures may include all boards served (e.g., Metro Toronto police serve schools from six boards).

The sources of information i.e., the way in which information is reported, collected, analyzed and evaluated by school boards also varies. On average, 7.9% of the sample did not collect specific weapon data.

TABLE 2
WEAPONS SEIZED FROM YOUTH BY POLICE OFFICERS
(344 police agencies)

TYPE OF WEAPON	TOTAL SEIZED 1993	TOTAL SEIZED 1992
Revolvers, Automatic & Semi- Automatic	mean: 0.20 mode: 0 (87%) range: 0-22; 4% had 1 no response: 7%	mean: 0.11 mode: 0 (87%) range: 0-18; 2% had 1 no response: 10.2%
Other Types of Restricted Firearms	mean: 0.03 mode: 0 (91%) range: 0-3; 2% had 1 no response: 7.6%	mean: 0.00 mode: 0 (89%) range: 1 incident no response: 10.5%
Modified Shotguns/Rifles (e.g., sawed-off)	mean: 0.02 mode: 0 (91%) range: 0-2; 1% had 1 no response: 7.6%	mean: 0.02 mode: 0 (89%) range: 0-6; 0.3% had 6 no response: 10.5%
Other Prohibited Firearms	mean: 0.05 mode: 0 (90%) range: 0-6; 1% had 1 no response: 7.6%	mean: 0.01 mode: 0 (89%) range: 0-3; 0.3% had 3 no response: 10.5%
Shotguns/Rifles	mean: 0.02 mode: 0 (91%) range: 0-2; 1% had 1 & 2 no response: 7%	mean: 0.01 mode: 0 (89%) range: 0-2; 0.3% had 1 & 2 no response: 10.8%
Firearm Replicas	mean: 0.48 mode: 0 (80%) range: 0-31; 7% had 1 no response: 7.8%	mean: 0.47 mode: 0 (80%) range: 0-28; 5% had 1 no response: 10.8%
Ammunition	mean: 0.29 mode: 0 (86%) range: 0-40; 4% had 1 no response: 7.8%	mean: 0.24 mode: 0 (86%) range: 0-50; 2% had 1 no response: 10.5%
Prohibited Knives	mean: 0.46 mode: 0 (80%) range: 0-29; 7% had 1 no response: 7.8%	mean: 0.36 mode: 0 (81%) range: 0-20; 4% had 1 no response: 10.8%

TYPE OF WEAPON	TOTAL SEIZED 1993	TOTAL SEIZED 1992
Knives	mean: 2.36 mode: 0 (58%) range: 0-116; 11% had 1 1 11% had 2 no response: 8.1%	mean: 1.95 mode: 0 (65%) range: 0-103; 11% had 1 no response: 11%
Shop or Homemade Weapons	mean: 0.46 mode: 0 (78%) range: 0-50; 6% had 1 no response: 8.4%	mean: 0.36 mode: 0 (80%) range: 0-48; 5% had 1 no response: 10.8%
Clubs/Bats/Sticks	mean: 3.73 mode: 0 (79%) range: 0-838; 8% had 1 no response: 8.7%	mean: 3.47 mode: 0 (80%) range: 0-726; 5% had 1 no response: 11.3%
Nunchaka Sticks, Stars, etc.	mean: 0.48 mode: 0 (80%) range: 0-75; 7% had 1 no response: 8.4%	mean: 0.47 mode: 0 (80%) range: 0-80; 5% had 1 no response: 11%
Mace/Pepper Sprays	mean: 0.02 mode: 0 (91%) range: 0-2; 1% had 1 no response: 8.1%	mean: 0.13 mode: 0 (88%) range: 0-1; 1% had 1 no response: 10.8%
OTHER: Spiked Rings, Roll of Quarters, others not specified	mean: 0.12 mode: 0 (88%) range: 0-15; 3% had 1 no response: 7.8%	mean: 0.11 mode: 0 (88%) range: 0-18; 0.3% had 18 no response: 10.5%

mean: indicates the average number of weapons seized by the police agencies;
mode: indicates the most frequent number of weapons seized by the police agencies;
range: indicates the minimum and maximum seizures by agency;
no response: % of the agencies that did not manually generate statistics by school

TABLE 3
WEAPONS SEIZED FROM YOUTH BY SCHOOL AUTHORITIES
(69 school boards)

TYPE OF WEAPON	TOTAL SEIZED 1993	TOTAL SEIZED 1992
Revolvers, Automatic & Semi-Automatic Handguns	mean: 0.11 mode: 0 (84%) range: 0-2; 7% had 1 no response: 5.8%	mean: 0.12 mode: 0 (84%) range: 0-2; 9% had 1 no response: 5.8%
Modified Shotguns/Rifles (e.g., Sawed-off)	mean: 0.00 mode: 0 (94%) range: 0 no response: 5.8%	mean: 0.02 mode: 0 (91%) range: 0-1; no response: 7.2%
Other Restricted and Prohibited Firearms	mean: 0.05 mode: 0 (90%) range: 0-1; no response: 5.8%	mean: 0.05 mode: 0 (90%) range: 0-1; no response: 5.8%
Shotguns/Rifles	mean: 0.03 mode: 0 (91%) range: 0-1; no response: 5.8%	mean: 0.03 mode: 0 (91%) range: 0-1; no response: 5.8%
Firearm Replicas	mean: 0.52 mode: 0 (73%) range: 0-12; 12% had 1 no response: 5.8%	mean: 0.29 mode: 0 (83%) range: 0-8; 7% had 1 no response: 5.8%
Ammunition	mean: 0.25 mode: 0 (83%) range: 0-7; 3% had 1 no response: 8.7%	mean: 0.94 mode: 0 (83%) range: 0-50; 3% had 1 no response: 8.7%
Prohibited Knives (e.g., butterfly, switchblade)	mean: 1.10 mode: 0 (70%) range: 0-24; 6% had 1 no response: 8.7%	mean: 0.92 mode: 0 (70%) range: 0-14; 7% had 1 no response: 7.2%
Knives	mean: 4.15 mode: 0 (26%) range: 0-41; 17% had 1 15% had 2 no response: 11.6%	mean: 3.85 mode: 0 (42%) range: 0-42; 12% had 1 no response: 11.6%

TYPE OF WEAPON	TOTAL SEIZED 1993	TOTAL SEIZED 1992
Shop or Homemade Weapons	mean: 1.03 mode: 0 (68%) range: 0-21; 10% had 1 no response: 10.1%	mean: 1.46 mode: 0 (73%) range: 0-40; 4% had 1 no response: 8.7%
Clubs/Bats/Sticks	mean: 1.08 mode: 0 (67%) range: 0-25; 12% had 1 no response: 8.7%	mean: 0.87 mode: 0 (70%) range: 0-16; 13% had 1 no response: 8.7%
Nunchaka Sticks, Stars, etc.	mean: 0.40 mode: 0 (81%) range: 0-12; 3% had 1 no response: 8.7%	mean: 0.63 mode: 0 (80%) range: 0-22; 4% had 1 no response: 7.2%
Mace/Pepper Sprays	mean: 0.03 mode: 0 (88%) range: 0-1; no response: 8.7%	mean: 0.02 mode: 0 (90%) range: 0-1; no response: 8.7%
OTHER: eraser with a pin stuck through, others not stated	mean: 0.29 mode: 0 (86%) range: 0-10; 1% had 1 no response: 8.7%	mean: 0.35 mode: 0 (83%) range: 0-10; 4% had 1 no response: 8.7%

mean: indicates the average number of weapons seized by the school boards;
mode: indicates the most frequent number of weapons seized by the school boards;
range: indicates the minimum and maximum seizures by school board;
no response: % of the school boards that did not collect statistics

3. Where the Weapons are Being Found

TABLE 4 and TABLE 5 show the regions and municipalities in which weapons were seized by police officers in 1993.

**TABLE 4
WEAPONS SEIZED BY POLICE IN 1993 BY REGION**

TYPE OF WEAPON	GEOGRAPHIC LOCATIONS
<ul style="list-style-type: none"> ● revolvers ● restricted firearms ● modified shotguns/rifles ● other prohibited firearms ● rifles/shotguns ● replica firearms 	<ul style="list-style-type: none"> ● Ontario, B.C., Alberta, Quebec ● Ontario, Alberta, B.C., Quebec ● Ontario, Quebec, Alberta ● Quebec, Ontario, Alberta ● Quebec, B.C. ● <u>all</u> regions except P.E.I., Newfoundland, Yukon, and N.W.T.
<ul style="list-style-type: none"> ● ammunition 	<ul style="list-style-type: none"> ● <u>all</u> regions except P.E.I., Newfoundland, Yukon, N.W.T. and Manitoba
<ul style="list-style-type: none"> ● prohibited knives 	<ul style="list-style-type: none"> ● <u>all</u> regions except P.E.I., Newfoundland, Yukon, and N.W.T.
<ul style="list-style-type: none"> ● knives ● shop or home-made 	<ul style="list-style-type: none"> ● <u>all</u> regions except P.E.I., and N.W.T. ● <u>all</u> regions except P.E.I., Newfoundland, Yukon, and N.W.T.
<ul style="list-style-type: none"> ● clubs/bats/sticks 	<ul style="list-style-type: none"> ● <u>all</u> regions except P.E.I., Newfoundland, and N.W.T.
<ul style="list-style-type: none"> ● nunchaka sticks, throwing stars ● mace/pepper spray ● other 	<ul style="list-style-type: none"> ● <u>all</u> regions except P.E.I., Nova Scotia, Yukon and N.W.T. ● B.C., Alberta, and Quebec ● Ontario, B.C., Alberta, Saskatchewan, Manitoba, Quebec

TABLE 5
WEAPONS SEIZED BY POLICE IN 1993 BY SIZE OF MUNICIPALITY

TYPE OF WEAPON	SEIZURES BY MUNICIPALITY SIZE
<ul style="list-style-type: none"> ● revolvers ● restricted firearms ● modified shotguns/rifles ● other prohibited firearms ● rifles/shotguns ● replica firearms ● ammunition ● prohibited knives 	<ul style="list-style-type: none"> ● the greatest frequencies (e.g., 5 or more) occurred in #1 & #2; however, all areas reported incidents except #8 ● #1, #2, #4, #5, & #6 ● #1, #5, #6, & #8
<ul style="list-style-type: none"> ● knives 	<ul style="list-style-type: none"> ● #1, #5, #2, #4, & #7
<ul style="list-style-type: none"> ● shop or home-made 	<ul style="list-style-type: none"> ● #5, #1, & #4 ● #1, #2, #6, #5, #4, #3, & #8 ● #1, #6, #4, #3, #5 & #9
<ul style="list-style-type: none"> ● clubs/bats/sticks 	<ul style="list-style-type: none"> ● #1, #2 reported the greatest frequencies (e.g., 10 or more), however, all areas reported incidents ● #1 thru #5 reported the greatest frequencies (e.g., 10 or more), however, all areas reported incidents
<ul style="list-style-type: none"> ● nunchaka sticks, throwing stars ● mace/pepper spray ● other 	<ul style="list-style-type: none"> ● #1 thru #5 reported greatest frequencies (e.g., 5 or more), however, all areas reported incidents ● #1, #2, #3 reported the greatest incidence (e.g., 8 or more), however, all areas reported incidents ● #1 & #2, reported the greatest incidence (e.g., 10 or more), however, all areas reported incidents ● #1, #3 & #4 ● #1 reported the greatest incidence at 15; all areas reported incidents

Key: Municipality Size

1 = 500,000 & Above;	2 = 250,000 TO 499,999;	3 = 100,000 TO 249,999;
4 = 50,000 TO 99,999;	5 = 25,000 TO 49,999;	6 = 10,000 TO 24,999;
7 = 5,000 TO 9,999;	8 = 2,500 TO 4,999;	9 = 100 TO 2,499.

TABLE 6 and **TABLE 7** show the regions and municipalities in which weapons were seized by educators in 1993.

TABLE 6
WEAPONS SEIZED BY SCHOOL PERSONNEL IN 1993 BY REGION

TYPE OF WEAPON	REGION
<ul style="list-style-type: none"> ● revolvers ● modified shotguns/rifles ● other restricted and prohibited firearms ● rifles/shotguns ● replica firearms ● ammunition ● prohibited knives ● knives ● shop or home-made ● clubs/bats/sticks ● nunchaka sticks, throwing stars ● mace/pepper spray ● other 	<ul style="list-style-type: none"> ● Ontario, Quebec, Alberta, B.C., New Brunswick, ● none ● Quebec, Ontario, N.W.T. ● B.C., Alberta ● Ontario, Alberta, B.C., Manitoba, Nova Scotia ● Alberta, Saskatchewan, Ontario, Manitoba ● <u>all</u> regions except P.E.I., Newfoundland, New Brunswick, Yukon, N.W.T. ● <u>all</u> regions except P.E.I., Newfoundland, Yukon ● <u>all</u> regions except P.E.I., Newfoundland, Yukon, N.W.T. ● <u>all</u> regions except P.E.I., Newfoundland, N.W.T. ● Ontario, Quebec, B.C., Alberta ● B.C., Alberta, and Quebec ● B.C. ● Manitoba

TABLE 7
WEAPONS SEIZED BY SCHOOL PERSONNEL IN 1993
BY SIZE OF MUNICIPALITY

TYPE OF WEAPON	SEIZURES BY MUNICIPALITY SIZE
<ul style="list-style-type: none"> ● revolvers ● modified shotguns/rifles ● other restricted and prohibited firearms ● rifles/shotguns ● replica firearms ● ammunition ● prohibited knives ● knives ● shop or home-made ● clubs/bats/sticks ● nunchaka sticks, throwing stars ● mace/pepper spray ● other 	<ul style="list-style-type: none"> ● #1, #2, #4 & #5 ● none reported ● #1, #5, & #6 ● #1, #4 & #7 ● #1 thru #4, #6, & #8 ● #1, #7, & #4 ● #1 & #2 reported the greatest frequencies (e.g., 11 or more), however, all areas reported incidents ● #1 thru #5 reported the greatest frequencies (e.g., 8 or more), however, all areas reported incidents ● #1 & #4 reported greatest frequencies (e.g., 5 or more), however, all areas reported incidents ● #1 & #6, reported the greatest incidence (e.g., 8 or more), however, all areas reported incidents ● #1 & #4, reported the greatest incidence (e.g., 5 or more), followed by #3 & #7 ● #1 reported the greatest incidence at 10; followed by #5, #3 & #7

Key: Municipality Size

1 = 500,000 & Above;
 4 = 50,000 to 99,999;
 7 = 5,000 to 9,999;

2 = 250,000 to 499,999;
 5 = 25,000 to 49,999;
 8 = 2,500 to 4,999;

(a) The Story Behind The Seizures

Both police and school respondents related additional information. Some of their comments are included for the insight they provide:

Replica and imitation firearms: Many police officers said how hard it is to tell the difference between toy guns that look like real guns, sometimes with disastrous consequences. These replicas resemble many common revolvers, machine guns,

sub-machine guns, and assault rifles. An officer confronted with what appears to be a firearm does not concentrate on the weapon per se, and definitely not its interior barrel. Some municipalities have responded by passing by-laws like this one:

... prohibit the manufacture, display, marketing for sale or sale of a replica of a firearm. In such cases, a replica of a firearm means "a toy or other object that is not a firearm but might reasonably be mistaken for a firearm and, without restricting the generality of the foregoing, shall include compressed air and compressed carbon

dioxide powered b-b and pellet guns that might reasonably be mistaken for a firearm"... (Ottawa Police, 1990).

Ammunition: Some officers commented that stricter laws were needed and that ammunition should be sold only to persons at least 18 years old who are holders of a firearms acquisition certificate (FAC). (In fact, such a law was passed in Ontario in 1994.)

Several urban police officers stated, "When we've conducted locker searches, we find lots of ammunition, no guns, but the guns have to be somewhere nearby."

Physical violence: Many police said they encountered physical violence in varying degrees in schools. "One on one" fights were the most common physical violence but these rarely included the use of weapons. To a lesser degree, police said that problems did exist with extortion, harassment, as well as threats of violence and revenge.

"We have always had the fights in schools, and we always will but it is rare that weapons are used in these situations."

"The most common problem we have with violence is with students bullying and fighting, something that has always been around in the schools. The frequency of these fights does seem to be increasing in recent years though."

"Tradition is deep in the physical and intimidation rather than weapon use."

Educators' experience is quite similar:

"While violence and weapon use is still of only moderate concern in our district, we have noticed an increase in parental / community apprehension about these issues... Fighting is of greater concern than weapons at this time with the increased involvement of females being particularly concerning".

"Our school division has undertaken a number of initiatives regarding violence and disruptive behaviour... during the past ten years we have had only two or three situations in which guns were brought to

school. There is an increase in violence and in threatening behaviour".

"We encountered difficulty in completing this survey because most of the questions simply are not applicable to a small school system... Some of our schools are in isolated areas with a relatively small population so it is difficult to envisage problems of the type or magnitude that larger centres are encountering".

"At the present time we do not have any mechanisms in place to record firearms and or weapons seizures or use".

4. How Common Are Weapons in Schools?

This issue generated a divergence in opinion for a few police and educators, depending on the size of the community served and the number of schools. Many respondents had consulted with individual school principals and found almost an even split between principals who felt few schools were affected and those who felt all the schools were affected. Surveying each school within each of the school districts would be ideal but far beyond the scope of this study.

(a) How Wide Spread Are Weapons In your Municipality's Junior And Secondary Schools And On School Property During School Hours?

(i) Police

◆ Junior high schools affected by firearms:

not affected	63%
very few affected	35%
a third, half or all affected	2%

◆ Secondary/high school(s) affected by firearms:

not affected	62%
very few affected	34%
a third, half or all affected	4%

◆ Junior high schools affected by other weapons:

not affected	58%
very few affected	31%
a third, half or all affected	11%

◆ Secondary/high school(s) affected by other weapons:

not affected	57%
very few affected	29%
a third, half or all affected	14%

Firearms were more prevalent in junior and secondary schools in larger urban centres (25,000+) in Ontario, Quebec, British Columbia, Alberta and Manitoba. Other weapons use affected all municipality categories and all regions except Northwest Territories, Yukon, Newfoundland and Prince Edward Island.

(ii) Educators

◆ Junior high schools affected by firearms:

not affected	52%
very few affected	46%
half affected	2%

◆ Secondary/high school(s) affected by firearms:

not affected/very few affected	100%
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◆ Junior high schools affected by other weapons:

not affected	2%
very few affected	86%
a third or all affected	16%

◆ Secondary/high school(s) affected by other weapons:

very few affected	86%
a third, half or all affected	14%

Firearms were more prevalent in junior and secondary schools in larger urban centres (100,000+) in Ontario and British Columbia. Other weapons use affected communities 10,000+ in all regions except Manitoba, Northwest territories, Yukon and the Maritimes.

5. Are Weapons Reported to the Police?

(a) Police

There were no significant differences in reporting of weapons by size of municipality or by region.

◆ Firearms:

unknown	12%
always	63%
quite often	5%
sometimes	12%
never	9%

◆ Other Weapons:

unknown	4%
always	51%
quite often	13%
sometimes	24%
never	8%

(i) If A Reluctance Exists To Report Weapons Use In Schools To Police, What Reasons Are Attributed To This?

Police were asked to rank 13 possible responses to this question. TABLE 8 reveals the first, second, third and fourth ranked sets of factors.

TABLE 8
FACTORS ATTRIBUTED BY POLICE TO
RELUCTANCE IN REPORTING WEAPONS USE (N = 344)

Note: Column percentages are not intended to add to 100%.

FIRST RANKED FACTORS	%	SECOND RANKED FACTORS	%
- School able to deal with issues themselves, police intervention not necessary	32%	- Concern of exploitative media reporting	14%
- Differences in educators and police philosophies (protection vs enforcement)	17%	- Denial or avoidance that a problem exists	14%
- Denial or avoidance that a problem exists	14%	- Not recognizing there is a problem	12%
- Not recognizing there is a problem	11%	- Differences in educators and police philosophies	11%
- Concern of exploitative media reporting	10%	- School able to deal with issues themselves	11%
- Fear of reprisals	9%	- School doesn't want any charges laid	11%
- School Board policy/regulations	7%	- Lack of school policies on weapon use	10%
- Lack of school policies on weapon use	6%	- Inconsistent application of school policies on weapons	9%
- Inconsistent application of school policies on weapon use	6%	- Lack of parental support	8%
- Aspects of Young Offenders Act (YOA) (lenient and inconsistently applied)	5%	- Aspects of YOA	7%
- Lack of support from senior school managers/boards	4%	- Fear of reprisals	6%
- School doesn't want charges laid	3%	- Lack of support from school managers/boards	6%
- Lack of parental support	2%	- School Board policy /regulations	1%

THIRD RANKED FACTORS	%	FOURTH RANKED FACTORS	%
- Differences in educators and police philosophies	13%	- Fear of reprisals	12%
- Aspects of YOA	12%	- School able to deal with issues themselves	11%
- Denial or avoidance that a problem exists	12%	- Differences in educators and police philosophies	11%
- Not recognizing there is a problem	11%	- Inconsistent application of school policies on weapons	11%
- Concern of exploitative media reporting	10%	- Concern of exploitative media reporting	9%
- School able to deal with issue themselves	10%	- School doesn't want any charges laid	9%
- Lack of school policies on weapon use	10%	- Denial or avoidance that a problem exists	9%
- Lack of support from senior school managers/boards	9%	- Lack of parental support	8%
- Fear of reprisals	7%	- Lack of school policies on weapon use	6%
- Inconsistent application of school policies on weapons	5%	- Not recognizing there is a problem	6%
- Lack of parental support	4%	- Lack of support from senior school managers/boards	4%
- School doesn't want charges laid	3%	- Aspects of YOA	3%
- School Board policy/regulations	2%	- School Board policy /regulations	1%

(b) Educators

(i) Is Firearm and Other Weapons Use Reported By School Personnel To The School Board?

◆ **Firearms:**

always	76%
quite often	3%
sometimes	8%
never	14%

◆ **Other weapons:**

always	46%
quite often	12%
sometimes	38%
never	5%

There were no particular municipal or regional differences in weapons reporting.

(ii) Is There Any Reluctance On The Part Of School Personnel To Report Weapons Use To The Police?

never a reluctance	85%
sometimes	12%
quite often	2%
always	2%

There were no particular municipal or regional differences in perceptions of weapons reporting.

(iii) If A Reluctance Exists To Report Weapons Use In Schools To Police, What Reasons Are Attributed To This?

Educators were asked to rank 13 possible responses to this question. Seventy-seven percent said there was no reluctance. **TABLE 9** reveals the first, second, third and fourth ranked factors for the sixteen school boards that indicated there was a reluctance in reporting.

TABLE 9
FACTORS ATTRIBUTED BY EDUCATORS TO RELUCTANCE
IN REPORTING WEAPONS USE (N = 16)

FIRST RANKED FACTORS	%	SECOND RANKED FACTORS	%
- School able to deal with issues themselves, police intervention not necessary	75%	- Not recognizing there is a problem	33%
- Not recognizing there is a problem	22%	- Differences in educators and police philosophies	27%
- Concern of exploitative media reporting	20%	- Concern of exploitative media reporting	20%
- Aspects of Young Offenders Act (YOA) (lack of consistency in sentencing, leniency, lack of information-sharing between agencies)	13%	- Lack of parental support	14%
- Inconsistent application of school policies on weapon use	13%	- Lack of school policies on weapon use	14%
- School Board policy/ regulations	13%	- Denial or avoidance that a problem exists	14%
- Differences in educators and police philosophies (protection vs. enforcement)	9%	- School able to deal with issues	13%
		- Fear of reprisals	13%
		- Aspects of YOA	13%
THIRD RANKED FACTORS	%	FOURTH RANKED FACTORS	%
- School doesn't want any charges laid	33%	- School doesn't want any charges laid	22%
- Lack of school policies on weapon use	14%	- Concern of exploitative media reporting	20%
- Denial or avoidance that a problem exists	14%	- Lack of parental support	14%
- Fear of reprisals	13%	- Inconsistent application of school policies on weapons	13%
- School Board policy / regulations	13%	- Aspects of YOA	13%
- Concern of exploitative media reporting	10%		
- Differences in educators and police philosophies	9%		
- School able to deal with issues themselves	6%		

Note: Column percentages are not intended to add to 100%.

6. Police Procedures

(a) When Firearms Or Weapons Are Seized From A Youth, Do Police Routinely Check If The Youth Has A Previous Police Record?

The majority (96%) of the police services did make this routine check. There were no particular municipal or regional differences in this response.

(b) Following Firearms Seizures From Youth, Do Police Routinely Investigate Their Parents?

- ◆ The majority of the agencies said they 'always' routinely checked to see:

if the parents owned the seized firearm taken from the youth	89%
if the parents had other firearms	66%
if the seized firearm was registered, if required	90%
if the parent had a firearms acquisition certificate	73%
if safe firearms storage regulations had been violated	70%
if the parents had a police record	74%

There were no particular differences by the size of municipality or by region.

7. Where do Youth Get Weapons?

(a) Police

TABLES 10 and 11 show the police perceptions as to the main sources of 'firearm' and 'other weapon' ownership by youth. It was perceived that youth aged 12 to 17 years who have firearms at school have acquired them from parents and relatives (communities 100,000 and below) or other students at their school (communities 500,000+). Most weapons are stolen, especially in communities 100,000+. There were no differences by region.

The main source of other weapons is other students at their school (municipalities 500,000+). Most other weapons are

purchased or made at home or at shop (mainly communities 25,000+), there were no differences by region.

TABLE 10
POLICE PERCEPTIONS ABOUT THE MAIN SOURCES OF
FIREARM OWNERSHIP (N-340)

SOURCES	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Non-Students	69%	20%	9%	2%
2. Students from other Schools	72%	21%	6%	1%
3. Students from Same School	67%	19%	11%	3%
4. Parents/Other Relatives	72%	13%	12%	3%
5. Other Sources: friends, transients, without permission from parents	92%	5%	2%	0.6%
CONDITIONS OF ACQUISITION	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Purchased	73%	18%	6%	3%
2. Smuggled	83%	13%	2%	1%
3. Stolen	68%	15%	11%	6%
4. Black Market	79%	13%	7%	1%
5. Weapon Modified	78%	14%	8%	0.6%
6. Rented	95%	5%	0.6%	0%
7. Mail-Order	91%	8%	1%	0%
8. Other conditions: borrowed from parents collection, found, replicas are purchased to resemble real firearms	93%	2%	3%	2%

TABLE 11
POLICE PERCEPTIONS ABOUT THE MAIN SOURCES OF
OTHER WEAPONS OWNERSHIP (N = 340)

SOURCES	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Non-Students	62%	28%	9%	2%
2. Students from Other Schools	63%	27%	9%	1%
3. Students from Same School	49%	24%	19%	7%
4. Parents/Other Relatives	72%	18%	9%	2%
5. Other Sources: friends, transients	90%	6%	3%	1%
CONDITIONS OF ACQUISITION	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Purchased	54%	23%	17%	6%
2. Smuggled	79%	17%	4%	0.6%
3. Stolen	61%	26%	12%	2%
4. Black Market	76%	18%	5%	1%
5. Weapon Modified	65%	24%	10%	2%
6. Shop or Homemade	63%	21%	14%	2%
7. Mail-Order	86%	11%	2%	0.3%
8. Other Conditions: borrowed, made at home or shop-classes, from home where the intended use was for fishing or hunting.	94%	3%	2%	0.6%

(b) Educators

TABLES 12 and 13 show the educator perceptions as to the main sources of 'firearm' and 'other weapon' ownership by youth. The main source of weapons was perceived to be non-students or other students at their school (mainly communities 500,000+). Most firearms had been stolen. There were no differences by region.

The main source of other weapons was students at their school, and parents or relatives. Most other weapons were shop- or home-made, purchased or stolen. There were no differences by municipality or region.

TABLE 12
EDUCATOR PERCEPTIONS ABOUT THE MAIN SOURCES
OF FIREARM OWNERSHIP (N = 68)

SOURCES	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Non-Students	77%	12%	10%	2%
2. Students from Other Schools	81%	13%	6%	0%
3. Students from Same School	72%	19%	6%	3%
4. Parents/Other Relatives	78%	18%	2%	3%
5. Other Sources: intruders (adults); flea markets; no weapon problem	94%	2%	0%	4%
CONDITIONS OF ACQUISITION	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Purchased	87%	9%	3%	2%
2. Smuggled	92%	6%	2%	0%
3. Stolen	74%	10%	10%	6%
4. Black Market	88%	8%	3%	2%
5. Weapon Modified	92%	6%	0%	2%
6. Rented	97%	2%	0%	1%
7. Mail-Order	99%	1%	0%	0%
8. Other Conditions: brought from home; transients.	99%	0%	0%	1%

TABLE 13
EDUCATOR PERCEPTIONS ABOUT THE MAIN SOURCES
OF OTHER WEAPONS OWNERSHIP (N = 67)

SOURCES	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Non-Students	69%	22%	6%	3%
2. Students from Other Schools	70%	25%	5%	0%
3. Students from Same School	51%	33%	10%	6%
4. Parents/Other Relatives	78%	10%	8%	5%
5. Other Sources: friends, transients, "gang" members.	91%	6%	2%	1%
CONDITIONS OF ACQUISITION	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Purchased	63%	28%	9%	0%
2. Smuggled	88%	8%	2%	3%
3. Stolen	73%	21%	3%	3%
4. Black Market	88%	9%	2%	1%
5. Weapon Modified	82%	15%	2%	2%
6. Shop or Homemade	68%	21%	3%	8%
7. Mail-Order	97%	21%	3%	2%
8. Other Conditions: brought from home; flea markets.	98%	2%	0%	0%

8. Why do Youth Use Weapons?

(a) Police

TABLE 14 shows the police perceptions about why youth are using weapons in schools. The main reasons ('quite often and always') identified were: (a) status symbol; (b) intimidation/power; (c) protection; (d) acceptance/ to belong; (e) peer pressure; (f) situational/impulsive; and (g) imitate the media.

TABLE 14
POLICE PERCEPTIONS AS TO PURPOSE
OF WEAPONS USE BY YOUTH (N = 342)

PURPOSE	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Protection	54%	19%	21%	6%
2. Acceptance/to Belong	53%	25%	19%	2%
3. Status Symbol	48%	21%	24%	7%
4. Imitate the Media, Movies, Videos, Music	62%	27%	9%	2%
5. Peer Pressure	54%	27%	17%	2%
6. Intent to Cause Injury (Pre-Meditated)	62%	33%	4%	1%
7. Situational (Impulsive)	54%	30%	13%	3%
8. Extortion	72%	24%	4%	0.3%
9. Intimidation/Power	49%	22%	23%	6%
10. Re-Sale/Financial	74%	22%	3%	0.6%
11. Other: drug debt, the thrill, robbery, back-up strength for fights between local groups (e.g., group of youths and hockey team).	96%	3%	1%	0%

(b) Educators

TABLE 15 shows the educator perceptions as to why youth are using weapons in schools. The main reasons ('quite often and always') identified were: (a) intimidation /power; (b) protection; (c) situational (impulsive); (d) status symbol; and (e) to imitate the media.

TABLE 15
EDUCATOR PERCEPTIONS ABOUT THE PURPOSE OF
WEAPONS USE BY YOUTH (N = 68)

PURPOSE	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Protection	49%	30%	18%	3%
2. Acceptance/to Belong	39%	47%	14%	0%
3. Status Symbol	39%	42%	18%	0%
4. Imitate the Media, Movies, Videos, Music	58%	25%	14%	3%
5. Peer Pressure	48%	40%	12%	0%
6. Intent to Cause Injury (Pre-Meditated)	61%	32%	8%	0%
7. Situational (Impulsive)	42%	37%	16%	5%
8. Extortion	71%	26%	3%	0%
9. Intimidation/Power	44%	32%	18%	6%
10. Re-Sale/Financial	82%	18%	0%	0%
11. Other: cadets, for additional strength and power.	99%	1%	0%	0%

Generally, there were no differences by region or size of municipality for either the police or educator group.

9. Who Gets Hurt?

(a) Educators

Educators were asked four questions about the victims of weapon use. There were no particular differences by municipality category or region. The results showed:

1. The most frequent victims were (N = 50 school boards):

98% Students
 2% School Personnel

2. Are injuries sustained different for teachers than for students (N = 33 school boards):

46% Not at All
 33% Somewhat
 3% Quite Different
 18% Very Different

3. Were the injuries sustained for students mainly (N = 38 school boards):

42% of a Physical Nature
 58% of an Emotional Nature

4. Were the injuries sustained by teachers mainly (N=28 school boards):

4% of a Physical Nature
96% of an Emotional Nature

10. Statistics Canada, Revised Uniform Crime Reporting Survey (UCR2)

Forty-seven police agencies in Canada participate in Statistics Canada, 'Revised Uniform Crime Reporting Survey' (UCR2). This participation has been gradual over time (a few sites commenced reporting in 1988, other sites were added in 1989, etc.). This is the only national data source in which police services currently submit information on weapons use by youth in schools.

(a) Factors

Statistics from 12 urban police services involved in the 'Revised UCR Survey'. The remaining 35 agencies were not reflected because they were represented collectively as one data source.

- Fredericton, N.B. and Niagara, Ontario since 1988;
- Kingston, Ontario since 1989;
- Windsor and Nepean, Ontario; Regina, Sask.; St. Stephen, N.B.; and Vancouver, B.C. since 1990;
- Montreal, Quebec; Toronto and York, Ontario; and Saskatoon, Sask. since 1992.

Variables: (a) weapons, series 1000 which represents only the most serious violent incidents against a person; (b) location,

school; (c) time, during school hours, 0830 to 1630; (d) police department; and, (f) crime committed by youth, aged 12 to 17 years.

The size of the municipalities represented:

500,000 & above (3 sites); 250,000 TO 499,999 (2 sites); 100,000 TO 249,999 (3 sites); 50,000 TO 99,999 (2 sites); 25,000 TO 49,999 (1 site); and, 2,500 to 4,999 (1 site).

The 'weapon' categories include: automatic firearm, sawed-off rifle, handgun, rifle/shotgun, other firearm, knife, other piercing instrument, club, fire, physical force, other weapon, threat, no weapon, and unknown.

(b) Reports (Source: Statistics Canada, 1994)

'Physical force' was identified as the most frequent 'weapon' category for youth involvement, regardless of population size, with an average of 44 youth, and ranging from 231 youth to 1 youth, other than in Toronto which identified more youth were involved in the 'other weapon' category first, followed by 'physical force';

'Threats' differed across the centres, with an average of 3 youth, ranging from 34 youth to none, and with the majority reporting no youth involvement;

'Knives' were identified as the second most frequent weapon used, regardless of population size, with an average of 7 youth and ranging from 47 youth to none;

² Comparisons over time could not be made because the number of respondents reporting UCR2 increased over time. In addition, respondents may have begun reporting in mid-year so that annual data from 1988 to 1992 was incomplete. Therefore, only the 1992 data was considered, which related to the results above (Source: Statistics Canada, 1994).

'Firearms' were identified by five centres 100,000 and above, with an average of 6 youth and ranging from 17 youth to one;

'Other weapons' were identified by six centres 250,000 and above, with an average of 20 youth, ranging from 103 youth to one;

'Clubs' and 'Other Piercing Instruments' were identified by seven centres, regardless of population size, with an average of 14 youth and ranging from 82 youth to one.

11. What are the Factors Contributing to Weapons Use?

(a) Police

Police named these factors as the top five contributing to weapons use:

1. lack of parental intervention
2. media influences
3. aspects of Y.O.A. (lack of consistency in sentencing, leniency, lack of information-sharing between agencies)
4. easy availability of other weapons
5. easy availability of firearms from home/friends

The results are summarized in TABLE 16. Of particular note, 37 percent of the sample did not answer this question stating their municipality did not have concerns about weapons therefore, the question did not apply to them. The majority of these 'no responses' were from municipality categories #6 thru #9 at 38%, 43%, 49% and 48%, respectively. All regions except the N.W.T. and the Yukon were affected by the 'no response' category.

**TABLE 16
POLICE PERCEPTIONS OF CONTRIBUTING FACTORS
TO WEAPONS USE (N= 216)**

CONTRIBUTING FACTORS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Easy availability of firearms from home/friends, etc.	26%	43%	24%	7%
2. Easy availability of firearms from black market, smuggled	52%	33%	13%	3%
3. Easy availability of other weapons	15%	40%	35%	10%
4. Ethnic conflicts within schools	48%	36%	14%	2%
5. Ethnic conflicts outside school	48%	34%	17%	1%
6. Lack of policies on weapon use	58%	29%	12%	1%
7. Lack of policies on student conduct	50%	33%	15%	2%
8. Lack of information sharing between agencies	42%	40%	18%	1%
9. Lack of student supervision	30%	41%	27%	3%

CONTRIBUTING FACTORS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
10. Overcrowded schools/large populations	48%	33%	15%	4%
11. Fragmentation in service delivery between agencies	51%	38%	10%	0.5%
12. Lack of parental intervention	11%	29%	49%	11%
13. Aspects of Y.O.A.	20%	34%	40%	6%
14. Media (e.g., movies, videos, T.V.) influences	17%	38%	35%	11%
15. Organized gangs with criminal intent	54%	30%	15%	2%
16. Loosely organized gangs	33%	46%	20%	1%
17. Drug users	26%	52%	20%	3%
18. Drug pushers	31%	46%	20%	3%
19. Hate-bias groups	52%	40%	8%	0.5%
20. Availability of cellulars and pagers	66%	26%	7%	1%
21. Other factors: lack of self esteem, money and social activities	95%	2%	1%	2%

Key: Municipality Size

1 = 500,000 & Above; 2 = 250,000 to 499,999; 3 = 100,000 to 249,999;
 4 = 50,000 to 99,999; 5 = 25,000 to 49,999; 6 = 10,000 to 24,999;
 7 = 5,000 to 9,999; 8 = 2,500 to 4,999

Police added that the lack of parental care and supervision was contributing to weapon use among youth. Too much free time was seen as a detriment, essentially providing the youth with ample opportunity to become involved with crime. It was also mentioned that due to problems with the practical application of the *Young Offender's Act* young people are not concerned of the legal ramifications of weapons possession. It was indicated by numerous officers that the consequences of these actions were not sufficient to serve as a deterrent for carrying weapons.

(b) Educators

The top five contributing factors included:

1. easy availability of other weapons
2. media influences
3. lack of parental intervention
4. aspects of Y.O.A. (lack of consistency in sentencing, leniency, lack of information-sharing between agencies)
5. drug pushers.

The results are summarized in **TABLE 17**. Of particular note, 36 percent of the sample did not answer this question stating

their municipality did not have concerns about weapons, therefore, the question did not apply to their school board. The percentages of the 'no responses',

reflecting the sample size, were from municipality categories #6 thru #8 at 38%, 55% and 100%, respectively. All regions except P.E.I., Nova Scotia, Newfoundland and N.W.T. were affected by the 'no response' category.

**TABLE 17
EDUCATOR PERCEPTIONS OF CONTRIBUTING
FACTORS TO WEAPONS USE (N = 44)**

CONTRIBUTING FACTORS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Easy Availability of firearms from home/friends, etc.	30%	50%	13%	8%
2. Easy availability of firearms from black market, smuggled	59%	31%	5%	5%
3. Easy availability of other weapons	19%	37%	33%	12%
4. Ethnic conflicts within schools	49%	35%	16%	0%
5. Ethnic conflicts outside school	36%	46%	18%	0%
6. Lack of policies on weapon use	87%	13%	0%	0%
7. Lack of policies on student conduct	95%	3%	3%	0%
8. Lack of information sharing between agencies	62%	38%	0%	0%
9. Lack of student supervision	54%	39%	8%	0%
10. Overcrowded schools/large populations	54%	36%	10%	0%
11. Fragmentation in service delivery between agencies	32%	58%	11%	0%
12. Lack of parental intervention	8%	50%	35%	8%
13. Aspects of Y.O.A.	24%	45%	24%	8%
14. Media (e.g., movies, videos, T.V.) influences	9%	47%	37%	7%
15. Organized gangs with criminal intent	50%	40%	10%	0%
16. Loosely organized gangs	23%	70%	7%	0%
17. Drug users	28%	53%	18%	3%

CONTRIBUTING FACTORS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
18. Drug pushers	31%	46%	21%	2%
19. Hate-bias groups	37%	50%	13%	0%
20. Availability of cellulars and pagers	58%	31%	8%	3%
21. Other factors: incidence of weapons is very low, therefore, it is difficult to comment on contributing factors.	96%	4%	0%	0%

12. Responses to Suppress Weapons Use

(a) Main Actions

(i) Police

The *most* frequent actions to suppress weapons use were:

1. parents are contacted by police and school
2. police are notified
3. student suspended
4. schools deal with the issue themselves
5. investigation and charges laid

The *least* frequent responses were:

1. TV Cameras, metal detectors
2. security guards
3. student placed in alternative learning situation
4. student transferred to another school
5. protocols i.e., dress codes, ID badges

Twenty-eight percent of the sample (once again mainly from municipalities of 25,000 and below) did not answer this question.

TABLE 18 shows the results of the police officers' perceptions. As in the aforementioned question on contributing factors, the majority of these 'no

responses' were also from municipality categories #6 thru #9 at 24%, 33%, 40% and 38%, respectively. All regions except the N.W.T. and Yukon were affected by the 'no response' category.

TABLE 18
POLICE PERCEPTIONS ABOUT THE MAIN REACTIONS
TO SUPPRESS WEAPONS USE (N = 246)

MAIN REACTIONS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Schools deal with issue	10%	24%	30%	36%
2. Police are notified	2%	16%	31%	51%
3. Investigation and charges laid	5%	28%	37%	29%
4. Parents are contacted by police	3%	8%	20%	69%
5. Parents are contacted by school	4%	10%	25%	61%
6. Student suspended	5%	23%	36%	36%
7. Student expelled	17%	39%	34%	10%
8. Student transferred to another school	36%	50%	12%	1%
9. Student placed in alternative learning situation	26%	62%	11%	2%
10. Locker searches	20%	46%	20%	14%
11. Student required to participate in counselling program	24%	55%	16%	5%
12. Policies on student conduct	12%	41%	24%	24%
13. Policies on weapon use	22%	32%	19%	26%
14. Incident reports on weapon use	18%	29%	19%	34%
15. Protocols (e.g., dress codes, ID badges, parking stickers)	61%	26%	6%	8%
16. T.V. cameras, metal detectors	90%	8%	1%	0.4%
17. Information sharing between agencies	14%	43%	26%	17%
18. Security guards	79%	13%	5%	3%
19. Students involved in solutions	20%	58%	18%	4%
20. Parents involved in solutions	16%	54%	23%	7%
21. Inter-agency collaboration on service delivery	17%	47%	30%	7%
22. Used school-based programs (e.g., anger management, peer mediation)	20%	49%	25%	6%

MAIN REACTIONS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
23. Used police-based programs, school liaison/resource units	12%	34%	34%	20%
24. Used community-based programs (e.g., sports, computer, stress management)	24%	57%	16%	4%
25. Developed alternative options for consequences for actions rather than enforcement and justice system	26%	52%	19%	3%
26. Classroom <u>curriculum</u> addresses violence/weapon use	27%	47%	20%	6%
27. Other: presentations on anti-violence	93%	3%	3%	1%

Police commented that:

- ◆ "A need exists for more preventative action earlier with youth (i.e., conflict resolution skills, the "Second Step" program is a perfect long range/term example). Use the media to teach positive messages to both young and adolescent youths. We also need more enhanced support for initiatives that are working. Adjustment to the Provincial School Act to permit action other than suspension. A change in attitude is also needed by school administrators in order to address the problem instead of simply transferring the problem to another school."
- ◆ "There should be programs developed in the various school settings that would adequately deal with strategies in conflict resolution. Stricter penalties should be in place concerning any assaultive behaviour or weapons related offenses in the schools. Police and school authorities should, without hesitation, lay criminal charges in situations of any physical injuries."
- ◆ "A 'Zero Tolerance' type program would prove beneficial. We need more

interaction between the police, students, teachers, and the Board of Education. A firm stance must be taken before the problems become out of control."

- ◆ "The School Board policy of 'Zero Tolerance' acts as a strong deterrent."
- ◆ "The introduction of Crimestoppers programs in the Secondary schools is a tremendous benefit to the police in assisting with the control/enforcement of weapon use among our youth. As well, the placement of Resource Police Officers, full-time, into those schools that have the potential for high risk incidents involving weapons, assists greatly in reducing the statistics."
- ◆ "Our strength lies in the fact that all officers from the Chief to cadet make themselves open and available to individuals from the schools."

(ii) Educators

The *most* frequent responses reported by educators were:

-
1. schools deal with the issue themselves
 2. parents are contacted by school
 3. police are notified
 4. student suspended
 5. policies on student conduct

The *least* frequent responses were:

1. TV Cameras, metal detectors
2. security guards
3. community-based programs
4. student placed in alternative learning situation
5. student transferred to another school
6. classroom curriculum that addresses violence and weapon use
7. alternative options for consequences rather than the justice system and enforcement

Seventeen per cent (mainly from municipalities of 100,000 and below) did not answer this question. **TABLE 19** shows the summary of the educators perceptions. The percentages of the 'no responses' reflecting the sample size were from municipality categories #8, #6, #3, #4, and #5 at 100%, 23%, 22%, 13%, and 13%, respectively. The regions of New Brunswick, B.C., Alberta, Saskatchewan and Yukon were affected by the 'no response' category.

TABLE 19
EDUCATOR PERCEPTIONS ABOUT THE MAIN REACTIONS TO SUPPRESS WEAPONS USE
(N = 57)

MAIN REACTIONS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
1. Schools deal with issue	0%	4%	21%	76%
2. Police are notified	4%	12%	25%	60%
3. Investigation and charges laid	6%	30%	34%	30%
4. Parents are contacted by police	6%	17%	37%	40%
5. Parents are contacted by school	4%	4%	7%	85%
6. Student suspended	2%	14%	25%	60%
7. Student expelled	21%	51%	21%	8%
8. Student transferred to another school	25%	55%	19%	2%
9. Student placed in alternative learning situation	12%	67%	21%	0%
10. Locker searches	11%	61%	24%	4%
11. Student required to participate in counselling program	10%	46%	29%	15%
12. Policies on student conduct	4%	14%	15%	67%
13. Policies on weapon use	12%	8%	18%	61%
14. Incident reports on weapon use	16%	14%	14%	56%
15. Protocols (e.g., dress codes, ID badges, parking stickers)	35%	33%	18%	14%
16. T.V. cameras, metal detectors	82%	14%	2%	2%
17. Information sharing between agencies	10%	52%	28%	10%
18. Security guards	84%	8%	2%	6%
19. Students involved in solutions	6%	41%	41%	13%
20. Parents involved in solutions	2%	38%	36%	25%
21. Inter-agency collaboration on service delivery	8%	51%	28%	14%
22. Used school-based programs (e.g., anger management, peer mediation)	4%	35%	52%	10%

MAIN REACTIONS	Never (1)	Sometimes (2)	Quite Often (3)	Always (4)
23. Used police-based programs, school liaison/resource units	8%	50%	31%	12%
24. Used community-based programs (e.g., sports, computer, stress management)	16%	67%	12%	6%
25. Developed alternative options for consequences for actions rather than enforcement and justice system	21%	55%	25%	0%
26. Classroom <u>curriculum</u> addresses violence/weapon use	17%	58%	21%	4%
27. Other: not stated	100%	0%	0%	0%

(b) Expelling Students

Educators were asked how many students had been expelled in their school board in 1993. The question was not worded to exclude expulsions for reasons other than violence. Unfortunately, it is unknown whether these totals include all expulsions or only those due to violence. (Many educators commented they were only including those numbers due to violence, however, it cannot be assumed all boards did the same.) Nonetheless, the findings are still relevant in that they reflect differences across regions and size of municipalities for this practice.

The 29 school boards that responded, expelled 9 students on average -- actual annual expulsions ranged from 1 to 86. School boards in Alberta, British Columbia and Yukon expelled the most students -- 25 or more in the year.

Thirty-three school boards reported no expulsions during 1993; seven did not answer this question.

(c) Does Your School Board Have Policies, Regulations Or Procedures Regarding Weapons Use In Schools?

(i) Educators

The *most* frequent policies included:

1. student conduct
2. intruders
3. dealing with violent students
4. reporting all violent incidents to school authorities
5. possession of an offensive weapon
6. contacting the police

In TABLE 20, educators indicate which policies, regulations or procedures were in place within their school district. Despite the fact that school boards frequently mentioned the *Young Offenders Act* and proactive media strategies earlier in the survey, neither was included in the school board policies.

Twenty-six per cent of the boards had workers compensation policies in place to protect employees from violence.

TABLE 20
EXTENT OF SCHOOL BOARD POLICIES, REGULATIONS, PROCEDURES (N = 67)

POLICY/REGULATION	NO	YES	SIGNIFICANT DIFFERENCES BY REGION, MUNICIPALITY
• Student code of conduct	3%	97%	• Nfld. and Sask. had the least policies
• Zero tolerance on violence	31%	69%	• none
• Dealing with violent students	18%	82%	• #7, #8 & #5 had the least policies
• Violent incident reporting	19%	81%	• N.W.T., P.E.I., Nfld., and N.B. had the least policies
• Unwelcome visitors (intruders)	16%	84%	• none
• Possession of an offensive weapon	21%	79%	• #7 & #8 had the least policies
• Victims of Violence	64%	36%	• #5 thru #8, & #1 had the least policies
• Prevention of "negative" gang activity	61%	39%	• none
• Dealing with the media (prior to incidents)	64%	36%	• none
• Dealing with the media (during or after a crisis)	46%	55%	• none
• Contacting the police	25%	75%	• #2, #5 & #7 had the least policies
• School crisis management plan on violence	42%	58%	• #5, #6 & #7, within Nfld., N.W.T., Sask., and Quebec had the least policies
• Workers Compensation Board policies dealing with violence	74%	26%	• #1, #2, #5 thru #8 within P.E.I., N.B., Nfld., N.W.T., Alta., Sask., and Manitoba had the least policies
• Governance on the impacts of the Y.O.A. on the school system	84%	16%	• none

Key: Municipality Size

1 = 500,000 & Above; 2 = 250,000 to 499,999; 3 = 100,000 to 249,999;
 4 = 50,000 to 99,999; 5 = 25,000 to 49,999; 6 = 10,000 to 24,999;
 7 = 5,000 to 9,999; 8 = 2,500 to 4,999

(d) Communications

(i) Do We Need A Centralized Information System Or Flow Chart That Identifies Agencies Active In This Field And Their Responsibility For Youth?

AGENCY	YES	NO
Police	54%	46%
Educators	70%	25%

There were no significant differences by region or municipality.

(ii) Would Your School Board Be Willing To Work With Your Local Police Department To Develop Or Improve And Evaluate These Primary Prevention Strategies?

- ◆ improving staff and student personal perceptions of safety
- ◆ fostering self reliance
- ◆ improving social networks

Ninety-four percent of educators said "yes". About two-thirds of this group were willing to participate in a project to survey students and staff about weapons use in their schools. There were no significant differences by region or municipality category.

IV. CONSIDERATIONS

A. Introduction

This study reviews factors that encourage and support weapons use among youth, but any such research must be evaluated in the greater and social context. No single approach can fully explain weapons use and violence or its recent phenomenal increase in the urban setting.

The literature reports a wide range of findings demonstrating that our society and culture itself is both promoting and buffering violence.

1. Video Effects

Though most Canadians abhor violence, fictional heroes and media images often glorify interpersonal violence. Violent films are widely attended. The news media present images reflecting violence in society and in some cases may exploit or contribute to it.

The effects of violence in the media, however, may be mitigated by teaching children critical viewing skills. There is also evidence to suggest that television can be used to educate and inform, making a major contribution to solving the violence problem rather than contributing to it.

A number of promising programs in classroom management, problem solving skills training, violence prevention and safer violence-free environments for school children and youth have been developed, but few have been evaluated.

2. The School Culture

Schools provide multiple opportunities for bullying, harassment, intimidation, fights, thefts, and other forms of violence. Students who feel personally threatened may bring weapons to school. Students who show poor school achievement and poor peer relations are at increased risk of

becoming involved in violence, weapons, drug use and gangs.

On the other hand, schools also give children and youth the opportunity to follow sound principles of personal safety, strengthen academic and social skills, develop sound peer relationships and learn effective non-violent solutions to social conflict.

The school system presents a new frontier for developing primary prevention programs. There is no quick fix to end weapons use and its associated violence, and its impact on our youth. However, the school system, in collaboration with community agencies and the police, offers a most promising light at the end of the tunnel.

B. Planning Considerations

The study verifies some known facts and also clarifies other not-so-apparent perceptions. The issue is now: where does government proceed from here? In particular:

- ◆ Where does the Solicitor General Canada focus its strategic planning on the issue?
- ◆ How does the Ministry develop policy that will promote collaboration and partnerships to assist police services in Canada to meet the challenges brought about by weapons in the schools?

Given the Solicitor General's federal responsibility for national leadership in policing, an obvious focus would be the promotion of policy and research through community policing. Law enforcement agencies across Canada are endorsing community policing. There is a recognition by many police departments that simply adopting various community-based policing strategies are not, of themselves, community-based policing.

If these strategies are not integrated into the main operational structure and culture of the entire agency, they will be nothing more than an add-on public relations exercise. The partnership inherent in these programs will ensure that both the schools and the public are an integral part of the development process.

Based on the study's findings, the following policy and research considerations are made to assist with the strategic planning process. They are collected under three key research areas:

- ◆ the nature and extent of weapons use by Canadian youth in school
- ◆ why weapons are used by youth
- ◆ reactions to suppress weapons use

C. Policy Considerations

1. The Nature and Extent of Weapons Use by Canadian Youth in School

Mechanisms for the systematic collection, analysis, and reporting of data on the risk and prevalence of weapons use and violence need to be coordinated between agencies with responsibility for children and youth.

- ◆ Data should be collected, analyzed, and reported on the risk of and prevalence of weapons use as related to violence by children and youth, in schools and on school property during school hours.
- ◆ Data should be collected, analyzed, and reported on the risk of and prevalence of weapons use as related to violence by and toward the predominant racial and ethnic groups and subgroups.
- ◆ Data should be collected, analyzed, and reported on the prevalence of weapons use as related to violence toward gay and lesbian youth and youth with disabilities.

- ◆ Data should be collected, analyzed, and reported on the prevalence of youth gangs, their breadth of location, their activities, their involvement with drug distribution in relation to their use of weapons and violence, as well as the psychological attributes and functioning of males and females who participate in gangs.

2. Why Weapons are Used by Youth

Producers and distributors of television and video programming should be required to provide clear and easy-to-use warning labels regarding violent material to permit viewers to make informed choices. Efforts should be aimed at increasing sensitivity to cultural differences while reducing discrimination and prejudice, which create a climate conducive to weapons use and violence.

- ◆ Early exposure to cultural influences that help children and youth build a positive ethnic identity and a sense of belonging to a group with shared traditions and values may help buffer them against social risk factors for involvement in weapons and violence.

A strong developmental predictor of child and youth involvement in violence is a history of previous violence. Effective intervention with aggression and violent behaviour in childhood is critical, and the earlier the better.

- ◆ By intervening to counteract, buffer, deflect, or otherwise mitigate developmental factors which are conducive to violence, can reduce the risk that children and youth will become involved in violence as aggressors, victims or bystanders who condone violence.
- ◆ It is critical that a developmental perspective be incorporated into all violence-related interventions.

3. Responses to Suppress Weapons Use

Solutions should be viewed within the broader, school-community context.

- ◆ A greater thrust should be made towards better coordination and integration of institutional and community agencies involved with children and youth which involves linking information sharing, self-help (empowerment), counselling and public education.
- ◆ It is quintessential to include the police as part of the solution to suppress weapons use and violence within the schools.
- ◆ Interventions that have a primary prevention focus and promote co-operation and less fragmentation within inter-agency service delivery should be emphasized.

Public and media consciousness has to be raised to the point where a broad plan of action to suppress weapons use and violence is undertaken. We must adopt a national education program for the promotion of non-violent attitudes.

Police departments and school boards need to implement or expand their community policing efforts and inservice training to include:

- ◆ Joint training for professional groups that actively enlists participants in the prevention of weapons use and violence.
- ◆ Social and cultural sensitivity training which encourages the increased participation by members of the community.

Legislative changes are needed regarding restrictions on ammunition and imitation and replica firearms sales.

Aspects of the *Young Offenders Act* should be reviewed, including:

- ◆ Public and professional education to address the wide lack of understanding about the *Act*.
- ◆ The lack of consistency in sentencing by judges.
- ◆ Immediate consequences for criminal behaviour, especially consequences which match the crime.
- ◆ Allow agencies dealing with youth a greater exchange and use of criminal history information on young offenders.
- ◆ Focus attention on the victims of crime.
- ◆ That parents be held accountable for the actions of their children.

D. Research Considerations

1. The Nature and Extent of Weapons Use by Canadian Youth in School

Conduct research on the phenomenon of motiveless interpersonal violence.

Conduct research on violence by females.

- ◆ To what degree are the differences between boys and girls in aggression attributed to biological gender differences or to sex role socialization into different expectations for appropriate behaviour?

Determine why young people carry weapons and what factors motivate their decision to obtain and carry weapons.

Determine the victimization rates arising from the use of weapons and violence in schools.

Determine the extent to which adults are obtaining weapons across Canadian

Borders and then distributing them to youth.

2. Why Weapons are Used by Youth

Support efforts which develop, implement and evaluate alternative programs and custody interventions of overtly violent youth.

- ◆ Encourage schools and police departments to engage in the early identification of children and youth who show evidence of problems related to violence.

Study those features which identify students who are drawn to excessive forms of media violence and how media violence fits into the student's lifestyle.

3. Responses to Suppress Weapons Use

Participate in studies on how to mobilize and empower communities to take responsibility for addressing weapons use and violence within their own communities.

Support efforts which develop, implement, and evaluate:

- ◆ Comprehensive school-based and police-based violence prevention programs along with interventions designed to provide a safe learning environment and which teach students sound and effective principles of violence prevention.
- ◆ School-based curricula and teaching strategies that help build resistance to violence both as perpetrators and/or victims.
- ◆ Meta-analyses of programs that have demonstrated an ability to interrupt a student's trajectory towards violence.
- ◆ Police school liaison officer roles, police-based programs and initiatives.

Research the effects of altering those factors in the school environment that have been shown to be conducive to aggression (e.g., overcrowding; inflexible use of rules in the classroom; teacher hostility and lack of rapport; and inconsistencies in the limits of tolerance for student's misbehaviour).

Conduct research to determine police and school attitudes about police school liaison officer involvement in school programs.

Support those efforts to develop, implement and evaluate school-based programs that teach critical media viewing skills.

Conduct research with parents to determine their needs in dealing with children's viewing and violence in the media.

Conduct research on the implementation of school-based 'zero-tolerance' policies and the implications for community-based policing.

Support efforts of parents organizations to develop, implement and evaluate parent-child management training programs that foster the development of a repertoire of disciplining techniques. These programs should include behaviour management and social skills training courses to improve family communication and reduce youth behaviour problems.

APPENDIX A

A. Scope of the Study

1. Research Design

This study included six primary components:

1. a synthesis of the relevant literature including a comprehensive review of the nature and extent of weapons use, contributing factors, and the many ways used to suppress weapon use
2. an analysis of the incident-based research (variables included weapons, school, police department, and a crime against the person) from the Policing Services Program, Statistics Canada, Revised Uniform Crime Reporting Survey (1988 to 1992), as well as the data collection systems within specific police departments (1992-1993)
3. on-site focus groups, individual and telephone interviews with police, educators and customs personnel from Nova Scotia, British Columbia, Ontario, Alberta and Quebec
4. separate consultations, including a conference on violence-free schools held by the British Columbia Teachers Federation, a conference on the prevention of youth violence in Victoria, British Columbia, a national conference on youth violence and youth gangs in Hull, Quebec, an Education Department forum on student conduct and school violence in Edmonton, Alberta, an Ontario Ministry summit for violence-free schools in Ottawa, Ontario and the annual meeting of elementary school principals for the Ottawa-Carleton Board of Education
5. a national mail-out survey of 510 police services in centres from 100 - 500,000+

6. a national mail-out survey of 125 school boards with student enrolments from 1,800 to over 100,000.

(a) Definitions

(i) Community Groupings

The study followed the Statistics Canada municipal size categories for sample selection for the surveys and for reporting findings:

#1 =	500,000 +
#2 =	250,000 - 499,999
#3 =	100,000 - 249,999
#4 =	50,000 - 99,999
#5 =	25,000 - 49,999
#6 =	10,000 - 24,999
#7 =	5,000 - 9,999
#8 =	2,500 - 4,999
#9 =	100 - 2,499

(ii) Region

One of the 10 provinces and 2 territories.

(iii) Offensive Weapon

Includes the Criminal Code definition and any article that matches these descriptions:

- a. any article made or adapted to be used as a weapon for use for causing injury to another person
- b. any article intended by the person having it for such use
- c. intended to serve as intimidation for such use, whether or not it is designed to be used as a weapon

(iv) School Property:

All school yards, playing fields and associated parking lots as well as all public streets and sidewalks immediately bordering the school premises.

2. Focus Group and Interview Methodology

The focus group interview is a qualitative research technique that involves approximately 10 to 12 persons brought to a centralized location to respond to specific questions. In this context, each group interview was led by the 'researcher' who was directive and kept the respondents focused on the interview questions which were purposive and structured according to the project objectives. The respondents had received the questions ahead of time to allow for reflection on the topic. The interviews were audio-taped, with each session lasting approximately three hours, as a result sixty, ninety minute tapes in total were generated. The groups were mutually exclusive containing only personnel from one of the three target groups at a time.

The total sample (N=235) consisted of thirteen police focus groups and two interviews (n=180); four educator focus groups and four interviews (n=38); and, three Canada Custom focus groups and seven interviews (n=17).

The sites were:

(a) Police

Nova Scotia (n=16), (RCMP: Halifax, Cole Harbour; Municipal: Bedford, Halifax, Dartmouth); B.C. (n=36), (RCMP: Vancouver, Langley, Surrey, North Vancouver, Sidney, Colwood; Municipal: Vancouver, Saanichton, Victoria, Saanich, Esquimalt); Ontario (n=19), (OPP: Peterborough, Caledon East, Orilla, Toronto, Brantford, Tottenham-Beeton; Municipal: Metro Toronto, Guelph, Peel Regional, London, Hamilton, Durham Regional, York Regional; Alberta (n=33), (Edmonton, Calgary); Quebec (n=16), (Montreal-SPMUC); Criminal Intelligence Services Canada (CISC) representatives: (n=9), (Ottawa, Calgary, Toronto,

Montreal, Vancouver, Winnipeg and Gloucester).

In addition, further information was received from individual and telephone interviews and 51 RCMP detachments were canvassed by 'Management Services' in Nova Scotia.

(b) Educators

Nova Scotia (n=13), (Halifax, Bedford); B.C. (n=13), (Vancouver, Victoria, Kamloops, Sointula, Williams Lake, Burnaby, Kelowna); Ontario (n=8), (Toronto, North York, Whitby, Guelph). Individual interviews (n=4) were conducted with educators from Grande Prairie, Edmonton, Vancouver, and Kelowna.

(c) Customs

The regional offices (n=7) (Atlantic, Pacific, Prairie). Interviews and correspondence was received from customs personnel (n=10) from Toronto, Ottawa, Hamilton, Windsor, Central Ontario; Montreal and Quebec City.

Focus group interviews were chosen as part of other data collection tools and were an important feature of the overall research design as they (Kruegar, 1988; Morgan, 1993):

1. emphasized the goal of finding out as much as possible about the participant's experiences and feelings on the given topic and were not used for decision making or strategy development. The broader issue of violence in schools and school property was also included. The participants were directly involved with youth (e.g., those police officers assigned to crime prevention, school liaison, drug awareness, youth street crime units; educators were teachers, principals and superintendents of schools, other professionals working with youth; customs personnel were officers aware

of their regional border point interactions with youth);

2. were used to help formulate questions, correct phraseology and response categories for the two structured mail-out questionnaires. They provided an understanding of what the topic meant to the members of the study population; and,
3. contributed to the identification of the relevant concepts and weeded out the irrelevant.

The focus groups elicited sixty, ninety minute audio-tapes. Once all the tapes were transcribed an examination was undertaken. The mechanical part involved physically organizing and subdividing the textual data into meaningful themes (conceptual and categorical). These themes were dictated by those included in the structured guideline of questions used in the focus group interviews.

The interpretive part involved determining criteria within each of these themes and a subsequent search for patterns within and between these themes and the three target groups to draw meaningful conclusions i.e., in essence, coding the data. The code mapping involved listing and grouping together words or phrases according to patterns. Categories were then examined for the possible formation of subcategories. A matrix grid was then constructed in which the cells contained summaries of the analysis for each group (police, educator, and customs) by region and by theme.

The findings reflect the urban environment, as the focus groups were held with individuals involved with schools in urban centres 50,000 and above. Given the belief that weapons in schools are more an urban phenomenon, it was deemed important to test that fact by surveying urban and rural communities.

Based on the results from the focus groups, interviews, and further discussions with Canada Customs managers it was decided that due to the low incidence of weapon seizures from Canadian youth at border points further surveying in this area was unwarranted.

3. National Police and Educators Mail-Out Survey METHODOLOGY

The two, national mail-out survey instruments were scrutinized and piloted (N=30) by academics, police officers, educators and representatives from the Department of Justice and the Solicitor General prior to implementation. The purpose of these surveys was to assess the perceptions of a sample of police officers and educators about the study topic, in their respective districts within the last two years.

The two questionnaires were almost identical in content and format, other than for a few occupation specific questions.

(a) Police Survey

A list of all police agencies/detachments by the population size of the municipality served was obtained from Statistics Canada, Police Administration (1993), i.e., there are 113 agencies/ detachments serving communities of 25,000 and above. It was apparent that, depending on the geographic location, many police departments serve more than one municipality (e.g., the larger urban centres in Ontario of 100,000 and Above: Metro Toronto, York Regional, Peel Regional, Halton Regional, Hamilton-Wentworth Regional, Durham Regional, Waterloo Regional and Sudbury Regional police forces). A sample of 510 agencies was selected to receive a questionnaire. The surveys (English /French) were sent to the Police Chief's/Directeur's, Officers in Charge of RCMP, OPP and Surété detachments, and resource people where the initial police focus groups had been conducted.

**TABLE 21
SELECTION OF POLICE AGENCIES SAMPLE BY SIZE
OF MUNICIPALITY (N= 510)**

TOTAL NUMBER OF AGENCIES	MUNICIPALITY POPULATION SIZE	SELECTED NUMBER OF AGENCIES
7	500,000 and above	7 (100%)
9	499,999 - 250,000	9 (100%)
15	249,999 - 100,000	15 (100%)
34	99,999 - 50,000	34 (100%)
48	49,999 - 25,000	48 (100%)
125	24,999 - 10,000	123 (98%)
136	9,999 - 5,000	132 (97%)
123	4,999 - 2,500	98 (80%)
97	2,499 - 100	44 (45%)

The distribution of the police survey sample by region across Canada, was as follows:

TABLE 22
SELECTION OF POLICE AGENCIES
BY SAMPLE REGION (N = 510)

PROVINCE	PERCENTAGE
B.C.	12.0%
ALBERTA	12.1%
SASK.	5.1%
MANITOBA	4.3%
ONTARIO	23.0%
QUEBEC	29.0%
N.B.	5.5%
P.E.I.	1.2%
N.S.	9.9%
NFLD.	1.0%
N.W.T.	0.4%
YUKON	0.4%

A total of 344 police agencies, or 68 percent of the sample, responded to the survey. The distribution of surveys and response rates of police agencies is represented below.

TABLE 23
DISTRIBUTION OF SURVEYS AND RESPONSE RATES OF POLICE AGENCIES BY THE SIZE
OF MUNICIPALITY SERVED AND REGION (N-344)

MUNICIPALITY POPULATION SIZE	NUMBER SENT	RESPONSE RATE	REGION	NUMBER SENT	RESPONSE RATE
500,000 and above	7	100%	B.C.	61	74%
499,999 - 250,000	9	89%	Alberta	62	74%
249,999 - 100,000	15	93%	Saskatchewan	26	89%
99,999 - 50,000	34	65%	Manitoba	22	91%
49,999 - 25,000	48	58%	Ontario	118	70%
24,999 - 10,000	123	67%	Quebec	148	53%
9,999 - 5,000	132	65%	N.B.	28	71%
4,999 - 2,500	98	69%	P.E.I.	6	83%
2,499 - 100	44	73%	Nova Scotia	30	60%
			Newfoundland	5	60%
			N.W.T.	2	50%
			Yukon	2	100%

(b) Police Respondents

The respondents completing the police survey were assigned to:

- School resource/liaison, crime prevention or street crime units 37%
- General duties 31%
- Officer in charge of the detachment, chief of police or administration 26%
- General investigation services/criminal investigation bureau/youth bureau 5%
- Records/court 1%

Rank of respondents was as follows:

- Corporals or Constables 45%
- Staff Sergeants or Sergeants 29%
- Inspectors, Superintendents or Chiefs 26%

(c) Schools Serviced By Police Respondents

As of March 26, 1994, the responding police services had responsibility for schools as follows:

- One elementary school 8%
- Three elementary schools 13%
- Average: 17 elementary schools
- Maximum 622 schools (one regional force)
- One junior high school 31%
- Average: 4 junior high schools
- Maximum: 93 schools
- One high school 43%
- Average: 4 high schools
- Maximum: 157 schools

Total schools serviced:

- One school total 2%
 - Four schools total 10%
 - Ten schools total 8%
- Average: 22 schools
Maximum: 790 schools

(d) Educators Survey

A list of school boards/districts by province was obtained from the Canadian Education Association (CEA) Handbook, 1993. Study budgetary constraints determined that the sample size would contain 125 school districts, therefore, population size of municipality, student enrolment and regional representation were the major considerations in the selection of boards and a stratified random selection technique was employed. The surveys (English/French) were sent to the Superintendents of Schools/Directors of Education.

**TABLE 24
SCHOOL BOARDS SAMPLE
BY SIZE OF MUNICIPALITY (N = 125)**

MUNICIPALITY POPULATION SIZE	% OF BOARDS SELECTED out of 125
500,000 and above	16.0%
499,999 - 250,000	11.2%
249,999 - 100,000	14.4%
99,999 - 50,000	20.8%
49,999 - 25,000	10.4%
24,999 - 10,000	12.0%
9,999 - 5,000	10.4%
4,999 - 2,500	3.2%
2,499 - 100	1.6%

The percentage distribution of the educator survey sample by region across Canada, was as follows:

TABLE 25
SCHOOL BOARD SAMPLE BY REGION (N = 125)

PROVINCE	PERCENTAGE of SAMPLE
B.C.	15.2%
Alberta	13.6%
Saskatchewan	9.6%
Manitoba	8.8%
Ontario	25.6%
Quebec	17.6%
N.B.	2.4%
P.E.I.	1.6%
Nova Scotia	2.4%
Nfld.	1.6%
N.W.T.	0.8%
Yukon	0.8%

A total of 69 school districts, or 55 percent of the sample, responded to the survey. The distribution of surveys and response rates of school boards is represented below.

TABLE 26
DISTRIBUTION OF SURVEYS AND RESPONSE RATES OF SCHOOL BOARDS BY THE SIZE
OF MUNICIPALITY SERVED AND REGION (N = 69)

MUNICIPALITY POPULATION SIZE	NUMBER SENT	RESPONSE RATE	REGION	NUMBER SENT	RESPONSE RATE
500,000 and above	20	40%	B.C.	19	63%
499,999 - 250,000	14	14%	Alberta	17	82%
249,999 - 100,000	18	50%	Saskatchewan	12	92%
99,999 - 50,000	26	58%	Manitoba	11	73%
49,999 - 25,000	13	62%	Ontario	32	28%
24,999 - 10,000	15	87%	Quebec	22	32%
9,999 - 5,000	13	85%	N.B.	3	67%
4,999 - 2,500	4	75%	P.E.I.	2	50%
2,499 - 100	2	0%	Nova Scotia	3	67%
			Nfld.	2	50%
			N.W.T.	1	100%
			Yukon	1	100%

(e) School Board Respondents

The respondents completing the educator survey were at these levels:

- Superintendent/director of schools 67%
- Assistant or deputy superintendents 33%

(f) Schools Serviced By Educator Respondents

As of April 19, 1994, the responding school boards were serving municipalities from 2500 to 500,000+ and were responsible on average for 35 schools (including separate, public and independent schools).

Range of schools:

- responsible to board 2 to 228 schools
- average number of students 14,658
- range of student enrolment 325 to 105,000

Educational level of schools:

- Elementary Schools
Range 0 to 191
Average 25
- Junior High Schools
Range 0 to 91
Average 9
- High Schools
Range 0 to 37
Average 5

APPENDIX B

A. References

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