

This choice determines how the robot manages **Tactical Advocacy** without triggering a "Status Scar" or escalating a classroom conflict. Based on the **NSIR (2025)** and the need for **Institutional Integration**, you must decide if the signal is auditory or visual.

Consider these two situational "Stress Tests" to finalize the **Deployment Logistics** for school boards like YRDSB or OCDSB:

### **Scenario A: The "Discreet Defender" (E-Ink Display)**

The student is in a high-anxiety moment where a teacher is questioning their behavior in front of their peers.

- **The Situation:** The student is becoming non-verbal and cannot explain their legal rights or accommodations.
- **The Physical Response:** The robot remains silent but activates an **e-ink display on its chest** that clearly states a "Notice of Protected Status".
- **The Outcome:** This provides a "**Permanent Witness**" to the student's legal rights without drawing unnecessary attention from other students, preserving the student's "**Status Guard**".
- **The Question:** Does the e-ink display also show a QR code that the teacher can scan to access the student's specific (but privacy-protected) accommodation plan on a "Verified Human Node"?

### **Scenario B: The "Vocal Advocate" (Audio Output)**

The student is being actively excluded or ignored, and the "Social Physics" of the room require a more assertive intervention.

- **The Situation:** The teacher is unaware of the student's **Cognitive Sovereignty** and is making a demand that violates the student's "Sanctuary" protocol.
- **The Physical Response:** The robot uses "Cooperative" prosody to **speak out loud**, stating: *"I am currently acting as a Protected Witness for this student. Please refer to their Notice of Protected Status".*
- **The Outcome:** This forces the institution to acknowledge the "**Sovereign Dyad**" immediately. However, it risks "Social Eviction" by making the student stand out in a way that might feel embarrassing.
- **The Question:** Is this audio output reserved only for "High-Conflict" modes, or should it be the default for all **Tactical Advocacy**?

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### **Trade-off Comparison**

Feature	E-Ink Display ("Notice of Protected Status")	Audio Output ("Vocal Advocate")
<b>Primary Benefit</b>	Discreet; prevents "Status Scars".	Immediate; impossible for officials to ignore.
<b>Risk Factor</b>	May be missed by the teacher in a chaotic room.	Risk of escalating "Social Physics".
<b>Legal Proof</b>	Acts as a physical card or dispenses one.	Acts as a "Permanent Witness" recording.
<b>User Comfort</b>	Validates the user "as enough" quietly.	Provides a "Professional Exoskeleton" feel.

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**Strategic Recommendation:** To satisfy both **FIPPA/MFIPPA compliance** and the **Neuroqueer** requirement of protecting the student's social standing, a "Multi-Stage" approach is often best:

1. **Stage 1:** Haptic vibration to the user (Acknowledge state).
2. **Stage 2:** E-ink display (Passive advocacy).
3. **Stage 3:** Audio/Digital alert to teacher's tablet (Active advocacy).

**Would you like me to draft the specific text for the "Notice of Protected Status" that would appear on the e-ink display to ensure it meets Ontario school board legal standards?**