



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
REGULAR OPEN MEETING OF THE BOARD
AGENDA**

Tuesday, April 27, 2021

7:00 pm

Via Webex Livestream

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

			Pages
1.	<u>ADOPTION OF THE AGENDA</u>	7:00 PM	
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the April 27, 2021 Regular School Board meeting.			
2.	<u>APPROVAL OF THE MINUTES</u>	7:03 PM	
a.	Minutes from the Open Meeting held: March 9, 2021 Regular Meeting		7
Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the March 9, 2021 Regular School Board Meeting.			
b.	Business Arising from the Minutes		
3.	<u>PRESENTATIONS</u>		
a.	Andhii Stephens, New Westminster & District Labour Council, National Day of Mourning	7:05 PM	11
b.	Marcel Marsolais, President CUPE Local 409, National Day of Mourning	7:15 PM	

c. NWSS Video Presentation (K. Hachlaf & K. Keighley-Wight) 7:25 PM

4. CORRESPONDENCE 7:35 PM

a. Child and Youth Liaison Officer Program Letters, April 12-22, 2021 12

b. Letter from Board of Education to Chief Constable Jansen re CYLO Program in New Westminster, April 15, 2021 37

5. COMMENT & QUESTION PERIOD FROM VISITORS 7:40 PM

6. BOARD COMMITTEE REPORTS

a. Education Policy & Planning Committee, April 13, 2021 8:00 PM

i. Comments from the Committee Chair, Trustee Russell

ii. Approval of the April 13, 2021 Education Policy and Planning Committee Minutes 38

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the April 13, 2021 Education Policy & Planning Committee meeting.

iii. School Liaison Officer Program

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) discontinue the Child and Youth Liaison Officer Program in our schools and re-design the relationship with the New Westminster Police Department; AND direct staff to report back at the June 8, 2021 Education Policy and Planning Committee meeting, on those plans including data collection on race-based data and incident management.

b. Operations Policy & Planning Committee, April 13, 2021 8:10 PM

i. Comments from the Committee Chair, Trustee Connelly

ii. Approval of the April 13, 2021 Operations Policy and Planning Committee Minutes

91

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes from the April 13, 2021 Operations Policy & Planning Committee meeting.

iii. Board and Committee Meeting Calendar - September 2021 to June 2022

97

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the Board and Committee Meeting Calendar 2021-2022 as presented with the amended change.

iv. School Site Acquisition Charges

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) send a letter of support to the BCSTA Capital Working Group and their nine recommendations made regarding School Site Acquisition Charges.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) advocate to the Ministry of Education (The Honourable Jennifer Whiteside) and other ministries involved in administering the School Site Acquisition Charge legislation to review and amend the maximum allowable school site acquisition charges established in the legislation to reflect current property values and acquisition costs as per the BCSTA Capital Working Group.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) advocate to the Ministry of Education (The Honourable Jennifer Whiteside) and other ministries involved in municipal legislation to request legislative and regulatory changes be introduced requiring municipal governments to include the cost of off-site servicing of new schools in their municipal development cost charges and to include schools in the list of developments for which Development Cost Charges (DCCs) may be waived or reduced in the Local Government Act.

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) to write a letter to the City of New Westminster requesting that Development Cost Charges (DCCs) be waived or reduced in the Local Government Act.

v. COVID-19 Funding

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) write a letter thanking BCSTA for their work to create a report based on feedback from member Boards of Education; and that School District No. 40 write a letter to the Minister of Education (The Honourable Jennifer Whiteside) advocating for adequate and secure funding and resources to support these priorities as part of the pandemic recovery plan.

7. REPORTS FROM SENIOR MANAGEMENT

- | | | | |
|----|---|---------|-----|
| a. | Superintendent Update (K. Hachlaf) | 8:20 PM | 99 |
| | i. Equity & Inclusion Update (R. Johal) | | 110 |
| b. | 2021-2022 Preliminary Budget (B. Ketcham) | 8:30 PM | |
| | i. 2021-22 Preliminary Budget Stakeholder Presentations | | |
| | Student Voice - Student Trustees | 8:35 PM | |
| | Canadian Union of Public Employees
- Marcel Marsolais, President CUPE
Local 409 | 8:45 PM | 115 |
| | New Westminster Teachers' Union -
Sarah Wethered, President | 8:55 PM | |
| | New Westminster Principals' & Vice
Principals' Association - Ken Millard | 9:05 PM | |

8. NEW BUSINESS 9:15 PM

9. TRUSTEE REPORTS 9:20 PM

10. QUESTION PERIOD (15 Minutes) 9:30 PM

Questions to the Chair on matters that arose during the meeting.

11. **NOTICE OF MEETINGS** 9:45 PM

Tuesday, May 11, 2021: Education Policy & Planning Committee, 5:00pm - Via Webex Livestream

Tuesday, May 11, 2021: Operations Policy & Planning Committee, 6:30pm - Via Webex Livestream

Tuesday, May 11, 2021: Special Open Board Meeting, 8:45pm - Via Webex Livestream

Tuesday, May 25, 2021: School Board Meeting, 7:00pm - Via Webex Livestream

Reminder:
National Day of Mourning, April 28

12. **REPORTING OUT FROM IN-CAMERA BOARD MEETING** 9:50 PM

- a. Record of the March 9, 2021 In-Camera Meeting 117

13. **ADJOURNMENT** 9:55 PM

**MINUTES OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

**Tuesday, March 9, 2021, 7:00 PM
Via Webex Livestream**

PRESENT	<p>Gurveen Dhaliwal, Chair Dee Beattie, Vice Chair Anita Ansari, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee</p>	<p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director, Human Resources Guests: Members of the Public Bruce Cunnings, Director of Instruction-Learning Services Kristen Keighley-Wight, Communications Manager Julie MacLellan, Reporter, New Westminster Record Sarah Wethered, NWTU Caroline Manders, Recording Secretary</p>
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1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 7:01pm.

2021-018

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the March 9, 2021 Regular School Board meeting.

CARRIED UNANIMOUSLY

2. APPROVAL OF THE MINUTES

a. Minutes from the Open Meeting held:

i. February 23, 2021 Regular Meeting

2021-019

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the February 23, 2021 Regular School Board meeting.

CARRIED UNANIMOUSLY

b. Business Arising from the Minutes

Nil.

3. COMMENT & QUESTION PERIOD FROM VISITORS

Nil.

4. **CORRESPONDENCE**

Correspondence was received. Trustee Connelly thanked HUB Cycling for their work to support alternate modes of transportation. Chair Dhaliwal indicated that the Board and the District look forward to supporting Bike to Work / School week, May 31 to June 4.

5. **REPORTS FROM SENIOR MANAGEMENT**

a. Superintendent Update

Superintendent Hachlaf provided highlights:

- Visited the newly installed Outdoor Learning Centres at Qayqayt and Queen Elizabeth Elementary Schools, made possible with the COVID-19 Federal Funding.
- NWSS – this visit highlighted how the students and staff have settled successfully into the new school
- Planning for 2021-22 School Year: Associate Superintendent Naser provided highlights:
 - She acknowledged the work of Principals Pam Craven and Jen Scorda, who assisted in developing a pilot Grade 2-9 online education program.
 - The pilot program will be launched under the umbrella of the Hume Park Home Learners program.
 - Parents will be an integral part of this online learning program, which is not similar to the K-8 online learning program.
 - The success of the program is contingent on enrolment, which will inform the staffing requirements.
 - A parent information will be held March 31 and details will also be posted on the District website.
 - Applications will be accepted the first week of April.
 - K-1 students are welcome to apply to the Hume Park Home Learners program.

i. COVID-19 Update

Superintendent Hachlaf provided an update.

- There has been an increase of transmission rates in schools, which mirror the community transmission rates.
- First case of COVID-19 variant has been identified at NWSS.
- Self-isolation letters: leading up to Christmas Break there was only one self-isolation; now there have been six, Fraser Health changed the self-isolation to include groups and/or individuals.
- Since March 4, there has been one additional school notification for Queensborough Middle School, which included a self-monitor and self-isolation for 7 individuals, which was sent on March 5.

ii. Revised 2021-22 Budget Process

Secretary-Treasurer Ketcham provided an update on the revised 2021-22 budget process, which will include the following virtual meetings:

- April 20: stakeholder meeting with CUPE, NWTU and PVPA representatives.
- April 21: Student Symposium (date selected by students and teacher mentor).

- April 22: Parents (DPAC) and student groups (including Student Voice).

Ministry Funding Announcement is scheduled for March 13, which will inform the discussion at the stakeholder meetings. Additional budget discussion will take place at the April 13 Operations Policy & Planning Committee meeting.

2021-020
Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the Revised 2021-22 Budget Development Process and Timelines, as presented.

CARRIED UNANIMOUSLY

b. Inclusive Education Review March Update

Director of Instruction-Learning Services Cunnings provided highlights:

- Phase 1: Phased implementation of 9 recommendations. Phase 1 implementation will be complete and will move into Phase 2 later this year.
- [Inclusive Education Review Final Report](#) is now available on the District website.
- The next update will be at the June 22 Regular Open Board meeting.

The Board thanked Director of Instruction-Learning Service Cunnings and the Inclusive Education team for their work.

6. NEW BUSINESS

Nil.

7. TRUSTEE REPORTS

Trustees shared highlights of activities they participated in March.

8. QUESTION PERIOD (15 Minutes)

The public was given the opportunity to ask questions on matters that arose during the meeting.

A parent of a student with diverse learning needs shared that the K-8 online learning program has worked very well for their family. It was asked why the Grade 2-9 online learning program would be asynchronous. Associate Superintendent Naser explained that the online learning will move to an asynchronous model rather than synchronous model, due to enrolment levels and the ability for the District to staff such a program. Parents will be integral to ensuring the success of the new Grade 2-9 online learning program.

It was asked whether the chat function could be enabled during Question Period. Chair Dhaliwal indicated that this would be possible.

9. NOTICE OF MEETINGS

Tuesday, April 13, 2021: Education Policy & Planning Committee, 5:00pm - Via Webex Livestream

Tuesday, April 13, 2021: Operations Policy & Planning Committee, 6:15pm - Via Webex Livestream

Tuesday, April 27, 2021: School Board Meeting, 7:00pm – Via Webex Livestream

Reminders:

District Volunteer Recognition - April 18-24, 2021

National Day of Mourning, April 28

10. REPORTING OUT FROM IN-CAMERA BOARD MEETING

a. Record of the February 23, 2021 In-Camera Meeting

11. ADJOURNMENT

The meeting adjourned at 8:20pm.

Chair

Secretary-Treasurer

DRAFT



NEW WESTMINSTER &
DISTRICT LABOUR COUNCIL

Coleen Jones, President
Janet Andrews, Secretary-Treasurer
Chartered By The Canadian Labour Congress

March 18, 2021

Gurveen Dhaliwal, Chairperson
New Westminister School District #40
811 Ontario Street
New Westminister, BC

Via email: cmanders@sd40.bc.ca

Dear Chair Dhaliwal and Trustees,

The New Westminister & District Labour Council represents over 60,000 affiliated union members in 14 communities in the Lower Mainland.

In 1984 our national organization, the Canadian Labour Congress (CLC), introduced the annual day of remembrance for workers killed and injured on the job. April 28th was chosen because this was the day that the third reading took place for the first comprehensive Workers' Compensation Act (Ontario 1914) in Canada. The "Workers Mourning Day Act" (Bill C223) became law on February 1, 1991, an Act which states "the day of April 28th shall be respected as the day of official recognition". The day of recognition was proclaimed by the government of British Columbia in 1989.

On behalf of our members and their families and all workers living and/or working in your community, we have **two requests of your School Board:**

- We request that the **School Trustees observe one minute of silence** in the Board Room at the Board meeting **on or before April 28th**.
- We also request **an opportunity to appear as a delegation** to make a **10 minute presentation at the April 27, 2021 regular Board meeting**. Andhii Stephens, a member of the Labour Council residing in the district will be presenting on behalf of the Labour Council. Our presentation will focus on the impacts of the COVID-19 pandemic on health and safety for workers, their families and our communities.

There will be remembrances across Canada on April 28th for workers who have been killed on the job, and to recognize those who have suffered from workplace injury, accident or disease. As the Day of Mourning coincides with our regular delegate meeting you are invited to join us on Wednesday, April 28th at 7:00pm for a short virtual ceremony, registration is available at this link: <https://us02web.zoom.us/meeting/register/tZckdeGgqjwiEtdxYjZanx4gNlnnukbHAnz1>

Sincerely,

Janet Andrews
Secretary- Treasurer

JA/cb



Phone: 604-291-9306 NWDLC@SHAWCABLE.COM
105-3920 Norland Avenue, Burnaby, BC V5G 4K7

NWDLC NWDLC.CA

Caroline Manders

From: Caroline Manders
Sent: April 12, 2021 2:34 PM
To: Kathleen Oliphant
Cc: Board of Education
Subject: RE: Letter RE Police in Schools

Good afternoon Kathleen,

On behalf of the Board of Education, New Westminister Schools, we thank you for your message and commitment to this important initiative. Please note that the Child and Youth Liaison Officer program will be on the agenda of tomorrow's (Tuesday, April 13) Education Policy & Planning Committee meeting – please click [here](#) for the agenda. We welcome you to join the meeting virtually via [Webex](#), the meeting will start at 5:00pm.

Additionally, we will share your letter with the Board, as per your request.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P [604.517.1823](tel:604.517.1823) | E cmanders@sd40.bc.ca | W newwestschools.ca

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-----Original Message-----

From: Kathleen Oliphant [REDACTED]
Sent: April 12, 2021 1:06 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Letter RE Police in Schools

Hello,

I am writing to express that I would like to see an end to the School Liaison Officer Program. I would like my letter shared with the Board as a part of the current review of that program.

As a school board I believe a big part of your role is to ensure you protect the most vulnerable students. For many Black, Indigenous, People of colour and LGBTQIA2S+ students, Police presence in their school is traumatizing. Our Police system is build on a colonial legacy of direct harm to Indigenous and Black communities. They continue today to over police and surveil members of these communities and other vulnerable communities, contributing to higher rates of incarceration and other social harms. We need to move to a society focused on social care of everyone in our community and away from one build on policing which has been a tool of colonialism from the beginning. We need to put ourselves in the shoes of the kids who have grown up with traumatizing experiences with Police and end this program. There are other ways for kids to learn about safety then from a police official armed with a gun.

Thank you,
Kathleen Oliphant
Parent and resident of New Westminster



Caroline Manders

From: Caroline Manders
Sent: April 13, 2021 3:52 PM
To: Brigit King
Cc: Board of Education; Anita Ansari; Karim Hachlaf
Subject: RE: Request to share at tonight's school board meeting

Good afternoon Brigit,

On behalf of the Board of Education, New Westminister Schools, we thank you for your message and commitment to this important initiative. Please note that your letter has been shared with Trustee Maya Russell, Chair of the Education Policy and Planning Committee, as well as Board Chair Gurveen Dhaliwal. Trustee Russell will read your letter at tonight's meeting.

Additionally, we have posted your letter on our District website as a [Supplemental](#) along with tonight's Education Committee's agenda.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P [604.517.1823](tel:604.517.1823) | E cmanders@sd40.bc.ca | W newwestschools.ca

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From: Brigit King [REDACTED]
Sent: April 13, 2021 1:41 PM
To: Anita Ansari <aansari@sd40.bc.ca>; Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Request to share at tonight's school board meeting

Hello,

I understand there will be a discussion on the role of the child and youth officers in New Westminister Schools at today's school board meeting. Unfortunately, I am unable to attend as a speaker due to childcare constraints, but I was hoping it would be possible to have my words shared at the meeting. I have attached a PDF. Please let me know if this is ok and/ or if there is any other way I can support our school board in removing the child and youth officers from our schools.

Regards,

Brigit King



April 13, 2021

To the members of the New Westminster School Board.

I apologize for not being present to speak but unfortunately, I have a conflict with childcare.

I am a long time New Westminster resident, an NWSS alumni and a parent. I want to express my support to remove police from all schools in New Westminster.

School is supposed to be a safe space for students, but Canadian BIPOC students have been speaking across our country about their experiences of violence, intimidation, and profiling by police within our school systems. New Westminster is no exception and I urge the members of the school board to take the steps to protect current and future students, knowing that you have the support of our community to do so.

I have a few memories of watching student interactions with Child and Youth officers during my time at NWSS. None of these interactions were positive, but one stands out to me. A friend had been skateboarding down the hall and was caught by the Child and Youth officer. She confiscated his skateboard and restrained him. She attempted to kick his legs out to bring him to the ground, but whenever she swung her leg, he would jump. We cheered him on until she succeeded in forcefully bringing him to the ground and taking him away. As a student, this violence from a police officer was normalized. As an adult and a parent, I am shocked at both the presence of a police officer within a school setting and the gross use of aggressive tactics on a student. Until police are removed from our schools, we will be unable to ensure a school environment safe from intimidation, harassment and violence towards students.

After understanding the roles and responsibilities of New Westminster's Child and Youth Resource Officers, it is clear that there are a variety of non-violent, trained professionals that can replace the roles played by police officers within the school. For example:

A lawyer or trained legal expert would be better suited towards:

- Providing legal information to students and staff who might need it
- Delivering crime prevention or other lessons, such as supporting a lesson in Law 12

A social worker or other mental health professional would be better suited towards:

- Creating relationships with kids who may be vulnerable in some way and needing additional support
- Delivering a workshop on the importance of not sharing revealing photos online at middle school wellness fairs
- Supporting students and staff in the case of a critical incident in the community (e.g., a sudden death in the community)
- Enhancing students' sense of safety and security on campus

The only role listed by the school board as consistent with police training is investigating possible criminal offenses related to the school or affecting people connected to it. Officers do not need to reside on the school campus to fulfill this role. Please remove police from our schools.

Thank you for your time,

Brigit King

Caroline Manders

From: Caroline Manders
Sent: April 19, 2021 8:28 AM
To: Nicole Martin
Cc: Board of Education
Subject: RE: NWSS police liaison

Good morning Nicole,

On behalf of the Board of Education, New Westminster Schools, thank you for taking the time to share your concerns. The motion which was passed by our Board of Education to remove Child and Youth Liaison Officers will move to our April 27th Board meeting for consideration and final approval.

We invite anyone who is interested to join us online, at our public meeting on April 27th at 7pm. The Webex meeting link and agenda will be posted here <https://newwestschools.ca/our-board/meeting-agendas-minutes-motions/> on Friday this week.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education

P 604.517.1823 | E cmanders@sd40.bc.ca | W newwestschools.ca

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-----Original Message-----

From: Nicole Martin [REDACTED]
Sent: April 16, 2021 9:14 AM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: NWSS police liaison

Hello,

I am disappointed to hear about the removal of police from our school community.

How does one safety rule over another?

I have seen multiple children at school with weapons, I would expect the presence of police is helping with violence at our schools.

How does the school board believe they will keep our students safe by removing the police liaison?

Thank you,
Nicole Martin



Caroline Manders

From: Kristen Keighley-Wight
Sent: April 20, 2021 11:53 AM
To: Riley [REDACTED]
Cc: Board of Education; info
Subject: Re: CLYO in schools

Hi Bob,

Thank you for reaching out to participate in the conversation that's happening now around the Child and Youth Liaison Officer Program.

The program has been on hold this school year, as it was under review for the last number of months. And now, as you know, a motion was passed last week at the Education Policy and Planning Committee meeting to bring an end to the program – while acknowledging the need to create a newly defined relationship, so that in cases of critical incidents, emergencies or other times where police are the best partners, that we can continue to work together to support the safety needs of the community. The motion has been passed on to the April 27th meeting of the Board of Education for consideration and possible approval.

In my response to you, I have CC'ed in the Board of Education email address, to formally document the concerns you've raised – and, as you've sent this in advance of the Thursday cut-off, that means Trustees will be reviewing this correspondence in advance of their vote. The meeting is open to the public, via the digital links listed on our website, if you'd like to "attend" (as best we can in this COVID-safe year).

With utmost respect,
Kristen

Kristen Keighley-Wight (she/her)
Communications Manager



C [778.789.7172](tel:778.789.7172) | **E** kkeighleywight@sd40.bc.ca | **W** newwestschools.ca

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-----Original Message-----

From: WordPress <info@newwestschools.ca>

Sent: April 17, 2021 3:19 PM

To: info <info@sd40.bc.ca>

Subject: ::External Email:: Message from Contact Us (newwestschools.ca)

From: Robert Riley [REDACTED]
[REDACTED]

Message Body:

It is with a broken heart and faith in the school system in New Westminster that I type this.

How can you possibly disband the Police in Schools program?

I am retired proud New Westminster Police Officer, and in the early 80's we were, Successful, and grateful that we were able to get cops in the school. We were involved in dozens and dozens of programs, helping the youth.

We were always well thought of, and got along well with students, parents and teachers. Yes, there were time people were angry with cops, but that was part of the job. We were always respectful to everyone.

My heart breaks, we are not American Police, we do not have the same views. Here, all, all, CANADIANS are equal, and are given the respect due by Police. Yes, there are always a few rotten apples in the basket, but that goes for teachers, doctors. Parents, bankers, and all walks of life.

You, the educators are the ones who have now taught children not to trust the Police. It is YOU to blame if chaos ensues in the future. You should be ashamed of yourselves.

I am heart broken, and afraid for the future of our kids, our cops because of such a terrible decision. You will be responsible for the violence and the unrest in the community because you are teaching our children to distrust Police.

Hang your head in SHAME.

Bob Riley

Retired Cpl. 065

NWPD

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This e-mail was sent from a contact form on (<https://newwestschools.ca/>)

Caroline Manders

From: Caroline Manders
Sent: April 19, 2021 10:03 AM
To: Ted Usher
Cc: Board of Education
Subject: RE: Police In The Schools Program.

Dear Ted,

On behalf of the Board of Education, New Westminister Schools, thank you for taking the time to share your concerns. The motion which was passed by our Board of Education to remove Child and Youth Liaison Officers will move to our April 27th Board meeting for consideration and final approval.

We invite anyone who is interested to join us online, at our public meeting on April 27th at 7pm. The Webex meeting link and agenda will be posted here <https://newwestschools.ca/our-board/meeting-agendas-minutes-motions/> on Friday this week.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | **E** cmanders@sd40.bc.ca | **W** newwestschools.ca

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On 2021-04-18, 10:25 AM, "Ted Usher" [REDACTED] wrote:

Dear School Board officials:

I read an article recently about the decision to remove the police liaison officers from the schools in New Westminister. Though I am not a New Westminister resident since moving away in 2019, my family have been in that city since about 1912. I have a daughter who still resides there and it will always be home to me. I am a retired New Westminister Police officer and served the citizens of New Westminister for over 30 years. My father, Jack Usher served as a police officer for almost 30 years prior to me. When I pass away, I will be interned at the Fraser Cemetery where most of my family currently are located - our Home.

Your Board decision to remove police officers from the schools is a foolish one without much merit. I'm sure you debated this and came up with pro's and con's but according to my research, 79% of the students polled wanted the officers to remain. This direct contact the police have with the students is critical for their all around understanding of what society is about. Yes there are many ugly sides of law enforcement and they are emblazoned on the nightly news and social media every day but most of what our kids see is from the USA and our society and theirs, similar in many ways, is far different when it comes to law enforcements and our laws. Removing the officers now puts another level of anxiety these future kids will have in knowing a police officer first hand by getting to know them via the classroom and the programs they share. I know first hand from experience what our high school liaison officers have done over the many years to help protect students from bullying and getting mixed up with youth gangs and travelling down the wrong road. Who is going to do that now!

NWPD members have a retired members private site on Face Book and this story was posted there and many of the comments would make you rethink this decision. I've seen postings from members who were school liaison officers who rarely post on FB and have made significant comments about how disappointed they are. I'm sure you were aware this decision would be controversial but I don't think you realized the long lasting affect it will have not to mention the slap in the face to all those officers who worked in the schools all those years to find out now this would not continue.

In closing, I wanted to say I respect the democratic process when it comes to decision making having been in some significant positions myself over the years. But your decision to remove the school liaison officers was clearly the wrong one and it will only go to increase problems in the schools in years to come.

Sincerely,

Ted Usher CD
Constable #066 (NWPD Retired)
Courtenay BC

From: [Caroline Manders](#)
To: [Diego Salazar](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 22, 2021 12:28:03 PM
Attachments: [image001.png](#)

Dear Diego,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) on Friday, April 23.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | E cmanders@sd40.bc.ca | W newwestschools.ca

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-----Original Message-----

From: Diego Salazar [REDACTED]
Sent: April 21, 2021 5:44 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <ansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mrgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

I would like to commend you on taking swift action to begin the process to terminate the Child & Youth Liaison Officer program in your district.

On Tuesday, April 13, your Education Planning and Policy Committee took a historical step towards ensuring that the New Westminster School Board is committed to building school communities that are equitable, healthy and inclusive for ALL children by passing a motion to end police presence in schools. I fully support this motion and would like to see it passed at the April 27 School Board meeting.

School districts across this country have taken the steps to make schools safer for children and youth. Let's follow the examples set in Toronto, Peel, Waterloo, Edmonton and Winnipeg by removing police from schools. In Toronto, the year following the termination of this program, "the number of suspensions in 2018-19 dropped 24% - 1,774 fewer suspensions than in the 2016-17 school year. The number of expulsions in 2018-19 dropped 53% - 34 fewer expulsions than in the 2016-17 school year." (Caring and Safe Schools: Annual Report 2018-2019, Report 02-20-3841.)

In 2017 the New Westminster School District passed the sanctuary schools policy (<https://www.cbc.ca/news/canada/british-columbia/new-westminster-sanctuary-schools-policy-approved-1.4005787#:~:text=Canada-.New%20Westminster%20sanctuary%20schools%20policy%20aims%20to%20reduce%20immigrants%20fears,regardless%20of%20their%20immigration%20status.>), aimed to protect students regardless of their immigration status. We know that this action by your district will be a critical step in breaking the devastating school-to-prison pipeline that disproportionately impacts marginalized communities that are over policed and underprotected. Integral to this policy is eradicating all barriers for children to attend school so that they can receive an education free of trauma and/or fear. By ending the SLO program in SD40, we help achieve this human rights goal.

We call on you to:

- 1) Immediately terminate the School Liaison Officer program.
- 2) In consultation with school communities, particularly Black and Indigenous parents and students, create and increase funding for programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.

Sincerely,

[REDACTED]

From: [Caroline Manders](#)
To: [Jenn Dent](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 22, 2021 12:25:04 PM
Attachments: [Image001.png](#)

Dear Jenn,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) on Friday, April 23.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | E cmanders@sd40.bc.ca | W newwestschools.ca

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From: Jenn Dent [REDACTED]
Sent: April 21, 2021 6:06 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mgyifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

I would like to commend you on taking swift action to begin the process to terminate the Child & Youth Liaison Officer program in your district.

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School districts across this country have taken the steps to make schools safer for children and youth. Let's follow the examples set in Toronto, Peel, Waterloo, Edmonton and Winnipeg by removing police from schools. In Toronto, the year following the termination of this program, "the number of suspensions in 2018-19 dropped 24% - 1,774 fewer suspensions than in the 2016-17 school year. The number of expulsions in 2018-19 dropped 53% - 34 fewer expulsions than in the 2016-17 school year." (Caring and Safe Schools: Annual Report 2018-2019, Report 02-20-3841.)

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We call on you to:

- 1) Immediately terminate the School Liaison Officer program.
- 2) In consultation with school communities, particularly Black and Indigenous parents and students, create and increase funding for programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.

Sincerely,

Jenny Dent

From: [Caroline Manders](#)
To: [Quinn Bennett](#)
Cc: [Board of Education](#)
Subject: RE: Support for removal of SLO program
Date: April 22, 2021 12:21:59 PM
Attachments: [image001.png](#)

Dear Quinn,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) on Friday, April 23.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P [604.517.1823](tel:604.517.1823) | **E** cmanders@sd40.bc.ca | **W** newwestschools.ca

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From: Quinn Bennett [REDACTED]
Sent: April 21, 2021 6:35 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Support for removal of SLO program

Hi there,

I hope I have the correct email address for this.

This email is to write in support of the decision to terminate the SLO programs in New Westminster schools on April 27th. As a New West resident, I'm very happy to see support for removing police from schools as a step forward in the right direction.

Wela'lin (Thank you in Mi'kmaq)

Quinn

From: [Caroline Manders](#)
To: [Oliver KOLLAR](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 22, 2021 12:19:17 PM
Attachments: [image001.png](#)

Dear Oliver,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

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Kind regards,
Caroline

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Executive Assistant, Board of Education



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From: Oliver KOLLAR [REDACTED]
Sent: April 21, 2021 8:30 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

I would like to commend you on taking swift action to begin the process to terminate the Child & Youth Liaison Officer program in your district.

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School districts across this country have taken the steps to make schools safer for children and youth. Let's follow the examples set in Toronto, Peel, Waterloo, Edmonton and Winnipeg by removing police from schools. In Toronto, the year following the termination of this program, "the number of suspensions in 2018-19 dropped 24% - 1,774 fewer suspensions than in the 2016-17 school year. The number of expulsions in 2018-19 dropped 53% - 34 fewer expulsions than in the 2016-17 school year." (Caring and Safe Schools: Annual Report 2018-2019, Report 02-20-3841.)

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We call on you to:

- 1) Immediately terminate the School Liaison Officer program.
- 2) In consultation with school communities, particularly Black and Indigenous parents and students, create and increase funding for programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.

Sincerely,
Oliver Kollar

From: [Caroline Manders](#)
To: [Paniz R](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 22, 2021 12:16:08 PM
Attachments: [image001.png](#)

Dear Paniz,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

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Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



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From: Paniz R [REDACTED]
Sent: April 21, 2021 10:01 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mrgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

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Sincerely,
Paniz Najjarrezaparast
[REDACTED]

From: [Caroline Manders](#)
To: [Alysha Seriani](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 22, 2021 12:13:01 PM
Attachments: [image001.png](#)

Dear Alysha,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) on Friday, April 23.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | **E** cmanders@sd40.bc.ca | **W** newwestschools.ca

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From: Alysha Seriani [REDACTED]
Sent: April 22, 2021 10:40 AM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

I would like to commend you on taking swift action to begin the process to terminate the Child & Youth Liaison Officer program in your district.

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follow the examples set in Toronto, Peel, Waterloo, Edmonton and Winnipeg by removing police from schools. In Toronto, the year following the termination of this program, “the number of suspensions in 2018-19 dropped 24% - 1,774 fewer suspensions than in the 2016-17 school year. The number of expulsions in 2018-19 dropped 53% - 34 fewer expulsions than in the 2016-17 school year.” (Caring and Safe Schools: Annual Report 2018-2019, Report 02-20-3841.)

In 2017 the New Westminster School District passed the [sanctuary schools policy](#), aimed to protect students regardless of their immigration status. We know that this action by your district will be a critical step in breaking the devastating school-to-prison pipeline that disproportionately impacts marginalized communities that are over policed and underprotected. Integral to this policy is eradicating all barriers for children to attend school so that they can receive an education free of trauma and/or fear. By ending the SLO program in SD40, we help achieve this human rights goal.

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Sincerely,

Alysha Seriani
Arts Educator

[Redacted Signature]

*Please respond at your own pace
I am happy to communicate in different ways (i.e. clearer language, phone, voice note, plain text, etc).*

From: [Caroline Manders](#)
To: [shelbyholmes](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 23, 2021 8:57:08 AM
Attachments: [image001.png](#)

Dear Shelby,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

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Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | E cmanders@sd40.bc.ca | W newwestschools.ca

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From: shelbyholmes [REDACTED]
Sent: April 22, 2021 6:49 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mgyifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

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Sincerely,

Shelby Holmes
[REDACTED]
[REDACTED]

From: [Caroline Manders](#)
To: [Laura Kwong](#)
Cc: [Board of Education](#)
Subject: RE: CYLO program cancelation
Date: April 23, 2021 8:50:08 AM
Attachments: [image001.png](#)

Dear Laura,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) today (Friday, April 23).

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P [604.517.1823](tel:604.517.1823) | **E** cmanders@sd40.bc.ca | **W** newwestschools.ca

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From: Laura Kwong [REDACTED]
Sent: April 22, 2021 10:35 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email::: CYLO program cancelation

Hello,

My name is Laura Kwong, I am a parent of a [REDACTED] student at Ecole Qayqayt Elementary, and a member of the PAC. I am also a member of the District's Anti-Racism Advisory Committee. These comments are mine alone and do not reflect the opinions of either the Qayqayt PAC or the ARAC.

I was initially disappointed to learn that the decision had been made to terminate the CYLO program. Information presented at a DPAC meeting in February by the district indicated that the program was beneficial to youth in New Westminster. It was noted that the NRPD had observed an increase in calls regarding youths during the time the program was suspended and under review.

My understanding was that officers who participate in this program had training that allowed them to work from a trauma aware viewpoint. And that they worked in tandem with mental health professionals. Youths who had contact with these officers benefitted from their relationship.

However, I've come to learn (and un-learn) about how police can perpetuate systemic racism. And that their presence in schools, despite their intentions/training/etc, can be triggering for students who have trauma related to police. I've just finished reading *The Skin We're In* by Desmond Cole and the chapter on the School Resource Officers (SROs) was heartbreaking.

I absolutely agree that even though there are 1000s of parents who would like to see the program continue, the voices saying that the program triggers trauma or doesn't allow them to feel safe in their school must outweigh the 1000s. This is a very difficult thing to understand if you are one of the 1000, asking why your voice does not matter. Especially after the district explicitly asked for those voices!

However, I do have concerns about how and why the program was cancelled.

1. For the students that received guidance, support, and resources from the CYLO program, they should not bear the cost of the cancellation. We can not pull out one support system without replacing it with another. A specific plan to address this would significantly ease my mind that many students will not suffer for the sake of a few. I do not want vague promises of more counselors in the highschool.
2. Schools can have a part to play in creating working relationship between the NRPD and our community. If we want our police to do better, and to be better, we must be working together on the same page. We can set a new standard for expectations, but we must be working together. That's how education works, doesn't it?
3. To figure out what the working relationship between New West schools and the NRPD will look like, I would think an examination of the past relationship would be required. Specifically, I hope that a review of the impact the program has had, across all schools, across all students, across all staff and teachers, will be undertaken. The program has not run for the entirety of the 2020-2021 school year now. Has this past year been used to evaluate every aspect of the program? Have personal accounts been documented, has data on student mental health and NRPD call outs regarding youth been analyzed? I'm not a social scientist, so I'm sure there is a lot more to evaluate. I believe we owe it to the officers who have dedicated their time, and to the children and youths who have been both positively and negatively impacted by this program to document it and evaluate it in full. Without fully understanding the CYLO program's implications, how can we move forward to build a better relationship between our school community and our police? That must be an objective as we will always have them as a part of our community.

Thank you for your consideration and your time. With kind regards, Laura

Laura Kwong



From: [Caroline Manders](#)
To: [Paisley McHaffie](#)
Cc: [Board of Education](#)
Subject: RE: Termination of the Child & Youth Liaison Officer Program
Date: April 23, 2021 8:53:30 AM
Attachments: [image001.png](#)

Dear Paisley,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) today (Friday, April 23).

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | E cmanders@sd40.bc.ca | W newwestschools.ca

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-----Original Message-----

From: Paisley McHaffie
Sent: April 22, 2021 10:14 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aaansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mrgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrusnell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

I would like to commend you on taking swift action to begin the process to terminate the Child & Youth Liaison Officer program in your district.

On Tuesday, April 13, your Education Planning and Policy Committee took a historical step towards ensuring that the New Westminster School Board is committed to building school communities that are equitable, healthy and inclusive for ALL children by passing a motion to end police presence in schools. I fully support this motion and would like to see it passed at the April 27 School Board meeting.

School districts across this country have taken the steps to make schools safer for children and youth. Let's follow the examples set in Toronto, Peel, Waterloo, Edmonton and Winnipeg by removing police from schools. In Toronto, the year following the termination of this program, "the number of suspensions in 2018-19 dropped 24% - 1,774 fewer suspensions than in the 2016-17 school year. The number of expulsions in 2018-19 dropped 53% - 34 fewer expulsions than in the 2016-17 school year." (Caring and Safe Schools: Annual Report 2018-2019, Report 02-20-3841.)

In 2017 the New Westminster School District passed the sanctuary schools policy (<https://www.cbc.ca/news/canada/british-columbia/new-westminster-sanctuary-schools-policy-approved-1.4005787#:~:text=Canada-.New%20Westminster%20sanctuary%20schools%20policy%20aims%20to%20reduce%20immigrants%20fears,regardless%20of%20their%20immigration%20status.>), aimed to protect students regardless of their immigration status. We know that this action by your district will be a critical step in breaking the devastating school-to-prison pipeline that disproportionately impacts marginalized communities that are over policed and underprotected. Integral to this policy is eradicating all barriers for children to attend school so that they can receive an education free of trauma and/or fear. By ending the SLO program in SD40, we help achieve this human rights goal.

We call on you to:

- 1) Immediately terminate the School Liaison Officer program.
- 2) In consultation with school communities, particularly Black and Indigenous parents and students, create and increase funding for programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.

Sincerely,

Paisley McHaffie
Mental Health Worker
Vancouver, BC

From: [Caroline Manders](#)
To: [Nicole Spencer](#)
Cc: [Board of Education](#)
Subject: Re: Termination of the Child & Youth Liaison Officer Program
Date: April 23, 2021 8:55:05 AM
Attachments: [image001.png](#)

Dear Nicole,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative.

Please note that the motion put forward at the April 13 Education Policy and Planning Committee meeting will be brought forward at the Regular Open Board of Education meeting on Tuesday, April 27 at 7:00pm. We invite you to attend virtually via Webex, if you so wish. The meeting agenda and Webex link information will be posted [here](#) today (Friday, April 23).

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P 604.517.1823 | E cmanders@sd40.bc.ca | W newwestschools.ca

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From: Nicole Spencer [REDACTED]
Sent: April 22, 2021 9:01 PM
To: Board of Education <boardofeducation@sd40.bc.ca>; Anita Ansari <aansari@sd40.bc.ca>; Dee Beattie <dbeattie@sd40.bc.ca>; Danielle Connelly <dconnelly@sd40.bc.ca>; Gurveen Dhaliwal <gdhaliwal@sd40.bc.ca>; Mark Gifford <mgifford@sd40.bc.ca>; Mary Lalji <mlalji@sd40.bc.ca>; Maya Russell <mrussell@sd40.bc.ca>
Subject: ::External Email:: Termination of the Child & Youth Liaison Officer Program

Dear Trustees,

I would like to commend you on taking swift action to begin the process to terminate the Child & Youth Liaison Officer program in your district.

On Tuesday, April 13, your Education Planning and Policy Committee took a historical step towards ensuring that the New Westminster School Board is committed to building school communities that are equitable, healthy and inclusive for ALL children by passing a motion to end police presence in schools. I fully support this motion and would like to see it passed at the April 27 School Board meeting.

School districts across this country have taken the steps to make schools safer for children and youth. Let's follow the examples set in Toronto, Peel, Waterloo, Edmonton and Winnipeg by removing police from schools. In Toronto, the year following the termination of this program, "the number of suspensions in 2018-19 dropped 24% - 1,774 fewer suspensions than in the 2016-17 school year. The number of expulsions in 2018-19 dropped 53% - 34 fewer expulsions than in the 2016-17 school year." (Caring and Safe Schools: Annual Report 2018-2019, Report 02-20-3841.)

In 2017 the New Westminster School District passed the sanctuary schools policy (<https://www.cbc.ca/news/canada/british-columbia/new-westminster-sanctuary-schools-policy-approved-1.4005787#:~:text=Canada,New%20Westminster%20sanctuary%20schools%20policy%20aims%20to%20reduce%20immigrants%20fears,regardless%20of%20their%20immigration%20status.>), aimed to protect students regardless of their immigration status. We know that this action by your district will be a critical step in breaking the devastating school-to-prison pipeline that disproportionately impacts marginalized communities that are over policed and underprotected. Integral to this policy is eradicating all barriers for children to attend school so that they can receive an education free of trauma and/or fear. By ending the SLO program in SD40, we help achieve this human rights goal.

We call on you to:

- 1) Immediately terminate the School Liaison Officer program.
- 2) In consultation with school communities, particularly Black and Indigenous parents and students, create and increase funding for programs that take a restorative and trauma-informed approach to creating safety and well-being for all students.

Sincerely,
Nicole Spencer, MEd, RD
[REDACTED]

April 15, 2021

Dear Chief Jansen,

Re: Child and Youth Liaison Officer Program in New Westminister Schools

On behalf of the Board of Education, I wanted to reach out and formally share news coming from our Board's Education Policy and Planning Committee meeting this week.

At Tuesday night's meeting, our Board made a motion to bring an end to the Child and Youth Liaison Officer Program in New Westminister. The motion was passed and will move on to our April 27th Board meeting for consideration and anticipated approval.

I want to be clear that this is not a reflection of the New Westminister Police as an organization or of any of the dedicated people who we know work there. As a whole, the District very much values and respects the historic partnership we've shared, the role you and your officers play in responding to emergencies, and the hard work you're doing to create safer communities.

As you know, the long-standing program has been on hold this year, while we have carefully reviewed and weighed the complex evidence-based data and research, hosted consultations and engaged community experts.

And while it is likely that this formal program will come to an end when we take our vote on April 27th, we also look forward to re-imagining our relationship with you and your organization. After all, we share core values in our desire to create safe communities and care for the people we're each here to serve. And we know we have inter-connected and important roles to play in supporting the students, staff and families of New Westminister.

Again, while this marks the end of a program, it is not the end of a relationship. We look forward to working with you and your team to determine what that will look like.

On behalf of the Board of Education, thank you for your understanding and continued commitment to the community,



Gurveen Dhaliwal
Board Chair, New Westminister Schools

cc: New Westminister Police Board
New Westminister Police Officers Association,
New Westminister Schools' Board of Education.

**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
EDUCATION POLICY AND PLANNING COMMITTEE**

**Tuesday, April 13, 2021, 5:00 PM
Via Webex Livestream**

PRESENT

<p>Gurveen Dhaliwal, Chair Dee Beattie, Vice Chair Anita Ansari, Trustee Danielle Connelly, Trustee Mark Gifford, Trustee Mary Lalji, Trustee Maya Russell, Trustee Student Trustees: Katherine Galloway Anastasija Petrovic</p>	<p>Karim Hachlaf, Superintendent Bettina Ketcham, Secretary-Treasurer Maryam Naser, Associate Superintendent Robert Weston, Executive Director of Human Resources Caroline Manders, Recording Secretary Guests: Members of the Public SilviaArgentina Arauz, MA'AT Legal Services Stacy Brine, Social Studies Teacher, NWSS Ravinder Johal, District Principal, Equity & Inclusion Kristen Keighley-Wight, Communications Manager Alejandra López Bravo, Vancouver Foundation Julie MacLellan, Reporter, New Westminster Record Paul Manville, Principal Queen Elizabeth Elementary Maureen McRae-Stanger, Director of Instruction, Learning & Innovations Debbie Ramen, Vice Principal, Queen Elizabeth Elementary Amal Rana, Cambium Arts & Education Mary Trentadue, City Counsellor Andrea Vásquez Jiménez, Latinx, Afro-Latin-America, Abya Yala Education Network (LAEN) Sarah Wethered, President, NWTU</p>
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Chair Russell recognized and acknowledged the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. Approval of Agenda

The meeting was called to order at 5:01 pm.

Moved and Seconded

THAT the agenda for the April 13, 2021 Education Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Presentation

a. Queen Elizabeth Elementary-Anti-Racism

Associate Superintendent Naser introduced Paul Manville, Principal, and Debbie Ramen, Vice Principal, of Queen Elizabeth Elementary school.

Please view the Anti-Racism video [here](#).

Click [here](#) [22.32 minute mark] for Vice Principal Ramen's observations and additional comments.

3. Comment and Question Period

Trustee Russell invited anyone who had questions regarding the school liaison officer program to speak, and/or could wait until the agenda item was presented.

Please click [here](#) [31.17 minute mark] to view the discussion.

4. Correspondence

Correspondence was received. Please see Appendix A attached to these minutes for all the correspondence received pertaining to the Child and Youth Liaison Officers agenda item.

5. Student Voice

a. Student Symposium Planning Update

Student Trustees Katharine Galloway and Anastasija Petrovic provided an update on the Student Symposium planning. The 2021 Online Student Symposium will take place on April 21 and include discussions on mental health & supports, improving inclusive education, climate change, and anti-racism work. Student Voice will also participate in a budget meeting on April 22.

6. Reports from Senior Management

a. School Liaison Officer Program Review

Trustee Russell acknowledged the work that was begun several months ago in the District pertaining to this matter. Speakers were introduced to continue the discussion and provide further reflections.

Please click [here](#) for the full discussion [51.09 minute mark].

The Trustees had an opportunity to provide comments after the speakers' presentations. It was concluded that no further work on this matter would be necessary. The following motion was brought forward for consideration. It was suggested to table the motion to allow for additional discussion. An opportunity to further discuss the wording of the motion will take place at the April 27, 2021 Regular Open Board meeting.

Moved and Seconded

THAT the Education Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to discontinue the Child and Youth Liaison Officer Program in our schools and re-design the relationship with the New Westminster Police Department; AND direct staff to report back at the June 8, 2021 Education Policy and Planning Committee meeting, on those plans including data collection on race-based data and incident management.

**CARRIED
1 Opposed**

7. General Announcements

Nil.

8. Adjournment

The meeting adjourned at 6:50pm.

Appendix A

Caroline Manders

From: Caroline Manders
Sent: April 12, 2021 2:34 PM
To: Kathleen Oliphant
Cc: Board of Education
Subject: RE: Letter RE Police in Schools

Good afternoon Kathleen,

On behalf of the Board of Education, New Westminster Schools, we thank you for your message and commitment to this important initiative. Please note that the Child and Youth Liaison Officer program will be on the agenda of tomorrow's (Tuesday, April 13) Education Policy & Planning Committee meeting – please click [here](#) for the agenda. We welcome you to join the meeting virtually via [Webex](#), the meeting will start at 5:00pm.

Additionally, we will share your letter with the Board, as per your request.

Kind regards,
Caroline

Caroline Manders (CPHR)
Executive Assistant, Board of Education



P [604.517.1823](tel:604.517.1823) | E cmanders@sd40.bc.ca | W newwestschools.ca

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-----Original Message-----

From: Kathleen Oliphant [REDACTED]
Sent: April 12, 2021 1:06 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Letter RE Police in Schools

Hello,

I am writing to express that I would like to see an end to the School Liaison Officer Program. I would like my letter shared with the Board as a part of the current review of that program.

As a school board I believe a big part of your role is to ensure you protect the most vulnerable students. For many Black, Indigenous, People of colour and LGBTQIA2S+ students, Police presence in their school is traumatizing. Our Police system is build on a colonial legacy of direct harm to Indigenous and Black communities. They continue today to over police and surveil members of these communities and other vulnerable communities, contributing to higher rates of incarceration and other social harms. We need to move to a society focused on social care of everyone in our community and away from one build on policing which has been a tool of colonialism from the beginning. We need to put ourselves in the shoes of the kids who have grown up with traumatizing experiences with Police and end this program. There are other ways for kids to learn about safety then from a police official armed with a gun.

Thank you,
Kathleen Oliphant
Parent and resident of New Westminster



April 13, 2021

To the members of the New Westminster School Board.

I apologize for not being present to speak but unfortunately, I have a conflict with childcare.

I am a long time New Westminster resident, an NWSS alumni and a parent. I want to express my support to remove police from all schools in New Westminster.

School is supposed to be a safe space for students, but Canadian BIPOC students have been speaking across our country about their experiences of violence, intimidation, and profiling by police within our school systems. New Westminster is no exception and I urge the members of the school board to take the steps to protect current and future students, knowing that you have the support of our community to do so.

I have a few memories of watching student interactions with Child and Youth officers during my time at NWSS. None of these interactions were positive, but one stands out to me. A friend had been skateboarding down the hall and was caught by the Child and Youth officer. She confiscated his skateboard and restrained him. She attempted to kick his legs out to bring him to the ground, but whenever she swung her leg, he would jump. We cheered him on until she succeeded in forcefully bringing him to the ground and taking him away. As a student, this violence from a police officer was normalized. As an adult and a parent, I am shocked at both the presence of a police officer within a school setting and the gross use of aggressive tactics on a student. Until police are removed from our schools, we will be unable to ensure a school environment safe from intimidation, harassment and violence towards students.

After understanding the roles and responsibilities of New Westminster's Child and Youth Resource Officers, it is clear that there are a variety of non-violent, trained professionals that can replace the roles played by police officers within the school. For example:

A lawyer or trained legal expert would be better suited towards:

- Providing legal information to students and staff who might need it
- Delivering crime prevention or other lessons, such as supporting a lesson in Law 12

A social worker or other mental health professional would be better suited towards:

- Creating relationships with kids who may be vulnerable in some way and needing additional support
- Delivering a workshop on the importance of not sharing revealing photos online at middle school wellness fairs
- Supporting students and staff in the case of a critical incident in the community (e.g., a sudden death in the community)
- Enhancing students' sense of safety and security on campus

The only role listed by the school board as consistent with police training is investigating possible criminal offenses related to the school or affecting people connected to it. Officers do not need to reside on the school campus to fulfill this role. Please remove police from our schools.

Thank you for your time,

Brigit King



April 13th, 2021

TO NEW WESTMINSTER SCHOOL BOARD OF TRUSTEES

We are writing to you in the capacity as Co-Directors on behalf of the Toronto, Canada based, Latinx, Afro-Latin-America, Abya Yala Education Network (LAEN).

At LAEN we were a lead community organization that pushed for the successful and complete removal of the police-in-schools program (School Resource Officer program) in 2017 through a first of its kind community-led and collaborative process at the largest school board in Canada, the Toronto District School Board (TDSB).

On behalf of LAEN and our partners we give our full support for the community-led push for the full removal of the Child and Youth School Liaison Officer program at the New Westminister School Board.

We are in full solidarity with our British Columbia-based movement partners and with those who have been organizing locally around the issues of the school-to-prison pipeline including police-free schools. They have galvanized immense and widespread support from community organizers, community members, students/youth, educators, parents/guardians/caregivers, spiritual leaders, labour unions and many others.

Let it be known, that the historical decision to remove police from TDSB Schools was always anchored by an equity lens and equity in practice as noted within the TDSB School Resource Officer Program Review (see attached), which stated that the, "...primary goal of the review was to capture and centre the voices of those students, families and communities who have traditionally been excluded, marginalized and/or discounted." (pg.1). This equity lens was established upon inception of the review, and the equity in practice by way of action was applied through all phases including community consultations with partnership organizations including LAEN, data analysis, decision-making of full removal of the SRO program and thereafter.

Since the complete removal of our TDSB police in schools program as found in their Caring and Safe Schools Annual Report 2018-2019 (see attached), key findings indicate a shift from punitive disciplinary practices and instead "The most used interventions by schools were contacting the parent/guardian, guidance support, social work support and restorative practices.". Deprioritizing the use of police officers in all educational settings as an instrument of

last resort is essential. Data also shows that suspensions dropped 24% and expulsions plummeted 53% in comparison to 2016-2017 school year.

Take note as well of the community centred, equity lens and actions post-SRO removal that the TDSB took. For instance, since the SRO program was funded by the Toronto Police Services- with it's removal there was no additional or new injection of funding to the TDSB, this is also within the context of the school board being underfunded and under-resourced for decades due to provincial/state governments choices. With that said, through an equity lens there was a mapping of where resources and funding was allocated at that particular time, and there was a reallocation of resources to ensure that students who were most negatively impacted were being supported. Among those examples are: hiring of community members into positions where they were provided the space to further support community connections in the schools. There was closing of loopholes that addressed the inequities in suspension/expulsion process as well accountability measures for educators. There were changes to structures, processes and systems to also ensure year-long, school board wide deeper (un)learning. Annual reports from Human Rights Office. TDSB now will be offering anti-Black racism courses. Also introduced since the removal a first of its kind in public education in Canada, Centre of Excellence for Black Student Achievement with full-time staff positions.

This goes to show that what is needed is your political will to ensure a transformative shift and move towards healthy, equitable schools. Imagine what happens when money is divested from policing and criminalizing students, the possibilities are endless. Make your decision a bold stance for equity and human rights and inspire other school boards and educational settings in Canada, and globally. **Rest assure, that your decision to vote in support of both the fiscally responsible and evidence-based removal of the Child and Youth Liaison Officer program and supporting students will be paramount and historical as it will mark your school board's true beginnings of reimagining and actionizing caring, healthy and equitable schools, while simultaneously a bold acknowledgement that there is more than enough evidence, reports, and data signalling to the dire need of police-free schools.**

Having healthy, equitable police-free schools is a public health issue, a labour issue and a union issue. Not only are police-free schools fiscally responsible as stated previously, they are a professional obligation, and it also moves beyond that, because it indeed is a legal obligation. **It is a human right, and the continuation of any police in schools is gross negligence and an ongoing human rights violation on your part. It must be said, that stating that one's review is grounded with an equity lens or in human rights, we have to ensure that the practices are aligned with the theoretical approach.**

Be mindful that it is essential that we don't replicate the same oppressive structures by asking for reforms, whether that be less police presence, more training or more diversity in the school police force, or instead of having the remainder of police in schools program to change them for security guards, safety officers or software/technological surveillance.

An equity-driven, anti-oppressive, anti-racist, equitable, liberatory and life affirming educational spaces wherever it may be, is not possible with police presence, policing and criminalization

happening in our schools Transformative, healthy, equitable police-free schools, is about the full removal of the police in schools programs and policing structures and redirecting/reorganizing the allocation of funds to create the conditions and support for students to have educational spaces where they can heal and learn. Let this and community be your guide.

*For further context see attached additional resources and below link to living document:

<https://docs.google.com/document/d/1y3uLmHCGVoqcqMPF5pNTvk9iBvjBP-BJssZpjNclOeQ/edit?usp=sharing>

Here is a podcast where Executive Superintendent Jim Spyropoulos and community organizers spoke to the complete removal of the police in schools program at the largest school board in Canada which was a move supported by TDSB staff and ultimately their board: <https://soundcloud.com/user-710831441/north-star-what-the-us-can-learn-from-canada-about-school-policing>

As well here is footage in regards to police-free schools being a legal obligation, a human rights issue by Remi Warner, former Senior Manager of Human Rights at TDSB, previously employed at the Ontario Human Rights Commission: <https://twitter.com/justschools/status/1111637091660775428?s=19>

Towards transformative, healthy and equitable schools,

Andrea Vásquez Jiménez and Silvia Argentina Arauz

Co-Directors of Latinx, Afro-Latin-America, Abya Yala Education Network (LAEN)

*formerly known as Latin American Education Network

Email: laentoronto@gmail.com

Twitter: @LAENToronto

IG: LAENToronto

Facebook: LAEN Latinx, Afro-Latin-America, Abya Yala Education Network



4544 Sheppard Avenue East Suite 236, Toronto, Ontario, M1S 1V2

Office: 416-754-9529, Fax: 416-754-8529, info@maatlegal.ca, www.maatlegal.ca

April 13 2021

Attention: School Board Trustees, New Westminister School Board

My name is George Knia Singh and I am the Principal Lawyer for MA'AT Legal Services, herein "MA'AT". MA'AT is a Toronto-based Social Justice Law firm that focuses on Criminal Defence. However, since the public often experiences injustice in various other areas of the law and within different communities of Canada, MA'AT Legal Services provides representation in other areas of the law such as Human Rights, Civil, Education and Police Complaint matters to clients outside of Toronto. We advocate on behalf of those that have been discriminated against, receive unfair treatment, and are trying to make a positive change in their lives.

MA'AT's Community Support and School Services Department shares directorship with the Toronto-based community organization, LAEN- The Latinx, Afro-Latin-America, Abya Yala Education Network through Director SilviaArgentina Arauz. In 2016, MA'AT accepted the role as lead legal counsel support for the community-driven campaign that resulted in the removal of the SRO-School Resource Officer program from the Toronto District School Board (TDSB). We were already involved in the work of addressing the school-to-prison pipeline through legal challenges to racist suspensions, expulsions and other punitive disciplinary practices involving schools, police and BIPOC youth and have found this partnership supports the advocacy work of organizers that seek change through legally legitimate forms of activism.

In 2016-2017, MA'AT Legal Services co-facilitated several Know Your Rights workshops across the greater Toronto area, informing BIPOC students, parents, caregivers, school board educators and executive staff, as well as the community-at-large about their human rights in connection to Education and Policing. I implore your Board of Trustees to interrogate your policies and programs from an equity perspective, which will allow you to see where you are liable for not upholding the legal human rights of your stakeholders. In addition, MA'AT staff and I met with executive staff, school families, community organizers and activists to advocate for Africentric and Indigenous-centred school discipline practices, curriculum development and personnel hiring that are supportive of equity and human rights principles. It continues to be our stance that racialized, marginalized and underserved populations, such as communities of African descent/Black, and Indigenous communities are the most targeted and harmed by historical and present-day prejudicial policing institutions and programs. Testimonies from many of our predominantly Black youth clients at MA'AT were echoed in the data collected from the thousands of students at the TDSB for the TDSB Review of the SRO Program. Today, we continue this work today and work very closely with the TDSB that was the first to end the SRO program in Canada. TDSB Executive Staff often acknowledge the critical role that working closely with community partners served in advancing their understanding of equity within education and in significantly lowering their incidences of suspensions and expulsions without an increase in violent incidences.

The communities of New Westminister School Board have very similar situations playing out where many from your community are having their human rights violated through the presence of the police-in-schools program, namely your Child and Youth School Liaison Officer Program. We were connected to your School Trustees by your concerned community members that understand school-to-prison pipeline issues, including the immediate need for police-free schools within your School Board. Therefore, we are writing this letter in solidarity and support that you take an equity lens to upholding human rights and immediately decide to end the Child and Youth School Liaison Officer program.

Sincerely,

A handwritten signature in black ink, appearing to read "George (Knia) Singh J.D.", written in a cursive style.

George (Knia) Singh J.D.



Title **SCHOOL RESOURCE OFFICER PROGRAM REVIEW**
To **Planning and Priorities Committee**
Date **15 November 2017**
Report No. **11-17-3269**

Strategic Directions

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Form strong and effective relationships and partnerships
- Identify disadvantage and intervene effectively

Recommendation:

This report is provided for approval.

It is recommended:

- **That** the School Resource Officer Program in the Toronto District School Board be discontinued; and
- **That** staff continue to work in partnership with the Toronto Police Service (TPS) to maintain positive working relationships that will ensure a safe, welcoming and inclusive culture in every school.

Context:

In June 2017, with a view to ensuring that the achievement and well-being of every student in every school is supported in a culture of equity and inclusion, the Board directed that staff develop a School Resource Officer (SRO) Program Review plan which would, “seek input from all stakeholders, including students, parents, principals and other staff,” and “include the specific measures and procedures that will be undertaken to ensure that all participants in the review are provided safe and secure settings where they will be comfortable sharing their experiences and opinions.”

The resulting *SRO Program Review Plan* was approved by the Board on 30 August 2017. At that time, the Trustees also decided that, pending the completion of the review, the SRO Program in all schools would be suspended, in order to ensure that participants, especially students, could feel comfortable sharing their experiences and opinions.

The Review process was designed to be a safe and inclusive forum where all participants could contribute their views in the most safe and inclusive setting possible. However, student voice is, and was intended to be, the predominant element informing the recommendations of this report. It is important to note that the primary goal of this Review has been to capture and centre the voices of those students, families and communities who have traditionally been excluded, marginalized and/or discounted.

To support the Board’s decision-making, input was sought from students, parents and staff of the 45 secondary schools that had an SRO during the 2016/17 school year, and also from former students, community members and representatives of community organizations. Over a six-week period between 18 September and 25 October 2017, data was collected via three specific approaches:

- Surveys completed by students, school staff and parents of the 45 schools with an SRO;
- Small focus group meetings held with students in schools, led by Student Equity Program Advisors (SEPA); and
- Meetings in community spaces, coordinated and facilitated in partnership with community agencies.

Key Findings:

The collected data revealed mixed feelings about the impact of the SRO Program. Many respondents had a positive impression of the program. Some had an indifferent impression. However, of significant concern are the findings that indicate negative impact and potential harm experienced by students, summarized below:

Voluntary, Anonymous and Confidential Surveys

The SRO Program Student Survey was completed by more than 15,500 students:

- A majority of students overall (71%) said they didn’t have any interaction with the SRO at their school.
- 41% of respondents felt that the SRO at their school was trustworthy (41%), while 53% said they were not sure.
- 42% of respondents felt that the SRO at their school was helpful, while 53% were not sure.
- 57% said that having an SRO made them feel safer at school, 10% disagreed or strongly disagreed, and 33% were not sure.
- When asked whether they would like the SRO Program to continue in their school, 47% said yes, 7% said no, while 46% said they were not sure.
- 884 students indicated feeling uncomfortable or very uncomfortable interacting with the SRO at their school.
- 1055 said that the presence of the SRO made them feel uncomfortable attending school.
- 1715 said the presence of the SRO in their school made them feel intimidated.
- 2207 students noted that having an SRO made them feel like they were being watched or targeted at school.

The SRO Program Staff Survey was completed by 1110 school staff members:

- 58% of staff thought that the SRO was valuable to their school, 13% said they didn’t know.
- 37% felt the very comfortable interacting with the SRO, while 12% felt very uncomfortable.
- 159 indicated feeling uncomfortable or very uncomfortable interacting with the SRO at their school.
- 187 said that having an SRO made some students feel like they were being watched or targetted at school.

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The SRO Program Parent Survey was completed by 475 parents:

- 76% of respondents said they felt having an SRO in their child’s school made it a safer place.
- 78% said they would like the SRO Program to continue in their child’s school, while 8% did not, and 14.5% were not sure.
- 47 parents said that having an SRO in the school made them feel like their child was being watched or targeted.
- 26 parents said the presence of the SRO made their child feel uncomfortable attending school.
- 36 parents indicated that their child felt intimidated by the presence of the SRO in their school.

Student Focus Groups:

At the Student Focus Group sessions, a majority of students indicated that they were very uncomfortable with having an SRO in their school. They noted that the presence of the SRO often made them feel intimidated, and frequently mentioned feeling that they were under continual surveillance and suspicion, leading many of them to stay away from school.

Students often spoke of the stigma associated with having an SRO assigned to their school, and the impact of this perception on both the school and their community as a whole. They were keenly aware of the fact that SROs were mostly deployed to schools with a high proportion of racialized students and within communities which they felt were already overly policed, making them feel that they were targets for discrimination.

They also felt strongly that SROs were potentially gathering personal information and data which could later be used against them or their friends. They noted that the presence of the SRO in the school was not welcoming.

A small number of students reported having a positive relationship with individual SROs, but expressed frustration that these officers often did not remain at the school for more than one year.

Community Meetings:

Community consultation meetings do not occur in neutral spaces. There are biases that can be introduced in different ways—through facilitators, participants, note takers, etc.—these must be acknowledged and taken into account. In general, participants expressed views that were not supportive of the SRO program; their concerns centered around three main themes:

- Across all sessions, parents and former students spoke of feeling not just uncomfortable but, in some cases, afraid when seeing armed police in schools. They described feeling intimidated, to varying degrees, by the presence of uniformed police officers, and many expressed particular concern regarding the fact that the SROs were armed. This was the most common theme, particularly in relation to Black students and more specifically Black male students.

- Some participants felt that the SRO Program had not succeeded in its original mandate of building and strengthening relationships between police and youth, particularly Black youth.
- Finally, some participants felt that the SRO program served to criminalize students.

At each of the community meetings, almost without exception, participants felt strongly that the roles currently played within the school by some SROs could be more effectively and appropriately filled by trained adults such as social workers and child and youth counsellors.

In the Community Consultation meetings overall, as in the Student Focus Groups, the overwhelming sentiment expressed by participants was that the SRO Program should be terminated in all TDSB schools.

Action Plan and Associated Timeline

Creating a positive school climate that supports the well-being of all students is the responsibility of all TDSB staff, and a central part of the Board’s commitment to ensuring safe, caring and inclusive learning environments. This work is happening daily in each and every school, and it underscores the critical role of a caring adult for every student in the school.

[Ontario’s Education Equity Action Plan](#) is very clear that, “To create safe, inclusive and engaging learning and work environments, education leaders must be committed to equity and inclusion for all students and to upholding and promoting human rights.”¹

The Toronto District School Board’s commitment to these principles is affirmed in [Policy P051, Caring and Safe Schools](#), which states:

- 4.1** The Board believes that respect for human rights and the promotion of values and skills needed for a peaceful, responsible and democratic society shall be the foundation of every school.
- 4.2** The Board believes that equity, inclusion and fairness towards all members of the school community irrespective of race, gender, sexual orientation, socio-economic class or abilities are essential principles and are integrated into all our policies, procedures, programs and practices.
- 4.3** The Board believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students’ success.

It is important for us to honour the voices, needs, and concerns of all who participated in this SRO Program Review process. We heard from many students who told us the SRO program helped them feel safe at school (including 50% of Black students who completed the Student Survey), and about positive experiences in some communities.

¹ *Ontario’s Education Equity Action Plan*, Queen’s Printer for Ontario, 2017, p. 17.

Over the course of this Review, we also heard from thousands of individual students who told us that the presence of an SRO within their school has made them feel less safe, less welcome and less engaged in learning. These students have told us that they see themselves and their friends as the targets of overt systemic discrimination, which has a negative impact on their achievement, well-being, and ability to be successful in their future lives.

In the face of this data, we have a clear duty to act on behalf of our students, and address the concerns they have brought to our attention. We have an obligation to ensure that all of our students can learn in schools that are safe, discrimination-free, and that protect their human rights. Although we heard from a number of respondents who supported the presence of an SRO in their school, there were also many who were unaware of the SRO Program or felt unaffected by it. Our priority must be to mitigate against the differentiated and potentially discriminatory impact of the SRO program as described to us by our some of our students and communities.

Our challenge ahead is to address the serious concerns brought forward by a significant number of our students, while continuing to keep our schools safe and welcoming for all. As such, while we are recommending the discontinuation of SRO in its current form, staff will continue to work with police on order to build a partnership that honours the voices of ALL students.

The Board recognizes and values the critical role Toronto Police Service (TPS) plays in serving and protecting our city and our schools. Going forward, staff will continue to work in partnership with TPS to explore ways we can work together to support communities that are safer and more caring for everyone.

Board Policy and Procedure Reference(s)

- [*Policy P051, Caring and Safe Schools*](#)

Appendices

- Appendix A: SRO Program Review Focus Groups, Community Meetings and Interviews
- Appendix B: SRO Program Review Survey Data: Student, Parent and Staff Surveys
- Appendix C: SRO Program Review Student Focus Group: Findings

From

Jim Spyropoulos, Executive Superintendent, Equity, Engagement and Well-Being, at jim.spyropoulos@tdsb.on.ca or 416-397-3678

Appendix A

**Toronto District School Board
Student Resource Officer Program Review
Focus Groups, Community Meetings and Interviews**

Student Focus Group Sessions and One-on-One Interviews				
Date	Region	Location	Focus Group Participants	Individual Interviews
20 September 2017	Downtown	Danforth Tech	12	
21 September 2017	Downtown	Alexandra Park Community Centre	6	
21 September 2017	Downtown	Western Tech	55	
22 September 2017	Downtown	Central Tech	21	
22 September 2017	West	Kipling CI	24	
26 September 2017	Southwest	Lakeshore CI	11	
26 September 2017	Northwest	Downsview SS	16	
27 September 2017 (3 sessions)	Northwest	Emery CI	18	2
			8	2
			31	1
28 September 2017	Northwest	Westview Centennial SS	13	1
28 September 2017	West	Richview CI	32	
13 October 2017 (2 sessions)	Northwest	Success Beyond Limits at Westview Centennial SS	10	
13 October 2017	Northwest	Emery students at Harriet Tubman Institute, York U	11	
18 October 2017	East	TAIBU Community Health Centre, Scarborough	28	3
20 October 2017	Northwest	Emery students at York U	10	

**Toronto District School Board
Student Resource Officer Program Review
Focus Groups, Community Meetings and Interviews**

Community Meetings and One-on-One Interviews				
Date	Region	Location	Community Participants	Individual Interviews
20 September 2017	Northwest	Jamaican Canadian Association 995 Arrow Road, North York	33	2
21 September 2017	Downtown	Alexandra Park Community Centre 105 Grange Court, Toronto	17	
26 September 2017	East	TAIBU Community Health Centre 27 Tapscott Rd. Unit #1, Scarborough	20	
27 September 2017	West	Darul-Hijra Islamic Centre 2050 Kipling Ave., Etobicoke	19	2
28 September 2017	East	Scarborough Village Recreation Centre, 3600 Kingston Rd., Scarborough	25–30	5
2 October 2017	Downtown	Regent Park Community Centre 402 Shuter St., Toronto	65+	5
25 October 2017	Northwest	Oakdale Community Centre 350 Grandravine Drive	18	
26 October 2017	Central	Thorncliffe Park Community Crisis Response Table at Valley Park MS	8	

APPENDIX B

SRO Program Review - Student Survey Results (Overall)

1. Did you know your school was assigned a School Resource Officer (SRO)?

	Count	Percent
Yes	7,180	46.5%
No	5,068	32.8%
Don't know (i.e. not sure)	3,196	20.7%
Total	15,444	100%

2. In your opinion, what kinds of activities did the SRO do at your school? (please choose all that apply)

Total N=15,217

	Count	Percent
Build relationships with students	4,810	31.6%
Conduct investigations	2,348	15.4%
Lay charges and make arrests	1,448	9.5%
Respond to emergencies	4,660	30.6%
Support crime prevention activities	3,978	26.1%
Support our school with lockdowns and other emergency planning	4,574	30.1%
Conduct surveillance of students	2,662	17.5%
Collect personal information from students for policing purposes	984	6.5%
Other (e.g. extra-curricular activities)	554	3.6%
Don't know	7,032	46.2%

3. How often did you interact with the School Resource Officer (SRO) at your school?

	Count	Percent
Many times	502	3.3%
A few times	2,741	18.1%
Not at all	11,887	78.6%
Total	15,130	100%

4. How did you feel interacting with the School Resource Officer (SRO) at your school?

	Count	Percent
Very uncomfortable	539	3.6%
Uncomfortable	345	2.3%
Comfortable	2,549	16.8%
Very comfortable	921	6.1%
I didn't have any interaction with the SRO at my school	10,779	71.2%
Total	15,133	100%

5. How would you describe your School Resource Officer (SRO)?

a. The SRO is visible in the school.	Count	Percent
Strongly Agree	1,664	11.0%
Agree	4,921	32.7%
Disagree	1,585	10.5%
Strongly Disagree	1,477	9.8%
Not Sure	5,420	36.0%
Total	15,067	100%

b. The SRO is approachable.	Count	Percent
Strongly Agree	1,747	11.7%
Agree	4,717	31.5%
Disagree	771	5.1%
Strongly Disagree	497	3.3%
Not Sure	7,240	48.4%
Total	14,972	100%

c. The SRO is trustworthy.	Count	Percent
Strongly Agree	2,055	13.7%
Agree	4,088	27.3%
Disagree	432	2.9%
Strongly Disagree	393	2.6%
Not Sure	7,982	53.4%
Total	14,950	100%

d. The SRO is respectful.	Count	Percent
Strongly Agree	2,738	18.3%
Agree	4,600	30.7%
Disagree	242	1.6%
Strongly Disagree	266	1.8%
Not Sure	7,136	47.6%
Total	14,982	100%

e. The SRO is helpful.	Count	Percent
Strongly Agree	2,224	14.8%
Agree	4,056	27.0%
Disagree	452	3.0%
Strongly Disagree	361	2.4%
Not Sure	7,907	52.7%
Total	15,000	100%

6. Having a School Resource Officer (SRO) in my school makes me feel:

a. Safer at school.	Count	Percent
Strongly Agree	3,102	20.5%
Agree	5,521	36.5%
Disagree	995	6.6%
Strongly Disagree	524	3.5%
Not Sure	4,977	32.9%
Total	15,119	100%

b. Like I'm being targeted or watched at school.	Count	Percent
Strongly Agree	640	4.3%
Agree	1,567	10.5%
Disagree	4,454	29.8%
Strongly Disagree	3,294	22.0%
Not Sure	5,008	33.5%
Total	14,963	100%

c. Less worried about various problems (e.g., bullying, drugs, weapons, vandalism, etc.)	Count	Percent
Strongly Agree	2,068	13.8%
Agree	5,117	34.0%
Disagree	1,830	12.2%
Strongly Disagree	835	5.6%
Not Sure	5,189	34.5%
Total	15,039	100%

d. More comfortable with the police.	Count	Percent
Strongly Agree	1,564	10.4%
Agree	4,659	31.1%
Disagree	1,649	11.0%
Strongly Disagree	832	5.6%
Not Sure	6,286	41.9%
Total	14,990	100%

e. Uncomfortable to attend school due to the SRO's presence.	Count	Percent
Strongly Agree	316	2.1%
Agree	739	5.0%
Disagree	3,944	26.6%
Strongly Disagree	4,957	33.4%
Not Sure	4,897	33.0%
Total	14,853	100%

f. Safer in the school neighbourhood.	Count	Percent
Strongly Agree	1,676	11.2%
Agree	5,068	33.9%
Disagree	1,570	10.5%
Strongly Disagree	710	4.7%
Not Sure	5,933	39.7%
Total	14,957	100%

g. Intimidated by the SRO's presence at my school.	Count	Percent
Strongly Agree	439	2.9%
Agree	1,276	8.6%
Disagree	3,905	26.2%
Strongly Disagree	3,593	24.1%
Not Sure	5,675	38.1%
Total	14,888	100%

7. How valuable is the School Resource Officer (SRO) program to you?

	Count	Percent
Not valuable at all	1,498	9.9%
Not that valuable	1,527	10.0%
Somewhat valuable	3,577	23.5%
Very valuable	1,935	12.7%
Extremely valuable	814	5.4%
Don't know	5,849	38.5%
Total	15,200	100%

8. In your opinion how valuable is the School Resource Officer (SRO) program to your school?

	Count	Percent
Not valuable at all	908	6.0%
Not that valuable	793	5.2%
Somewhat valuable	3,310	21.9%
Very valuable	3,011	19.9%
Extremely valuable	1,504	9.9%
Don't know	5,595	37.0%
Total	15,121	100%

9. Would you like the School Resource Officer (SRO) program to continue in your school?

	Count	Percent
Yes	7,041	46.9%
No	1,032	6.9%
Not Sure	6,951	46.3%
Total	15,024	100%

10. Do you have anything else you would like to share about the School Resource Officer (SRO) program, either positive or negative?

11. What grade are you currently in?

	Count	Percent
Grade 10	4,716	32.1%
Grade 11	4,748	32.3%
Grade 12	5,213	35.5%
Total	14,677	100%

12. Please select the gender identity that best fits you (choose all that apply).

	Count	Percent
Male	6,943	48.8%
Female	7,045	49.5%
Other (Genderfluid, Genderqueer, Nonbinary, Transgender, Two-Spirit)	249	1.7%
Total	14,237	100%

13. Were you born in Canada?

	Count	Percent
Yes	8,460	61.8%
No	5,239	38.2%
Total	13,699	100%

14. Which of the following best describes your racial background? (choose all that apply)

	Count	Percent
Black	2,267	15.9%
East Asian	1,713	12.0%
First Nations, Métis, and/or Inuit	48	0.3%
Latin American	334	2.3%
Middle Eastern	957	6.7%
South Asian	3,383	23.7%
Southeast Asian	1,329	9.3%
White	2,541	17.8%
Mixed	1,700	11.9%
Total	14,272	100%

15. Do you have a disability (e.g., deaf/hard of hearing, blind/low vision, speech difficulty, learning disability, mental illness, physical disability, etc.)?

	Count	Percent
Yes	1,487	10.5%
No	12,704	89.5%
Total	14,191	100%

16. What is your sexual orientation? (choose all that apply)

	Count	Percent
Heterosexual (straight)	10,984	79.2%
LGBTQ (Asexual, Bi-sexual, Gay, Lesbian, Pansexual, Queer, Two-spirit)	1,754	12.6%
Other (Questioning, I'm not sure what this question is asking)	1,130	8.1%
Total	13,868	100%

SRO Program Review - Staff Survey Results

1. Did you know your school was assigned a School Resource Officer (SRO)?

	Count	Percent
Yes	903	82.5%
No	123	11.2%
Don't know (i.e., not sure)	68	6.2%
Total	1094	100%

2. In your opinion, what kinds of activities did the SRO do at your school? (N=1108)

	Count	Percent
Build relationships with students	841	75.9%
Conduct investigations	461	41.6%
Lay charges and make arrests	224	20.2%
Respond to emergencies	709	64.0%
Support crime prevention activities	617	55.7%
Support school with lockdowns and other emergency planning	564	50.9%
Conduct surveillance of students	208	18.8%
Collect personal information from students for policing purposes	119	10.7%
Other	180	16.2%
Don't know	185	16.7%

3. How often did you interact with the School Resource Officer (SRO) at your school?

	Count	Percent
Many times	315	29.7%
A few times	399	37.6%
Not at all	348	32.8%
Total	1062	100%

4. How did you feel interacting with the School Resource Officer (SRO) at your school?

	Count	Percent
Very uncomfortable	130	12.2%
Uncomfortable	29	2.7%
Comfortable	237	22.3%
Very comfortable	389	36.6%
I didn't have any interaction with the SRO at my school	277	26.1%
Total	1062	100%

5a. The SRO is visible in the school.

	Count	Percent
Strongly Agree	355	34.0%
Agree	371	35.5%
Disagree	107	10.2%
Strongly Disagree	70	6.7%
Not Sure	142	13.6%
Total	1045	100%

5b. The SRO is approachable.

	Count	Percent
Strongly Agree	440	42.5%
Agree	328	31.7%
Disagree	46	4.4%
Strongly Disagree	15	1.4%
Not Sure	207	20.0%
Total	1036	100%

5c. The SRO is trustworthy.

	Count	Percent
Strongly Agree	443	43.4%
Agree	262	25.7%
Disagree	19	1.9%
Strongly Disagree	14	1.4%
Not Sure	282	27.6%
Total	1020	100%

5d. The SRO is respectful.

	Count	Percent
Strongly Agree	493	47.7%
Agree	298	28.8%
Disagree	19	1.8%
Strongly Disagree	9	0.9%
Not Sure	214	20.7%
Total	1033	100%

5e. The SRO is helpful.

	Count	Percent
Strongly Agree	435	42.4%
Agree	271	26.4%
Disagree	31	3.0%
Strongly Disagree	13	1.3%
Not Sure	277	27.0%
Total	1027	100%

6a. Having a School Resource Officer (SRO) in our school has made the school a safer place.

	Count	Percent
Strongly Agree	351	33.6%
Agree	289	27.7%
Disagree	68	6.5%
Strongly Disagree	34	3.3%
Not Sure	303	29.0%
Total	1045	100%

6b. Having a School Resource Officer (SRO) in our school has made some students feel targeted or watched.

	Count	Percent
Strongly Agree	42	4.1%
Agree	145	14.2%
Disagree	220	21.5%
Strongly Disagree	211	20.6%
Not Sure	406	39.6%
Total	1024	100%

6c. Having a School Resource Officer (SRO) in our school has made me less worried about various problems (e.g., bullying, drugs, weapons, vandalism, etc.)

	Count	Percent
Strongly Agree	236	22.7%
Agree	339	32.6%
Disagree	183	17.6%
Strongly Disagree	61	5.9%
Not Sure	220	21.2%
Total	1039	100%

6d. Having a School Resource Officer (SRO) in our school has made some students uncomfortable to attend school due to the SRO's presence.

	Count	Percent
Strongly Agree	27	2.6%
Agree	72	7.0%
Disagree	227	22.2%
Strongly Disagree	258	25.2%
Not Sure	439	42.9%
Total	1023	100%

6e. Having a School Resource Officer (SRO) in our school has contributed to the safety of the school neighbourhood.

	Count	Percent
Strongly Agree	268	25.8%
Agree	326	31.4%
Disagree	60	5.8%
Strongly Disagree	30	2.9%
Not Sure	355	34.2%
Total	1039	100%

6f. Having a School Resource Officer (SRO) in our school has made some students feel intimidated by the SRO's presence at the school.

	Count	Percent
Strongly Agree	28	2.7%
Agree	112	10.9%
Disagree	205	20.0%
Strongly Disagree	252	24.6%
Not Sure	429	41.8%
Total	1026	100%

Q7. In your opinion how valuable is the School Resource Officer (SRO) program to your school?

	Count	Percent
Not valuable at all	43	4.0%
Not that valuable	63	5.8%
Somewhat valuable	206	19.1%
Very valuable	278	25.7%
Extremely valuable	346	32.0%
Don't know	144	13.3%
Total	1080	100%

Q8. Would you like the School Resource Officer (SRO) program to continue in your school?

	Count	Percent
Yes	755	70.4%
No	102	9.5%
Not Sure	216	20.1%
Total	1073	100%

SRO Program Review - Parent Survey Results

2. Did you know your child's school was assigned a School Resource Officer (SRO)?

	Count	Percent
Yes	306	64.8%
No	126	26.7%
Don't know (i.e., not sure)	40	8.5%
Total	472	100%

3. In your opinion, what kinds of activities did the SRO do at your child's school? N=475

	Count	Percent
Build relationships with students	293	61.7%
Conduct investigations	119	25.1%
Lay charges and make arrests	67	14.1%
Respond to emergencies	243	51.2%
Support crime prevention activities	284	59.8%
Support my child's school with lockdowns and other emergency planning	229	48.2%
Conduct surveillance of students	84	17.7%
Collect personal information from students for policing purposes	29	6.1%
Other	52	11.0%
Don't know	109	23.0%

4a. Having a School Resource Officer (SRO) in my child's school has made the school a safer place.

	Count	Percent
Strongly Agree	213	46.1%
Agree	139	30.1%
Disagree	20	4.3%
Strongly Disagree	11	2.4%
Not Sure	79	17.1%
Total	462	100%

4b. Having a School Resource Officer (SRO) in my child's school has made my child feel targeted or watched.

	Count	Percent
Strongly Agree	19	4.2%
Agree	28	6.2%
Disagree	98	21.6%
Strongly Disagree	238	52.5%
Not Sure	70	15.5%
Total	453	100%

4c. Having a School Resource Officer (SRO) in my child's school has made my child less worried about various problems (e.g., bullying, drugs, weapons, vandalism, etc.)

	Count	Percent
Strongly Agree	158	34.1%
Agree	148	32.0%
Disagree	43	9.3%
Strongly Disagree	18	3.9%
Not Sure	96	20.7%
Total	463	100%

4d. Having a School Resource Officer (SRO) in my child's school has made my child uncomfortable to attend school due to the SRO's presence.

	Count	Percent
Strongly Agree	14	3.1%
Agree	12	2.6%
Disagree	95	20.8%
Strongly Disagree	268	58.8%
Not Sure	67	14.7%
Total	456	100%

4e. Having a School Resource Officer (SRO) in my child's school has made the neighbourhood a safer place.

	Count	Percent
Strongly Agree	165	35.8%
Agree	152	33.0%
Disagree	37	8.0%
Strongly Disagree	11	2.4%
Not Sure	96	20.8%
Total	461	100%

4f. Having a School Resource Officer (SRO) in my child's school has made my child feel intimidated by the SRO's presence at the school.

	Count	Percent
Strongly Agree	15	3.3%
Agree	21	4.6%
Disagree	87	19.1%
Strongly Disagree	254	55.7%
Not Sure	79	17.3%
Total	456	100%

5. In your opinion how valuable is the School Resource Officer (SRO) program to your child's school?

	Count	Percent
Not valuable at all	19	4.1%
Not that valuable	20	4.3%
Somewhat valuable	58	12.4%
Very valuable	118	25.2%
Extremely valuable	198	42.2%
Don't know	56	11.9%
Total	469	100%

6. Would you like the School Resource Officer (SRO) program to continue in your child's school?

	Count	Percent
Yes	365	77.8%
No	36	7.7%
Not sure	68	14.5%
Total	469	100%

Appendix C

**Toronto District School Board
Student Resource Officer Program Review
Student Voice**

The following input was provided by TDSB students during the Student Focus Group sessions conducted during September and October 2017 as part of the TDSB SRO Program Review.

Q: What is your understanding of the SRO's role?

- Police are here to look out for misconduct.
- Cause the school calls them in.
- I barely see them, they are only here when something bad happens.
- If I see them I think something bad happens, cause most people don't know about them.
- To get everybody indicted.
- If theres a fight they are suppose to break it up but anytime there's a fight they are not there.
- I am unsure of their role.
- They look like police officers, but they have a hall monitors role, this and that I don't know their specific purpose in the school.
- They don't exactly make it clear.

Q: What is the impact of the SRO in your school?

- It depends on the officer -- some come off as approachable, first officer was good, gave advice, built relationships that was good.
- The cruiser gives the school a bad rep, some people walking by, something is going down, going down.
- They following, you and watching you -- black students are targeted more -- officer One was more focused on the Hungarians here.
- Police is a gang -- where do you think all these drugs and guns go? -- they take forever to address issues, hall monitor gets here faster.
- There's a camera in every corner -- they come here and they just watch us on all the cameras -- why do we have police officers if we have cameras and also it's a safety issue for us too -- having an armed weapon.
- What's the point of replacing the police officers with security guards, they are worse than the police officers.
- 2 examples of officers -- first officer was really involved and he even coached the football team, the guy last year I dont even know his name, which shows you how different he was.
- Some people say that it is a bad school gives a bad aura. It's like, our school personally has a bad rap in the neighbourhood. It is like the TDSB is promoting the reputation we already have. It is not preventing it but stopping what is already happening. We already have teachers and hall monitors...so why with armed, with gun. It just brings a bunch of questions. There is no reason for them to be armed. It is like they are assuming that something bad is going to happen.
- I've been here 2 years. I've had officers both years. And they didn't change a thing and are here to see a face and even when you leave high school. Our officer was our community officer. We see him in the communitynot cool. Why say my name in the community, in front of my mom?

- They should not be in schools because there are more important things happening in the community.
- I think it's good cause they can keep people who aren't supposed to be in the school here.
- I don't feel safe because I have seen cops harass people and mistreat people and then tackle and jump people, and they carry weapons which is very scary.
- I think outsiders think the school is dangerous which makes people think the school is bad, dangerous or there's lots of crime. It also makes store owners think we are bad.
- Police officers make me mad. One time I went into dollarama, and I paid for my beverage, and an officer thought that I stole. They then tackled me. It makes me scared, and I go back to that day when I see them.
- Police officers can be racist and discriminate towards the way people look, especially black students.
- Police are not helpful, they just take notes and do nothing.
- When someone sees you talking to the police, they think you are a snitch. And that's it. Your life is over.
- People think you are a snitch and snitches get stitches.
- Police should only be in the school when there is a serious issue or for special events.
- Sometimes police officers walk around in the school. I think something is wrong.
- One time there was a fight and in two seconds they were there. It was good that they came immediately.
- When I see them, they intimidate me.
- Walking around with guns scares people.
- They always look like they are angry.
- It's good. I like the SRO. He should get a raise.
- I like him. He's black so we don't feel like we are targeted if we are black.
- He's lit.
- He's really nice. One time we talked about what types of cookies are the best.
- I haven't met him, but my brother used to go to his Jujitsu program. he really liked him and lots of kids go to that program.
- He's always smiling when he passes students and says hi.
- I feel like students are less likely to bring drugs and weapons to school when he is around.
- A lot of teachers to talk to him, and so do the students. He's been at our school for a while. He's okay.
- I haven't really seen him around so it doesn't have an impact on me.
- I know he is really nice, and I like him, but there is something about police in general that makes me feel uneasy.
- They make me feel targeted in my own school.
- Sometimes I wonder if they are just sitting around waiting for trouble.
- Negatively. Students feel uncomfortable. This is my school.
- Don't you have better things to do then walk around the school.
- They look angry to be here and cranky
- When they walk past me I try and smile and they make me feel bad.
- The notion of police officers in schools are a threat to students. Threatening kids is a weird present for students.
- I would rather have a cop to defend me I would feel better cause if I defend myself I will get a charge.
- People of colour will feel uncomfortable because they are historically targeted. It is bad that the majority of people with colour feel scared and can't do as they please.
- Students look at them like teachers. If students are going to argue or fight, they are going to do it regardless. They look at them as an annoyance.
- When people see police they want them out of their space, they don't want them around.
- I've seen police officers come in and talk to teachers but not to students.

- The ones that come in are not approachable.
- Normally they go into the office.
- It depends on the officer -- some come off as approachable, first officer was good, gave advice, built relationships that was good.
- The cruiser gives the school a bad rep, some people walking by, something is going down, going down.
- They don't seem friendly or approachable, they never smile.
- They are like 6 foot tall and are intimidating.
- One time I saw the officers get into a fight with a kid. They threw him against that wall and asked are you trying to act big?

Do police in schools make you feel safer?

- No, because they don't know anything, they are just a suit.
- There have been fights at the front of the school and they just stay in the office.
- They don't interact with us.
- They target the black youths that live in low income houses -- yes it's so sad.
- There is a teacher, officer in the office and i looked down in the gun for one second and I looked at it --I got called by the VP, why were you looking at the gun?
- It's good in case there is a serious situation where someone could get dangerously injured. SROs don't really harass people in the school. They ask you what is the problem.
- I feel safe and intimidated.
- Having a police at our school makes it seem like our school is bad -- and it looks bad on our staff too, makes it seem like they can't do their job properly.
- He tried to set me up before. He was asking me all these informations, he was undercover too, I thought he was a hall monitor, some of the stuff I told him he reported back to the office and I almost got suspended. Someone told me don't say anything around him.
- We have a lot of undercover police officers in school.
- Whenever there's a fight there are police officers hanging out after the fight at the school.
- I don't want to go to school and find out that one of my peers has been arrested -- the sole purpose of school is school -- not to be arrested.
- They use police as a threat -- if you do this, just know you can be locked up.
- The cops automatically feel that they have this dominance and power against us -- there are ways they scare us and use information against -- we don't have any power or voice.
- I feel like some of the cops that come to school after the fight, they kind of get intimidated -- because there are so many black people around and there are less of them and if they bring more of them to us they think we are going to stoop down -- especially if we know our rights -- we come together as one.
- After the incident with the guy being chased there were lots of police officers around.
- A lot of people put it on snapchat and say he look at our school it's not safe
- And they follow us for lunch at X -- they just sit right there and when we leave they leave
- After school we go to Burger King or Macdonalds -- Burger King we hung out -- they just come there and sit there watching. It's really annoying -- we aren't even doing anything -- they just follow our group -- like black kids -- after school -- they time us -- that's why I don't go anywhere.
- When we speak out against what they are doing then they say I can put a charge on you.

- One time at a restaurant – black student fighting a white student during lunch – they threw the black student after the white guy – they didn't even arrest the white guy when it was the white guy who initiated the fight. There were a lot of black students – we were cussing off the police officer – you can't lock up one student and not the other – people started pulling out their phones – we were told to put away our phones. Everyone can see this was an unfair situation, the black guy is the kind of person who would walk away.
- One situation with the big big fight with the 2 boys – and then people said his big brother would come and shoot up the school.
- There are things in the school that should be dealt with – I feel instead of police in schools we have hall monitors – fix up the washrooms and get more programs – the ceilings are broken, water is dripping.
- What has a cop done for you? They are taking up space, they are unwanted eyes. Hall monitors are older brothers to us – they aren't jumpy – they could do things to suspend us.
- One reason why I come to school is to learn and to enjoy myself but if police are going to be there to shut down my enjoyment – you can't just study all the time – it gets you stressed out – some times you need a break off.
- They are very judgemental – if they think you are coming from a certain door – they are trying to come for you, smell you, sniff you to see if you've smoked – they are invading your privacy. He was in the hallway.
- We understand how the police treat us and so we stick together.
- I feel the police officers are unwanted in the school.
- They make us feel unsafe.
- I was always safe, I wasn't scared of school.
- We get a raw attitude when they are around – there was even a full-on full-on fight between a student and an SRO – he was just bothering him – student was having a bad day, he said I'm just going to sit here – SRO decided to sit beside him and he pushed him – big commotion.
- I really do feel like they are intimidated by us for little reasons – whenever we do little things they call back up so quick.
- Sometimes I am intimidated by them but it's not like I can call back.

Planning and Priorities Committee November 15, 2017	Page 24	Board Services Agenda Record PPC:075A Agenda Item 5.
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Caring and Safe Schools: Annual Report 2018-2019

To: Program and School Services Committee

Date: 19 February, 2020

Report No.: 02-20-3841

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the Caring and Safe Schools: Annual Report 2018-2019, as described, be approved.

Context

Over the past three years in the Toronto District School Board, significant attention has been placed on challenging streaming through a number of key areas including early years, special education, academic programming and disciplinary processes in suspensions and expulsions.

Research shows that streaming contributes to inequitable outcomes for students, and particularly disadvantages specific groups of students – including those who are racialized and those from lower socioeconomic backgrounds. The 2018-19 suspension and expulsion data reflects the significant changes we have been making as a system and demonstrate the momentum gained over the past several years. Suspensions and expulsions declined in the Toronto District School Board for the third straight year. The number of suspensions in 2018-19 dropped 24% -- 1,774 fewer suspensions than in the 2016-17 school year. Expulsions, between 2016-17 and 2018-19, also declined by 53%.

We have seen substantial positive change through our improved understanding of systemic racism, resolving conflict through more cooperative ways and removing barriers for students. Specifically, there has been an overall decrease in student discipline measures as well as a narrowing of the gap of the overrepresentation of certain groups of students who are suspended and expelled.

The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.

This data is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability. Schools should be safe and welcoming spaces where all students feel respected, included and valued in their learning environments. In the Toronto District School Board, we are committed to creating these positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive change on the lives of students.

This work, guided by our Multi-Year Strategic Plan, has focused on a number of key actions:

- Identifying trends, patterns and opportunities in past suspension data for improvement;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression; and
- Providing learning opportunities for more staff to be trained in restorative practices.

School administrators continue to participate in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged Principals to better understand the lived experiences of each of their students, which has not only led to Principals better exercising their discretion when they have an option to not suspend, but also has helped them identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.

A positive school environment is the foundation of a culture of trust, high expectations and a sense of belonging. We will continue to emphasize programming that encourages and supports positive behaviour and allows us to intervene early to better engage and support our students.

Key Findings

- The number of suspensions in 2018-19 dropped 24% – 1,774 fewer suspensions – than in the 2016-17 school year.
- The number of expulsions in 2018-19 dropped 53% -- 34 fewer expulsions – than in the 2016-17 school year.
- 5,532 suspensions were given to 3,906 students – about 1.58% of all TDSB students in 2018-19.
- The majority of suspensions (75.5%) were given to male students in 2018-19, and 60.1% were given to students who had special education needs.
- Students that come from lower socio-economic backgrounds (represented by parent education, parent presence at home, family income / parent occupation) were more likely to be suspended than students from higher socio-economic background (61.4% vs. 13.7% in 2018-19).

- The percentage of all suspensions/expulsions given to Black students in 2018-19 was down 3.2% compared to 2016-17.
- Fighting (20.1%) and physical assault (15.6%) were the top two reasons for suspensions in 2018-19. Bullying accounted for 3.8% of suspensions.
- The most used interventions by schools were contacting the parent/guardian, guidance support, social work support and restorative practices.
- Students suspended in 2018-19 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.

Action Plan and Associated Timeline

Our emphasis continues to be providing safe, caring and welcoming schools. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to human rights, equity, anti-racism and anti-oppression.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
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- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- Provide learning opportunities for more staff to be trained in Restorative Practices;
- Develop alternatives to suspension programs;
- Challenge unconscious bias, engage in joint problem-solving and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between

Principals and Superintendents, and

- Work with families and community partners to develop relevant approaches and supports for students.

Resource Implications

Funding will be provided through current existing budget allocations.

Communications Considerations

The Caring and Safe Schools report will be shared with key stakeholders through existing TDSB communication channels.

Board Policy and Procedure Reference(s)

- Caring and Safe Schools Policy (P.051)
- Programs for Students on Long Term Suspension or Expulsion (PR586)
- Police-School Board Protocol (PR698)
- Promoting a Positive School Climate Procedure (PR697)
- Non-Discretionary and Discretionary Student Transfers (PR 540)

Appendices

- Appendix A: Caring and Safe Schools: Annual Report 2017-2018

From

Executive Superintendent Jim Spyropoulos, Human Rights and Indigenous Education,
at jim.spyropoulos@tdsb.on.ca or at 416-397-3678



CARING AND SAFE SCHOOLS REPORT

2018 - 2019

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- The most used interventions by schools were contacting the parent/guardian, guidance support, social work support, and restorative practices;
- Students suspended in 2018-19 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.

Moving Forward

Our emphasis continues to be providing safe, caring and welcoming schools. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to human rights, equity, anti-racism and anti-oppression.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

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- Challenge unconscious bias, engage in joint problem-solving and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents; and
- Work with families and community partners to develop relevant approaches and supports for students.

A: Overall Student Suspensions and Expulsions

Table 1 and Figure 1 show the overall suspension and expulsion information for TDSB elementary and secondary schools for the last three years¹. The suspension rates², as shown in Figure 1, were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31st.

When compared with the 2016-17 school year, the number of suspensions in the 2018-19 school year dropped 24% with 1,774 fewer suspensions (from 7,306 to 5,532), resulting a lower suspension rate of 1.58% in 2018-19.

Table 1: Total Number of Suspensions and Expulsions for the Last Three School Years

Panel	Suspensions			Students Suspended			Expulsions		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Elementary Schools	3,570	3,165	2,578	2,304	2,034	1,720	1	0	0
Secondary Schools	3,736	3,056	2,954	2,623	2,268	2,186	63	51	30
Total	7,306	6,221	5,532	4,927	4,302	3,906	64	51	30

Figure 1: Suspension Rates Over Time

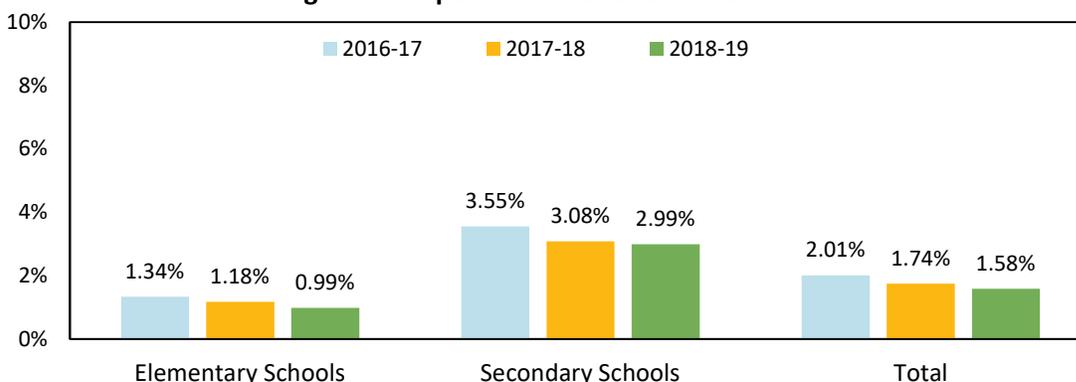


Table 2 shows the number of suspensions and suspension rates for each grade and division in the 2018-19 school year.

Table 2: 2018-19 Suspensions by Student Grade/Division

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	4	4	0.02%
Senior Kindergarten	23	17	0.10%
Grade 1	119	68	0.37%
Grade 2	168	90	0.51%
Grade 3	220	133	0.75%
Primary Division	534	312	0.35%
Grade 4	197	133	0.76%
Grade 5	258	184	1.05%
Grade 6	436	274	1.57%
Junior Division	891	591	1.12%
Grade 7	465	338	2.07%
Grade 8	688	479	2.92%
Intermediate Division	1,153	817	2.50%
Grade 9	741	537	3.28%
Grade 10	865	613	3.72%
Grade 11	681	502	2.96%
Grade 12	667	534	2.30%
Senior Division	2,954	2,186	2.99%
TDSB Total	5,532	3,906	1.58%

B: Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 to 2018-19 student suspensions and expulsions were analyzed by student characteristics such as gender identity, self-identified ethno-racial background, student and parent birth place, parent education level and presence at home, language spoken at home, sexual orientation, and special education needs, as captured and measured by the Board’s School Information System, and its Student and Parent Census conducted in the 2016-17 school year. As the number of expulsions is small (64, 51 and 30 in these three years), in the following analyses they were combined with suspensions since expelled students must be suspended first pending their expulsion outcome.

By Student Gender Identity

Figures 2a, 2b and 2c show that male students accounted for the majority (77.5%, 76.8% and 75.5%) of the suspensions/expulsions in the three school years, while female students accounted for 21.6%, 22.4%, and 23.4% of the suspensions/ expulsions.

Figure 2a: Distribution of the 2016-17 Suspensions/Expulsions by Student Gender Identity

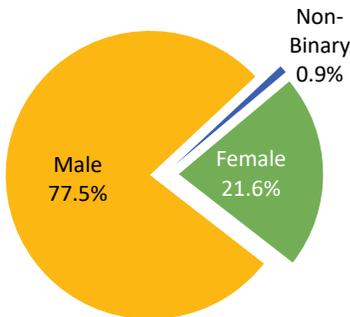


Figure 2b: Distribution of the 2017-18 Suspensions/Expulsions by Student Gender Identity

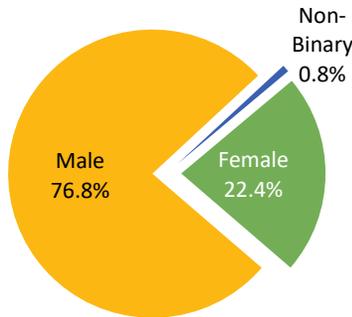
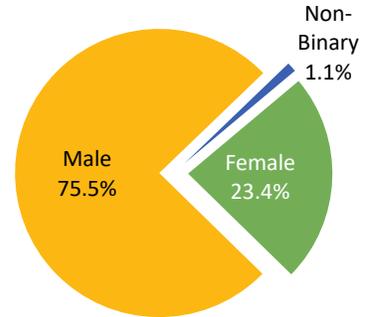


Figure 2c: Distribution of the 2018-19 Suspensions/Expulsions by Student Gender Identity



According to the 2016-17 Census data there were 1,067 non-binary students, representing 0.4% of the TDSB student population in the 2016-17 school year. Figures 2a, 2b and 2c indicate that although they only accounted for about 1% of the total suspensions/expulsions, non-binary students were proportionately over-represented in the suspensions/expulsions (63 suspensions in 2016-17, 50 suspensions in 2017-18, and 60 suspensions in 2018-19).

By Special Education Needs

Figures 3a to 3c show the distributions of suspensions/expulsions in the 2016-17, 2017-18, and 2018-19 school years by students’ status of special education needs.

Figure 3a: Distribution of the 2016-17 Suspensions/Expulsions by Special Education Needs

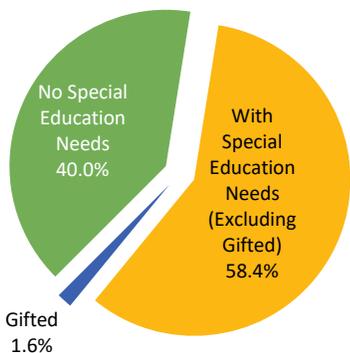


Figure 3b: Distribution of the 2017-18 Suspensions/Expulsions by Special Education Needs

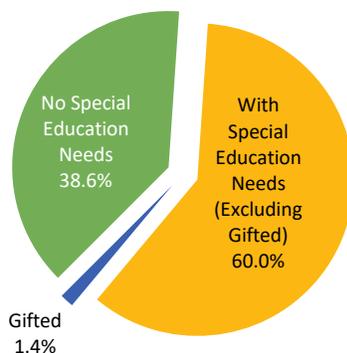
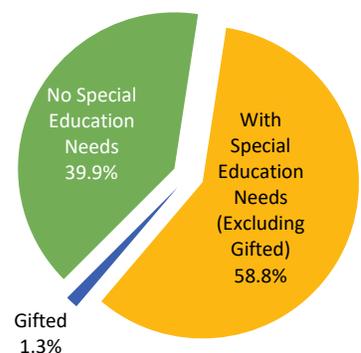


Figure 3c: Distribution of the 2018-19 Suspensions/Expulsions by Special Education Needs



Students with special education needs (excluding Gifted) accounted for the majority of the suspensions/expulsions. Since they accounted for about 17% of the TDSB student population, they were disproportionately high in the suspensions/expulsions (58.4% in 2016-17, 60.0% in 2017-18, and 58.8% in 2018-19).

By Primary Language at Home

Figures 4a to 4c show the distributions of the suspensions/expulsions in the three school years by students' primary language spoken at home. English-speaking students accounted for about two-third (68.7% in 2016-17, 67.8% in 2017-18, and 65.0% in 2018-19) of the suspensions/ expulsions, while students whose primary home language were Somali, Arabic, Spanish, and Chinese accounted for about 10-11% of the suspensions/expulsions collectively.

Figure 4a: Distribution of the 2016-17 Suspensions/Expulsions by Primary Home Language

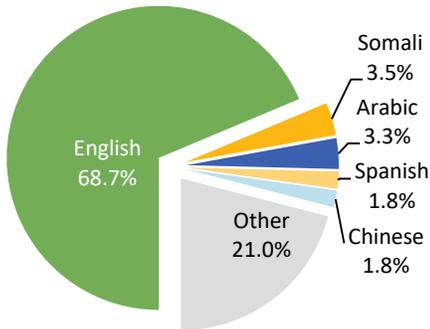


Figure 4b: Distribution of the 2017-18 Suspensions/Expulsions by Primary Home Language

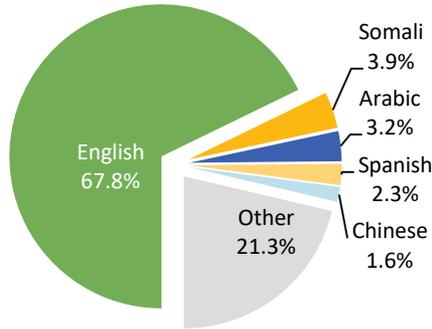
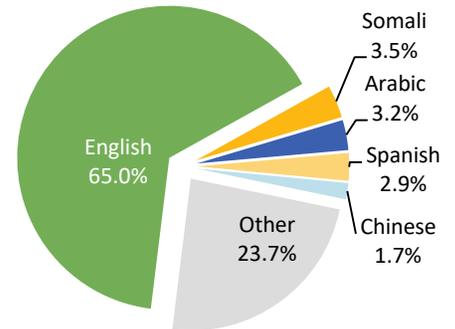


Figure 4c: Distribution of the 2018-19 Suspensions/Expulsions by Primary Home Language



In the 2018-19 school year students whose primary home language were English, Somali, Arabic, Spanish, and Chinese represented 46.1%, 1.5%, 2.6%, 2.3%, and 9.3% of the TDSB student population. Therefore, English-speaking students, as well as Somali- and Arabic-speaking students, were over-represented in the suspensions/expulsions.

By Student Birth Place

In 2018-19 over three quarters (76.4%) of the TDSB students were born in Canada. Figures 5a to 5c show that they accounted for the majority (81.7% in 2016-17, 80.5% in 2017-18 and 79.1% in 2018-19) of the suspensions/expulsions.

Figure 5a: Distribution of the 2016-17 Suspensions/Expulsions by Student Birth Place

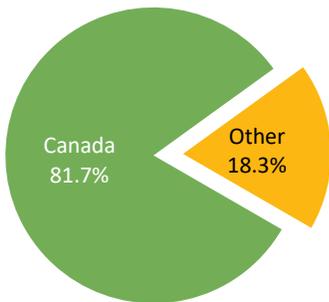


Figure 5b: Distribution of the 2017-18 Suspensions/Expulsions by Student Birth Place

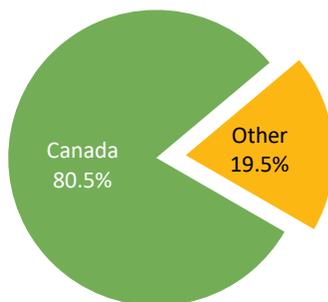
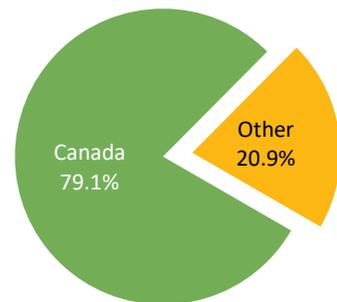


Figure 5c: Distribution of the 2018-19 Suspensions/Expulsions by Student Birth Place



In the following, students' self-identified ethno-racial background, sexual orientation, and parent presence at home, education level and birth place were derived from participants' responses to the TDSB's 2016-17 Student and Parent Census. As some students and parents did not participate in the Census, not all the suspensions/expulsions in the 2016-17, 2017-18 and 2018-19 school years could be included in these analyses.

By Student Ethno-Racial Background

After being linked to the Census data, about 75%. 75% and 72% of the 2016-17, 2017-18 and 2018-19 suspensions/ expulsions could be disaggregated by students' self-identified ethno-racial background, respectively, as shown in Figures 6a to 6c.

Figure 6a: Distribution of the 2016-17 Suspensions/ Expulsions by Student Ethno-Racial Background

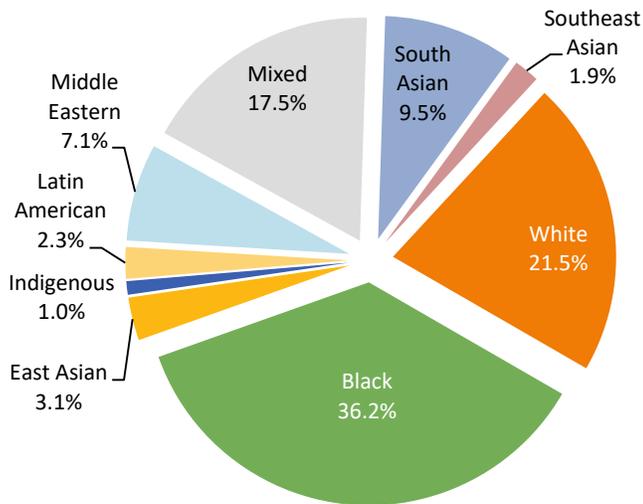


Figure 6b: Distribution of the 2017-18 Suspensions/ Expulsions by Student Ethno-Racial Background

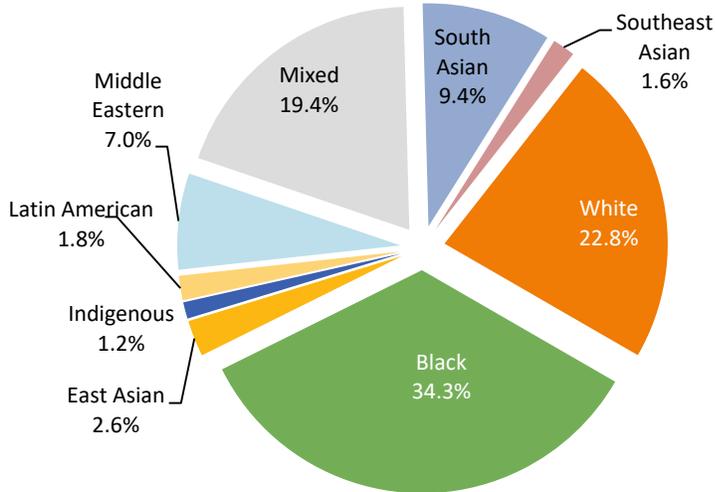


Figure 6c: Distribution of the 2018-19 Suspensions/ Expulsions by Student Ethno-Racial Background

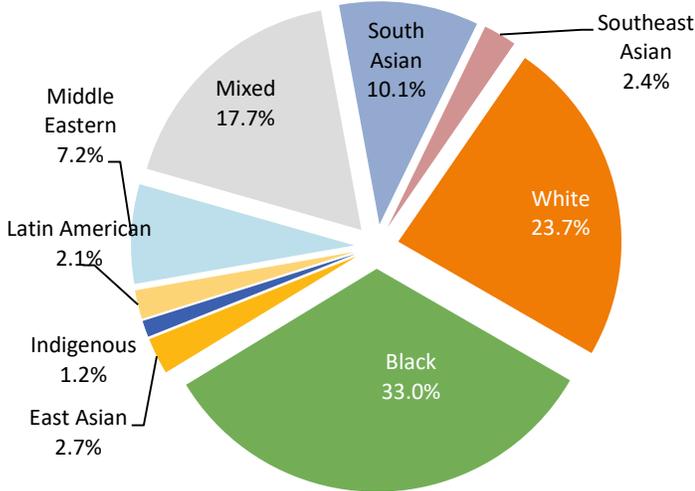


Table 3: 2016-17 Student Population by Ethno-Racial Background

Black	11%
East Asian	14%
Indigenous	0.2%
Latin American	2%
Middle Eastern	6%
Mixed	12%
South Asian	22%
Southeast Asian	4%
White	28%

Table 3 shows the 2016-17 TDSB student population by students' self-identified ethno-racial background, as captured by the Student and Parent Census.

Black students, who accounted for 11% of the TDSB student population in the 2016-17 school year, were disproportionately high in the suspensions/ expulsions (36.2% in 2016-17, 34.3% in 2017-18, and 33.0% in 2018-19). Similarly, Indigenous, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented in the suspensions/ expulsions.

By Student Sexual Orientation (Grade 9-12)

In the 2016-17 school year, the vast majority (92%) of the Grade 7-12 students identified themselves as heterosexual, while 6% identified themselves as LGBTQ+ (lesbian, gay, bisexual, two-spirit, queer, pansexual, or having more than one sexual orientation). About 2% indicated that they were still questioning about their sexual orientation.

Figure 7a: Distribution of the 2016-17 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)

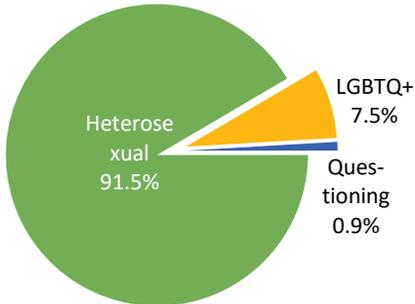


Figure 7b: Distribution of the 2017-18 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)

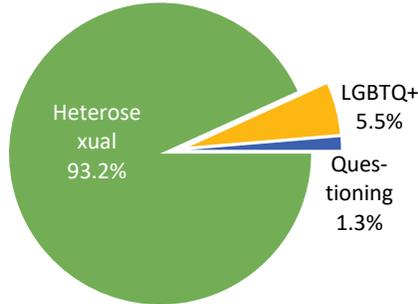
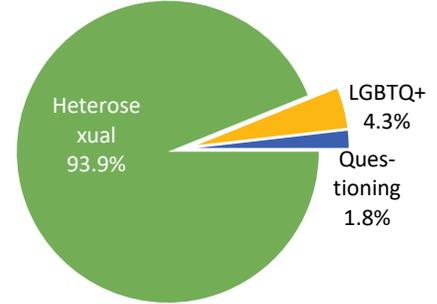


Figure 7c: Distribution of the 2018-19 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)



In Grade 9-12, close to two thirds (63-64%) of the suspensions/expulsions could be linked to the student sexual orientation data. Among them, the vast majority (91.5%, 93.2% and 93.9%) were issued to heterosexual students in the three school years, while LGBTQ+ students accounted for 7.5%, 5.5%, and 4.3% of the suspensions/expulsions, respectively (Figures 7a to 7c). These proportions are similar to their representations in the general student population.

By Parent Presence at Home

In the 2016-17 school year among students who had Census results, 81% lived with both parents at home, 15% lived with mother only, 1% lived with father only, and 2% lived with others (includes living with adult relatives/guardians, group home, foster parents, with friends or others, and on their own). Figures 8a to 8c show the distributions of the suspensions/expulsions which could be linked to this variable (59% in 2016-17, 66% in 2017-18 and 67% in 2018-19).

Figure 8a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Presence at Home

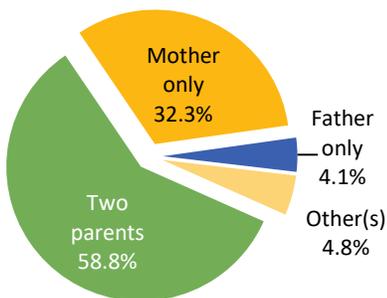


Figure 8b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Presence at Home

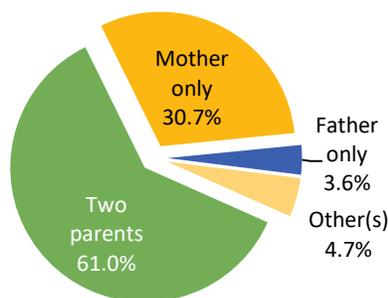
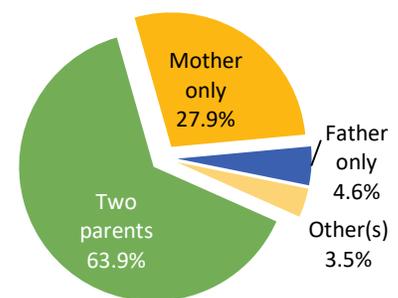


Figure 8c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Presence at Home



Although the majority (58.8% in 2016-17, 61.0% in 2017-18 and 63.9% in 2018-19) of suspensions/expulsions were issued to students who lived with both parents, students who lived with one parent or with others had disproportionately high representations in the suspensions/expulsions in all three school years.

By Parent Education

In 2016-17 among students who responded to the Census question about their parent(s) education level, over half (57%) indicated that their parent(s) had a university degree or above (if a student lived with both parents, the higher parent education level was used), 15% indicated that their parent(s) had a college degree, 15% said their parent(s) had a secondary school degree or less, and 9% indicated that they did not know. About half of the suspensions/expulsions in these three school years could be linked to this variable.

As shown in Figures 9a to 9c, students whose parents had a university degree or above were under-represented in the suspensions/expulsions, while students whose parents had a lower education level (college, secondary school or less) and students who didn't know their parents' education levels were over-represented.

Figure 9a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Education Level

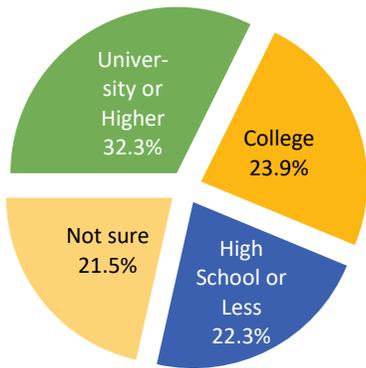


Figure 9b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Education Level

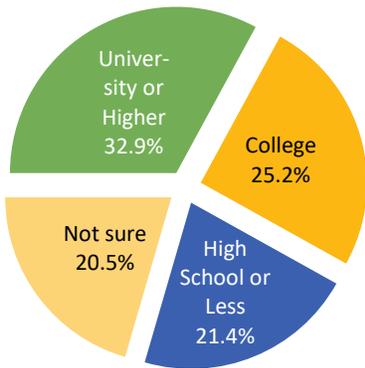
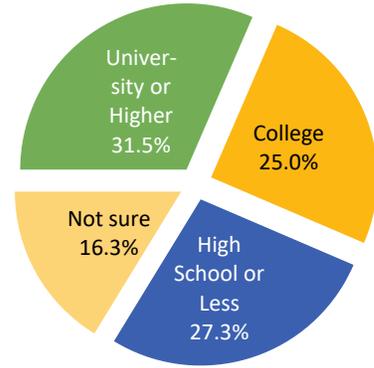


Figure 9c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Education Level



By Parent Birth Place

In the 2016-17 school year, according to the Census the majority (64%) of TDSB students had both parents born outside of Canada, 12% had one parent born in Canada, and 25% had both parents born in Canada. Figures 10a to 10c show the distributions of the suspensions/expulsions in the three school years which could be linked to this variable (57% in 2016-17, 65% in 2017-18, and 71% in 2018-19).

Figure 10a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Birth Place

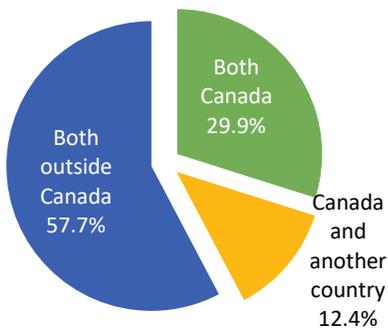


Figure 10b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Birth Place

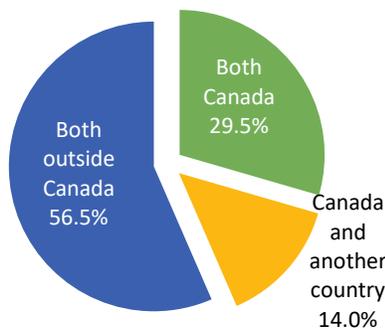
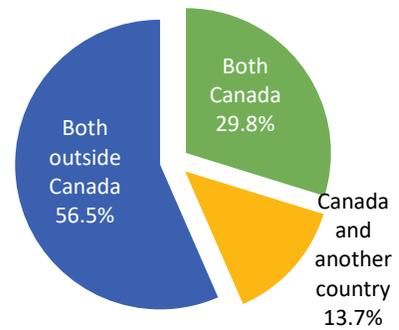


Figure 10c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Birth Place



Students with both foreign-born parents accounted for the majority of suspensions/expulsions: 57.7% in 2016-17, 56.5% in 2017-18, and 56.5% in 2018-19.

By Family Socioeconomic Status

In this report family socioeconomic status (SES) was represented by family annual income in the Parent Census (for Junior-Kindergarten to Grade 6 students), and parent occupations in the Grade 7-12 Student Census, together with parent education level and parent presence at home in both Parent and Student Census. Students were classified into three categories: low, average, and high family SES. About half of the suspensions/ expulsions in the three school years could be linked to this derived variable.

Figure 11a: Distribution of the 2016-17 Suspensions/Expulsions by SES

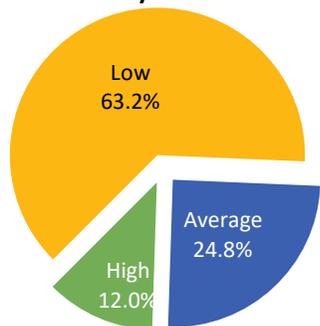


Figure 11b: Distribution of the 2017-18 Suspensions/Expulsions by SES

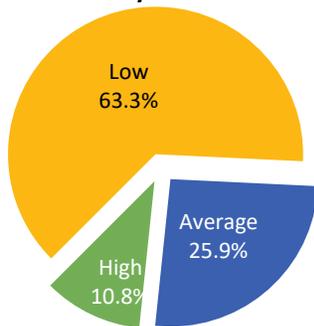
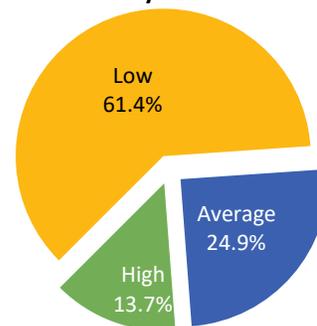


Figure 11c: Distribution of the 2018-19 Suspensions/Expulsions by SES



Although there is a 1.8% decrease from 2016-17 to 2018-19, students from low SES families had disproportionately high representations in the suspensions/expulsions in all three school years: 63.2% in 2016-17, 63.3% in 2017-18, and 61.4% in 2018-19. Students from average SES families accounted for about one quarter of the suspensions/expulsions, while students from high SES families accounted for 10.8% to 13.7% of the suspensions/expulsions.

C: Details of the 2018-19 Suspensions and Expulsions

This section provides details of the 2018-19 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

Figure 12: 2018-19 Suspensions/Expulsions by Incident Location

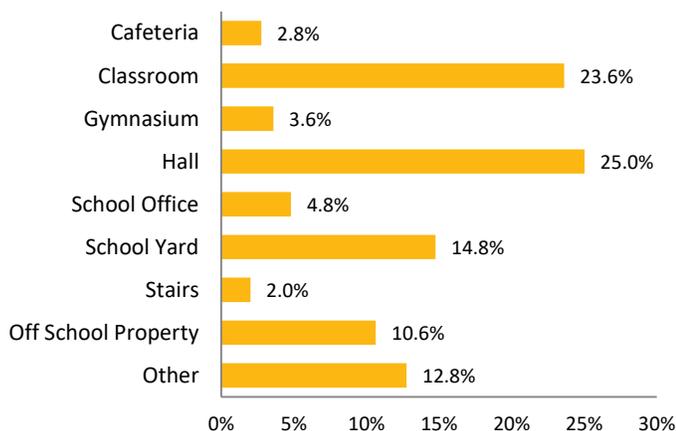
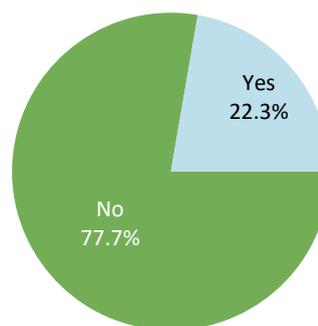


Figure 13: 2018-19 Suspensions/Expulsions with Police Involvement



School hallways (25.0%) classrooms (23.6%), and school yards (14.8%) were the most likely locations where incidents were to happen (see Figure 12). Police were involved in 22.3% of the suspensions or expulsions (see Figure 13).

As seen in Table 4, fighting (20.1%) and physical assault (15.8%) were the top two reasons for suspensions. Bullying accounted for 3.8% of the suspensions.

Table 4: 2018-19 Suspensions by Infraction Type

Types Defined by Section 306. (1) of the Education Act		Count	Percent
Uttering a threat to inflict serious bodily harm on another person	158		2.9%
Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	131		2.4%
Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	65		1.2%
Swearing at a teacher or at another person in a position of authority	319		5.8%
Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	33		0.6%
Bullying	210		3.8%
Types Defined by the Board According to Section 306. (1) 7. of the Education Act			
Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	82		1.5%
Use of profane or improper language	241		4.4%
Use of tobacco	96		1.7%
Theft	128		2.3%
Aid or incite harmful behaviour	622		11.2%
Physical assault	873		15.8%
Being under the influence of illegal drugs	38		0.7%
Fighting	1113		20.1%
Possession or misuse of any harmful substances	101		1.8%
Extortion	11		0.2%
Inappropriate use of electronic communications or media devices	150		2.7%
An act considered by the school principal to be a breach of the Board's or school code of conduct	607		11.0%
Immunization	0		-
Types Defined by Section 310. (1) of the Education Act			
Possessing a weapon, including a firearm	96		1.7%
Using a weapon to cause or to threaten bodily harm to another person	49		0.9%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	104		1.9%
Committing sexual assault	49		0.9%
Trafficking in weapons or in illegal drugs, or in cannabis	11		0.2%
Committing robbery	33		0.6%
Giving alcohol or cannabis to a minor	2		0.0%
Bullying if, i) the pupil has previously been suspended for engaging in bullying and, ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	7		0.1%
Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	31		0.6%
Types Defined by the Board According to Section 310. (1) 8. of the Education Act			
Possession of an explosive substance	9		0.2%
Sexual harassment	40		0.7%
Hate and/or bias-motivated occurrence(s)	21		0.4%
Distribution of hate material	1		0.0%
Racial harassment	20		0.4%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	81		1.5%

Table 5: 2018-19 Expulsions³ by Infraction Type

Infraction Type	Count	Percent	
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	10		33.3%
Committing robbery	4		13.3%
Committing sexual assault	2		6.7%
Possessing a weapon, including a firearm	3		10.0%
Sexual harassment	0		-
Trafficking in weapons or in illegal drugs	1		3.3%
Using a weapon to cause or to threaten bodily harm to another person	5		16.7%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	5		16.7%

Among the students suspended in the 2018-19 school year, 74.8% had one suspension only, and 25.2% had two or more suspensions during the school year (see Figure 14).

Figure 14: % of Students with One or More Suspensions in 2018-19

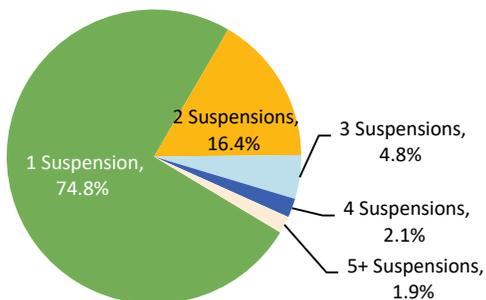
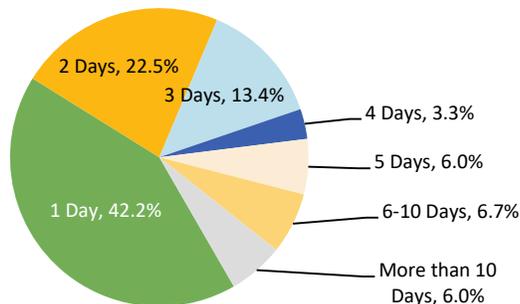


Figure 15: 2018-19 Suspensions by Length in Days

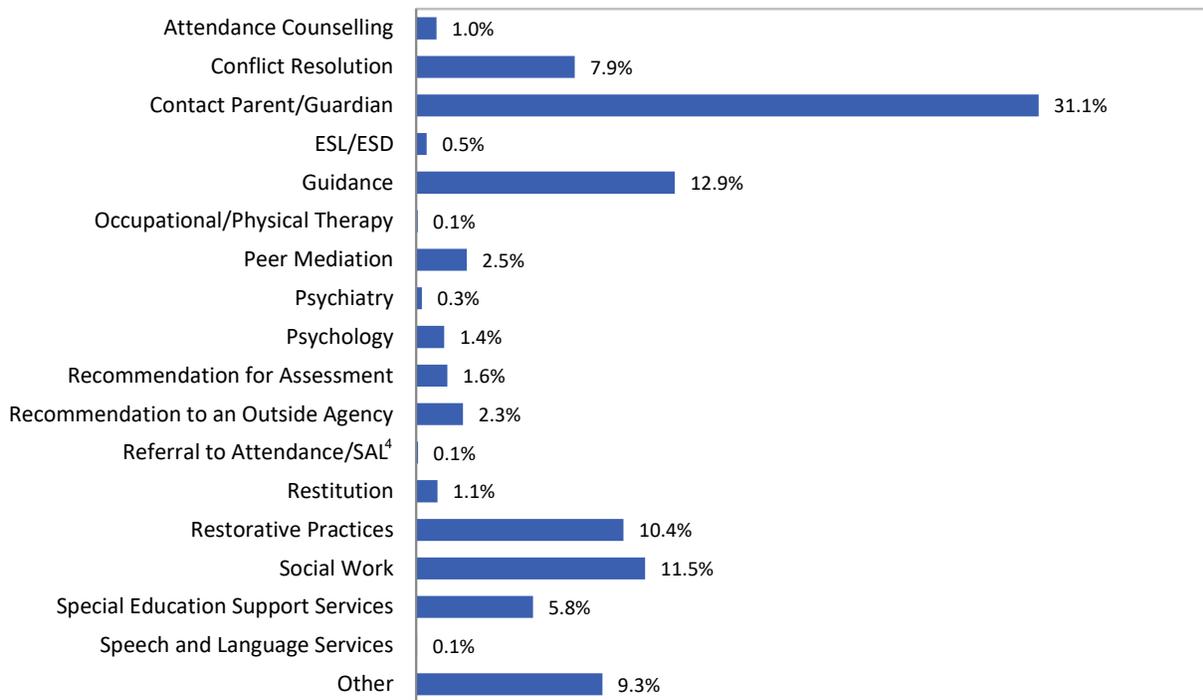


One-day suspensions accounted for 42.2% of the total suspensions in the 2018-19 school year. Two-day and three-day suspensions accounted for 22.5% and 13.4% respectively (see Figure 15).

D: Interventions Used by Schools in 2018-19

Of all the suspensions in the 2018-19 school year, 96.2% had been followed up with interventions by schools. Figure 16 shows the most used interventions by schools.

Figure 16: Most Used Interventions by Schools in the 2018-19 School Year



A meeting with parents or guardians was the most used intervention (31.1% of the all interventions), followed by guidance (12.9%), social work (11.5%) and restorative practices (10.4%).

E: 2018-19 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2018-19 provincial Grade 6 Education Quality and Accountability Office (EQAO) Assessments of Reading, Writing, and Mathematics, Grade 7-8 provincial report cards, Grade 9 EQAO Assessment of Mathematics, the Ontario Secondary School Literacy Test (OSSLT), and the Grade 9-12 credit accumulation.

Similar to the previous school years, there are strong correlations between student suspensions and their academic achievement. Students suspended in the 2018-19 school year had lower levels of achievement on the EQAO assessments, report cards, and credit accumulation, than students not being suspended.

Figure 17: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2018-19 EQAO Assessments by Number of Suspensions

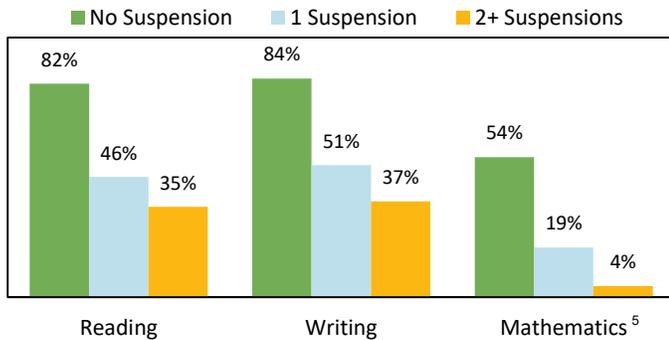
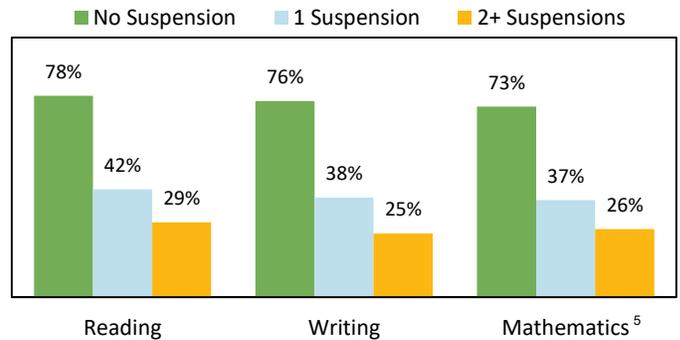


Figure 18: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2018-19 Report Cards by Number of Suspensions



For Grade 6 students with no suspension, 82%, 84%, and 54% achieved at or above the provincial standard (Level 3) in the 2018-19 EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 46%, 51% and 19% for students with one suspension, and 35%, 37%, and 4% for students with two or more suspensions, respectively (see Figure 17). Similar patterns were observed for students in Grades 7-8 based on their achievement on provincial report cards (see Figure 18).

Figure 19 shows that for secondary school students who participated in the 2018-19 Grade 9 EQAO Mathematics Assessment and had no suspension, 70% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (31%), or for students with two or more suspensions (20%). For secondary school students who participated in the 2018-19 Ontario Secondary School Literacy Test (OSSLT) and had no suspension, 83% were successful for the first-time. This is much higher than for students with one suspension (53%), or students with two or more suspensions (23%). Similar patterns were observed for previously eligible students.

Figure 19: % of Gr. 9-10 Students Meeting Expectations on the 2018-19 EQAO Assessments by Number of Suspensions

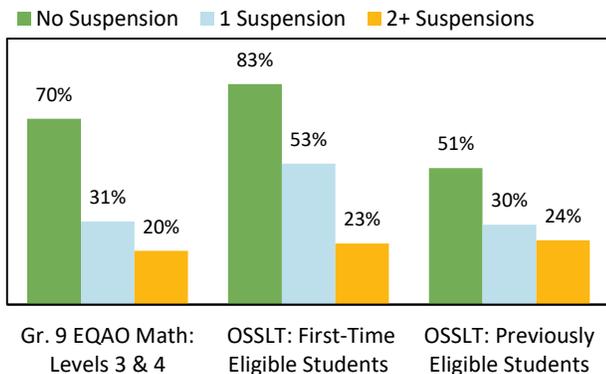
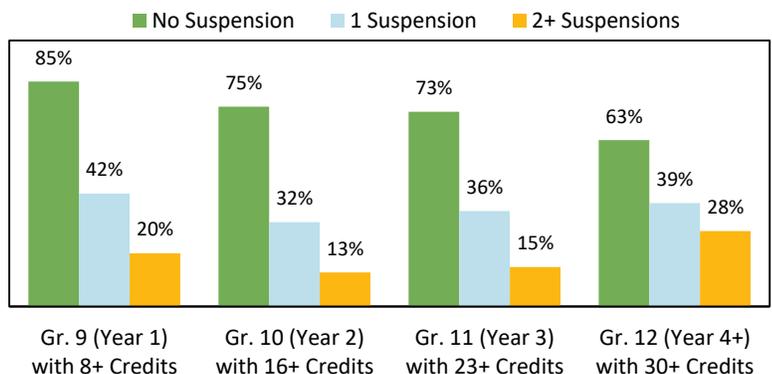


Figure 20: % of Gr. 9-12 Students Meeting Expectations on the 2018-19 Credit Accumulation by Number of Suspensions



Patterns in the credit accumulation for students with or without suspensions were very similar in all senior grades. For example, for students in Grade 9 with no suspension, 85% accumulated eight or more credits. The proportion of students meeting expectation was 42% for students with one suspension, and 20% for students with two or more suspensions (see Figure 20).

F: 2018-19 Caring and Safe Schools Alternative Programs

Our schools are safe, nurturing, positive, and respectful learning environments that enable all students to succeed and reach their full potential. Our schools and program sites (see Table 6) are places that promote peaceful problem solving, academic excellence, and a sense of belonging for all students. Students are expected to demonstrate respect for human rights and social justice and promote the values they need to become responsible members of society. The Caring and Safe Schools team of administrators, advisors, child and youth counsellors, and court liaison workers will continuously provide direction and support to administrators, staff, parents, students, and communities through:

1. Strong school leadership, with consistent discipline policies and procedures;
2. School-wide Caring and Safe Schools programs and instructional components focused on inclusive contributions;
3. Evolving and expanded prevention based knowledge and skills;
4. Ongoing support and professional growth in emotional intelligence, conduct management, prevention oriented strategies, mediation, and violence prevention;
5. Inclusive and developmentally appropriate materials, activities, and programs being championed and utilized;
6. Strong efforts to develop relationships and partnerships within the entire school community; and
7. Clear assessment, evaluation, and monitoring of student performance, combined with differentiated programming.

Board policies and procedures have been developed in accordance with provincial legislation and Ministry directives to ensure that our schools are caring and safe communities.

Table 6 shows the Caring and Safe Schools alternative programs for the 2018-19 school year.

Table 6: Caring and Safe Schools Alternative Programs 2018-19

Program Site	Division	Area	Program Description
C&SS Elementary Itinerant @ Vaughan Rd	Pr./Jr./Int.	LC 1-4	Elementary Itinerant Team – Program Coordinator and Child and Youth Counsellors - provide “push-in” non-academic support in the student’s school.
C&SS Elementary @ Lawrence Heights MS	Pr./Jr.	LC1	Elementary Support Programs (Suspended/Expelled/ Assessment & Support Placements) are provided for elementary school students who have been suspended, expelled, or in alternative placements, and are in need of short- and long-term support. Programs provide both academic and non-academic support. Academic support is provided by a teacher and non-academic support is provided by a Child and Youth Worker at each site. C&SS Social Workers and Psychologists provide services to the sites as required. Suspended/Expelled/Assessment & Support students are referred through the Caring and Safe Schools process.
C&SS Elementary @ Lawrence Heights MS	Jr./Int.		
C&SS Elementary @ Shoreham PS	Pr./Jr.	LC2	
C&SS Elementary @ Shoreham PS	Jr./Int.		
C&SS Midland Elementary @ Scarborough Centre for Alt. Studies	Pr./Jr.	LC3	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Pr./Jr.		
C&SS Elementary @ Scarborough Centre for Alternative Studies	Jr./Int.		

Program Site	Division	Area	Program Description
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Sr.	LC1	Secondary Suspension/Expulsion/Assessment & Support Programs are provided for secondary school students who have been suspended for more than five days or who have been expelled. Site teachers provide academic support and Child and Youth Workers provide non-academic support to students.
Jones Av. Suspension/ Expulsion Program @ Jones Av. Adult Centre	Sr.	LC4	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Sr.	LC3	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Sr.	LC2	
Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (Community Partnership)	Sr.	LC2	Assessment and Support Programs provide both academic and non-academic support to students. The site teacher and Educational Assistant support programming focusing on core curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills). Non-academic support is provided by an agency Child and Youth Worker or a TDSB Social Worker.
LC2 Assessment & Support Program	Sr.	LC2	
C&SS Jones Av. Assessment and Support @ Jones Av. Adult Centre	Sr.	LC4	
Operation Springboard Assessment and Support (Community Partnership)	Int/Sr.	LC3	
East Metro Youth Services Assessment and Support (Community Partnership)	Sr.	LC3	
			C&SS Social Workers and Psychologists provide services to the sites as required.
			Students are referred through Learning Centre Caring and Safe Schools Administrators.

Contact Us

For more information about this report, please contact:

Caring and Safe Schools
 Toronto District School Board
 5050 Yonge Street, 5th Floor
 Toronto, ON M2N 5N8
 Tel: 416-395-8054

Research and Development
 Toronto District School Board
 1 Civic Centre Court, Lower Level
 Etobicoke, ON M9C 2B3
 Tel: 416-394-7404

Endnotes

- ¹Reported suspensions and expulsions for a school year may include suspensions and expulsions carried over from the previous school year.
- ²Suspension and expulsion rates for a school year may include students who came to TDSB schools after October 31st when the total enrolment number was taken and used for calculating the rates.
- ³ Including expulsions carried over from the previous year.
- ⁴SAL: Supervised Alternative Learning
- ⁵The overall report card Mathematics result was calculated as the average of the latest results in the five Mathematics strands on the report card.
- ⁶Percentages may not add up to 100 due rounding.

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**MINUTES OF THE NEW WESTMINSTER BOARD OF EDUCATION
OPERATIONS POLICY & PLANNING COMMITTEE**

**Tuesday, April 13, 2021, 6:30 PM
Via Webex Livestream**

PRESENT Gurveen Dhaliwal, Chair
Dee Beattie, Vice Chair
Danielle Connelly, Trustee
Mark Gifford, Trustee
Mary Lalji, Trustee
Maya Russell, Trustee

Karim Hachlaf, Superintendent
Bettina Ketcham, Secretary-Treasurer
Maryam Naser, Associate Superintendent
Robert Weston, Executive Director of Human Resources
Caroline Manders, Recording Secretary
Guests:
Dave Crowe, Director of Capital Projects
Julie MacLellan, Reporter, New Westminster Record
Sarah Wethered, President, NWTU

REGRETS Anita Ansari, Trustee

Chair Connelly recognized and acknowledged the Qayqayt First Nation, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.

1. Approval of Agenda

The meeting was called to order at 6:55 pm.

Moved and Seconded

THAT the agenda for the April 13, 2021 Operations Policy and Planning Committee meeting be adopted as distributed.

CARRIED UNANIMOUSLY

2. Comment & Question Period from Visitors

Nil.

3. Reports from Senior Management

a. Capital Projects Update

i. Richard McBride Elementary School Replacement Project

Director of Capital Projects Crowe provided highlights:

- Project is on-track; no areas of concern were identified.
- Milestones:
 - Furniture purchasing has commenced early due to long lead times required for delivery (due to COVID-19 delays).
 - Technology - 3D modeling system has been used to provide staff and stakeholders an opportunity to see what the new building will look like, specifically classrooms and other spaces.
 - Moving company will be meeting with staff to explain how the move will take place.
 - Steel stud installation is underway; mechanical and electrical rough-in.

- Preparation for demolition is underway - demo permit has been applied for.
- Building envelope work has begun.
- Summer break work planning will commence late April, early May, which will start the surface preparation.

ii. NWSS Project Update

Director of Capital Projects Crowe explained that the demolition of the former school site is very complex; the Massey Theatre needs to be made a stand-alone building as it currently shares utilities with the former school site. Work on the new school's deficiency list is now down to 40 items. There is a two-year warranty period on the building so any required repairs will be covered by the warranty.

b. Operations Update

i. Facilities Report March/April 2021

Secretary-Treasurer Ketcham indicated that the District received a \$1.6 million upgrade funding for HVAC improvements at Queensborough Middle and Lord Tweedsmuir schools. Additional requests from the District for major capital projects, including the Queen Elizabeth expansion project, will be forthcoming from the Ministry in early May. In preparation for the 2021-22 school year, portables have been procured to ensure that school sites will have sufficient capacity. The 2021-22 budget process is now underway.

Secretary-Treasurer Ketcham explained that the COVID-19 reporting requested by the Ministry is not unusual, and will help the District identify any budget-related concerns.

ii. March 31, 2021 Financial Report

Secretary-Treasurer Ketcham provided highlights:

- Revenue:
 - 3 months remaining of budget year and 30% left of budget (Operating Budget).
 - NWSS Site has been rented out to filming opportunities prior to it being decommissioned.
- Expenses:
 - On-target.
 - Salaries: are tracking well with 3 months remaining of the school year:
 - Substitute Salaries: sit higher though not a concern
 - No other areas were highlighted of concern.

iii. TIS Update

Associate Superintendent Naser highlighted the following:

1. IT is working with Finance to work on refresh on laptops (half to be replaced later this Spring).
2. Staffing in IT continues - IT Technologist position has now been filled; Senior Technologists position – HR is shortlisting candidates.

3. SharePoint site - Indigenous Education SharePoint site was launched, which will provide the District with all required resources pertaining to Indigenous Education.
 4. Staff at Glenbrook Middle School will work with IT to roll-out the Bring Your Own Device program (voluntary basis). The work will begin with students to bring their own devices as a learning tool, for example, the class would be provided with a few days of orientation and tutorials on how to use the device within the classroom setting, including education around good digital citizenship.
- c. 2021-2022 Preliminary Budget Update

Secretary-Treasurer Ketcham began her review of the 2021-22 budget by indicating that the Strategic Plan has been very helpful in prioritizing budget priorities and has helped to streamline the budget process. The 2021-22 school year will see an increase in enrolment of about 200 students and there will also be a rate change, which results in an increase of \$4.4 million over last year's budget.

i Structural Surplus / Deficit

Secretary-Treasurer Ketcham reviewed the status of the District's surplus/deficit. The Ministry suggests that Districts retain approximately 3% surplus for 'rainy days' to be able to react to any emergencies such as roof leaks, equipment failure, etc. At the end of 2020-21 budget year, the District will have a surplus of \$3.8 million.

International Enrolment has decreased significantly due to COVID-19 situation (decreased from 411 to 110 students), as a result the accumulated surplus reserves will also decrease. Federal and Provincial special COVID-19 funding has helped to boost the District's bottom line. The Structural Deficit numbers were reviewed in detail.

The estimated Deficit is \$1.8 million, which will reduce the \$3.8 million surplus to \$2 million (the District's safety net level). The International program is estimated to have 120 students, which will rebound the funding. Ongoing Structural Deficit will be \$1.035 million, which is the amount, which requires the attention of the Board.

Option 1: do nothing until accumulated surplus is gone and then have to do an abrupt change - this would result in \$2.016 million (does not include any adjustments). Current year's operation would be 1.9 years.

Option 2: Efficiencies taken over time - this would result in Accumulated Surplus of \$2.5 million (based on \$500K in efficiencies) in 2022-23 would need to find \$1 million in efficiencies to end up at \$2.4 million.

The budget process is fluid and things could change, however, the numbers presented are close to what they will be at the end of this fiscal year. Budget consultations with stakeholder groups have been scheduled for the week of April 19.

Secretary-Treasurer Ketcham reminded the Committee that at the May Operations meeting, the April Revenue and Expenses reports will reflect the return to in-class instruction; when compared to 2020 information, expenses were much lower due to the suspension of in-class instruction.

d. Columbia Square Lease Update

Secretary-Treasurer Ketcham provided an update. The Columbia Square Lease has been renegotiated to be extended to 2022, and may be extended for an additional year should it be required. The Alternate Programs staff has asked that a wall be built to separate a large classroom, which would provide an additional learning space as well as a noise barrier (to minimize noise when people come up the back entrance stairs). Numerous attempts to reach out to the landlord to request changes be made to the contract's wording regarding the request by the District for students to use the front entrance, rather than the back entrance, have been met with staunch resistance from the landlord, and the District was told that if it wants to continue with the lease, that stipulation will remain in the lease.

e. COVID-19 Update

Superintendent Hachlaf provided highlights:

- COVID-19 exposures from March 5 to April 8:
 - Previous period - February 9 to March 4:
 - Notifications have increased.
 - 3 exposures were reported during the first week of Spring Break.
 - After the Easter long weekend, there has been a significant increase.
 - With the increase in variants, what happens in the community reflects the status in schools.
 - Updated and expanded health and safety guidelines:
 - Vaccinations for front-line workers
 - Uncertainty as to when this will happen, it is hoped that there will be an update later this week after a meeting with Fraser Health, and hopefully no later than early next week.

Superintendent Hachlaf addressed the delays in reporting by Fraser Health. The turnaround currently is 3-5 days, which is slightly longer than from what it was earlier this year. Principals and Vice Principals are working diligently through weekends to turn around the notices as quickly as possible.

f. Board and Committee Meeting Calendar - September 2021 to June 2022

Secretary-Treasurer Ketcham presented the draft 2021-22 Board Meeting Schedule. It was suggested that the budget review be moved to April.

Moved and Seconded

THAT the Operations Policy & Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) approval of the Board and Committee Meeting Calendar 2021-2022 as amended.

CARRIED UNANIMOUSLY

4. **General Announcements**

Nil.

5. **New Business**

a. School Site Acquisition Charges

Trustee Connelly brought forward the following recommendations as developed by the BCSTA Capital Working Group. It was suggested that a fourth motion be added to include the City of New Westminster.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) send a letter of support to the BCSTA Capital Working Group and their nine recommendations made regarding School Site Acquisition Charges.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to advocate to the Ministry of Education (The Honourable Jennifer Whiteside) and other ministries involved in administering the School Site Acquisition Charge legislation to review and amend the maximum allowable school site acquisition charges established in the legislation to reflect current property values and acquisition costs as per the BCSTA Capital Working Group.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to advocate to the Ministry of Education (The Honourable Jennifer Whiteside) and other ministries involved in municipal legislation to request legislative and regulatory changes be introduced requiring municipal governments to include the cost of off-site servicing of new schools in their municipal development cost charges and to include schools in the list of developments for which Development Cost Charges (DCCs) may be waived or reduced in the Local Government Act.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to write a letter to the City of New Westminster requesting that Development Cost Charges (DCCs) be waived or reduced in the Local Government Act.

CARRIED UNANIMOUSLY

b. COVID-19 Funding

Trustee Connelly introduced the two motions, which resulted from a March 21, 2021 report from BCSTA President Stephanie Higginson.

Moved and Seconded

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to write a letter thanking BCSTA for their work to create a report based on feedback from member Boards of Education; and that School District No. 40 write a letter to the Minister of Education (The Honourable Jennifer Whiteside) advocating for adequate and secure funding and resources to support these priorities as part of the pandemic recovery plan.

CARRIED UNANIMOUSLY

MOTION WITHDRAWN

THAT the Operations Policy and Planning Committee recommend to the Board of Education of School District No. 40 (New Westminster) to write a letter to Stephanie Higginson and the BCSTA for their work to create report based on feedback from member boards of education; and advocate to the Ministry of Education (The Honourable Jennifer Whiteside) for adequate and secure funding and resources to support these priorities so districts can plan for and implement pandemic recovery plans.

6. Old Business

Nil.

7. Question Period (15 Minutes)

Nil.

8. Adjournment

The meeting adjourned at 9:05pm.

DRAFT

BOARD MEETING SCHEDULE "DRAFT - SUBJECT TO CHANGE"

September 2021 to June 2022

Tues.	Sept	07	- no meeting - start of school	
Tues.	Sept	14	Education Policy/Planning Committee	5:00 PM
Tues.	Sept	14	Operations Policy/Planning Committee	6:30 PM
Tues.	Sept	28	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Oct	05	Board - In-Service	
Tues.	Oct	12	Education Policy/Planning Committee	5:00 PM
Tues.	Oct	12	Operations Policy/Planning Committee	6:30 PM
Tues.	Oct	26	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Nov	09	Education Policy/Planning Committee	5:00 PM
Tues.	Nov	09	Operations Policy/Planning Committee	6:30 PM
Tues.	Nov	23	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Dec	14	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Dec	21	- winter break	
Tues.	Dec	28	- winter break	
Tues.	Jan	18	Education Policy/Planning Committee	5:00 PM
Tues.	Jan	18	Operations Policy/Planning Committee	6:30 PM
Tues.	Jan	25	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	Feb	08	Education Policy/Planning Committee	5:00 PM
Tues.	Feb	08	Operations Policy/Planning Committee	6:30 PM
Tues.	Feb	15	Board In-Service	
Tues.	Feb	22	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	March	08	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	March	15	- spring break	
Tues.	March	22	- spring break	
Tues.	April	05	Board In-Service - Budget 2022/23	

BOARD MEETING SCHEDULE "DRAFT - SUBJECT TO CHANGE"

September 2021 to June 2022

Tues.	April	12	Education Policy/Planning Committee	5:00 PM
Tues.	April	12	Operations Policy/Planning Committee	6:30 PM
Tues.	April	26	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	May	10	Education Policy/Planning Committee	5:00 PM
Tues.	May	10	Operations Policy/Planning Committee	6:30 PM
Tues.	May	24	Board Meetings (In-Camera & Open)	6:00 PM
Tues.	June	07	Education Policy/Planning Committee	5:00 PM
Tues.	June	07	Operations Policy/Planning Committee	6:30 PM
Tues.	June	14	<i>Retirement Dinner</i>	tbd
Tues.	June	21	Board Meetings (In-Camera & Open)	6:00 PM

Superintendent Update

Karim Hachlaf
April 27, 2021



New
Westminster
Schools

Student Symposium



Budget Consultations

Budget Consultation

Are we on the right track for our 2021-22 budget?

[Learn more >](#)



Special Purpose 13.3%

Targeted for specific programs and services, including: StrongStart, classroom enhancement funds, facilities grants



Capital 4.1%

Construction of new schools, building upgrades and equipment purchasing



Operating 82.6%

Staff salaries and benefits, insurance and utility bills, maintenance, supply purchasing



2021/22 Online: Grade 2-8 Update

Online Learning Program – for grades 2-8 in the 2021-22 school year

In order to offer families access to flexible learning options, New Westminster Schools is exploring the potential of expanding the programs offered through our Hume Park Learning Centre to include a new Online Learning stream for students in Grades 2-8.

The Online Learning Program (OLP) is a grade 2-8 teacher-led program that engages students in learning at a distance from their teacher. Teachers share weekly learning plans which outline activities for the week. Students access structured learning content through an online learning platform*, when it best suits their schedules (asynchronous). Where and when it is needed, there will also be synchronous (in real time) class meetings specific to online lessons and one-on-one conferences with their teacher, throughout the school year. Parents/caregivers are expected to work in partnership with teachers to facilitate the continued learning at home.

**All online students will need regular access to a laptop/desktop computer and a reliable internet connection.*

Please note this offering is contingent upon sufficient enrollment. A final decision regarding this program will be made by April 30.

School Visits – Richard McBride & HLP



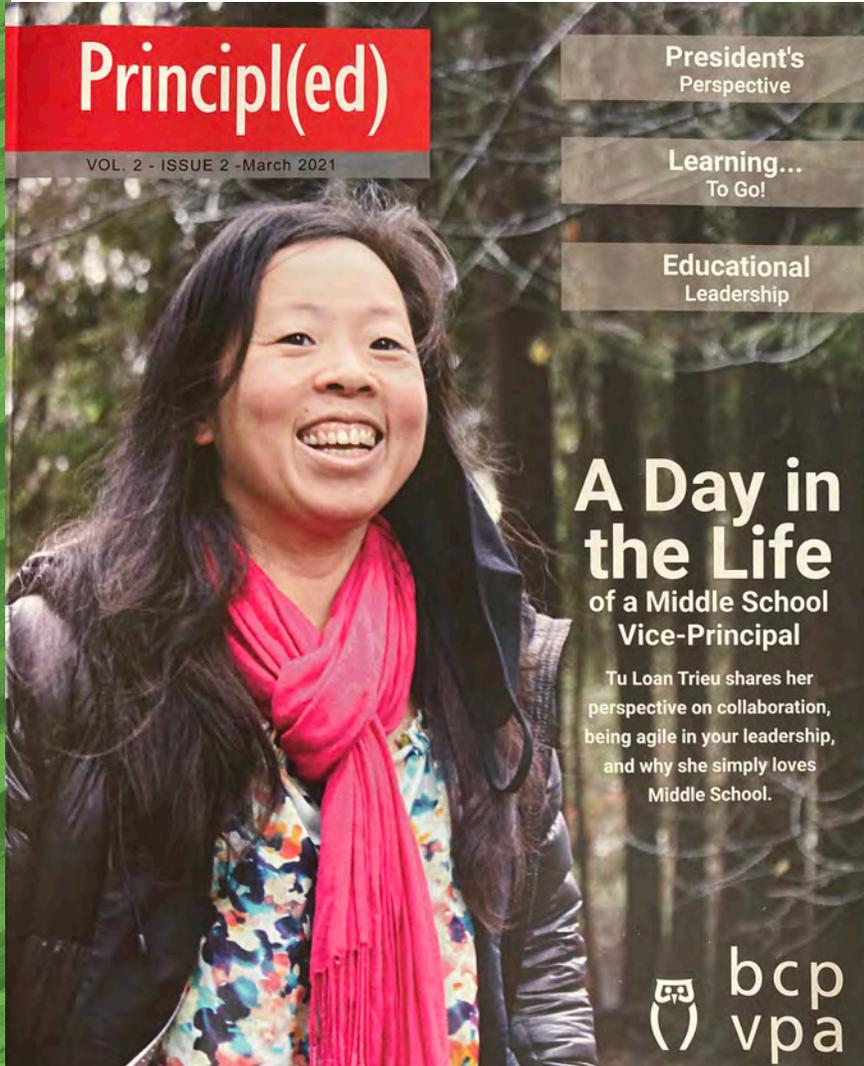
Surprise Interview



School Visits – École Herbert Spencer & QMS



School Visits – École Glenbrook Middle School



Princl(ed)
VOL. 2 - ISSUE 2 - March 2021

President's Perspective

Learning... To Go!

Educational Leadership

A Day in the Life of a Middle School Vice-Principal

Tu Loan Trieu shares her perspective on collaboration, being agile in your leadership, and why she simply loves Middle School.

 **bcvp**
vpa



Professional Development

Teaching to Diversity: Part 2

Universal Design for Learning with Jennifer Katz

New Westminster Professional Day: April 21, 2021

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Professional Development

WELCOME
— TO THE —
BCSSA 2021
**VIRTUAL
SPRING
FORUM**

IMAGINING SCHOOLS AS
PLACES OF HEALING
**THROUGH TRUTH &
RECONCILIATION**



with Kevin Lamoureux

**THE CONFERENCE WILL
START AT 9AM**



Anti-Racism: Our work ahead

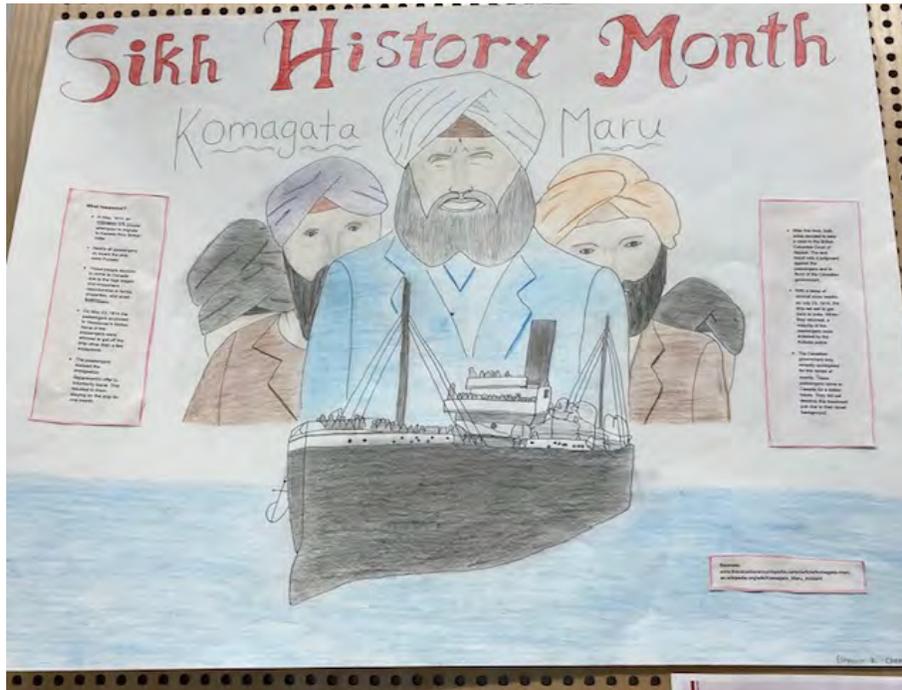
Rav Johal, District Principal – Equity and Inclusion



New
Westminster
Schools

Equity and Inclusion

Sikh Heritage Month & Ramadan



Art Classes at NWSS



Indigenous Events Committee

**LATE
APRIL
2021**

**RECORDED
LIVE**

COVERED TOPICS

- Growing up Métis
- Indigenous Feminisms
- Métis Poetry: Marilyn Dumont's "Squaw Poems"
- Finding Identity

**INDIGENOUS
SPEAKER
EVENT**

FEATURING MS. DENI PAQUETTE

Anti-Racism Update





April 2021

BOARD OF EDUCATION
SCHOOL DISTRICT
NO 40 NEW WESTMINSTER

RE: Canadian Union of Public Employees Local 409 2021-2022 Budget Submission

CUPE Local 409 represents members in a number of classifications that include but are not limited to Clerical, IT, Custodians, Trades, Gardeners, Aboriginal Cultural Support Workers, Education Assistants, Child & Youth Care workers, Crossing Guards, Noon Hour Supervisors, Bus Attendants and Food Service workers that provide safe, healthy learning environments, and instructional support working directly with children with diverse and complex needs. Education workers ensure that our schools are safe for students before, during and after school.

Reduction of cleaning hours and positions in the past to custodial services resulted in the elimination of day custodians. Custodian cleaning areas have continued to expand significantly over the last 3 decades. BCPSEA's 2020 Employment Data & Analysis Custodial Trend (EDAS) indicates SD40 custodian gross area per FTE is 2,778.5 square metres, exceeding all but two other districts in the province by almost 1000 square metres compared to our neighbouring district. We request that the board budget to maintain the current custodial staffing levels on a permanent basis post-pandemic.

CUPE clerical workloads continue to increase significantly with more demands and additional pandemic-related duties and responsibilities. The creation of precarious school term positions less than 35 hours a week must be phased out and restored to at least 35 hours per week to ensure that students and parents receive the appropriate educational services. In addition, SD40 has lost significant revenue since the elimination of the Program Development Officer, the Bowen Island Home Learning Program and the effects of the reduction of clerical hours of work at the Hume Park home learning program.

Aboriginal Support Workers, Child and Youth Care Workers, Strong Start Facilitators, and Education Assistants current hours of work are significantly less than the time required to provide meaningful student support outside of bell to bell. These dedicated employees annual earnings fall well below the living wage therefore, recruiting and retaining employees in these classifications will continue be a challenge for our district. Hours of work must be increased in addition to the one hour a week LIF consultation and prep time.



CUPE's long-term vision of early childhood education and learning embedded into our existing public school system will provide affordable full day child care in our schools. A Seamless Childcare day model provided by SD40 could potentially increase the annual income for Education Assistants in light of the fact that 1 in 5 also have Early Childhood Education training or credentials.

The required Technological support has never been as important to all of us as it has this past year and the demand will likely continue well into the future. Our Information Technologists increased workload is not sustainable and the board must augment the department with additional staff and restore the IT Help Desk Position recently eliminated with a so-called restructuring.

Our inside utility staff and utility grounds/gardeners provide safe indoor and outdoor learning environments that enhance student achievement but at this time are understaffed to appropriately maintain our facilities at an acceptable level.

The number of skilled trades positions has not increased in decades, resulting in our existing handful of Operations Department employees attempting to meet the demands of numerous work orders in addition to working on capital projects funded by Annual Facility Grants. The skill set required to maintain and achieve the highest level of efficiency with new sophisticated Heating Ventilation and Air Conditioning systems must be addressed. Hiring additional full time skilled trades employees and creating apprenticeship opportunities will result in substantial savings for SD40 by limiting contracting out of services that can be performed in-house.

Cafeteria chefs working out of the new NWSS state of the art kitchen provide delectable nourishment to NWSS students and staff. Staffing has remained stagnant in our student culinary program; increased staffing will create savings by undertaking the School Nourishment Program currently contracted out, provide a superior nutritional meal to students district wide, offer catering services and create youth employment opportunities for our culinary students.

In closing we request that the board focus on restoring positions and increasing CUPE education workers hours of work and create additional positions to address unreasonable workloads. This will ensure recruitment of new skilled workers and the retain dedicated long-term employees that benefit our school community and result in savings for the district overall.

Respectfully submitted on behalf of CUPE Local 409
Serving the Students of New Westminster since 1950.

Marcel Marsolais
President, Canadian Union of Public employees Local 409
Local 409

ADOPTION OF AGENDA – 6:00 pm.

MINUTES FOR APPROVAL – February 23, 2021

BUSINESS ARISING FROM THE MINUTES – Nil

REPORTS FROM SENIOR MANAGEMENT – Facilities

OTHER BUSINESS – Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING – Nil

NOTICE OF MEETINGS

ADJOURNMENT – 6:50 pm.