



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
EDUCATION POLICY AND PLANNING COMMITTEE
AGENDA**

Tuesday, April 13, 2021

5:00 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>Approval of Agenda</u>	5:00 PM
Recommendation: THAT the agenda for the April 13, 2021 Education Policy and Planning Committee meeting be adopted as distributed.	
2. <u>Presentation</u>	
a. Queen Elizabeth Elementary-Anti-Racism (Verbal)	5:05 PM
3. <u>Comment and Question Period</u>	5:15 PM
4. <u>Correspondence</u>	5:25 PM
a. Letter of Appreciation to Reverend Odney, Fuel Up! Donation, March 9, 2021	3
b. Andrew Dalton, Seamless Child Care, March 22, 2021	4
c. Deepa Singh, Seamless Child Care, March 22, 2021	6
5. <u>Student Voice</u>	
a. Student Symposium Planning Verbal Update	5:30 PM

6. Reports from Senior Management

- a. School Liaison Officer Program Review (R. Johal /
M. McRae-Stanger)

5:40 PM

8

7. General Announcements

6:10 PM

8. Adjournment

6:15 PM

FROM THE OFFICE OF THE SUPERINTENDENT OF SCHOOLS

March 9, 2021

Reverend S. Blair Odney
Queens Avenue United Church
529 Queens Avenue
New Westminister, BC V3L 1K2

Dear Reverend Odney,

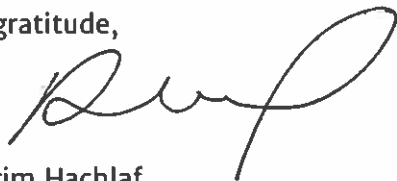
It is with great pleasure and a full heart that I write this note of appreciation for your letter and donation sent on behalf of the congregation of Queens Avenue United Church.

This indeed has been a most unprecedented year. Each of us has had to respond to an ever-changing myriad of needs presented by the scope of the many challenges of the pandemic. The impact on education has been significant as we have adapted our practice and service to optimize learning opportunities and outcomes. We do this while supporting prevention and recovery measures during a time of global health emergency.

The generosity of your gift will do much to sustain our most vulnerable students. As you are aware, while the goal of our lunch program certainly is to ensure that all of our students have a healthy meal, the impact of food insecurity reaches far beyond meeting basic nutritional needs. Food scarcity affects the well-being of our students, our families and our social fabric. Knowing that there is care and support offers a greater connection to the community and belonging for those in need.

On behalf of the Board of Education and New Westminister Schools, thank you again for reaching out with your generous donation. Best wishes as you continue your good works in New Westminister; we are all in this together.

In gratitude,



Karim Hachlaf,
Superintendent of Schools

cc: Board of Education, New Westminister Schools

From: [Caroline Manders](#)
To: [Andrew Dalton](#)
Cc: [Board of Education](#); [Tanis Anderson](#)
Subject: RE: Build Seamless Child Care
Date: March 23, 2021 12:49:33 PM
Attachments: [image001.png](#)

Dear Andrew,

On behalf of the Board of Education, thank you for your recent correspondence and advocacy for New Westminster Schools to implement the seamless day childcare model. This is a definitely a model of interest given the need for additional before and after school early learning and childcare for our families. In fact, we submitted an expression of interest to the Ministry of Education when invited to be a pilot school district and are awaiting further response.

Again, thank you for taking the time to share your support for this “seamless childcare” model. Should you have further inquiries, please do not hesitate to contact our District Vice-Principal, Tanis Anderson (tanderson@sd40.bc.ca) for assistance.

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

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.

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From: Andrew Dalton [REDACTED]
Sent: March 22, 2021 3:52 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Build Seamless Child Care

Dear Gurveen Dhaliwal:

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: school districts directly providing early learning and care in existing elementary school facilities using the seamless day model.

This “seamless day” model extends the regular school day to integrate before- and after-school care with classroom learning by having teachers, early childhood educators and education assistants work as a team.

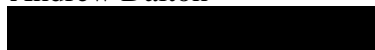
Public delivery by school boards ensures high-quality care and oversight within an existing governance structure, and resolves major stressors for parents. Benefits include:

- Improved accessibility and fewer transitions for kids;
- Enhanced, education-focused care;
- Coordinated care and learning before, during and after school;
- More secure and reliable child care in every community;
- New opportunities to recruit and retain high-quality education assistants and early childhood educators;
- Cost-effective delivery of high-quality child care spaces; and
- Increased investment in public schools.

Recent decisions by the B.C. government have given school districts the means and mandate to implement before- and after-school programs. With these changes, school districts can implement the seamless day from kindergarten through to grade two, after which the model can be expanded to learners in senior grades.

Given the benefits to families, kids and our schools, I am asking you to implement the seamless day model of before- and after-school early learning and care directly operated by our local school district.

Sincerely,
Andrew Dalton



From: [Caroline Manders](#)
To: [Deepa Singh](#)
Cc: [Board of Education](#); [Tanis Anderson](#)
Subject: RE: Build Seamless Child Care
Date: March 23, 2021 12:50:24 PM
Attachments: [image001.png](#)

Dear Deepa,

On behalf of the Board of Education, thank you for your recent correspondence and advocacy for New Westminster Schools to implement the seamless day childcare model. This is a definitely a model of interest given the need for additional before and after school early learning and childcare for our families. In fact, we submitted an expression of interest to the Ministry of Education when invited to be a pilot school district and are awaiting further response.

Again, thank you for taking the time to share your support for this “seamless childcare” model. Should you have further inquiries, please do not hesitate to contact our District Vice-Principal, Tanis Anderson (tanderson@sd40.bc.ca) for assistance.

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: Deepa Singh [REDACTED]
Sent: March 22, 2021 3:52 PM
To: Board of Education <boardofeducation@sd40.bc.ca>
Subject: ::External Email:: Build Seamless Child Care

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Sincerely,
Deepa Singh



Supplement to: Education Policy and Planning Committee

Date: April 13, 2021

Submitted by: Maureen McRae-Stanger, Director of Instruction – Learning & Innovation
Ravinder Johal, District Principal – Equity and Inclusion

Item: **Requiring Action** **Yes** **No** **For Information**

Subject: Child and Youth Liaison Officers in New Westminister Schools: An Update on our current consultation process

Background

In New Westminister and in many other Districts across the province, school communities are reviewing police participation within school settings. Specifically, the purpose of, and need for, the Child and Youth Liaison Officer Program (CYLO) has become a focal point.

This issue has been pushed forward in the public discourse particularly through the Spring of 2020 – in reaction to increased media coverage and political reactions around some high-profile incidents that have highlighted systemic racism.

At New Westminister Schools, we have undertaken a review of the Child and Youth Liaison Officer Program, with our three CYLOs assigned by the NWPD to alternative duties during this process. The review has been ongoing since October 2020. Our review has used a trauma informed lens—acknowledging that individuals may have different perspectives of police based on their own lived experiences or inter-generational trauma. **It should be noted this informational backgrounder provides an opportunity to outline work to date and receive Board input as part of our ongoing review process.**

Research

As part of the current review process, research on School Liaison Programs was also conducted, focusing on Canadian research and further examining programs in British Columbia. No two communities are the same and the context of New Westminister needs to be considered when engaging in a study of these programs.

See Appendix 1 for research highlights

Part 1: The Child and Youth Resource Program-- Review Process to Date

October:

- Presentation to the Board of Education: RE: CYLO Program in New West Schools
- Request for student survey from Board

November:

- Education of students about the CYLO Program:
 - Presentation to Student Voice about the program and a call for engagement in the education of their peers
 - Presentations (face-to-face) to POWER, RCAP and SIGMA students: students engaged in a survey following the presentation

December:

- Creation of an educational video/PPT about the CYLO Program
- Student Voice created an accompanying survey for NWSS Students (including a link and QR code to allow students to easily access on their devices)
- Student Voice presented the educational video and survey to staff—NWSS staff were asked to show the video with their block 1 class and share survey
- Student Voice also linked survey on their Instagram site

January:

- Student Voice compiled the survey data and categorized key themes
- Data from both the Alternate programs and NWSS survey was shared by Student Voice at the January Education Policy and Planning Committee meeting
- Board request for further data collection

February-March:

- Principal/Vice-Principal survey re: impact of the CYLOs being removed from schools
- Parent educational presentation to DPAC: February 18:—live survey via Mentimeter; call for more parent opportunities to complete the survey
- Student Voice launches Middle School education and survey
- Re-launch of NWSS student survey to increase participation
- Data analysis of communication received by the Board to date re: anti-racism and police in schools
- Data collected on the status of CYLO programs in other Lower Mainland school districts

April:

- Parent/Guardian Survey: this survey included an optional question pertaining to racial/ethno-cultural identity
- BIPOC Student Forum (April 23) and engagement with the Middle and Secondary GSA and Diversity Clubs
- Research conducted on School Liaison Programs

Part 2: Review Process to Date

The CYLO review process has been multi-faceted and while the consultation process has not yet been concluded, the following represents a partial summary:

1. Sanctuary Schools District Committee:

Further comments and dialogue surrounding our CYLO program were shared at our January 2021 Sanctuary Schools Committee meeting:

The Chair (Trustee Russell) reported that the Police Liaison Officer Program had been suspended pending review of the impact of Police Officer presence in schools. There has been a student-led consultation about this program and there will be broader engagement to seek feedback. Recent research indicates that police presence in schools can have a negative impact on the school experience, particularly for those persons who have experienced trauma.

Committee members shared the following:

- Family members have experienced NRPD calling CBSA (Canada Border Services Authority) and therefore any NRPD officer feels threatening to families with precarious status
- The presence of school liaison officers creates a lack of safety for sanctuary students
- When the School District passed the Sanctuary policy, about 40% of families who came to celebrate at the Board meeting turned away and did not attend when they saw that NRPD officers were there.
- Many families fear a negative experience with police and CBSA reporting, and are aware that many police departments have agreements to work with CBSA.

Trustee Russell spoke to the Review of Board Policy and Procedures on anti-racism and the examination of identified/planned/potential supports. She stated that there needs to be consistency across all policies in respect to anti-racism guidelines. There has been an Advocacy Committee struck to guide this work. Also, the new District Principal of Equity and Inclusion will be invited to share information on developments/supports at the next Sanctuary Schools meeting.

2. Lower Mainland data--CYLOs in other school Districts:

(data collected from the Vancouver School Board Liaison Officer Review and the Coast Metro Consortium)

School District	Review?	Status of Officers
Abbotsford SD #34	no	CYLOs in schools, strong partnership with police and community
Langley SD #35	no	CYLOs in schools, excellent relationship with RCMP
Surrey SD #36	no	CYLO program and WRAP Program—no changes
Delta SD #37	yes	CYLOs in schools during review
Richmond SD # 38	no	CYLOs in schools

Vancouver SD #39	yes	CYLOs in schools during review, all other police programs ongoing, recent review data released, Board decision in April
Burnaby SD #41	yes	Stakeholder review in the fall of 2020, CYLOs in schools (limited due to COVID), focus on restorative justice
Coquitlam SD #43	no	CYLO program is more community based, only intermittent in schools
North Vancouver SD #44	no	RCMP provide CYLO supports in schools
West Vancouver SD #45	no	CYLOs in schools, strong partnership with RMCP, no changes to program
Conseil scolaire francophone de la Colombie-Britannique	no	CYLOs in schools, no changes to program

All Districts report that their Liaison Officers attend school sites in full uniform and have their firearm safely secured on their person.

3. Correspondence Sent to the Board of Education:

In the Spring of 2020, 101 individuals provided correspondence to the Board expressing concerns around police in schools or anti-racism initiatives either through individual emails or by signing the online petition, “The end of policing in New Westminister Schools”:

ATTENTION NEW WESTMINSTER: It's time the New Westminister School District remove police from our schools.

In the last month, murders of Black and Indigenous people by police officers in Canada (1) and the USA (2) have spurred a long overdue public discourse (3) on systemic racism, particularly anti-Black and anti-Indigenous racism. As unprecedented global demonstrations raise the question of the role and mandate of police in our society (4), we owe it to New Westminister's children and youth to carry forward these conversations into our schools.

As New Westminister parents and community members, we want school to be a place where all children and youth feel welcome, safe, and valued. We want to believe that this is already the case, but many Black, Indigenous, and racialized students and their families do not feel safe at schools where police are present.

We understand from our school district that they do not consistently track how many interactions with a Child and Youth Resource Officer lead to student suspension or expulsion from school (5).

When we reached out to the school board to determine the following information, we were directed to file a Freedom of Information request and therefore do not know the following:

- If the school board collects race-based data*
- If the existing mental health programs and practices have been evaluated for effectiveness, particularly for Black, Indigenous and racialized students*
- The number and types of mental health professionals available to students in the district*

What we do know is that the roots of modern policing are grounded in harm. As policing expert Robyn

Maynard observes, the RCMP was created to clear the plains as part of the project of Indigenous genocide (6). The ongoing racism and abuse of power in these institutions today is well documented:

- BC has the highest rate of police-involved deaths per capita in the country (7)*
- Indigenous and Black communities are over-represented in racial profiling and carding practices (8), as well as in prisons (9)*

In 2017, Indigenous people accounted for over 16% of street checks, despite making up 2% of Vancouver's population, and Black people accounted for 5% of street checks, despite accounting for only 1% of the population (10)

We do know that a 2017 report on students in the Greater Toronto Area, led by York University professor Carl James, found that:

- 42% of all Black students had been suspended at least once by the time they graduated high school, compared with only 18% of White students and 18% of racialized students (11)*
- A large number of Black students were being streamed into applied instead of academic programs, with 53% of Black students in academic programs compared to 81% of White and 80% of racialized students (12)*

We do know that in 2017 the Toronto District School Board, the largest public school board in Canada, removed police from their school system after Black Lives Matter Toronto campaigned to ensure a school environment safe from intimidation, harassment and violence towards students (13).

We do know that school districts in Vancouver (14), Burnaby (15), Hamilton (16), London (17), and counting, are facing mounting pressure from their communities to remove police from schools as more Black, Indigenous and racialized students speak out against police and school district programs.

We do know the testimony of secondary student Haleluya Hailu. As she writes in The Burnaby Now: "As a black woman, as a student and, at the end of the day, just a person. Going back to my half-empty classrooms, the last thing I want to see is a RCMP officer staring back at me. If you feel reassured by a badge and a gun, that is a privilege that I wish I could have" (18).

We do know that "Black children and youth face many barriers to accessing the Canadian mental healthcare system despite its purported universality" (19) and that students have a right to access evidence-based mental health support at school.

We do know that there are a variety of non-violent, trained professionals that can replace the roles played by police officers within the school, as described by our school board (20):

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.

We do know that the salaries of the three Child and Youth Resource officers paid for by the New Westminster Police Department via New Westminster City Hall could be diverted to providing proactive mental-health resources for students and teachers.

We call on the New Westminster School Board and New Westminster City Mayor & Council to do the following:

- 1. Immediate divestment and defunding of the three Child and Youth Resource Officers and of police in schools, to ensure an environment safe from intimidation, harassment and violence towards students.*
- 2. Implement evidence-based mental health and anti-racist training programs for teachers and staff, and evidence-based mental health intervention programs for students (ensuring that these programs are based on trauma research and created with direct input from school communities, particularly Black, Indigenous and racialized students and parents).*
- 3. Enable consistent and thorough collection of race-based data to ensure accountability and inform anti-racist policy and programs.*
- 4. Use program evaluation to assess the effectiveness of existing mental health programming for students and teachers, particularly for Black, Indigenous and racialized students.*

This petition was also sent to the Vancouver parent community. All correspondence received was responded to by our Communications Manager in the spring and fall of 2020.

All 101 individual names from the petition and email addresses from the correspondence were cross-referenced to MyEducationBC data:

- 16 of the 101 individuals were confirmed as parents/guardians in New West Schools-of the 16, 6 had sent emails, and 10 were signatures on the petition: "The end of policing in New Westminster Schools"
- 14 of the 16 New West parent/guardians were wanting to have police removed from schools
- 1 of the 16 wanted to have the police remain in schools

- 1 of the 16 was asking about anti-racism in general

The 85 other correspondents identified as a mix of current or past residents of New West, NWSS alumni, or people from other communities.

Part 3: New Westminister Police Department Role in the Review Process to date:

Communication between the NRPD Prevention Services, (the unit responsible for the Child and Youth Liaison Program) and SD# 40 has been ongoing during the CYLO review process. The Inspector and Sergeant of the Prevention Services Unit have provided updates on several initiatives that the NRPD is undertaking with respect to police reform and ongoing community work to support vulnerable youth.

Training for Child and Youth Liaison Officers:

Training opportunities support youth-specific work and are provided by the NRPD. CYLO officers are also invited to provincial training sessions (along with School District staff) provided by Safer Schools Together and the Ministry of Education’s ERASE (Expect Respect and a Safe Education) program.

Required Training for CYLOs	Optional Training for CYLOs
School Liaison Officer Program	Coaching and Mentoring
Violence Threat Risk Assessment (VTRA) Levels 1 & 2	Digital and Social Media courses
Trauma Informed Practice	Fundamentals of Police Instruction
Restorative Justice and the YCJA	
Critical Incident Management	
Drug Related Training	
Mental Health Training	
Diversity and Inclusion Training	
Respectful Conduct in the Workplace	
Crisis-Intervention and De-escalation	
Police Stops –Unbiased Policing	

NRPD Youth Gang Prevention Unit:

The NRPD has recently received funding to support a three-year pilot to implement a gang prevention unit in New Westminister. The mandate of this unit is to support youth who may be engaging in gang activity or are at risk of gang involvement. The Gang Prevention Unit is modelling their structure on the Surrey WRAP program and will focus on prevention, intervention, youth and family support, mentorship, counselling and the “Her Time” program to supports females who are involved with a gang member. This program has received referrals from our Alternate Programs and NWSS.

Province of British Columbia and New Westminister Police Reform Process:

Regular Meeting of City Council, March 1, 2021:

https://www.newwestcity.ca/council_minutes/0301_21/Public_Meeting_CityCouncil-RegularMeeting_REG-5.2021.pdf?utm_source=new%20west%20record&utm_campaign=new%20west%20record&utm_medium=referral

NW Police Board: Meeting Package June 2020:

<https://www.nwpolice.org/wp-content/uploads/OPEN-POLICE-BOARD-PACKAGE-30-June-2020-2.pdf>

The NWPB, in partnership with the City of New Westminister, and the New Westminister Municipal Police Board, is currently undergoing a police reform process. This work is directly connected to province's commitment to review and modernize the *British Columbia Police Act*. City Council, in partnership with the Police Board, is submitting recommendations to the *Special Committee on Reforming the Police Act*.

Key Actions to date:

- The City of New Westminister resolved to provide a city-specific submission to the Province's *Special Committee on Reforming the Police Act*
- The City of New Westminister's *Reconciliation, Inclusion and Engagement Task Force* was tasked with submitting a framework for the city's submission to the province
- A key focus of creating the framework was making sure that community members who may be discriminated against have a voice
- The *Reconciliation, Inclusion and Engagement Task Force* recommended the creation of a *Police Reform Working Group*

Council approved that the *Police Reform Working Group* will use the recommendations from the New Westminister Municipal Police Board motion to guide their work:

The New Westminister Police Board:

1. Supports deprioritizing the New Westminister Police Department's resources away from the enforcement of laws that criminalize the survival of society's most vulnerable people that would be better served by a public health or community care framework.
2. Will engage with the Provincial Government to work with the city to develop a new model to address crisis health management with the goal of creating a pilot *Community-based Crisis Management Program* that:
 - Is informed by destigmatized, de-colonial and anti-racist practice
 - Is rooted in non-violent crisis intervention, de-escalation, compassion and mutual understanding
 - Is informed by best practices and lived experience
 - Provides participants a better understanding of issues around mental health, addictions and trauma
 - Provides participants tools to help someone experiencing a mental health or substance use emergency
 - Considers place-making opportunities to counter the perception and incidence of street disorder and chronic street nuisance



- Reduces call volumes for police response, while redirecting more appropriate resources as applicable
3. Supports the review of the use, deployment and training related to police equipment/weapons and that this work be done in collaboration with the Provincial Government's call to amend the Police Act.
 4. Develop and adopt a *Diversity and Inclusion Framework* to guide the direction of Community policing and include the following goals:
 - Have a workforce this is broadly reflective of the community
 - Identify and address barriers to diversity within organizational systems
 - Attract and retain a talented workforce skilled at working in an inclusive and respectful manner with one another and with the community
 - Create processes, policies, plans, practices, programs and services that meet the diverse needs of those they serve
 - Establish a senior leadership action group to oversee equity, diversity and human rights initiatives
 5. Will request the development and implementation of a culturally-safe engagement plan to include and consider the personal experiences and voices of residents or groups who have or represent those who have experienced discrimination in helping to shape any proposed police reforms. This work will be done in collaboration with New Westminister City Council.
 6. Will engage with members of the New Westminister Police Department with the goal to develop understanding, input and support for new directions for NRPD.
 7. Will request a comprehensive report on police reforms to be presented to the New Westminister Police Board and New Westminister City Council by the end of 2020. The report will include a comprehensive scan of police reforms being conducted across North America and best practices in crisis health management at the local level.
 8. Will request to work with and in collaboration with New Westminister City Council on the above stated work.
 9. Requests that this work be integrated into the upcoming New Westminister Police Department Strategic Plan.

Part 4: Moving Forward

As we continue to engage with our stakeholders, the District remains committed to completing a comprehensive review of the CYLO Program. The following draft options are provided as an example on how we may move forward noting:

- Continued communication with NRPD re: police reform
- Continued alignment with the District's equity, diversity and inclusion initiatives
- Further qualitative data collection through the BIPOC Student Forum and GSA/Diversity Clubs
- Present all data to the Board of Education at the May 25 Board Meeting and provide the following draft options:

Option 1: continue the CYLO Program with significant changes/recommendations in place based on parent/guardian, student and staff feedback; specifically, from the BIPOC community

Option 2: discontinue the CYLO Program in New West Schools and redefine our relationship with the NWPD

Option 3: provide staff with alternate direction

<p>Option 1: CYLO Program Continues: Significant Changes-Recommendations</p>	<p>Option 2: CYLO Program is Discontinued: Establish a new relationship with NWPD</p>
<ul style="list-style-type: none"> • Review all data and program suggestions with the NWPD • Work with the NWPD to update the current Memorandum of Understanding with a trauma informed/anti-racism lens and incorporate student, staff and parent/guardian feedback • Create a yearly MOU review process to be shared with the Board of Education • Re-instate officers in schools, in a supported, positive way-- incorporate a "transition" back process to schools, introduce officer, program goals, relationship building • Establish a Police in Schools Student Committee (PSSC) at NWSS, QMS, GMS and FRMS. This diverse student committee will meet with the CYLOs, District Principal of Equity and Inclusion and School Administrators on a bi-monthly basis to discuss initiatives, any current issues and any concerns • Ongoing education about the program to students, staff and parents/guardians • Ongoing evidence-based training opportunities (e.g., trauma and anti-racism) for the CYLOs through ERASE, Safer Schools and the NWPD • Strengthen partnerships with community agencies to continue to provide social/emotional and mental health supports to students • Recommend that NWPD review their staffing protocols to include a focus on diversity of CYLO staff • Continue with monthly meetings between CYLOs and the District Principal of Equity and Inclusion 	<ul style="list-style-type: none"> • Meet with NWPD to establish communication protocols and points of contact in the event of school emergencies, lockdowns, critical incidents and VTRA (Violent Threat Risk Assessments) • Determine a process to establish protocols and training for emergency procedures in schools • Determine a process to request NWPD information sessions for students ("Stranger Danger", internet safety, gang prevention, the legal system, restorative justice, etc.) • Determine a referral process to the Gang Intervention Unit and establish communication protocols



- | | |
|--|--|
| <ul style="list-style-type: none">• Feedback/concern process created for staff, students and parents/guardians—co-created with NWPD, Police in Schools Student Committee (PSSC), District Principal of Equity and Inclusion and Administrators | |
|--|--|

Appendix 1: Key Documents and Research Highlights:

Document	Key Points
<p><i>Discrimination or “Good” Policing? The Racial Profiling Debate in Canada</i></p> <p>Scot Wortley and Julian Tanner, University of Toronto, 2004</p>	<ul style="list-style-type: none"> • Discusses that there have been complaints for decades from African Canadians being routinely stopped, questioned and searched by police (referred to as DWB – Driving While Black) as well as similar concerns expressed by Aboriginals in prairie provinces and South Asians in BC • Definition of racial profiling – “said to exist when the members of certain racial or ethnic groups become subject to greater levels of criminal justice surveillance than others...racial disparity in police stop and search practices” • Cites York University 1995 survey of 1200 adults in Toronto (identified as Black, Chinese, or White) – Black males more likely to report involuntary police contact • Cites interviews with 3400 high school students in 2000 – results suggest that Black people are much more likely than people of other racial backgrounds to be subjected to random street investigations • Findings – 1) as Black community is subject to greater police surveillance, they are more likely to be caught when they break the law than White people who engage in the same forms of criminal activity; 2) racial profiling results in further marginalization of Black people from mainstream Canadian society, leading to perceptions of racial discrimination due to frequent stops and questioning by police
<p><i>Dying from Improvement: Inquests and Inquiries Into Indigenous Deaths in Custody</i></p> <p>Sherene Razack, 2015</p>	<ul style="list-style-type: none"> • Recounts first governor of BC, James Douglas, noting the conflicting interests of settlers and Natives, in favour of reserves being set aside • Aboriginals fear in seeking help or protection from VPD officers for fear of harassment or violence • Cites report from Native Court Workers and Counselling Association of BC (in Hannum, 2003) stating that “at least nineteen Aboriginal people died in police custody or were shot by the police in British Columbia”
<p><i>Policing Black Lives</i></p> <p>Robyn Maynard, 2017</p>	<ul style="list-style-type: none"> • United Nations’ Committee on Economic, Social, and Cultural Rights (CESCR) confirmed that anti-Black racism in Canada is systemic, with significant racial inequities with respect to income, housing, child welfare rates, access to quality education, healthcare, and application of drug laws” • Cited Wortley’s (2006) study indicating that while Black persons make up 3% of Canada’s population, they represent 1/3 of those killed by police

	<ul style="list-style-type: none"> • Cites Sapers (2015) study that indicates while representing 5% of Canada’s population, Indigenous persons make up approximately 25% of current total inmate population • Media portrayals of persons in power associate race (particularly Black persons) with criminality • Outlines the common practice of carding (i.e., “street checks”) that have occurred amongst police services in Toronto, Kingston, Halifax, and Montreal • Black youth have felt marginalized in Canadian schools, particularly with respect to discipline policies and heightened surveillance in comparison to peers • Cites higher suspension and expulsion rates for Black students in Toronto and Halifax during the 2015-16 school year
<p><i>Blacklife: Post-BLM and the Struggle for Freedom</i></p> <p>Idil Abdillahi and Rinaldo Walcott, 2019</p>	<ul style="list-style-type: none"> • Focus on the roots of how “BlackLife came to matter” – 1) reference to Toronto in 1992 with young Black people and others rioting on Yonge St as a protest to police violence and subsequent Stephen Lewis report, 2) in 2005, media portrayals of “the summer of the gun” in reference to significant gun violence largely affecting young Black people – resulting in Toronto Anti-Violence Intervention Strategy (TAVIS), a special division of Toronto Police Services focused on “priority neighbourhoods” • Recognition that the “history of political activism by Black Canadians has often focused on police shootings and other forms of police misconduct alongside cultural activism” • Suggestion that Black lives are “shaped by forms of inequality”, with a historical foundation of Black labour being exploited while simultaneously being excluded from institutions and institutional power • Cited study from Ontario Human Rights Commission that stated, “Black people are 20 times more likely than a White person to be involved in a fatal shooting by the Toronto Police Service”
<p><i>Police in Schools: Laying the Foundation for a Trauma Informed Assessment of School Resource officer Programs</i></p> <p>June 2020, North American Centre for Threat Assessment and Trauma Response</p> <p>J. Kevin Cameron, et al.</p>	<ul style="list-style-type: none"> • The City of Abbotsford has had a strong and highly regarded SRO program for over two decades, in large part due to a strong commitment from the district and police leadership. • Officers are selected based on a genuine interest in working with youth and are given latitude in how to engage with each of their schools. • Interventions range from classroom presentations co-constructed with teachers, to hands-on mentorship of at-risk youth, to direct enforcement. • SROs work closely with school administrators, counsellors and youth and family workers. They engage in joint training with district staff,

[Police in Schools: Laying the Foundation for a Trauma-Informed Assessment of School Resource Officer \(SRO\) Programs](#)

participate in the social life of the school, and are viewed as an extension of the school family.

- Students and staff in Abbotsford schools cite the single biggest reason for the success of the program is the quality of the SROs and their commitment to building a positive relationship with staff and students.
- The SRO program acknowledges trauma. “There are Indigenous communities that have their own police services where all, or the majority, of their members are Indigenous. Many of these good police officers have struggled with the fact that some community members could still fear them. The same holds true for Black police officers working in predominantly Black neighbourhoods. But much of what influences our current functioning is our past, including the lived experiences of our parents. The police uniform itself is traumatic stimuli to some people who, because of hypervigilance and hypersensitivity from prior trauma, cannot see the person behind the uniform.”
- At its highest level, SROs should be developing meaningful relationships with all students with a special emphasis on those who are marginalized or racialized for the purpose of creating a genuine experience.
- Police who understand the effects of trauma, including systemic racism are best positioned to have a positive impact on student well-being.
- “Although there should be flexibility in the roles SRO’s can play in the school, there should be a primary emphasis on creating an open dynamic between students, staff, parents (caregivers), school administration and the SRO where the physical, emotional, cultural and racial safety of all are paramount”
- “Because of heightened anxiety some leaders of school or police systems run the risk of making decisions about police in schools based solely on avoiding the difficult process of thoughtful review. In other words, if the request to remove police from school is made to a school board then some may comply even when their SRO program is what is keeping one school culturally and racially safe. When one party “gives in to the demands” of another, not because it was right, but because it momentarily avoids a conflict, there will be resentments and no real change.”
- “The key point here is that a thoughtfully constructed SRO program established in collaboration between the district and the police leaders can and does yield very positive outcomes. In the face of the growing anti-police sentiment, such a program is a positive way to strengthen trauma-informed practice to truly be an ally to the racialized community to bring about positive change.”

Should We Have Cops in Schools? Why Other Districts are Now Asking Toronto

- Multiple school boards across Canada are grappling with the role of resource or liaison officers — the police officers who spend their days patrolling high school hallways and talking to students in a role that

The Toronto Star



Alex Boyd: June 23, 2020

<https://www.thestar.com/news/canada/2020/06/19/amid-our-debate-over-policing-should-we-have-cops-in-schools-why-other-school-districts-are-now-asking-toronto.html>

advocates say is meant to provide security and build relationships with young people.

- Critics, however, say the officers only inflame tensions between police and marginalized communities.
- Toronto District School Board removed officers in 2017: replaced them with school-based safety monitors
- Decision came as the district was grappling more broadly with questions of equity and anti-racism
- “I think it’s really important to stress that if school districts go down this road, and eliminate school resource officer programs, without having, as I like to call it, built a ramp to support the dialogue that goes with that ... school districts will still have to address those difficult systemic issues.”
Jim Spyropoulos: Executive Superintendent
- Toronto’s program had been launched after the shooting death of student Jordan Manners, but officers ended up in schools that were more racialized.
- There was no single traumatic incident that led to the board getting rid of the SROs. The school board was immersed in a larger conversation around human rights and anti-racism when it received a request from the community to look at the SRO program.
- The findings actually showed that the majority of students had no complaints. About 15 per cent of students said police in schools made them uncomfortable and less safe.
- “If you’re on an equity journey you can’t look at majority and minority the same way. We tried to centre the voices of the students who were most negatively impacted, knowing that what was urgent and important for them would also support students in general.” (Jim Spyropoulos)
- After the board voted to end the presence of the officers, they realized they couldn’t take away services from schools without giving back in some way, so they hired members of the community to be school-based safety monitors.
- “Frank conversations about policing are really, really difficult, because we’ve traditionally had a culture that says police are to be respected and honoured and that we should never criticize.”

Trauma Informed Approach to Assessing the Creation, Organization and Utility of School Resource (Liaison) Officer Programs

August 2020, North American Centre for Threat Assessment and Trauma Response

J. Kevin Cameron, Dr. Kevin Godden et al.

- Personal experiences and inter-generational trauma impact how people feel about the police
- Need to acknowledge the Black and Indigenous experiences with police
- Systemic racism is alive and well in society: Indigenous and Black people are over-represented in prisons in Canada
- SRO role should be multi-faceted and focus on the student and the family
- Rather than eliminating the SRO Program, the authors recommend implementing standards and principles such as inclusion, relationship building, respect and sharing of power. These concepts are repeatedly

[Trauma-Informed Approach to Assessing the Creation, Organization and Utility of School Resource \(Liaison\) Officer Programs](#)

referenced in the *Truth and Reconciliation* recommendations as well as the *Murdered and Missing Indigenous Women and Girls Calls to Justice* which foster reconciliation and change to allow Indigenous and Black children, youth and families to feel seen, heard and supported in schools, public spaces and in communities.

- Successful SROs fulfill their mandate by first building positive relationships with students, and second through established competent policing standards.
- Some SRO practices in Canadian schools are not because the police officer wants it that way but because school administrators do. This means that some SROs sought out the specialized role of working in schools because of a desire to work with and support students. The difficulty has been that occasionally there have been school administrators who wanted them primarily to “police” their school in the traditional sense of law enforcement. In this sense some police have been set up by the school to play a role the program never intended. This can leave police being directed by the school to engage in practices that may be consistent with the administrator’s racial bias rather than the SRO’s. This is the complexity of systemic racism.
- Where resources are available, and community commitment is present, the authors support a robust SRO unit for all school divisions/districts with a smaller unit called *Youth Resource Officers* who are not confined to working school hours but can work evenings and weekends to better connect with parents and caregivers along with students who are non-attenders. The third unit is a diversity team(s) that is not school attached, or student focused but instead works with stakeholders and all community members from racialized and marginalized communities.
- The document includes a SRO review structure as well as a sample Memorandum of Understanding that can be adapted for specific School Districts and police departments
- “Though tangible and meaningful action is warranted, acceding to this pressure and outright canceling the SRO is the wrong decision. Instead, a more courageous, thoughtful and evidence-based response is called for, one that involves acting on the best we know about systems, trauma and engagement.”

Peel Regional Police to Pull Resource Officers out of Schools Permanently

CBC News

- Peel police say they have cancelled their SRO Program amid concerns it made Black, Indigenous and other racialized students feel unsafe.

<p>November 19, 2020</p> <p>https://www.cbc.ca/news/canada/toronto/peel-police-resource-officer-program-cancelled-1.5807706</p>	<ul style="list-style-type: none"> • "It was evident during the consultation phase that the current SRO program caused a negative impact on segments of our student population," (Peel Regional Police) • SRO program was dissolved, and the Peel Regional Police acknowledged publicly that change was necessary. • While there was support for the SRO program, which is primarily dedicated to secondary schools, in many segments of the community, there are also long-standing concerns about systemic racism and the disproportionately punitive effects this type of traditional programming can produce. • "We are committed to action and working in partnership with the community to effect much-needed change. Based on recommendations made by those most negatively impacted by this programming, the SRO program no longer exists. Moving forward, Peel Regional Police will continue to work with our community regarding student engagement programming."
<p><i>Canada's police chiefs apologize for opposition to decriminalize homosexuality</i></p> <p>CBC News December 11, 2020</p> <p>https://www.cbc.ca/news/canada/kitchener-waterloo/canada-police-chiefs-apologize-lgbtq-historical-mistreatment-1.5838033</p>	<ul style="list-style-type: none"> • The Canadian Association of Chiefs of Police (CACP) apologized for its historical mistreatment of LGBTQ communities in Canada • President of CACP acknowledged that after homosexuality was decriminalized in 1969, police targeted LGBTQ Canadians • Acknowledgement of police officers who have had to hide their own sexuality to avoid persecution, job loss • Recognition that LGBTQ Canadians continue to face harassment and physical attacks, and have higher risk for substance abuse and suicide; many are fearful to seek emergency medical care due to fear of discrimination
<p><i>Most Black and Indigenous Students Want Police out of Schools, Report Finds</i></p> <p>The Tyee Katie Hyslop: March 5, 2021</p> <p>https://thetyee.ca/News/2021/03/05/Black-Indigenous-Students-Police-Schools/</p>	<ul style="list-style-type: none"> • Vancouver School District in the process of a SRO review • Survey data--1,900 responses (students, staff, community members) -- majority felt positive or neutral about the program • 8% (152 respondents) who were Black or Indigenous were more likely to have negative experiences about police in schools • 50% of respondents were current or former students • Many cited fears and anxieties about officers in schools or examples of discrimination they've already experienced from police • Majority of Black and Indigenous people surveyed felt negatively about the program and called for it to be changed or cancelled altogether. • People of colour, including those who identified as being of East Asian, Hispanic, Middle Eastern, South Asian, Southeast Asian and Oceanian descent, made up 47% of all respondents and over half of the students. They were more likely to feel positive or neutral about the program. But they were also the most likely to admit they didn't know enough about the program or why it existed in schools.

	<ul style="list-style-type: none"> • “It’s harming... a small number of the population. That’s the whole point of Black Lives Matter is saying those lives, those Black and Indigenous students’ perspectives and their feelings, fears and traumas are what are important here.” (Emily Johnson, Black Lives Matter Vancouver)
<p><i>New West Maps Out Plan for Police Reform:</i></p> <p>New West Record, March 9, 2021, by Theresa McManus</p> <p>https://www.newwestrecord.ca/local-news/new-west-maps-out-plan-for-police-reform-3530050</p>	<ul style="list-style-type: none"> • Mayor Cote will be leading a working group of police reform and recommendations • City will be preparing a submission to the province’s <i>Special Committee on Reforming the Police Act</i> • The New West Police Board and City Council have passed motions in support of police reforms, such as reprioritizing resources away from the enforcement of laws that criminalize society’s most vulnerable people to services that would be better served by a public health or community care framework • City’s task force on reconciliation, inclusion and engagement recommended that the city provide a submission to the province • Police board is also engaging in work on police reform, Chief Constable Dave Jensen welcomes the city’s efforts and wants to work with them • Jensen believes there’s a real desire and push in the province’s police services branch to see changes made in BC • The police are put in situations dealing with mental health calls and agree that they are not the professional that is best able to support in these situations, but they are available 24/7 and they become the default
<p><i>‘The badge, the gun, it’s sending a message,’ say student opponents of police in Vancouver schools</i></p> <p>Global News April 8, 2021</p> <p>https://globalnews.ca/news/7744917/the-badge-the-gun-its-sending-a-message-say-student-opponents-of-police-in-vancouver-schools/</p>	<ul style="list-style-type: none"> • Vancouver youth who say their voices have not been heard are articulating their perspectives on the review of the SLO program • Questions include: are liaison officers required for mentorship roles? Do police officers have the appropriate mental health training? • Students advocating for mental health professionals to connect with, particularly if they do not want to speak with a police officer • 61% of responses indicated that police officers contribute to a sense of safety; 15% of Black students and 47% of Indigenous students agreed with this • Sentiment expressed that officers having a badge and gun is sending a message of intimidation, not guidance/mentorship • BIPOC students do not feel safe and reassured by police presence in schools