

Policy 28

POLICE PARTNERSHIP PROGRAM (PPP)

RATIONALE

The Board of Education of School District No. 40 (New Westminster) recognizes the importance of safe, caring, welcoming, and inclusive schools where all students feel a sense of belonging, dignity, and support. Police involvement in public education has historically been associated with both a sense of safety and concerns about disproportionate impacts, particularly for Indigenous, Black and other racialized students, students with disabilities, and 2SLGBTQI+ youth.

The Board further recognizes that the B.C. Human Rights Commissioner has identified human rights concerns related to traditional School Liaison Officer (SLO) programs, including potential negative effects on student well-being, belonging, and equitable treatment. The Commissioner has advised that any school–police partnership should center human rights, anti-racism, culturally responsive practice, reconciliation, trauma-informed approaches, and meaningful community engagement.

The Board believes that a structured, clearly defined, preventative, and relationship-focused police partnership can contribute to school safety and student well-being when aligned with human rights principles and when embedded within a broader system of civilian supports, restorative practices, and inclusive education.

POLICY

1. General Commitment

- 1.1. The Board supports a Police Partnership Program (PPP) between the New Westminster School District (NWSD) and the New Westminster Police Department (NWPD) that is grounded in human rights, equity, anti-racism, reconciliation, trauma-informed practice, and continuous improvement.
- 1.2. The PPP shall be governed by a formal Memorandum of Understanding (MOU) that clearly defines roles, responsibilities, boundaries, protocols, and evaluation expectations.
- 1.3. The PPP shall operate in a manner that supports safe, caring, and inclusive schools for all students, staff, and community consistent with this policy and related administrative procedures.

2. Human Rights and Equity

- 2.1. The PPP shall be implemented in alignment with the B.C. Human Rights Code and the guidance of the B.C. Human Rights Commissioner, with specific attention to potential impacts on Indigenous, Black and other racialized students, students with disabilities, and 2SLGBTQI+ youth.
- 2.2. The district shall ensure ongoing attention to equity, disproportionate impacts, and belonging through data-informed evaluation and community engagement.

3. Defined and Limited Police Role

- 3.1. Partner Officers (POs) shall focus on prevention, education, relationship-building, and support for victims of crime and shall not serve as extensions of school discipline practices.
- 3.2. 3.2 School administrators and staff retain responsibility for student conduct, discipline, and learning, as set out in the School Act and District Codes of Conduct.

4. Reconciliation and Indigenous Engagement

- 4.1. The Partner Officer and District Administrator for Safe and Caring Schools shall meet annually with the Indigenous Education Council, Qayqayt First Nation, and other, local Indigenous partners to discuss the PPP and related initiatives.

5. Transparency, Accountability, and Evaluation

- 5.1. The Board requires regular reporting, including disaggregated data where lawful and appropriate, public reporting on program impacts, and structured evaluation processes.
- 5.2. The PPP shall include mechanisms for community voice, including student, family, and agency partner contributions through a Partnership Advisory Committee.

6. Complementarity of Supports

- 6.1. Police involvement under the PPP shall complement, not replace, the work of educators, counsellors, youth workers, mental health professionals, and community agencies.

Reference: School Act (BC), BC Human Rights Code, Freedom of Information and Protection of Privacy Act (FIPPA), Youth Criminal Justice Act (YCJA), Criminal Code of Canada, BC Police Act

Related AP's: AP 82, AP 104, AP 117, AP 345, AP 352, AP 353

SD No. 40 (New Westminster)

Adopted:

Revised: