

## Policy 28

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# POLICE PARTNERSHIP PROGRAM (PPP)

## RATIONALE

The Board of Education of School District No. 40 (New Westminister) 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 on youth from groups protected under the BC Human Rights Code (i.e., race, ancestry, colour, place of origin, Indigenous identity, disability, sex, gender identity or expression, sexual orientation, etc.).

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. Any police–school partnership should address a clearly identified need that cannot be met through civilian supports alone.

## POLICY

### 1. General Commitment

- 1.1. The Board supports a Police Partnership Program (PPP) between the New Westminister School District (NWSD) and the New Westminister Police Department (NWPD) that is grounded in human rights, equity, anti-racism, reconciliation, trauma-informed practice, and continuous improvement.
- 1.2. The PPP shall function in accordance with 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.
- 1.4. The purpose, intended outcomes, and limits of the Police Partnership Program shall be clearly defined and reviewed regularly to ensure alignment with student safety, wellbeing, and belonging.

### 2. Human Rights and Equity

- 2.1. The PPP shall be implemented in accordance with the B.C. Human Rights Code and the guidance of the B.C. Human Rights Commissioner, with specific consideration given to potential impacts on youth from groups protected under the BC Human Rights Code (i.e., race, ancestry, colour, place of origin, Indigenous identity, disability, sex, gender identity or expression, sexual orientation, etc.).

- 2.2. In cases where disproportionate impacts are identified, the District shall implement appropriate corrective actions. The District will ensure ongoing commitment to equity, the identification and mitigation of disproportionate impacts, and the promotion of belonging through data-informed evaluation and active community engagement.
- 2.3. For the purposes of this policy, “*disproportionate impact*” is defined as outcomes or experiences arising from the PPP that result in negative effects occurring at a greater rate than for youth who belong to unprotected groups. Defined and Limited Police Role

### **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. Engagement with Indigenous partners shall be ongoing and reciprocal.

### **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.
- 5.3. The Police Partnership Program shall be evaluated using clearly defined qualitative and quantitative indicators, including student perceptions of safety, belonging, and trust.

### **6. Information sharing with police will occur in accordance with District administrative procedures governing privacy and lawful disclosure. 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.

### **7. Review and Termination**

- 7.1. New Westminster Schools reserves the right to review and cancel any Memorandum of agreement and negotiate a new Partnership Protocol between the District and NWPDP.

*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 192, AP 193, AP 345, AP 352, AP 353*

*SD No. 40 (New Westminster)*

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*Adopted: April 28, 2026*

*Revised:*