



**The Board of Education of School District No. 61 (Greater Victoria)
Police Liaison Officer Ad Hoc Committee**

MEETING MINUTES

Date: **Thursday , 27 January, 2022**

Chairperson: Trustee Duncan

Attendees: Deb, Darrell, Colin, Joanna, Michael, Shawna, Taily, Matt, Nancy, Jennifer, Elaine, Lisa G

A. COMMENCEMENT OF MEETING

A.1 Acknowledgement of Traditional Territories -

Trustee Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2 Approval of the Agenda

A.3 Approval of the Minutes

B. CORRESPONDENCE

B.1. No correspondence received.

C. NEW BUSINESS

1. Keep with changes

2. End with recommendation

Group 2 Break Out Room

Keep with Changes

- Model the GVTDAC for school advisory council
- Consider a school District budget to support the SPLO program
- Cops for Cancer September - be mindful of timing, Have Police join and support
- Keep students at the center of all SPLO programs

- Align job descriptions across all Municipalities and SPLOs and have structured goals each year – consistency
- Relationship building is the key to all SPLO interactions
- Investigations should be a different role - make that clear
- Advocacy to have VicPD in SPLO program
- SPLO to wear Plainclothes and identifiable as a police officer – ie. Golf shirt
- Consistency of training – cultural sensitivity and trauma informed training must occur and be expected by the District/Board
- Partner with IED to plan the year
- Project based year to year partnerships accessibility – student connection
- Opportunities to interact through play and other non-curricular experiences and career explorations
- Police camp? Bring it back
- SPLO – District meeting – open to others – rRightsholders and stakeholders
- Process for SPLO continuous improvement reporting mechanism
- Be aware of balance of power – must provide safe spaces, sit in circle, restorative
THINK DIFFERENTLY
- Infrastructure – structure and representatives, sub group, to move the recommendation forward
- Review annually or have a sub group with community/experts about implementation plan – point person.
- Expectations for all police working in schools - both SPLO and regular patrol
- Consistent values based – P/VP role in meetings and work with SPLO
- Relationships with schools and students
- School introduction at the start of every school year
- Feedback from current and past SPLO
- Extra connections and supports for students at risk
- MYST connection
- Training to address C.G youth and marginalized groups – connect with youth to hear their thoughts and recommendations and report back
- Have an approved list of community facilitators to engage with youth and SPLO
- Put in the recommendations to Board: Timeline , reporting mechanism, accountability and person responsible
- Advocate for All schools to have a SPLO

End with recommendations

- Relationship with police is fractured and if program ends we need to create ways to rebuild the relationship
- If no SPLO reach out to UVIC law for class
- Bike safety – replace with ...
- Lockdown procedures and school safety

Group 1: Cessation with recommendations-

- Establish what services currently being provided by the SPLO will continue.
- Once the school district establishes which services will continue after cessation, the school district should identify who will provide the service moving forward (ie: school district staff, volunteers, other agencies).
- Identify alternate funding source(s) for retained service(s) as appropriate.

- District should review the policing lens through which subject matter is currently taught (i.e.: substance use and the law) and consider providing this subject matter through another non-policing lens/perspective. Look to subject matter experts to assist the District to assess best practice and possible partnerships.
- Community safety related services can be provided through regular policing service but need to address how to maintain the liaison aspect of the SPLO role so that community safety issues that spill over into the school environment are properly coordinated.
- Review the police role in schools where there is a legal intervention required.
- All District schools should offer social justice subject matter courses.
- All interactions between students and police should be tracked and reviewed with clear accountability/responsibility in place.

Group 1: Keep the SPLO program with changes-

- District should address variation in the way that administrators use SPLO to reduce risk of inequity and a lack of clarity regarding best practice.
- Set standards for administrators regarding when and how to utilize SPLO and or police services.
- Review process for how to handle complaints about SPLO, or administrator and recommend improvements.
- Provide all SPLO and all administrator's with trauma informed practice training, child and youth development, anti-racism and other relevant training that supports their ability to exercise difficult judgements about how to support students and whether to involve SPLO or police patrol services.
- Identify more appropriate preventative supports available to support students experiencing difficulty, a mental health crisis or other hardship.
- Address lack of consistent school based resources available to regularly support students such as EA and youth and family counseling supports.
- Invest more on targeted preventative wrap-around student supports such as the IEP, non-violent crisis prevention plan and school based team planning. Standardize SPLO job descriptions for all police forces and the RCMP.

D. GENERAL ANNOUNCEMENTS

D.1 Next meeting February 16, 2022

E. ADJOURNMENT