



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

**MEETING MINUTES**

Date: **Wednesday, 16 February, 2022**

Chairperson: Trustee Duncan

Attendees: Deb, Darrell, Colin, Shawna, Taily, Matt, Nancy, Jennifer, Elaine, Nicole, Kalie

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**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. End with recommendation**
- 2. Keep with changes**

**Group 1 Break Out Room**

*Amendments: pages 2-4 of the minutes were not discussed in Break-Out Group 1. These minutes were received by email after the discussion to provide an opportunity for collecting all perspectives as there was limited time during the discussion. There was a request for a note to be added to the minutes indicating this had occurred.*

## Group 1- Considering option to keep with improvements:

- Review whether all services should continue to be provided by SPLO's; consider the other options for service delivery and the impacts on the service recipients.
- SPLOs should not be armed when providing services in SD61.
- Consider providing SPLO services using retired members of the police.
- Adopt alternate uniform that identifies SPLO as police.
- SPLO's must be required to inform all students that they are not providing counselling services.
- Must establish sufficient policies and procedures to govern the operation of SPLO programs, including an independent complaint process to address SPLO behavior and ensure trauma informed practice.
- District needs to lead the development of comprehensive training and qualification requirements for SPLO's with input from SPLO's.
- District should review what skills and training is needed to support school administrator as they exercise difficult judgements/discretion regarding their use of police.
- District needs to establish clear rules regarding who can interact with students and in what context (i.e. counselling is provided by qualified counsellors not police).
- Police should not be left to provide learning or counselling type services to students.
- The role of police as law enforcement officers should be made clear and student legal rights should be protected.
- Establish accountability mechanisms that apply to all police in all schools and administrators/staff.
- District must establish a comprehensive and regular review process including ongoing and appropriate data collection as part of that ongoing accountability and review of the SPLO Program, including transparent public annual reporting.
- Uniform job description that applies for all police in all schools including the specifics of the role and the training required.
- Establish a memorandum of understanding between Police and the School District.
- School District to write to police services advocating for greater diversity and inclusion in police services.

## **Recommendations**

1. That the board end the SPLO programs due to current trauma-informed research on impacts of policing on Black, Indigenous, People of Colour (BIPOC) students.

If the board will not end the programs, then:

- a. Provide clear and detailed public explanation for why the decision to keep the program was made.
- b. That RCMP are not permitted to act as School Liaison Officers due to their specific history and role in settler colonialism.
- c. Implement sufficient policy to govern police in schools as outlined in point 2.

2. Establish thorough and sufficient policy to govern actions of SPLO programs which includes:

- a. Complaints Process:
  - i. A substantial and impartial complaints process specifically referring to police be established along with a dedicated ombudsperson at each school who will assist students and families with the process.
  - ii. That the complaints process be made clear to families in three situations during the school year (i.e. principal letter, school assembly, PAC meetings etc.) and to students in their classroom (by teacher).
- b. Develop discipline and behaviour management procedures that are based in trauma-informed research on impacts of BIPOC students;

- i. That the district adopt an official policy that police not be used in instances of student behaviour management and that the district invest appropriately in school and mental health supports for situations that require intensive intervention.
  - ii. Investing in creating safer schools without police by utilizing models transformative and/or restorative justice models and utilizing approaches outlined in alternative approaches to discipline overview <https://mje.mcgill.ca/article/view/9547/7381>.
  - iii. That data be collected on race, ethnicity, ability, gender expression of students disciplined, and that if police are involved in any services provided to these students, that families are contacted within a month of receiving services to provide anonymous feedback on the experience of the process.
- c. Student Rights:
- i. That the district take an active stance against criminalization of youth specifically with respect to the Youth Criminal Justice Act.
  - ii. That the district adopt a restorative or transformational justice model for dealing with school related offences.
  - iii. That SPLO's may not be used in the surveillance of students, nor have the power to arrest, detain, interrogate, question, fine or ticket students on municipal code, juvenile, criminal or immigration-related matters.
  - iv. On those rare occasions when it is appropriate for law enforcement to enter a school building, there should be agreements with police departments that limit the cases when law enforcement can be called in to a school, with particular safeguards in place to ensure students' rights to education and dignity are protected, in addition to their constitutional rights to counsel and due process.
  - v. That SPLO's not be permitted to perform well-being checks on students attending or unattending school.
  - vi. That an independent ombudsperson be appointed at each school for assisting students with navigating the criminal justice system and multi-jurisdictional sections if those services are required.
- d. Staff Training:
- i. That all school staff are provided with current, research-based information on the impacts of policing on BIPOC students.
  - ii. That all district staff are provided in service training on identifying personal implicit bias, anti-racist training.
  - iii. That all school staff receive in-service training in trauma-informed/antiracist approaches to behaviour management.
- e. SPLO and School Community;
- i. Officers must not be armed and uniformed in schools.
  - ii. Officers however must be thoroughly identified as students and staff have a right to know when they are speaking with an officer.
  - iii. That SPLO's not be permitted to attend community events.
  - iv. That SPLO's not mentor individual students.
  - v. That SPLO's not attend school functions particularly for events where their presence may be triggering for BIPOC folks such as Orange Shirt Day, Rainbow Day and Pink Shirt Day.
- f. SPLO Programing in Schools:
- i. School Programing:
    1. That the District acknowledge the need for a diversity of people and perspectives to be brought into the classroom; the district should limit the amount of times an SPLO can be brought into deliver programing each year and ensure there is funding and availability for members from other community groups and organizations to present programing, with a special attention to BIPOC groups.

2. That there be outlines on what SPLO's can offer in terms of educational programs and that those be constructed in partnership with trained teaching professional with anti-oppressive lens.

g. SPLO Training;

i. That SPLO's be required to obtain the equivalent of 5 university level courses in the field of education specifically with respect to child development, behaviour management, indigenous education, abnormal psychological development and social emotional learning.

ii. That SPLO's be required to complete training related anti-oppressive/restorative and transformative justice models.

h. Future Review Processes:

i. That the district commit to reviewing its SPLO programs every 5 years and;

ii. That the district take seriously the democratic concerns of having independent reviews of policing;

iii. That police officers may not sit on these review committees.

iv. Establish an impartial process for collecting data from the community that is trauma-informed, and is inclusive for all members of the community, particularly marginalized people, free of barriers and safe to participate in for all consultative processes SPLO related or otherwise.

3. Mental Health and Social Supports in Schools:

a. That the District staffing formula include a base-level of counselling, behaviour support, psychologist, inclusive learning support and other forms of inclusive, mental health and social supports necessary to utilize a proactive model of safe schools and behaviour management.

4. Anti-racism/Anti-Oppression:

a. District establish an official definition of racism connected to democratic and systemic racism.

b. Adopt an official policy with budgeted line items for anti-oppression work.

c. Acknowledge and validate the historical and ongoing violence perpetuated against BIPOC folks by police VIA a public statement.

d. That this process be steered by BIPOC folks from the community.

## Group 2 Break Out Room

**Keep with Changes** – Unanimously agreed to keep SPLO with suggested changes and ongoing meetings to ensure all were accountable and aware of challenges, success and concerns.

Have SPLO in all SD61 schools and ensure that SPLO is clear to all vs. regular patrol.

- Keep students at the center of all SPLO programs
- Align job descriptions across all Municipalities and SPLOs and have structured goals each year – consistency
- 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
- LGBTQ2 focus
- SPLO – District meeting – open to others – rRightsholders and stakeholders
- Process for SPLO continuous improvement reporting mechanism
- 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

- 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

#### **D. GENERAL ANNOUNCEMENTS**

#### **E. ADJOURNMENT**