



The Board of Education of School District No. 61 (Greater Victoria)

SPECIAL OPEN BOARD MEETING

AGENDA

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

Wednesday, May 31, 2023, 7:30 p.m.

A. COMMENCEMENT OF MEETING

This meeting is being audio and video recorded. The video can be viewed on the District website.

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:

That the May 31, 2023 Special Open Board meeting agenda be approved.

A.3. Community Presentations (5 minutes per presentation)

- a. Heather Cochran - Oak Bay Police Board
- b. Chief Dean Duthie – Saanich Police Department

B. CORRESPONDENCE

B.1. March 3, 2023, 2023, GVTA to the Board of Education of School District No. 61 (Greater Victoria)

B.2. March 23, 2023, Chief Del Manak to SD61 Trustees, School Police Liaison Officers

B.3. March 17, 2023, Mary Kelly to SD61 Trustees, School Police Liaison Officers

- B.4. April 20, 2023, Tillicum Elementary School PAC, School Police Liaison Officers**
- B.5. April 20, 2023, Tillicum Elementary School Staff Committee, School Police Liaison Officers**
- B.6. April 17, 2023, Saanich Police, School Police Liaison Officers**
- B.7. November 30, 2021, Saanich Police, School Police Liaison Officers**
- B.8. April 21, 2023, VPVPA, School Police Liaison Officers**
- B.9. April 21, 2023, Teachers from Tillicum Elementary School, School Police Liaison Officers**
- B.10. April 24, 2023, West Shore RCMP, School Police Liaison Officers**
- B.11. April 28, 2023, Support Network for Indigenous Women and Women of Colour to the Board of Education of School District No. 61 (Greater Victoria)**
- B.12. May 2, 2023, Jodi Pavesic, Saanich Police to the Board of Education of School District No. 61 (Greater Victoria)**
- B.13. May 4, 2023, Jennifer Chambers to the Board of Education of School District No. 61 (Greater Victoria)**
- B.14. May 4, 2023, Oak Bay Police Board to the Board of Education of School District No. 61 (Greater Victoria)**
- B.15. May 25, 2023, Saanich Police to the Board of Education of School District No. 61 (Greater Victoria)**
- B.16. May 25, 2023, Saanich Police letters #1, School Police Liaison Officers**
- B.17. May 25, 2023, Saanich Police letters #2, School Police Liaison Officers**
- B.18. May 25, 2023, Saanich Police Course List, School Police Liaison Officers**
- C. BOARD COMMITTEE REPORTS**
 - C.1. School Police Liaison Officer Committee Recommendations**
- D. QUESTION PERIOD (15 minutes total)**

E. ADJOURNMENT

Recommended Motion:

That the meeting be adjourned.



Greater Victoria Teachers' Association

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t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

Via email

March 3, 2023

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria BC V8Z 1E8

Dear Trustees,

Re: School Police Liaison Officers

The Greater Victoria Teachers' Association strongly recommends that:

The SD#61 Board of Education end the School Police Liaison Officer Programs (SPLO) and establish a committee to establish an action plan on how to implement the recommendations put forward by the School Police Liaison Officer (SPLO) review committee [*on ending the program, see below for clarity*], enhance mental health services in schools, address violence in the workplace, and provide evidence-based, harm-reduction and trauma-informed programming on drug use, consent/sexual violence and all other programs currently delivered by SPLO's."

This decision is based on research conducted by the BCTF on the effect of SLO (School Liaison Officers) on teachers from marginalized groups, numerous reports from organizations and civilian review committees across Canada on the effects of policing on marginalized populations, and the recommendation from the BC Human Rights Commissioner to end SLO programs. This research makes it evident that SLO programs cause harm that negatively affects the safety, rights, and sense of belonging that many marginalized people (including Indigenous, Black, People of Colour, 2SLGBTQIA+, and people with disabilities) experience in school.

Public conversations over the last several years have highlighted that Canada's policing and criminal justice systems have been founded on and continue to perpetuate systemic racism. For our schools to take meaningful anti-racist action, we must not ignore this legacy, or the ongoing harm caused by police.

While school budgets have been drastically reduced over the last 20 years, police budgets in British Columbia have increased beyond the rate of inflation. Victoria Teachers and school counsellors are working in a chronically underfunded system

marked by insufficient staffing, inadequate resources, and an expectation to do more with less. In this underfunded system, police have, at times, been used to fill gaps in school supports, by taking on a variety of roles, including supporting the work of school counsellors. The presence of SPLO's not only harms many marginalized students, but also does nothing to solve the broader systemic issues caused by underfunding and austerity. For this reason, in addition to ending the SPLO program, our district needs to provide fully funded academic, social, health, and emotional support services in schools, enhance the rights of students and have clear and significant policy to govern any interaction schools may have with police.

It is important that as a district that supports the rights of all learners and seeks to advance equity, diversity, and inclusion, that we embrace policy that supports the marginalized members of our community by ending all SPLO programs, and creating the supports necessary to support all learners.

Specific Recommendations from GVTA For the SPLO Review Committee:

That the board end the SPLO programs due to current trauma-informed research on impacts of policing on Black, Indigenous, People of Colour (BIPOC), 2SLGBTQIA+, and people with disabilities, AND;

- 1) Focus on preventative measures for intensive behaviour such as early intervention by:
 - a. Hiring appropriate professionals such counsellors, social workers, nurses, and behavioural support teachers to support complex needs of students.
 - b. Properly fund EA's to keep retention rate of EA's to support at ground level.
- 2) Delivery of curriculum programs be administered by appropriate groups/organizations that present information based on research, from a trauma-informed, compassionate perspective that addresses structural inequities and power dynamics.
- 3) That administrators be directed to track the frequency, purpose, and intensity of all uses of police in schools and report directly to the superintendent and school trustees.
- 4) Establish thorough and sufficient policy to govern actions of all interactions with police in schools 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. That all schools develop discipline and behaviour management procedures that are based in trauma-informed research on impacts of BIPOC, 2SLGBTQIA+ students, and students with disabilities.
 - 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 of transformative and/or restorative justice 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 police 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 on school grounds.
 - 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 into 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 police not be used to perform well-being checks on students attending or not attending school.
 - vi. That a lawyer or 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.

- vii. That Regulation 5145 be removed and that administrators not be able to substitute as legal guardians in the matter of the questioning of students. Students interacting with the criminal justice system be provided a lawyer for the purposes of legal counsel and ensuring their rights are upheld.
- d. Staff Training:
 - i. That all school staff are provided with current, research-based information on the impacts of policing on BIPOC, 2SLGBTQIA+ students, and students with disabilities
 - ii. That all district staff are provided in-service training on identifying personal implicit bias, as well as anti-racist and anti-oppressive training.
 - iii. That all school staff receive in-service training in trauma-informed/antiracist approaches to behaviour management.
- e. Police and School Community:
 - i. That police 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.
 - ii. That if police are brought in for the purposes of a class, all legal guardians of students must be notified 2 weeks in advance in writing and both legal guardians and students have the right to not attend these sessions without academic penalty.
 - iii. Police may not wear their street uniform or carry guns on school grounds. Police must be thoroughly identified, as students and staff have a right to know when they are speaking with an officer.
 - iv. That Regulation 5134.1 be removed and police not mentor individual or groups of students.
- f. School Programing:
 - i. That the District acknowledge the need for a diversity of people and perspectives to be brought into the classroom; the district should ensure there is funding and availability for members from community groups and organizations to present programming, with a special attention to BIPOC groups.
- h. Future Review Processes:
 - i. That the district take seriously the democratic concerns of having independent reviews of policing;
 - ii. That police officers may not sit on any review committee reviewing any function of policing within schools.
 - iii. 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 policing related or otherwise.

5) 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.

6) Anti-racism/Anti-Oppression:

- a. The District establish an official definition of racism connected to democratic and systemic racism.
- b. Adopt an official policy with budget line items for anti-oppression work.
- c. Acknowledge and validate the historical and ongoing violence perpetuated against BIPOC folks by police through a public statement.
- d. That this process be steered by BIPOC folks from staff, students, and community.

Sincerely,



Ilda Turcotte
President, Greater Victoria Teachers' Association
cc GVTA Executive Committee



OFFICE OF THE CHIEF CONSTABLE

850 CALEDONIA AVE VICTORIA, BC V8T 5J8 250.995.7217 www.vicpd.ca

March 23, 2023

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria, BC V8Z 1E8

Dear Trustees:

On Monday, March 13, 2023, you received a letter from the Greater Victoria Teachers' Association (GVTA) regarding the School Police Liaison Officer (SPLOs) program. As you know, I presented to the Board of Education on March 13, 2023 in response to that letter.

The purpose of my correspondence today is to further elaborate on my position about this important issue. I continue to be very concerned about the contents of the letter from the GVTA. I would like to clarify the role of the SPLOs and other police presence in schools, as well as address some of the grossly inaccurate statements and assertions that were made as they are not reflective of the local reality.

The GVTA letter implies that the SPLO Review Committee has recommended ending the SPLO program. My understanding is that the Review Committee put forward two options to consider: end the program or continue the program with changes. You may not be aware, but the majority of the Review Committee members want to keep the program and implement positive changes. Keeping the program with changes is also consistent with the results of the extensive survey conducted by the Review Committee.

It is important to understand the current role that SPLOs undertake in schools. The GVTA letter paints a picture of officers surveilling students and patrolling hallways waiting to make arrests, which is simply not true. The SPLOs are there to build positive relationships and trust with students which organically allows officers to be viewed as positive role models. These positive relationships are important in keeping students safe, and reduces the exploitation of youth, including sexual exploitation, which is increasing specifically amongst young men. It also helps prevent sexual violence, and recruitment of youth into gangs, which is a rising concern in Greater Victoria. Police are also in schools to promote student and community safety, which consists of creating school lockdown procedures, and assisting with lockdown drills, much like the role the Fire Department plays in fire drills.

It should be noted that SPLOs are not posted to one particular school, nor do they necessarily spend their entire shift at one school. They are assigned to multiple schools with flexible schedules so they can customize the level of engagement required based on the needs of the students and the preferences of the teachers and/or school leadership. As a result, SPLOs might attend several schools once a week for short periods of time, or attend a few particular schools a few times a week for longer durations. While in schools proactively, the officers are approachable for teachers and can be consulted on potentially worrisome behaviours that are not criminal, but are beyond the capacity of teachers and counsellors to manage. Police are often invited into schools and classrooms of all ages for a variety of reasons. I can give you countless examples of the positive experiences that take place with not only our SPLOs, but our Community Resource Officers (CROs) as well.

When youth have a positive relationship with a trusted adult, they are more likely to disclose concerning activities, which helps us take action to end criminal behavior aimed at youth. Officers are selected to be SPLOs based on their ability to build positive relationships with youth, be positive role models, and are genuinely committed to the well-being of students.

In addition, the generalized stereotypes, outdated perceptions, and sweeping prejudice against police in this letter is unfounded, biased, and inaccurate. In fact, I find this letter extremely offensive.

One critical point in both this letter, and the BC Human Rights Commissioner's letter that is referenced, is the acknowledged lack of Canadian research around the impact of SPLOs in schools. There is very little research that reflects the reality of our communities, our relationships and our justice system, and the recommendations in this letter are based on a false belief regarding the role of the SPLOs in Greater Victoria.

The SPLO Review Committee survey, which was conducted locally, better reflects my understanding of the reality of police relationships with youth, and the desire our community has for police officers to be in schools. I understand that the survey had a significant level of participation from students, former students, teachers, parents, administrators, local First Nations and other community members, which further validates the survey results. I hope that the Trustees will carefully review and consider the SPLO Program Review Engagement Summary Report before making any decisions about this program.

From my own experience engaging with BIPOC communities as a BIPOC parent and police officer, as well as a former SPLO, I can say with a level of certainty that the contents of the GVTA letter do not reflect what our BIPOC communities want for our students. I hear the concerns expressed in this letter, and acknowledge that it is important to hear all voices in this discussion, but I do not believe that this is the will of our communities. Removing police presence from schools in such a sweeping manner, as called for by the GVTA, is irresponsible, based on a false belief, and would negatively impact the safety and well-being of students.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Del Manak', with a stylized flourish at the end.

Del Manak
Chief Constable

Please feel free to share my letter with your colleagues and Board.
Thank you.
M. KELLY

Dear Mr Parmar and Board Members,

I would like to thank Mr Parmar for expressing his views and positive experiences in relation to the Police School Liason Officers that work with your School District, as detailed in today's Times Colonist article by Jeff Bell.

Officer Manak's comments and actions reinforce my view that our dedicated and hard-working Police Officers want only the best for our children. Consequently, their presence in our schools and relationship building with our students is very important in teaching our children about the danger of drugs and gangs, the importance of law and order, and who they can turn to in times of trouble.

"A Police Officer is your friend", and is one of the first people to whom we all turn in times of trouble. It is essential that our children understand this and have that message humanized and reinforced via kind, caring, committed Liason Officers such as Manak and his team.

Furthermore, an Officer's uniform is an integral component of their role, similar to a Fireman, Pilot, a Doctor's white coat, a Paramedic... and helps children to recognize them.

It is very troubling to consider what possible agenda the GVTA is promoting through their letter. It is certainly not a child-centered agenda that puts each child's best interest as the primary determinant of each decision.

I would also be very interested in seeing "the evidence" to support the GVTA position. I suspect it's quality and relevance to our community is lacking.

And to insult Officer Manak and his Officers with unsubstantiated claims of systemic racism is hurtful, hateful and such a betrayal to all those selfless and brave Officers who put themselves in harms way each day for our safety and well-being.

Please remain firm and courageous against any of this despicable rhetoric from the GVTA and "the vocal woke minority", who are pushing this devisive and harmful agenda.

Please know that you are on the right side of history and that the majority of parents and community members agree with you.
Our children's futures literally depend on your words and decisions.

Thank you, once again, for your efforts on behalf of our children.

Mrs Mary KELLY
122- 75 Songhees Road
Victoria BC V9A 7M5

From: [Jeff Duyndam](#)
To: [Trustees](#)
Cc: [Deb Whitten](#)
Subject: FW: School Police Liaison Officer Program
Date: Thursday, April 20, 2023 3:24:01 PM

From: Tillicum Parent Advisory Committee <tillicumelementarypac@gmail.com>
Sent: Thursday, April 20, 2023 3:09 PM
To: Jeff Duyndam <jeduyndam@sd61.bc.ca>
Subject: School Police Liaison Officer Program

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Hi Jeff,

Can you please forward this email below to the Board on behalf of the PAC? Thank you as always.

Dear SD61 Trustees,

I am writing this letter to you on behalf of the PAC for Tillicum Elementary School (SD 61) as it has come to our attention that the school district is about to make a monumental decision to no longer allow school police liaison officers on school grounds.

We are writing to express our complete and total opposition of this decision. As a school with a diverse population of students and families with complex needs, Tillicum has greatly benefited from the SLO program. The relationships our students have built with our SLO, starting in kindergarten, is critical in teaching them that police are here to help and not to be feared. How will this relationship building be replaced when these positive role models in law enforcement are removed from our schools?

When our SLO arrives onsite, our students flock to him - always excited to engage and chat. My son (who is now in grade 4) and his friends still talk about a funny and positive interaction they had with our SLO at our meet the teacher night in kindergarten. Clearly that left a positive impression for those kids, something that has helped shape their impression of law enforcement. The incredible experience our school had last year when our principal participated in the Tour de Rock program further excited and energized our school community, building upon the positive relationship building done onsite by our SLO. These healthy relationships that our students have built with law enforcement officers will be stripped away if they only see police in emergency situations. This is very concerning!

There is a great deal more that our school benefits from beyond the positive role modeling and relationship building that happens with our SLO. Our families are supported if and when the needs arise and our SLO is always available and quick to provide guidance in a myriad of situations. Our SLO has come onsite at a moment's notice to help assist with our ongoing traffic safety issues around the school (this really should be a focus for the school district rather than a review of a long standing and positive program like SLO especially since one of our cross guards was almost hit

yesterday). Additionally, they help out with our breakfast program, volunteer on a weekly basis to pick up bread donations and bring them to the school for our food programs and so much more. Who will we now turn to for this support?

We recognize that not everyone in our community and school district have a positive relationship with law enforcement. So I ask you, what better place to teach young children about the important work and positive relationships they can have with police officers than in elementary school? Where else can children develop a personal relationship with law enforcement officers in a safe and familiar environment like school?

We were greatly concerned when we heard this program was being reviewed and potentially being removed and are beyond disappointed to hear that this may actually now transpire. Our PAC has carefully followed along during the review of this program and encouraged our parents to share their input and thoughts to ensure that our voices were heard to try and fight to keep this program in our schools. It seems our efforts have fallen on deaf ears. Please reconsider this decision and think about the lifelong impacts taking such a positive program out of our schools will have on our students.

Thank you for your time and consideration of this extremely important matter.

—
Lisa Connell
PAC Chair
Tillicum Elementary School

From: [Jeff Duyndam](#)
To: [Trustees](#)
Cc: [Deb Whitten](#)
Subject: Community Liaison Officers...
Date: Thursday, April 20, 2023 3:25:21 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

SD61 Trustees,

I have just met with our Staff Committee and we wish to express our support for the School/Community Liaison Program with Saanich Police. We have heard the program could potentially change or be cut and we believe this would negatively impact our school community. We have a proudly diverse population at Tillicum. Here are just a few examples of what this program adds to our Learning Community:

- Cst. Dion Birtwhistle is a positive role model for our students, building trust and a positive relationship between law enforcement and our community.
- Cst. Dion Birtwhistle regularly walks out onto the playground and swarms of students run to him hugging and high-fiving him.
- Cst. Dion Birtwhistle is regularly seen playing basketball with students reinforcing ideas around fair and inclusive play.
- Cst. Dion Birtwhistle delivers bread to our school on a weekly bases and volunteers in our breakfast program.
 - On “bread days” our CLO is seen chatting with kids and families as students rush over to see him with big smiles.
 - Staff, students, and parents regularly thank Dion for bringing bread to our school.
- Our CLO also leads our bike and road safety programs.

We believe that when implemented correctly, CLOs play an important and positive role in the lives of students.

A letter from our teachers is soon to follow.

Jeff Duyndam

Principal, Tillicum Community School
Greater Victoria School District No. 61
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tillicum.sd61.bc.ca | [@TillicumTBirds](https://twitter.com/TillicumTBirds)



SAANICH POLICE DEPARTMENT

Chief Constable Dean Duthie



April 17, 2023

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria, BC V8Z 1E8

Dear Board Chair and Trustees,

I am writing to you in response to the letter you received from the Greater Victoria Teachers' Association (GVTA) regarding the School Liaison Officer (SLO) program, on March 13, 2023. As you know, the Saanich Police Department has maintained a consistent, formal, and meaningful connection with schools in School Districts No. 61 and 63 for several decades, and these relationships have proven to enhance trust, confidence, safety, and responsibility in our community and region.

The Saanich Police Department has been actively involved as resources to the SLO program review committee since 2021. During this time, we have made concentrated efforts to ensure that the issues and concerns were being presented accurately and impartially. As an example, an informative letter was prepared and distributed to the School District 61 School Liaison Officer Ad Hoc Committee on November 30, 2021, as attached. The letter, authored by Inspector Darrell Underwood, a leader within the Saanich Police Department and community, unfortunately did not result in any discussion by the committee. That said, it is my understanding that the Review Committee identified three options for consideration, ending the program, continuing the program with changes, or making no changes.

The information outlined in the GVTA letter does not accurately reflect information that we continue to receive from school administrators, staff, and students. I understand and appreciate that there are differing opinions, concerns, and perspectives, however; the tone and tenor of the GVTA letter creates a misleading narrative that has questionable support. The personal feedback that we receive from school administrators and students is contrary to what

the GVTA claims. A very recent and strong example of the trusted relationship between students in the Greater Victoria region and police is the overwhelming success of the Greater Victoria Police Foundation's Police Camp, which was inclusive, empowering, educational, and inspiring.

The Saanich Police Department continually assesses our services, structure, resources, and priorities to ensure that we meaningfully address and respond to the evolving and changing public safety needs of the community. We recently modernized our School Liaison Section by expanding and diversifying its mandate. This has enhanced inclusivity, diversity, and our relationship-focused approach to include schools, youth, older adults, ethnic/culturally diverse and LGTBQ2S+ communities. The evolution and modernization of this vital service demonstrates our focus and responsiveness to equity, diversity, and inclusion as well as the ongoing changes and expectations of our community, region, province, and country.

Our officers are committed to maintaining and strengthening public safety – and this is only accomplished when people feel safe. To feel safe, people need to trust and have confidence in their police, and the best way to achieve this is through connection and relationships. Our Community Liaison Officers' primary focus is building and strengthening relationships. This is accomplished through personal engagement and education-based conversations with students about important issues such as bullying, bike safety, lockdowns, online safety, drug and alcohol education, self-confidence, leadership, and goal-achievement – to list a few.

Police officers and schools have built and nurtured meaningful relationships for years, which have contributed to vibrant learning and flourishing environments within schools and our communities. The positive outcomes are evident and routinely demonstrated through the behaviours and energy of students when our Community Liaison Officers attend schools.

It is my sincere hope that the Board carefully considers the immediate and long-term impacts associated with dismantling longstanding, trusting relationships between police and schools, and can envision a future that has strong potential for achieving healthy growth through continuous improvement strategies and modernization initiatives that will strengthen and sustain these vital relationships and connections.

Respectfully,



Dean Duthie
Chief Constable
Saanich Police Department



SAANICH POLICE DEPARTMENT

TO: SD61 School Liaison Officer Ad
Hoc Committee

DATE: November 30, 2021

FROM: S/Sgt. D. Underwood

Re: Saanich Police Department's Response to Presenter Comments
School District No. 61 SLO Program Review

The purpose of this memorandum is to provide additional clarity and context for information received by School District No. 61 (SD61) School Liaison Officer (SLO) Program Review Committee from presenters.

On May 10, 2021, I spoke with the Committee Chair Ms. Nicole Duncan to discuss the best method to provide clarity and context for information received in previous presentations. Ms. Duncan stated that a response could be provided in writing and that the information would be shared with the Committee later. To date, the police representatives have served as a resource to the Committee, and we have not attempted to guide the committee in their deliberations or their findings. The Saanich Police Department (SPD) have been intentional in taking this position as we do not want to be viewed as self-promoting or biased. This has at times created an uncomfortable position for the officers, because if we speak out about inaccuracies and put a presenter or a committee member on the spot, it could cast a negative shadow.

The purpose of this memorandum is to correct perceived inaccuracies that have been submitted to date so that the Committee has the benefit of a fulsome and balanced understanding of the issues in reaching their decision, and I respectfully submit the following for your review and consideration:

- 1) This review is specific to school liaison officers, not police in general. However, I recognize that police actions outside of schools can impact students' and school liaison officers' relationships. We need to ensure that we are not broadly stereotyping all police. The terms of reference state this committee is to review the School Liaison Officer program, not police in general. The SPD School Liaison Section is deeply committed to assisting children and youth and providing resources and assistance to all the schools we serve. We focus on a supportive delivery model, and we engage in conversation with students and parents to help build relationships.

- 2) There have been requests for the Committee to secure an outcome similar to the Vancouver School Board and cancel SLO programming. I think it is important to note that in deciding to suspend the SLO program in Vancouver schools, the Board also indicated their desire to work with RCMP and Municipal Police Departments to:

- Establish communication protocols and points of contact in the event of school emergencies, lockdowns, critical incidents and VTRA
- Determine a process to establish protocols and training for emergency procedures in schools
- Determine a process to request information sessions
- Determine a referral process to the gang unit

All the above elements are foundational to our current SLO programs in SD61 schools, except for referrals to a gang unit as such a unit does not exist in CRD police agencies.

- 3) Several presenters have made reference to the “school-to-prison pipeline.” I have conducted some additional research into this US based theory and learned the following.

During the committee meeting on June 1, 2021, Ms. Deb Whitten confirmed that a Suspension Board oversees all child suspensions in excess of five days. Suspensions less than five days have oversight from the school principal, vice-principal and other stakeholders. Over the past three years, schools have moved away from out-of-school suspensions because they are not beneficial for relationship building and remediating behaviours. For clarity, the police are not involved in the school suspension process for SD61, or any other school district that I am aware of. Through follow-up discussions with Ms. Jennifer Chambers, I have confirmed that there has been only one police officer at an SD61 suspension hearing in her recent memory, and that police officer was present for the hearing as a child advocate making recommendations against the suspension.

All study data I could locate for the school-to-prison pipeline originates from the United States. Their SLO programs operate very differently from those here in Victoria. During my 21-years of policing the Saanich Police Department, SLOs have never been involved in a physical altercation with a child to remove them from school property as a result of a school-imposed suspension. I recognize that suspension could lead to unsupervised time, but SD61 should look at their records of suspension to assess how high that rate is, because the studies from the United States suggest a 300% increase in school suspensions.

In British Columbia, Crown Counsel has the responsibility of approving charges brought forward on the recommendation of police agencies. This creates another layer of insulation from the school-to-prison pipeline. The SPD SLOs do not serve as the primary investigator for criminal investigations in the school community unless absolutely necessary. Although

this is a grey area, the SPD SLOs typically refer an investigation to front-line officers but stay involved as a resource and liaison. There are times where our SLOs conduct investigations related to school activities when the circumstances suggest that it would be the most appropriate way to proceed. More commonly, SPD SLOs act as a support person to the victim, accused, parents, and school.

Across Canada, the ability to hold a youth in custody is outlined in the strict parameters of the *Youth Criminal Justice Act*. Police can only arrest for a serious criminal offence. If a youth is arrested, a tele-bail hearing before a Justice has to occur before a youth is held in a temporary holding facility. Before that hearing occurs, Crown Counsel must approve the charge as recommended by the police, then Crown Counsel, not the police, facilitates the tele-bail process. Youth in Canada are only remanded in custody for “serious violent offences”, and even then as a last resort when community supervision has been deemed insufficient to mitigate known public safety risks.

The Saanich Police do not subscribe to a zero-tolerance behavioural policy and SD61 does not impose the zero-tolerance student discipline model of the United States. When serious school-based behavioural issues are identified, the police are not involved in the student’s potential suspension process or their removal from school.

The school-to-prison pipeline is a US practice, not present in Victoria. SD61 does not have a suspension rate similar to the US when this phenomenon became an issue. Unlike many US jurisdictions, SPD presence in schools has not increased due to school-based shootings, and the police do not act as an authority figure or policy enforcement arm for the school. Misbehaving youth are the school’s responsibility to address, not the police. If a child’s behaviour puts themselves or another child at risk, then police may get involved in making the situation safe for everyone concerned.

The SPD SLO program is in place to build relationships with youth or re-build relationships if the youth has had a negative interaction with a police officer outside of school. SLOs provide educational material, give presentations, and help demystify the police uniform (see the program list already provided for engagement activities). Since the SPD SLOs visit schools K-12, it affords an opportunity for youth to become accustomed to police uniforms, and get to know the people inside the uniform, by the time they are in middle and high school.

When I look at the school-to-prison pipeline, it shows a primary issue with the US school system and the lack of responsibility to manage inappropriate conduct of youth in the school community. Instead of addressing the behaviour, the school moves to suspend the child, and police involvement is commonplace in the US model. From my understanding, this process has not and will not be supported by school districts in our community and certainly would not be supported by our local police agencies.

The article “*School Prisons and Aboriginal Youth Making Connections*” brought forward concerns about teacher interactions with aboriginal youth, not police interactions with

youth. I could not locate a reference in the article about school-to-prison pipeline or school liaison officers' involvement in increasing the youth incarceration rate.

- 4) There was a suggestion that SLOs create too many police files about children, that follow them from their youth into adulthood. Our SLO program works to the contrary. We do not create a police file unless it is absolutely necessary, as we do not want young people to be over-documented in the police database. Police records are subject to disclosure pursuant to the *Freedom of Information and Protection of Privacy Act*; therefore, the SPD attempt to not over-document.
- 5) Some stakeholders have suggested that police engagement with the Committee is adversely impacting its work and the participation of interest groups. Our participation has been limited to providing information when requested by the committee members and providing context for and information about the structure and operation of the SLO program. At the end of this process, we will look forward to receiving feedback from the Committee as we want to provide the best service possible in the interest of the students, staff, parents, and community.
- 6) There has been a statement that “the profession of policing is complicit with racism in our society. Police are the state sanctioned use of force that has been and continues to be used to displace Indigenous people from their land and quell dissent against injustice.” In the context of the SLO program, I feel it is important to note that our officers only participate in school approved activities and only deliver school approved programming. While the Saanich Police do not have any Indigenous reserves in our policing jurisdiction, we do have a positive working relationship with the staff and visitors to the Victoria Native Friendship Centre in Saanich.

There has been a suggestion that police are the only institution with systemic racism, and because we enforce the law, we perpetuate that racism. Being Indigenous, having aunts who went to residential school, uncles who went to day school, and my Dad being the first of his family to go to public school, I have a learned understanding of racism relating to that belief. Over time, residential schools later transitioned Indigenous students into public schools. The later public school system has also been a significant part of systemic racism for Indigenous people. Both the school system and the policing profession have been taking important steps to acknowledge the harm done by these policies and improve their institutions. I will be the first to admit that not all aspects of policing are perfect. However, I cannot accept the assertion, in our current SLO program review context, that policing has been the only institution that has been involved in systemic racism when educational and other government institutions have likewise been involved as well. We all have work to do in partnership with one another to acknowledge the harm done and take meaningful steps to improve public service delivery for all vulnerable persons in our community going forward.

- 7) It appears from the Committee discussions that some committee members may not have had much personal experience working directly with SLOs to inform their own opinions

about the officers and the programs they deliver to students and staff in our schools. I would respectfully encourage the Committee to carefully consider the input of those students and staff who have had the opportunity to engage with SLOs and our programs in reaching your decision about the future of the SLO program in SD61. All police agencies have provided a list of existing programs that police are offering. This Committee's objective is to assess the SLO program, and those who have experience with it should be best positioned to identify the elements of the SLO program that might be safeguarded, improved, or removed.

In conclusion, I would like to leave the Committee with this final thought for consideration. The Committee has undertaken broader discussions of related constructs such as racism, systemic racism, and white privilege. These are all significant concerns, and as an Indigenous person, I appreciate that these conversations are occurring. When I hear that children or youth are fearful of the police, that is saddening. In some cases, those fears might be rooted in the three points above. That fear could also be a compounded fear from shared stories or learned behaviour from the child or youth's family or friends. As the Review Committee, you face a critical question about whether engagement or disengagement with the SLO program will produce the desired outcomes for students and our community.

The Committee could vote to end the SLO program as an attempt to rectify racism, systemic racism, white privilege, or fear. By doing so I think the fear is left to continue and grow within the affected person because they will not know anything different. A possible negative interaction with a police officer outside of school will be the only known interaction to guide that person's beliefs as they grow. The complete removal of SLOs, that are attempting to improve relationships, might only continue a cycle of racism, systemic racism, white privilege, or fear that everyone in society wants to stop.

Conversely, the Committee could vote to maintain or modify the SLO program to connect with children and youth. The school liaison officers can continue to try and break down that wall of fear or history of racialized behaviours. As a police officer, I have had personal conversations with marginalized youth and adults where they have shared a negative interaction with a police officer. After our discussion, they have appreciated the opportunity to speak to a different officer to help inform their thoughts and feelings. I have also had the privilege of receiving feedback from the BIPOC community, where they have sought more police participation in community events to strengthen the relationship between the community and police.

I believe that it is through our conversations that real change occurs. If those conversations don't happen, then stereotypes and fear have an opportunity to grow and jeopardize public trust and confidence. Allowing fear or the thoughts of racism to continue to grow in our children or youth is not breaking down the barriers we want addressed. I believe that the path forward for the public police relationship will require enhanced opportunities for engagement and understanding and that our community will grow stronger as a result.

Thank you for the opportunity to share this information and my personal reflections with you

for your review and consideration.

Respectfully submitted,

Staff Sergeant Darrell Underwood
Community Engagement Division
Saanich Police Department



April 21, 2023

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria BC V8Z 1E8

Dear Greater Victoria School District 61 Trustees,

Re: Victoria Principals' and Vice Principals' Association Letter in support of Greater Victoria School District 61 Police Liaison Program

The Victoria Principals' and Vice Principals' Association wishes to express our support for the continuation of the Greater Victoria School District's School Liaison Program.

As administrators in SD61, Principals and Vice Principals are focused on supporting our students. Our roles and support stretch beyond the classroom. We work with many provincial, municipal and local community members, agencies, unions and nations in a shared goal of nurturing student learning and their wellbeing in a safe, responsive and inclusive learning environment. These partnerships and working relationships reflect our district's values of engagement, equity, innovation, positive change, integrity, openness, transparency, respect, social responsibility and justice. Over the years the program has been in effect, the school liaison officers have proven to play an important role in achieving our goals. Our relationships with our local police departments reflect our shared values.

Administrators have seen the benefits of this program in the positive relationships that School Liaison Officers (SLO) foster with students, beginning in elementary school and through middle and secondary schools. School liaison officers are present in schools for assemblies, to answer questions from students, to visit classes and to consult by request with administrators, teachers, students and families about a variety of issues. Our SLO community

partners' approach to this work is trauma-informed and demonstrates both professionalism and sensitivity. These important and deliberate connections build relationships with students, families and community through positive interactions.

There are also times when schools need the assistance and expertise of police officers. In those high stress times, the familiar face of a trauma-informed trained school liaison officer can decrease anxiety for students. SLOs know our students, our buildings, and our unique circumstances. We reach out to our SLOs to work together to support students who are struggling in school or community. Our district works collaboratively with SLOs and other agencies to identify students who need additional supports and can continue that support after school hours as appropriate.

The VPVPA acknowledges the important work that schools need to do with our IBPOC and marginalized students and the Truth and Reconciliation's Calls to Action as well as the United Nations Declaration on the Rights of Indigenous Peoples. We feel this important work is best done in partnership with the institutions, who like schools, have historically created and upheld unjust systems. Removing our school liaison officers from schools does not help to decolonize our systems; rather it maintains and reinforces stereotypes and barriers towards Truth and Reconciliation.

The Victoria Principals' and Vice Principals' Association strongly wishes to work towards decolonization and demarginalization within our schools and with our partners. We feel we are better together, and together we can make these necessary improvements. Each partner's voice is essential and we look forward to continuing this important work.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brenna O'Connor".

Brenna O'Connor

VPVPA President

On behalf the Victoria Principals' and Vice Principals' Association

Kelly Gorman

From: Jeff Duyndam
Sent: Friday, April 21, 2023 12:56 PM
To: Trustees
Cc: Deb Whitten
Subject: FW: Police Liaison Officers

Would you please include the email below from the teachers at Tillicum in Board Correspondence. Thank you.

Jeff Duyndam

Principal, Tillicum Community School
Greater Victoria School District No. 61
Ph: 250-386-1408 Fax: 250-380-2805

 tillicum.sd61.bc.ca |  [@TillicumTBirds](https://twitter.com/TillicumTBirds)



From: Laura Nault
Sent: Friday, April 21, 2023 12:53 PM
To: Jeff Duyndam <jeduyndam@sd61.bc.ca>
Subject: Police Liaison Officers

To Whom It May Concern,

We are writing to express our support for the Police Liaison Program to continue in its current capacity. Over the years, we as a staff have experienced an array of opportunities that have brought nothing but positive experiences for our student body. This includes, but is not limited to:

- mentoring programs for at-risk youth
- educational opportunities through police dog training
- opportunities for young children to connect with police officers in a positive manner
- presentations around Halloween and bike safety.

We have also appreciated police volunteers who have donated their time to our toast program, Cops for Cancer (who come by our school every year), and helping us connect with outside businesses in the Tillicum community. We feel strongly, given the positive impact of the Police Liaison Program, it should be allowed to continue. It has had a wonderful impact with our vulnerable and culturally diverse families that we have in our community. We also feel that the program is a vital component to building bridges between police officers and our community.

Thank you for your consideration,

Brad Carlson (GVTA Rep), Laura Nault (Staff Committee Chair), Meghan Kushnir (E.L.L. Specialist), and Marylou Tompkins (Pro-D Rep)

Tillicum Elementary

Greater Victoria School District No. 61

Ph: 250-386-1408

 www.sd61.bc.ca |   @sd61schools





Royal Canadian
Mounted Police

Gendarmerie royale
du Canada

Security Classification/Designation
Classification/désignation sécuritaire

Supt. Todd Preston
Officer in Charge
West Shore RCMP Detachment
698 Atkins Avenue
Victoria, BC V9B 3A4

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria, BC V8Z 1E8

April 24, 2023

Dear Trustees:

I would like to address the concerns brought forward by the Greater Victoria Teacher's Association (GVTA) regarding the School Police Liaison Officer Program (SPLO). West Shore RCMP provides policing services to View Royal and officers from our Community Policing Unit regularly attend several Schools in View Royal performing SPLO's duties.

In a recent letter by the GVTA, it was stated that, "The presence of (school officers) not only harms many marginalized students, but also does nothing to solve the broader systemic issues caused by underfunding and austerity". I unequivocally disagree with this statement. As a police leader with over 25 years of experience, I can refer to countless times when the relationships built by our SPLO's had positive effects on students which led to preventing and solving crime.

Most recently, grade 5 students from View Royal and Craigflower Elementary completed their 10-week journey through the Drug Abuse Resistance Education program. The program was taught by Cst. Cole Brewer a proud member of the Lower Simlikameen Indian Band who works at West Shore RCMP in the Indigenous Policing Unit. D.A.R.E. has proven to be a successful tool in teaching children the skills they need to avoid involvement in gangs, drugs and violence. Cst. Brewer has been the SPLO for View Royal Schools for a number of years. He reflected that having discussions around drug abuse was hard, but the relationship he built with the students allowed for a safe environment where students were able to ask questions and discuss topics beyond the curriculum.

Many of the students in this class were apart of the BIPOC community, including students from both Songhees and Esquimalt First Nations. Cst. Brewer's connection to the students from these communities is critical in our steps to take meaningful actions toward reconciliation with Indigenous Peoples. In my discussions with the Chiefs and Councillors of both Esquimalt and Songhees Nations they have identified police-youth engagement as a top priority and support the work SPLO's are doing in the schools to connect with Indigenous youth. SPLO's have been well received in our schools and their presence is needed in order to earn the trust of today's youth. Our SPLO's have been unfairly accused of perpetuating systemic racism. In fact, the very goal of the SPLO's is to reconcile these issues and build relationships with our youth in an effort to impact their lives in a positive way. The narrative the GVTA letter will have you believe that we operate a mandate whereby police target marginalized students, could not be further from the truth.

I echo Victoria Police Chief Del Manaks' sentiments on keeping SPLOS's in our schools. SPLO's were originally brought in as a strategy under the Community Policing Model which focuses on reducing crime and enhancing service delivery by developing relationships with community members. Thus, we cannot employ a community-based policing model by refusing to let the police into the fundamental institutions of our society, especially our schools.

Sincerely,

Supt. Todd Preston, Officer in Charge of West Shore RCMP Detachment



Support Network for Indigenous Women & Women of Colour.

Support Network for Indigenous Women and Women of Color

203-2722 Fifth Street

Victoria BC V8T 4B2

joni@sniwwoc.ca

To the School District No. 61 (Greater Victoria) Board,

The Support Network For Indigenous Women and Women of Colour (SNIWWOC) would like to express our full support for the removal of Student Police Liaison Officers within the Victoria School District SD 61. I believe full heartedly that research shows clearly the negative impact of police presence within schools for Black, Indigenous and Youth of Colour. We believe that it's the job of the board to properly assess the presented information and make informed decisions based on best practices for creating inclusive and safe schools in the Victoria area.

SNIWWOC is no stranger to the accounts of police violence in BIPOC communities and we know all too well the deep need for reform within policing across Canada as a whole. We urge you to be mindful of how the larger statistics reflect on the deep need for you to consider the implications of police presence in schools. While the instances of harm by police on racialized people in our greater community seem far away from the life of students at school, the reality is that they are witnessing the violence in real time. BC government statistics show that Indigenous people make 6% of the total population but represent a staggering 35% of all incarcerations in British Columbia. The 2021 Greater Victoria Local Immigration Partnership Network Survey revealed that 30% of BIPOC residents have experienced racism from local police. 45% of residents disagreed that VicPD acts in a fair manner when dealing with racial, religious, and ethnic communities (2015, SOLID). VicPD's general occurrence reports from 2016 to 2021 do show them disproportionately policing BIPOC youth. 19.38% of people VicPD

labeled as "Youth-Suspects" in their general occurrence reports were Indigenous, even though Indigenous people make up only 5.04% of Victoria and Esquimalt's population. Black youth were 3.75 times as likely as white youth to show up in a VicPD general occurrence report as "Charged." We think it is fair to conclude that VicPD targets BIPOC youth. These harms are replicated when the school district provides police with access to schools.

If you look at instances of police violence on Black, Indigenous and People of Colour in Canada- the consensus in the data shows our communities are vastly more impacted by police violence than that of our white counterparts. The 2021 Vancouver School Board review of the SLO program revealed that 75% of black students said the SLO program does not contribute to a sense of positive community in schools. 60% of black students said the SLO program does not contribute to a sense of safety in schools.

These feelings of unsafety are not surprising. In 2017, 30% of 67 SLO incident reports came from Esquimalt High School, which we all know has a large demographic of BIPOC students. In 2019, VicPD submitted 128 incident reports for arrests at schools or on school property. Only 4% of 2017 SLO incident reports indicate they may have begun with a student reaching out to an SLO. This means that police enforcement is happening on SD61 property while the SLO program is falsely advertised as a community policing tool focused on diversion from the criminal justice system. Armed police are not an appropriate student support or disciplinary response.

In the Report of the Standing Committee on Public Safety and National Security, on Systemic Racism In Policing In Canada it states "Given the pervasive nature of systemic racism in policing in Canada, the House of Commons Standing Committee on Public Safety and National Security (the Committee) has ***concluded that a transformative national effort is required to ensure that all Indigenous, Black and other racialized people in Canada are not subject to the discrimination and injustice that is inherent in the policing system as it exists today.***" If governing bodies are willing to examine that there is demonstrable racism, systemic and otherwise, within the police - why would we continue to uphold the institution as a practice within our schools? This institution has proven to be harmful to already marginalized communities. Why would schools want to be the place that continues the act of

marginalization?

Considering that 69% of respondents in the 2022 SD61 SLO survey report identified as white, we feel this gives a poor representation of the true impact police presence has on racialized students and is an incomplete assessment. 559 respondents were “uncomfortable” or “very uncomfortable” with SLOs in schools, including 101 students. Dozens of respondents also reported “negative” or “very negative” past interactions with SLOs, including:

- 32 BIPOC respondents (10 students);
- 13 Indigenous respondents (two students);
- 60 2SLGBTQIA+ respondents (18 students); and
- 107 white respondents (21 students)

While these numbers may seem small in comparison to the larger student population, we would argue that any discomfort in a child’s place of learning should be addressed by the administration placed in charge. These students, and the many other BIPOC families that didn’t have their voices heard in this survey, and the many countless BIPOC people across the city who have had violence perpetrated against them by police deserve to have their calls of reform heard. If nothing else, we hope you consider if even one student feels unsafe with SLOs in schools, it should prompt a quick response from administrators to end the program. Every child deserves to feel safe and welcomed in school and in their community.

Sincerely,

Joni Oldhoff

On behalf of the Support Network for Indigenous Women & Women of Colour

T: 250-277-2545
E: INFO@SNIWWOC.CA

203-2722 FIFTH STREET, VICTORIA, BC V8T 4B2
WWW.SNIWWOC.CA

From: Jody Pavesic <[REDACTED]>

Sent: Tuesday, May 2, 2023 11:09 AM

To: [REDACTED]

Cc: Trustees <trustees@sd61.bc.ca>; Deb Whitten <dwhitten@sd61.bc.ca>; Katrina Stride <kstride@sd61.bc.ca>; Tom Aerts <TAerts@sd61.bc.ca>; Jenkins, Mark <[REDACTED]>; Harold Caldwell <hcaldwell@sd61.bc.ca>

Subject: Re: Diversity and Inclusion Training

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

Good morning, can you please ensure this email is included in the Board Correspondence at the next Board Meeting as mentioned in the motion put forward by Chair Duncan at last night's meeting May 1st, 2023.

I am concerned about the disproportionate information that is being brought forth in the School Board meetings with respect to the SLO Committee Review. I am hoping this email will clarify Kelli Kraft's statement last night at the board meeting expressing that police officers do not have equity, diversity, and inclusion training. I have quickly prepared the training that our Saanich Police Officers have completed over the course of the last several years. I am not sure if you are aware but the Saanich Police relaunched our Community Engagement Division with a more progressive focus, keeping with our organizational commitment to equity, diversity, and inclusion, our goal is to be equally responsive to the needs of other segments of our community, such as the LGBTQ2S+ community, our older adult population, youth and our culturally diverse communities, to name a few examples. Our members have participated in training and many workshops collaboratively with our community partners. Here is a list of the few (not exhaustive) since 2021:

2021 Courses

- Anti-Racism from the Center workshop
- Building a Case Against Hate Conference
- Webinar: Equity, Diversity and Inclusion – Police Leadership 101 in 2021
- Closing the Gaps – Working to Improve Transitions to Youth in Youth Justice, Hospitals, Substance Use and Mental Health Systems (2x day session)
- End Gang Life presentation
- Human Trafficking Seminar
- Indigenous Canada Course – Faculty of Native Studies – University of Alberta
- Canadian Police Knowledge Network – 2SLGBTQ+ course
- Royal Roads: Indigenous Ways of Being and Knowing – Integrating Indigenous Values into the Work Environment
- Trauma Informed Practice Foundations
- Trauma Informed Policing – Understanding the Neurobiology of Trauma
- Stepwise 360: Interviewing Trauma Survivors
- Canadian Police Knowledge Network – Cultural Awareness and Humility
- Indigenous Drumming Program
- Webinar: Promoting Mental Health Through Diversity and Inclusion
- Capital Regional District – Spring into Events in Reconciliation

2022 Courses

- Canadian Centre for Diversity and Inclusion Webinar: History of Race and Racism in Canada
- Canadian Centre for Diversity and Inclusion Webinar: Addressing Anti-Black Racism in the Workplace
- Masterclass: Black History, Black Freedom and Black Love
- Canadian Centre for Diversity and Inclusion Unconference

- Building a Case Against Hate Conference
- Canadian Association Chief of Police- Equity, Diversity, and Inclusion Conference
- You in You Consulting: Exploring Biases Workshop
- Trauma Informed Practice for Justice, Public Safety and Anti-Violence Community Sectors in BC
- Interviewing Trauma Survivors
- Human and Sex Trafficking Webinar Series
- Peer to Peer
- Indigenous Drumming Program continued
- Canadian Association Chief of Police – Police Leadership Conference (Equity, Diversity, and Inclusion)
- Cultural Perspectives
- Exploring Biases Workshops
- Drum Making
- Elder Abuse Awareness, Adult Protection law and Policing Powers webinar
- International Center for Digital Threat Assessment – Responding to Racism and Targeted Hate
- Lekwungen Tours (multiple sessions)
- NCA Leadership Conference (Equity, Diversity, and Inclusion)
- Safer Schools – Responding to Racism

2023 Courses

- Fair and Impartial facilitator update
- Spring Increment – Equity, Diversity, and Inclusion training
- Building a Case Against Hate
- Ask me Anything Faith – virtual conversation
- Drumming Lessons
- Gender Based Violence workshop
- Autism training for First Responders
- Drumming Lessons
- Fair and Impartial Policing
- Stepwise – Interviewing Trauma Survivors
- Trauma Informed Practice training
- Indigenous Cultural Awareness and Education
- Intercultural Indigenous Awareness and Gender Diversity Training
- Durham Regional Police Service Speaker Series-Police and 2SLGBTQ+ Communities: Working Together through Education and Community Partnerships.
- Responding to Racism and Targeted Hate
- Anti Racism Workshop-Victoria Multifaith Society
- Indigenous learning series
- Trauma Informed Practice foundations
- Gender Based Violence Workshop
- Lekwungen Territory Tour
- Exploring Biases Workshop
- History of Race and Racism in Canada
- Family Day Native Friendship Centre
- Uvic- 5 Days of Action an event aimed at amplifying the work groups, units and organizations to create a more diverse, inclusion and equitable community.
- ISSAMBA-Black in BC - Saanich members participated on a panel discussion. A key goal of the symposium was to develop a stronger understanding of the strategies behind progress so participants could determine what

approaches to consider for ongoing meaningful change. Saanich participated in this symposium to also share in detail the measures and initiatives that Saanich has implemented to strengthen and continuously improve our equity, diversity, and inclusion.

- Ghanaian Independence Day Celebration
- Symposium: Aboriginal Coalition to end Homelessness-includes several workshop days where first nations work with first responders to teach culture and history. Ongoing work with the ACEH working with youth to refer aboriginal back cultural routes through land base healing and education.

Saanich Police are also a part of the Greater Victoria Diversity Advisory Committee. Saanich Police also have a Diversity and Inclusion Committee as well, we work alongside and consult with the following groups to ensure Diversity and Inclusion within our organization and the community as a whole:

African Heritage Association of Vancouver Island (AHAVI)
India Canada Cultural Association (ICCA)
Ismaili Muslim Faith Community
Jewish Federation of Victoria and Vancouver Island
Victoria Baha'i Community
Victoria Francophone Association
Victoria Native Friendship Centre (VNFC)
Victoria Pride Society
Inter-Cultural Association of Greater Victoria
Victoria Immigrant Refugee Centre Society
Ukrainian Canadian Cultural Society of Vancouver Island
ISSAMBA Centre (African Arts and Cultural Centre)
Philippine Bayanhihan Community Centre
Chinese Community Services Centre of Victoria

We also have a REDI committee, the committee's aim is to identify progressive recruiting initiatives and strategies that will enhance our efforts to build and strengthen relationships and connections with potential recruit candidates with diverse backgrounds.

I hope this helps to better understand how our organization is working with our community partners and our members to ensure equity and inclusion for all. If you have additional information or courses that you think would be helpful we are always looking for growth and development opportunities.

I also welcome an opportunity to sit down with you so we can learn and grow from each other, communities are stronger when we all work together.

Thank you for your time,

Jody

SERGEANT JODY PAVESIC #151 (SHE/HER)
COMMUNITY ENGAGEMENT DIVISION
SAANICH POLICE DEPARTMENT

SAANICHPOLICE.CA | JOINS.PD.CA



We acknowledge that the District of Saanich lies within the territories of the ləkʷəŋən peoples represented by the Songhees and Esquimalt Nations and the W̱SÁNEĆ peoples represented by the W̱JOLEŁP (Tsartlip), BOKEĆEN (Pauquachin), STÁUTW (Tsawout), WSIKEM (Tseycum) and MÁLEXEL (Malahat) Nations.

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May 4, 2023

School District 61 Board of Education
556 Boleskine Rd
Victoria BC V8Z 1E8

Dear Board Chair and Trustees,

My name is Jennifer Chambers, and I am currently on a personal leave from my position as Secondary District Counsellor for Greater Victoria School District. I was on the SPLO Ad Hoc committee as one of the two GVTA members, until my leave started in September 2022. I am writing this letter because I believe the GVTA letter submitted to the Board on March 13 2023 does not appropriately address the position of many educators regarding the question of whether we should continue to support SPLOs in our schools.

Although I have not been a member of the AD Hoc committee during this 2022-23 school year, when I was a participant, we had many valuable submissions from educators and community presenting varied perspectives. Although there were teacher presentations strongly supporting police liaison officers in schools, and the survey responses were in favour of their continued presence (60% respondents wished SPLO program to continue and an additional 12% wanted it to continue with changes), those positions were not acknowledged in the GVTA President's March letter to the Board. Moreover, the letter only identifies two possible outcomes for the Board (keep with changes or terminate SPLOs) yet the committee also discussed the option of keeping the program without changes (Jan 13, 2022, SPLO Ad Hoc Committee Agenda).

The GVTA President also suggests that police patrol only attend schools in rare situations. This is misleading, as many of our larger schools are compelled to ask for police support on a regular basis. It would be professionally inappropriate to expect teachers, administrators, and other staff to manage potentially unsafe situations in a school without the support of police. The dismissal of SPLOs would mean that all police entering our schools would have no prior understanding of the culture and climate of schools, no prior relationship with students and staff and absolutely no avenue for building these relationships from a trauma informed lens. SPLOs are not, typically, involved in active investigations, but provide a communication bridge between the system of policing and education that supports all students in our schools. They are a resource for school staff to discuss and debrief interventions to increase learning for all involved in these difficult situations.

I felt a great deal of frustration during the committee meetings on this topic, as many presentations and discussions were focussed on a North American and global analysis of policing and prejudice, provided by one committee member, in particular. Although this is a crucial conversation for all of us, it was beyond the scope of the committee. Furthermore, many committee participants were not clear that SPLOs support a different role than regular officers in our schools. From a trauma informed lens, we know that attachment, connection, and ongoing communication is foundational, yet removing the SPLO role from our school system

means we lose the opportunity to develop this lens as our only interaction would then be in highly charged, emergency situations.

I hope the Board will consider all perspectives in this important conversation. I absolutely support making changes to the current program, particularly through aligning SPLO job descriptions, meeting the needs of marginalized youth who may need additional support with trauma responses, and finding ways to support safe and caring schools in both systems. I feel we are only starting this important work, but cessation of the program means we would no longer have any role in improving police interactions with our vulnerable youth.

Sincerely,
Jennifer Chambers

Oak Bay Police Board
1703 Monterey Avenue
Oak Bay, BC V8R 5V6



May 4, 2023

Board of Education for School District 61 (Greater Victoria)
556 Boleskine Road
Victoria, BC V8Z 1E8

Re: Submission for School Police Liaison Officer (SPLO) Review

Dear Chair Duncan and SD61 Board,

We appreciate Chair Duncan and Ms. Carmichael taking time to meet with our Police Board members on March 24 and the invitation to make a submission to the Board of Education for School District 61 (the “Board”) regarding the current School Police Liaison Officer (SPLO) review process. Please accept this letter as our submission to the Board; we would also welcome the opportunity to make a brief presentation to the Board when the item is on your agenda.

We make three main points in our submission: (1) the Oak Bay Police Board is committed to working with the School Board to ensure the SPLO program is safe and inclusive of all members of our community; (2) the Greater Victoria Teachers’ Association’s (GVTA) March 3, 2023 letter does not reflect the role of SPLOs in Victoria schools and does not consider the fact that students are also members of the broader community in which community policing is grounded; and (3) the research underlying the recommendation of the Human Rights Commissioner highlights the need for further research but does not support immediately ending the SPLO program.

1. The role of police boards & our commitment to collaboration

Police boards are independent of municipal and provincial governments, and distinct from police departments. Police boards are mandated by the *Police Act* to provide civilian oversight of the police department including by establishing policies and setting the strategic direction for the department; providing financial oversight of the

department; dealing with policy and service complaints; and handling labour relations.

As such, we believe police boards can make a significant contribution to ensuring the SPLO program is safe and inclusive of all members of the school community. We take seriously the concerns raised by the Human Rights Commissioner regarding the impact of SPLOs on Indigenous, Black and other marginalized students. We share the goal of creating safe and inclusive schools that uphold human rights and we see a path for collaboration between the Oak Bay Police Board and the School Board to achieve that.

2. The role of SPLOs & the community policing model

The Oak Bay Police Department is a community-based policing organization: it advocates community partnerships with a multi-agency approach and collaboration as a means of achieving public safety and preventing and resolving problems. Members of the Oak Bay Police department primarily provide community policing, with external investigative and speciality services provided through memorandums of understanding with other police departments. As part of its community policing mandate, the Department responds to a wide range of calls of a general assistance nature, youth concerns, public education, substance abuse, and issues regarding mental health. The Department is committed to partnerships with the community, leading to the sharing in the delivery of police services.

The SPLO program plays a vital role in community policing: Oak Bay believes police must be approachable to be trusted. The feedback we have received on our SPLO program from a variety of stakeholders (including students, parents, teachers and school administrators) has been consistently positive and we have seen the benefits for students firsthand: Students who have built a positive relationship with members of our Department through the SPLO program are more likely to seek help if they are victimized or witness criminal activity, and experience less trauma when involved in events necessitating a police response. The role played by Oak Bay's SPLO in the response to a threat of gun violence at Oak Bay High School in November 2022 is a poignant example. Feedback received through Oak Bay's SPLO program also benefits our policing practices, including trauma-informed changes to school lockdown procedures.

We are concerned that several of the GVTA's recommendations would remove SPLOs from roles that cannot effectively be performed by others in the community (e.g., programming to make students less vulnerable to crime), or where SPLOs are essential members of community-based teams. Immediately ending the SPLO

program without alternative providers of these services in place could cause significant harm to students.

Moreover, several of the GVTA's recommendations appear to misconceive the role of SPLOs in Victoria schools. SPLOs work as part of a team with teachers and school administration; they do not independently participate in "student behaviour management", "surveillance of students" or "well-being checks on students attending or not attending school". Further, several of the GVTA's recommendations would work counter to the principles of community policing. Barring police officers from attending school functions or providing mentorship removes crucial opportunities for building positive relationships that support trust and collaboration. Eroding trust and collaboration in policing does not make schools or students safer; students are also members of the broader community. Regardless of whether they encounter police in schools, students are likely to encounter law enforcement at some point—whether as a witness to, or victim of, a crime, or otherwise—and should have the benefit of a police department that they know and that works collaboratively with community partners.

At the same time, we agree with the GVTA's call for school programming to be delivered from a trauma-informed, compassionate perspective that addresses structural inequalities and power dynamics, as well as impacts on BIPOC, 2SLGBTQIA+ students, and students with disabilities. There is no reason SPLO programs cannot be delivered in this manner, and no question that they should be. The Oak Bay Police Board is committed to working with the School Board to ensure this.

3. The need for further research & assessment

We have reviewed the Samuels-Wortley report commissioned by the BC Human Rights Commissioner. The report provides a literature review of studies pertaining to SPLO programs in Canada and the United States. Due to the lack of "peer-reviewed studies that explore the impacts of Canadian SLO programs on marginalized students", the report draws heavily on US-based research. However, US-based research focused on the "school-to-prison pipeline" cannot be generalized to Canada due to drastically differing (or in some instances, absent) school management policies. The Toronto Police internal evaluation reviewed in the Samuels-Wortley report is also not generalizable to Greater Victoria as it assessed a targeted SPLO program introduced after the fatal shooting of a student at a Toronto high school over a decade ago, rather than as a key component of a contemporary community-policing framework. We note that one of the Canadian studies cited by Samuels-Wortley suggested positive outcomes when SPLOs are

introduced as a component of a community policing model (Broll and Howells, 2019).

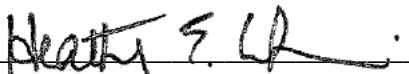
We agree there is an immediate need for assessment and research conducted in BC that centres the experience of marginalized students and employs high-quality evaluation strategies. The Oak Bay Police Board would be pleased to collaborate with the Board of Education in that work. Greater Victoria Students deserve nothing less.

Thank you for considering our submission. We welcome the opportunity to make a presentation to the Board and discuss the matter further.

Yours sincerely,



Mayor Kevin Murdoch, Board Chair



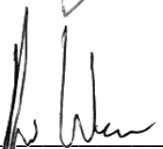
Heather Cochran, Director



Wendy Zink, Director



Lawrence Lewis, Director



Andrew Weaver, Director



Christine Hall, Director

Jody Pavesic – Saanich Police Department

These video's have been created by our own Community Liaison Officers about what they love about their relationships with schools, and are important in the full picture of the relationship building that occurs with police, students and schools in general.

I just also wanted to let you know that the redacted portions are personal information that is not necessary for the public to know. If there is someone specifically you wish to speak to directly, we can reach out privately and request contact. Also, the letter from Abigail has been approved for release by her and all the content that is contained in the letter.

If you need any clarification or further information, please let me know,

Thank you very much

Jody

<https://youtu.be/MXK74z5rvH8>

https://youtu.be/2s_f3oi5BNg

<https://youtu.be/huhepoKKSgG>

<https://youtu.be/e9vUxIDZpeA>

[\(3\) Saanich Police | Facebook](#)

SERGEANT JODY PAVESIC #151 (SHE/HER)

COMMUNITY ENGAGEMENT DIVISION

SAANICH POLICE DEPARTMENT

[SAANICHPOLICE.CA](https://saanichpolice.ca) | [JOINSPD.CA](https://joinspd.ca)

Berle Zwaan

From: V1 [REDACTED] V1 [REDACTED]
Sent: Wednesday, May 17, 2023 10:51 PM
To: Community Engagement
Subject: sd61 vote

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

I would just like to express my gratitude for all that you do in our schools. I was very upset to hear that the union I belong to, wrote a letter recommending that our police liaison program be removed from our school. This was voted in at a meeting with very little representation from our membership. While I understand there are individuals in our schools that have experienced past trauma where the police have had to be involved in the past, hiding from police officers is not the answer. The only way forward is building positive relationships and healing past wounds. I think that even the idea of ending this program is extremely short sighted. I teach either kindergarten or grade one each year. It is common for me to have little ones from good homes with not past trauma express to me that they feel nervous around police officers, but by having our liaison officer in to the classroom and making the police officers into real people who are there to help, they soon realize that there is nothing to be scared of. I really hope that this motion does not pass and that our schools continue to be served by the Saanich Police Department.

Sincerely,

V1 [REDACTED]

V1 [REDACTED]

Berle Zwaan

From: V1
Sent: Thursday, May 18, 2023 7:46 AM
To: Community Engagement
Subject: School and community liaison feedback

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Hello

I am writing in full support of the amazing work our school and community liaison officers do in our schools. I have been a teacher in the Victoria school district for over V1. I have seen first hand the great work the liaison officers do during my time at V1 elementary schools. Our liaison officers work hard to connect with the students and their families. In the schools I work in some of our students may have interacted with police at home and heard family opinions that aren't always positive towards law enforcement. School liaisons help to show that positive interactions with officers are possible and helps students to know that the officers are there to help them and can be kind and welcoming people to approach. As a teacher I also really appreciate the programs offered in schools by our liaison officers. Also a big thank you to the Saanich officers that help out with our Cobbs day old bread delivery at Tillicum, we really appreciate this!

Please keep our school/community liaison officers!!

Thank you to all our past and present community liaison officers and I really hope to continue working with you in the future.

V1

Berle Zwaan

From: Volker Grady <V1 [REDACTED]>
Sent: Thursday, May 18, 2023 1:28 PM
To: Community Engagement
Subject: School Liaison Section

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Good Day

Please vote in favour of keeping the school liaison program. Young people especially need life skills and that includes getting to know and understand our police department. Sadly the media has us believe to be fearful of police officers and yet nothing could be further from the truth. Shame on the media for portraying police officers as the villains and they do this to sensationalize their stories and increase viewership. We would be far better served by the media learning just how important policing is. I join many Canadians who believe that the justice system is broken and that it is way overdue for a serious reform. Our children must never be fearful of our police department, they need to learn to respect and appreciate all they do for us. Police officers today have so much more to teach our children that we as parents and the school system by itself couldn't possibly muster on our own. We desperately need role models in society and I strongly advocate allowing the police liaison to partly fill that void. Their life skill and experience is what's needed in every community and school body. I could go on about this important topic for hours, but I don't want to wear out your patience with me. Many, many thanks for your kind consideration, when voting to please keep and solidify the Police Liaison Program in our schools. I can assure you that you will never regret this. I am always happy to elaborate further if asked.

Respectful,

Volker Grady

V1 [REDACTED]

Berle Zwaan

From: Petra Dornblut <V1 >
Sent: Friday, May 19, 2023 3:19 PM
To: Community Engagement
Subject: Police liaison positions

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Having done the school liaison position many many years ago you reach students in such a positive way. I gave lectures in the classroom and some of those students became police officers (Sgt Leslie is one example) I recall there was a fairly large group of mostly teenage boys hanging around at a corner near Claremont school. Cadbury had sent us boxes and boxes of chocolate bars. I took a bunch of these bars and started hanging out with these guys. They had really only dealt with police in a negative way. A few years later I was approached at Tim Hortons (ha ha ha) and was told that one of those young men had died in an incident where he had drowned The young man who told me said that his friend was glad he had met me and what I did back then made an impact. Last weekend we hosted a big garage sale in our community. I have been retired for 9 years now. A lady came up to me and said ' I know you. You came to my high school and spoke.' I asked her which school Claremont or Lambrick? She said ' Lambrick. You came and spoke to our class and spoke so openly and honestly and you made a difference in my life when I eventually went through some trauma. ' I thanked her because as a police officer you attend so many calls in your career and not all of them are positive and speak to thousands of people and to hear that you made a difference in someone's life made me proud of my career choice. I was a school liaison officer in the early 90's and for this person to say this almost 40 years later was so touching. You never know how and when you can touch someone. Please don't get rid of this program from the schools.

Petra Dornblut
(Retired)Saanich Police

Sent from my iPhone

Berle Zwaan

From: Miesha Breiter <V1 >
Sent: Monday, May 22, 2023 2:00 PM
To: Community Engagement
Subject: SD61 thoughts

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Hello!

As a mom of a boy in grade 3 at Torquay and the "V1" I can't communicate enough how important and integral the role of our school liaisons are.

When the liaisons interact with the students at the elementary level there is a learned respect for these officers and relationships are built at such an early age. I consider it a grassroots approach to keeping more kids off the streets and making better decisions as they get older and enter middle and high school.

They are less likely to engage in criminal behavior because of the relationships and respect they have for the work our officers do and the learning that is done through the presentations.

The school presentations to our students on the legal system / drug use at each age is integral to understanding the world that is unknown for these vulnerable kids!

I work at V1 school in the front office and see the kids interacting with our liaisons and the positive impact they have being present in our schools. It makes everyone feel safe knowing there is a presence and just a phone call away if we need them.

They are not intimidating unless certain students have something to hide, in which case it proves even more that we need our officers around keeping ears and eyes on our students. If these officers see these certain students out on the streets they are more likely to know the names and help them in a way that's isn't aggressive but based on a relationship built and focused on reasoning.

Please please keep our liaisons in the school for the upcoming generations to come - their work is priceless !!!!

Miesha Breiter

V1
Elementary Mom and V1 school

Berle Zwaan

From: Sherry Walsh <V1 >
Sent: Monday, May 22, 2023 7:43 PM
To: Community Engagement
Subject: SD61 Vote

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Hello,

I am a retired police officer that previously worked in the Saanich Police Community Engagement Division. Although I was not a school liaison officer, I did assist the school liaison officers at events in the schools. One occasion was a specifically memorable and rewarding experience. I attended an elementary school in uniform to read to students as part of their reading to students' program. After reading to the students, I was approached by the teacher who told me that I had made a student's day. The teacher explained that the student and her family had recently relocated to Canada from a middle eastern country and that for this particular female student to interact in a positive way with a female officer in uniform was very impactful and empowering for her. As officers we don't always get feedback and our presence in the schools is not easily measurable. It is moments like this as an officer you feel in a small way you have made a difference in someone's life. I truly understood and experienced the value of having school liaison officers actively participating in the schools. I support the continuation of school liaison officers.

Thank you
Sherry Walsh

Berle Zwaan

From: Kathleen Brandsma <V1 >
Sent: Tuesday, May 23, 2023 9:15 AM
To: Community Engagement
Subject: Keep Police In Schools

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

I am writing to express the importance of maintaining a police presence in schools and the positive impact that has on students.

I am a retired police officer having served 12 years with Saanich and one of my earliest memories in policing is often when I had contact with young people they would tell me the name (s) of their school liaison officer (s) and tell me that these officers were "so cool!" I'll never forget seeing kids' eyes light up telling me about the interactions they'd have with these officers. I was on the mountain bike squad for three years and had many opportunities to work alongside the school liaison officers at events like bike rodeos or friendly "cops vs the kids" basketball or soccer games. I can assure you that it was sometimes hard to see who was having more fun - the cops or the kids and the connections that were formed during these events often lasted well into the future.

A key aspect of having police in schools is the opportunity to establish exactly these kinds of positive connections. By regularly interacting with police officers, students develop a sense of trust, respect, and appreciation for the important role they play in the community. This connection creates a safer and more inclusive environment, where students feel comfortable seeking guidance and support from these trusted role models.

Additionally, police officers in schools serve as positive role models for students. They can engage in mentoring programs, community outreach initiatives, and educational activities that promote personal growth, character development, and responsible citizenship. These interactions can inspire students to aspire to higher goals, instilling values of integrity, empathy, and civic responsibility.

It is important to acknowledge that the role of police in schools extends beyond law enforcement. They contribute to creating a nurturing and secure environment where students can focus on their studies, personal growth, and overall well-being. By bridging the gap between law enforcement and education, youth are empowered to become active, engaged members of society.

In conclusion, keeping police in schools facilitates positive connections, provides role models for students, and promotes a safe and supportive learning environment. It is through these meaningful interactions that we can empower our students to become responsible citizens and contribute positively to our community.

Regards;

Kathleen Brandsma

Berle Zwaan

From: Jill Coster V1
Sent: Tuesday, May 23, 2023 9:57 AM
To: Community Engagement
Subject: Saanich Police & SD 61

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Good day to Saanich Police and School Liasons,

I do not live in your community but I fully support the example you set for policing in other communities.

My opinion is that a community which respects and honours the work police do starts with communication with children in schools.

I fully support the work of SD61 Police Liasons and feel it would be incredibly shortsighted to withdraw funding for this valuable program.

Respectfully, V1

Jill Coster

V1

Sent from my iPhone

Berle Zwaan

From: Barb Pilon V1
Sent: Tuesday, May 23, 2023 9:21 PM
To: Community Engagement
Subject: Saanich schools

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

I'm so saddened to hear of the possibility of cutting the programming in the Saanich schools. I believe this would be a terrible mistake as the children need the support and comfort that officers provide in the schools. The children look up to the police and admire the uniform and what it represents. Many young children dream of becoming a police officer when they grow up, my daughter was one of those, and today she is an officer for Saanich.

With the problems of drugs and crime being ramped in Saanich I believe we need to focus on the young children to help guide them in the schools as the teachers are overwhelmed with all the issues they see in the classroom ie: kids from split families, going to school hungry, some not having a safe home, etc. We need our kids to learn the police are GOOD and respect them.

THESE KIDS ARE OUR FUTURE!!!

KEEP UP THE GREAT WORK YOU DO EACH AND EVERY DAY SAANICH !!

PLEASE KEEP THIS PROGRAM IN OUR SCHOOLS !!

V1

Barb Pilon
Saanich

Sent from my iPhone

Berle Zwaan

From: Faith Abigail Taylor V1
Sent: Wednesday, May 24, 2023 9:22 AM
To: Community Engagement
Subject: School Liaison's

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Good Morning,

I am writing to you in regards to the school districts voting you out of the school systems. My view on this may sound pretty dumb or won't make sense but I hope if you read to the end it will make a little bit of sense... I've always been terrified of Police my entire life... I was always told you guys were out to get me, whenever your sirens were going my adopted parents would always say "oh she's over here, you can come get her" or when they'd see you guys come into a restaurant or walking on the sidewalk they'd make it a big deal and say it very loudly "she's over here you guys can take her away" which that instilled the fear in me of Police Officers.

But...

If it wasn't for the school liaison who was in charge of Lambrick Park secondary school between the years of 2017-2020 I can't remember her name but it was a female with blonde hair. If it wasn't for her coming into the school not in uniform like she'd have her belt on but she wouldn't be in her full uniform, and she'd come and sit with us during class whether she came in while there was a lecture going on, or we all were talking amongst our groups, or she came in to see what we were doing in science or art, and just sitting down to talk to us like we were normal human beings, like we weren't in trouble, like she wanted to get to know us better, like she actually cared about the things we were learning or cared about just us as individuals that's what made the greatest impact in my life personally and I can't speak for anyone else but I'm sure it made a lot of other students feel at ease to. I'm still terrified of you guys to this day, but if it wasn't for that officer coming in every now and then to try and build those relationships, make us feel seen, heard, and understood I wouldn't have ever reported the SA that happened to me three years ago and I probably wouldn't have ever reached out to you guys for any of my mental health crisis's growing up but it's officers like the one that came into my school during my high-school career that made the biggest difference and impact in my life because I don't have parents or a family and has made it so I now feel like sure I'm scared of you guys but I can call you guys if I'm in an emergency or need help or am in a mental health crisis knowing that you won't come and get mad at me, or you won't be arresting me for reaching out for help whereas before I wouldn't have ever done that.

I hope this makes some sort of sense.

Thanks,
Faith "Abigail" Taylor

V1

Berle Zwaan

From: Kumi Tanner V1
Sent: Wednesday, May 24, 2023 10:53 AM
To: Community Engagement
Subject: Community Liaison Program

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

To whom it may concern,

I have heard about SD61 voting to remove the community liaison program from schools. I strongly oppose this idea as I think the benefits of having officers at schools greatly outweighs any negative impact it may bring to the schools.

I understand that the police presence can feel threatening to some minorities and marginalized populations, which is a whole different topic that needs to be addressed and improved in our community. However, the recent surge of violence and drug use in schools need special attention and I believe the police presence will definitely contribute to deterring students from these illicit activities.

As a parent, I feel better having officers check in at schools where my children attend. I also appreciate any opportunities that my children have being talked to by police officers in regards to safe schools and behaviours.

I also work for a non-profit organization that closely works with Saanich PD, and appreciate the wonderful work you all are doing for our community.

Thank you so much for all you do.

Kumi Tanner

Berle Zwaan

From: Sarah Elford V1
Sent: Wednesday, May 24, 2023 11:06 PM
To: Community Engagement
Subject: School Liaison Officers

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

I am a teacher and Vice Principal in Saanich. Our connection with the school liaison officers has been invaluable in creating positive connections with students. The police have been responsive, flexible, and proactive in helping students, families and school communities. From education on social media and responsible digital citizenship, to helping those struggling to find a positive path. It would be a massive loss to our school communities if this program was pulled.

Sincerely,
Sarah Elford

Berle Zwaan

From: Michelle Loveless <V1 [REDACTED]>
Sent: Thursday, May 25, 2023 10:25 AM
To: Community Engagement
Subject: SD61: Keep Community Police in the Schools

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

As a Saanich resident & tax payer I am fully supportive of keeping our Community Police in schools.

At a time when we are asking citizens to be inclusive of all humans, I am disappointed to hear a school district is excluding the fabric of our citizen safety. We all learn by talking & listening; dear SD61, let's start with this approach.

Please let me know how else I can support

Michelle Loveless

Sent from my iPhone



South Island Distance Education School

May 25, 2023

Re: Letter of Support for School Liaison Officer Program

Greetings Chief Duthie,

My name is Holly Mair and I am a Teacher-Librarian at South Island Distance Education School (SIDES). I am writing this letter with enthusiasm supporting the School Liaison Officer Program in Saanich. We have worked closely with Constable Dion for the last couple of years and have nothing but praise for the program as well as for the officer.

We have used Constable Dion in the capacity of a guest reader for our grades K-4 story time. He has an amazing ability to connect with students. He is kind, professional, knowledgeable, reliable and generous. He is willing to push himself outside of his comfort zone to connect with our students and did not hesitate to jump on board with our story time even though we asked him to work through Zoom. Constable Dion takes initiative in planning his session with us from choosing the book to incorporating strategies to make the time with the students more enjoyable such using special voices for different characters and puppets.

Constable Dion possesses a remarkable talent for establishing a secure and comforting connection with our students. In a recent Zoom story time session, he was asked by a SIDES student about his gun to which he quickly answered, "My most important tool is located between my nose and my chin". He went on to say how important it is for police officers to talk with people and work out problems peacefully. He continued to tell the students that guns are rarely used in policing today and only when other means of de-escalating a conflict haven't worked. Furthermore, when discussing careers, he exhibited equal enthusiasm for children who expressed interests in other professions as he did for those who considered a career in policing. His ability to support the diversity in our class and value everyone's unique goals and interests is a huge asset.

Should you have further questions, do not hesitate to contact me or my colleague Patty Golumbia, the other Teacher-Librarian, who has also been present during Constable Dion's presentations. We sincerely hope we will have many more years working in tandem with the Saanich School Police Liaison program.

Kind Regards,

Holly Mair

Berle Zwaan

From: Scott Treble V1
Sent: Thursday, May 25, 2023 8:51 AM
To: Community Engagement
Subject: SD61 - School Liaison Officers

Notice: This email came from an external source. Use caution if this message is unexpected or the sender is not known to you.

Hi there,

I'm replying to your request for public input about the upcoming SD61 decision about School Liaison Officers.

I'm a retired Saanich Police member (2021) and served in Community Engagement for many years. During my police career I've easily attended hundreds of school-related events, both with the RCMP and with SPD.

There are a few quick points that I'd like to make in support of having police officers involved with our schools. I believe many others will provide valuable input on the types of programming and presentations provided and its value.

1. I fully recognize there are individual students who, for many reasons, have fear, apprehension or mistrust about police.
2. Some of these feelings and opinions undoubtedly stem from inter-generational trauma and systemic bias and discrimination.
3. Especially noteworthy are their feelings and opinions with regard to reconciliation challenges and other IBPOC concerns.
4. I think that having police officers very sensitively and thoughtfully in schools for education and relationship-building is critical.
5. I believe this can be achieved by employing a variety of mitigation strategies, to minimize any discomfort or apprehension.
6. Such as providing advance notice, permitting students to decline participation and wearing plainclothes instead of uniform.
7. School visits by police officers also provide students a safe place to share their perspectives and 'teach the police'.
8. Individual schools have unique needs and concerns and should continue to 'customize' how police visits would occur.
9. Valuable for students to see police who look like them, speak their language and may have diverse gender or sexual orientation.
10. Overall I believe the numerous wide-reaching advantages of police visits far outweigh the disadvantages or discomfort of some.

I've experienced situations where other groups with vulnerable young people have weighed these factors with great thoughtfulness.

Conferences for 2SLGBTQIA youth decided to continue including police participants, although they wore plainclothes. This was in spite of the fact that a few young people were strongly opposed and were fearful of feeling traumatized.

Another example is the local Pride Parade which has weighed considerable controversy about having police participation. Police were entirely banned for a time, but I believe they are now permitted to attend and they wear t-shirts and no police gear.

I don't mention these examples lightly, because I know these are human beings with real feelings and fears who oppose being around police.

But I think there is more damage done by having no police and that it is critically important for healing and learning opportunities to find a safe compromise.

Then more young people can see police officers as people first - mothers, fathers, sons and daughters - people who want to learn about their worlds.

Thank you for the opportunity to share some thoughts about this important decision that SD61 will be making.

Scott

Here is the list of courses that members of the Saanich Police have taken since 2021. This is not an exhaustive list, as members do take education on their own time away from work as well.

2021 Courses

- Anti-Racism from the Center workshop
- Building a Case Against Hate Conference
- Webinar: Equity, Diversity and Inclusion – Police Leadership 101 in 2021
- Closing the Gaps – Working to Improve Transitions to Youth in Youth Justice, Hospitals, Substance Use and Mental Health Systems (2x day session)
- End Gang Life presentation
- Human Trafficking Seminar
- Indigenous Canada Course – Faculty of Native Studies – University of Alberta
- Canadian Police Knowledge Network – 2SLGBTQ+ course
- Royal Roads: Indigenous Ways of Being and Knowing – Integrating Indigenous Values into the Work Environment
- Trauma Informed Practice Foundations
- Trauma Informed Policing – Understanding the Neurobiology of Trauma
- Stepwise 360: Interviewing Trauma Survivors
- Canadian Police Knowledge Network – Cultural Awareness and Humility
- Indigenous Drumming Program
- Webinar: Promoting Mental Health Through Diversity and Inclusion
- Capital Regional District – Spring into Events in Reconciliation

2022 Courses

- Canadian Centre for Diversity and Inclusion Webinar: History of Race and Racism in Canada
- Canadian Centre for Diversity and Inclusion Webinar: Addressing Anti-Black Racism in the Workplace
- Masterclass: Black History, Black Freedom and Black Love
- Canadian Centre for Diversity and Inclusion Unconference
- Building a Case Against Hate Conference
- Canadian Association Chief of Police- Equity, Diversity, and Inclusion Conference
- You in You Consulting: Exploring Biases Workshop
- Trauma Informed Practice for Justice, Public Safety and Anti-Violence Community Sectors in BC
- Interviewing Trauma Survivors
- Human and Sex Trafficking Webinar Series
- Peer to Peer
- Indigenous Drumming Program continued
- Canadian Association Chief of Police – Police Leadership Conference (Equity, Diversity, and Inclusion)
- Cultural Perspectives
- Exploring Biases Workshops
- Drum Making

- Elder Abuse Awareness, Adult Protection law and Policing Powers webinar
- International Center for Digital Threat Assessment – Responding to Racism and Targeted Hate
- Lekwungen Tours (multiple sessions)
- NCA Leadership Conference (Equity, Diversity, and Inclusion)
- Safer Schools – Responding to Racism

2023 Courses

- Fair and Impartial facilitator update
- Spring Increment – Equity, Diversity, and Inclusion training
- Building a Case Against Hate
- Ask me Anything Faith – virtual conversation
- Drumming Lessons
- Gender Based Violence workshop
- Autism training for First Responders
- Drumming Lessons
- Fair and Impartial Policing
- Stepwise – Interviewing Trauma Survivors
- Trauma Informed Practice training
- Indigenous Cultural Awareness and Education
- Intercultural Indigenous Awareness and Gender Diversity Training
- Durham Regional Police Service Speaker Series-Police and 2SLGBTQ+ Communities: Working Together through Education and Community Partnerships.
- Responding to Racism and Targeted Hate
- Anti Racism Workshop-Victoria Multifaith Society
- Indigenous learning series
- Trauma Informed Practice foundations
- Gender Based Violence Workshop
- Lekwungen Territory Tour
- Exploring Biases Workshop
- History of Race and Racism in Canada
- Family Day Native Friendship Centre
- Uvic- 5 Days of Action an event aimed at amplifying the work groups, units and organizations to create a more diverse, inclusion and equitable community.
- ISSAMBA-Black in BC - Saanich members participated on a panel discussion. A key goal of the symposium was to develop a stronger understanding of the strategies behind progress so participants could determine what approaches to consider for ongoing meaningful change. Saanich participated in this symposium to also share in detail the measures and initiatives that Saanich has implemented to strengthen and continuously improve our equity, diversity, and inclusion.
- Ghanaian Independence Day Celebration
- Symposium: Aboriginal Coalition to end Homelessness-includes several workshop days where first nations work with first responders to teach culture and history. Ongoing work with the ACEH working with youth to refer aboriginal back cultural routes through land base healing and education.

Saanich Police are also a part of the Greater Victoria Diversity Advisory Committee. Saanich Police also have a Diversity and Inclusion Committee as well, we work alongside and consult with the following groups to ensure Diversity and Inclusion within our organization and the community as a whole:

African Heritage Association of Vancouver Island (AHAVI)
India Canada Cultural Association (ICCA)
Ismaili Muslim Faith Community
Jewish Federation of Victoria and Vancouver Island
Victoria Baha'i Community
Victoria Francophone Association
Victoria Native Friendship Centre (VNFC)
Victoria Pride Society
Inter-Cultural Association of Greater Victoria
Victoria Immigrant Refugee Centre Society
Ukrainian Canadian Cultural Society of Vancouver Island
ISSAMBA Centre (African Arts and Cultural Centre)
Philippine Bayanhihan Community Centre
Chinese Community Services Centre of Victoria

We also have a REDI committee, the committee's aim is to identify progressive recruiting initiatives and strategies that will enhance our efforts to build and strengthen relationships and connections with potential recruit candidates with diverse backgrounds.

I hope this helps to better understand how our organization is working with our community partners and our members to ensure equity and inclusion for all. If you have additional information or courses that you think would be helpful we are always looking for growth and development opportunities.

I also welcome an opportunity to sit down with you so we can learn and grow from each other, communities are stronger when we all work together.

Thank you for your time,

Jody

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

Recommendations

Keep with Changes

- Model the GVTDAC for school advisory council
- Consider a School District budget to support the School Police Liaison Officer (SPLO) program
- Cops for Cancer in 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 conducted by someone other than the SPLO- make that clear
- Advocacy to have Victoria Police Department in SPLO program
- SPLO to wear plainclothes and be identifiable as a Police Officer – i.e. golf shirt*
- Consistency of training – cultural sensitivity and trauma informed training must occur and be expected by the School District and Board of Education.
- Partner with Indigenous Education Department 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
- Bring back Police Camp
- SPLO – District meeting – should be open to others – Rightsholders 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 – Principal and Vice Principal role in meetings and work with SPLO

*Note it may not be possible to have Police Officers wear plainclothes and not carry guns.

- 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 to School Board
- Have an approved list of community facilitators to engage with youth and SPLO
- Put in the recommendations to School Board: timeline, reporting mechanism, accountability and person responsible
- School District should address variation in the way that administrators use SPLOs 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 Education Assistants and Youth and Family Counseling supports.
- Invest more on targeted preventative wrap-around student supports such as the Individual Education Plan (IEP), non-violent crisis prevention plan and school based team planning. Standardize SPLO job descriptions for all Police forces and the RCMP.
- 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.

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- 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.
- School District needs to lead the development of comprehensive training and qualification requirements for SPLO's with input from SPLO's.
- School District should review what skills and training is needed to support school administrator as they exercise difficult judgements/discretion regarding their use of Police.
- School 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.
- School 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.
- Have SPLO in all schools in the School District and ensure that the difference between a SPLO and regular Police Patrol is clear to all.
- 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 School District/Board of Education
- Partner with IED to plan the year
- LGBTQ2 focus
- SPLO – District meeting – should be open to others – Rightsholders and stakeholders
- Process for SPLO continuous improvement reporting mechanism

*Note it may not be possible to have Police Officers wear plainclothes and not carry guns.

- Review SPLO program 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 – Principals and Vice Principals 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: Expect clarity regarding the timeline for a decision, reporting mechanism, accountability and person(s) responsible
- Advocate for all schools to have a SPLO where SPLO has been defunded by municipality or Police.
- Provide clear and detailed public explanation for why the decision to keep the program was made.
- That RCMP are not permitted to act as School Liaison Officers due to their specific history and role in settler colonialism.
- Implement sufficient policy to govern Police in schools.
- Establish thorough and sufficient policy to govern actions of SPLO programs which includes a complaints process.
- A substantial and impartial complaints process specifically referring to Police should be established along with a dedicated ombudsperson at each school who will assist students and families with the process.
- The complaints process should be made clear to families during each school year (i.e. principal letter, school assembly, Parent Advisory Council (PAC) meetings, etc.) and to students in their classroom (by teacher).
- Include the School District complaint process in the school start up packages sent to parents and a link to the PAC webpages that the School District oversees.
- Offer the School District complaint process in multiple languages.
- All schools in the School District should offer social justice subject matter courses regardless of whether the SPLO program continues.
- Develop discipline and behaviour management procedures that are based in trauma-informed research on impacts on IBPoC students.
- Develop a School District policy that Police not be used in instances of student behaviour management and that the School District invest appropriately in school and mental health supports for situations that require intensive intervention.

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- Invest in creating safer schools without Police by utilizing models transformative and/or restorative justice models and utilizing approaches outlined in alternative approaches to discipline (see overview- <https://mje.mcgill.ca/article/view/9547/7381>).
- Collect data on race, ethnicity, ability, gender expression of students disciplined, and whether Police are involved in any services provided to these students, families should be contacted within a month of receiving services to provide anonymous feedback on the experience of the process.
- Student Rights-The School District should take an active stance against criminalization of youth specifically with respect to the Youth Criminal Justice Act.
- That the School District adopt a restorative or transformational justice model for dealing with school related offences.
- SPLO's should 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.
- 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.
- SPLO's should not be permitted to perform well-being checks on students attending or not attending school.
- An independent Ombudsperson should be appointed at each school to assist students navigate the criminal justice system and any multi-jurisdictional aspects of those services that are required.
- Staff Training-All School District staff should be provided with current, research-based information on the impacts of policing on IBPoC students.
- All School District staff are provided in service training on identifying personal implicit bias, anti-racist training.
- All School District staff receive in-service training in trauma-informed/antiracist approaches to behaviour management.
- Police must not be armed and uniformed in schools.*
- Police must be clearly identifiable as students and staff have a right to know when they are speaking with Police.
- SPLO's should not be permitted to attend community events.
- SPLO's should not mentor individual students.
- SPLO's should not attend school functions particularly for events where their presence may be triggering for IBPoC people such as Orange Shirt Day, Rainbow Day and Pink Shirt Day.

*Note it may not be possible to have Police Officers wear plainclothes and not carry guns.

- The School District acknowledge the need for a diversity of people and perspectives to be brought into the classroom; the School District should limit the amount of times an SPLO can be brought into deliver programming each year and ensure there is funding and availability for members from other community groups and organizations to present programming, with a special attention to IBPoC groups.
- Provide outlines of what services SPLO's can offer in terms of educational programs and that those be constructed in partnership with trained teaching professional with an anti-oppressive lens.
- SPLO's should 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.
- SPLO's should be required to complete training related anti-oppressive/restorative and transformative justice models.
- The School District should commit to reviewing the SPLO programs every 5 years and ensure that any review process is independent of Police. Police officers should not sit in on School District review committees.
- 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.
- Support student mental health by implementing a School District staffing formula that includes 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.
- To support anti-racism the School District should establish an official definition of racism connected to democratic and systemic racism.
- Adopt an official policy with budgeted line items for undertaking anti-oppression work.
- Acknowledge and validate the historical and ongoing violence perpetuated against IBPoC people by Police through a public statement. This process should be steered by IBPoC people from the community.

End with recommendations

- Relationship with Police is fractured and if program ends we need to create ways to rebuild the relationship
- That the board end the SPLO programs due to current trauma-informed research on impacts of policing on Indigenous, Black, People of Colour (IBPoC) students.
- If no SPLO reach out to University of Victoria law faculty to identify a subject matter expert to visit classes.

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- Bike safety – replace with an appropriate school based alternative
- Confirm lockdown procedures and school safety process
- 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.
- School 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 School 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 schools in the School District should offer social justice subject matter courses regardless of whether the SPLO program continues.
- All interactions between students and Police should be tracked and reviewed with clear accountability/responsibility in place.
- The School Board should end the SPLO programs due to current trauma-informed research on impacts of policing on Indigenous, Black, People of Colour (IBPoC), 2SLGBTQIA+, and people with disabilities, and focus on preventative measures for intensive behaviour.
- Support early intervention by hiring appropriate professionals such counsellors, social workers, nurses, and behavioural support teachers to support complex needs of students.
- Properly fund Education Assistant's (EA's) to keep retention rate of EA's to support at ground level.
- The delivery of curriculum programs should be administered by appropriate groups/organizations that present information based on research, from a trauma-informed, compassionate perspective that addresses structural inequities and power dynamics.
- Administrators should be directed to track the frequency, purpose, and intensity of all uses of Police in schools and report directly to the Superintendent and Board of Education.
- Establish thorough and sufficient policy to govern actions of all interactions with Police in schools.

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- Implement a substantial and impartial complaints process specifically referring to Police along with a dedicated Ombudsperson at each school who will assist students and families with the process.
- The complaints process should be made clear to families during the school year (i.e., principal letter, school assembly, PAC meetings, etc.) and to students in their classroom (by teacher).
- All schools should develop consistent discipline and behaviour management procedures that are based in trauma-informed research on impacts of IBPoC, 2SLGBTQIA+ students, and students with disabilities.
- The School District should adopt an official policy that Police not be used in instances of student behaviour management.
- The School District should invest appropriately in school and mental health supports for situations that require intensive intervention.
- The School District should invest in creating safer schools without Police by utilizing models of transformative and/or restorative justice and utilizing approaches outlined in alternative approaches to discipline overview-(see <https://mje.mcgill.ca/article/view/9547/7381>).
- The School District should collect data on race, ethnicity, ability, gender expression of students disciplined, and whether Police are involved in any services provided to these students, families should be contacted within a month of receiving services to provide anonymous feedback on the experience of the process.
- The School District take an active stance against criminalization of youth specifically with respect to the Youth Criminal Justice Act.
- The School District should adopt a restorative or transformational justice model for dealing with school related offences.
- Police 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 on school grounds.
- Police not be used to perform well-being checks on students attending or not attending school.
- A lawyer or independent Ombudsperson should be appointed at each school for assisting students with navigating the criminal justice system and any multi-jurisdictional aspects of those services that are required.
- 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 situations where law enforcement can be called into 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.

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- Regulation 5145 should be removed and administrators should not be able to substitute as legal guardians in the matter of the questioning of students. Students interacting with the criminal justice system be provided a lawyer for the purposes of legal counsel and ensuring their rights are upheld.
- All school staff should be provided with current training that includes research-based information on the impacts of policing on IBPoC, 2SLGBTQIA+ students, and students with disabilities.
- All district staff should be provided in-service training on identifying personal implicit bias, as well as anti-racist and anti-oppressive training.
- All school staff should receive in-service training in trauma-informed/antiracist approaches to behaviour management.
- Police should not attend school functions particularly for events where their presence may be triggering for IBPoC people such as Orange Shirt Day, Rainbow Day, and Pink Shirt Day.
- If Police are brought in for the purposes of a class, all legal guardians of students must be notified 2 weeks in advance in writing and both legal guardians and students have the right to not attend these sessions without academic penalty.
- Police may not wear their street uniform or carry guns on school grounds. Police must be thoroughly identified, as students and staff have a right to know when they are speaking with a Police Officer.
- Regulation 5134.1 should be removed and Police should not mentor individual or groups of students.
- The School District should acknowledge the need for a diversity of people and perspectives to be brought into the classroom; the School District should ensure there is funding and availability for members from community groups and organizations to present programming, with a special attention to IBPoC groups.
- The School District should take seriously the democratic concerns of having independent reviews of policing. Police officers should not sit on any School District committee reviewing any function of policing within schools.
- The School District should 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 policing related or otherwise.
- To support student mental health and social supports the School District should implement a staffing formula that 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.
- The School District should establish an official definition of racism connected to democratic and systemic racism.

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- The School District should adopt an official policy with budget line items for anti-oppression work.
- The School District should acknowledge and validate the historical and ongoing violence perpetuated against IBPoC people by Police through a public statement. This process should be steered by IBPoC people from staff, students, and community.

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*Trustee Duncan- Chair, School Police
Liaison Officer Program Review Ad Hoc
Committee*

TO: The Education Policy and Directions Committee
FROM: Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee
RE: School Police Liaison Officer Program Review Ad Hoc Committee Update
DATE: Monday, February 1, 2021

The purpose of the memo is to provide an update regarding the School Police Liaison Officer Program Review Ad Hoc Committee's progress to date.

Background

The School Police Liaison Officer Program Review Ad Hoc Committee was established by the Board of Education to undertake discussions with members of the school community, including, but not limited to racialized, Indigenous and LGBTQ+ staff, parents and students to:

1. Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer Program and;
2. Develop recommendations, as required, on what changes, including the cessation from the program, should be made to the program to improve its value to the school community.

Update

The Committee met on 26 November 2020 and 7 January 2021. The next Committee meeting is scheduled to occur on February 4, 2021. The Committee has 21 members, including four student representatives, one representative from the Esquimalt Nations, two representatives from GVTA, two representatives from CUPE, two representatives from VCPAC, one representative from Victoria Police Department and two representatives from Saanich Police Department, two members of the Senior Leadership Team, two School Administrators, one School District Communications staff member, and two Trustees. Topics of discussion at the Committee meetings have included: the Committee's Terms of Reference specifically the purpose and deliverables, the timeline for the Committee work, the role of the School Police Liaison Officers, the importance of student and parent voice, the importance of considering the program through the lens of racism and discrimination.

During the February meeting the Committee will be presented with information regarding the roles and responsibilities of the School Liaison Officers including specific training or education they receive. In addition to this topic, the Committee will discuss the draft Communications Plan

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

*Trustee Duncan- Chair, School Police
Liaison Officer Program Review Ad Hoc
Committee*

developed in collaboration with Lisa McPhail. This will include the International Association for Public Participation (IAP2) Spectrum of Public Participation for consultation, a timeline to guide the work of the Committee including a proposed schedule for consulting with stakeholders.

Despite the challenges of meeting during COVID the Committee has been productive and is currently pursuing opportunities to fully understand racism and systemic bias in addition to trauma informed practice. The committee is exploring inviting community experts to specifically address these two topics.

The Committee intends to provide a Summary Engagement Report to the Education Policy and Directions Standing Committee on June 7, 2021 and then to provide a set of recommendations to be discussed initially at an Education Policy and Directions Standing Committee meeting in the 2021-2022 school year before being presented to the Board of Education.

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Office of Trustee Duncan

TO: The Education Policy and Directions Committee

FROM: Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee

RE: School Police Liaison Officer Program Review Ad Hoc Committee Update

DATE: June 7, 2021

The purpose of the memo is to provide an update regarding the School Police Liaison Officer Program Review Ad Hoc Committee's progress to date and to request financial support to assist the Committee to complete its engagement work.

Background:

The School Police Liaison Officer Program Review Ad Hoc Committee was established by the Board of Education to undertake discussions with members of the school community, including, but not limited to racialized, Indigenous and LGBTQ+ staff, parents and students to:

1. *Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer program; and*
2. *Develop recommendations, as required, on what changes should be made to the program to improve its value to the school community including consideration of cessation of the program.*

Update:

The Committee met on 4 February 2021, 1 April 2021, 6 May 2021 and 1 June 2021. The Committee did not meet in March 2021.

The Committee has 21 members, including four student representatives, one representative from the Esquimalt Nation, two representatives from GVTA, two representatives from CUPE, two representatives from VCPAC, one representative from Victoria Police Department and one representative from Saanich Police Department (with an alternate), two members of the Senior Leadership Team, two School Administrators, one School District Communications staff

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member, and two Trustees. Topics of discussion at the Committee meetings have included: the Committee's Terms of Reference specifically the purpose and deliverables, the timeline for the Committee work, the role of the School Police Liaison Officers, the importance of student and parent voice, the importance of considering the program through the lens of racism and discrimination.

During the February meeting the Committee received a Communications Plan developed by Lisa McPhail, Manager of Communications & Community Engagement for SD61. The Communications Plan will follow guidelines from the International Association for Public Participation (IAP2) Spectrum of Public Participation for consultation and includes a timeline to guide the work of the Committee.

The Committee also participated in an anti-racism workshop provided by Dr. Moussa Magassa. The Committee is currently exploring inviting a community expert to speak about a trauma informed approach when assessing school police liaison programs.

In April 2021 the Committee started a monthly Speakers Series open to anyone wishing to make a presentation to the Committee. During the April Speaker Series the Committee received its first four guest presentations from various stakeholder groups such as the GVTA, Victoria Immigrant and Refugee Centre Society (VIRCS) and the Crime Reduction & Exploitation Diversion Coordinator, Pacific Centre Family Services Association (MYST).

Currently the Committee is in the information gathering stage. The Committee is seeking to hear feedback and to gather information which it will then consider prior to making recommendations for the Board's consideration. The Committee received a draft public survey in May 2021 from Lisa McPhail. The Committee is currently working to finalize the public survey and will meet again before the end of the school year to progress this work. The Committee spent a considerable amount of time in May and June discussing the need to adapt its engagement plans, as required in order to ensure that it has heard from our diverse learning community and the public prior to making any recommendations to the Board.

At the conclusion of the engagement process the Committee intends to provide a Summary Engagement Report to the Education Policy and Directions Standing Committee on a date to be confirmed. The Committee will then provide a set of recommendations to be discussed initially at an Education Policy and Directions Standing Committee meeting in the 2021-2022 school year before being presented to the Board of Education.

The Committee has reached out to invite feedback from the following stakeholders:

- ICA
- Inclusion BC
- Native Friendship Centre
- Victoria Immigrant and Refugee Centre Society
- Pacific People's Partnership
- International Institute for Child Rights and Development (ties with Royal Roads)
- Hulitan Family and Community Services Society

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

One *Learning* Community



- UVIC – Indigenous Academic and Community Engagement
- Camosun – Centre for Indigenous Education and Community Connections
- Resilience BC
- Mothers Against Racism
- The Support Network for Indigenous Women and Women of Colour
- Urban Native Youth Association
- Mosaic BC
- Out on Screen
- BC Community Alliance
- Black Lives Matter Vancouver
- BC Black History Awareness Society
- Metis Nation of British Columbia
- First Nations Health Authority
- UVIC Academic Advisory Committee on Equity and Diversity
- Jamaican Community Victoria Association
- Binkadi Community Association
- African Heritage Association of Vancouver Island

Recommended motion:

That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to allocate a budget of \$5,000 to assist the School Police Liaison Ad Hoc Committee to complete its work.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

One *Learning* Community



*Trustee Duncan- Chair, School Police
Liaison Officer Program Review Ad Hoc
Committee*

TO: The Education Policy and Directions Committee
FROM: Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee
RE: School Police Liaison Officer Program Review Ad Hoc Committee Update and Survey Results
DATE: Monday, January 10, 2022

The purpose of the memo is to provide an update regarding the School Police Liaison Officer (SPLO) Program Review Ad Hoc Committee's work and to share the SPLO Program Survey.

Background

The School Police Liaison Officer Program Review Ad Hoc Committee was established by the Board of Education to undertake discussions with members of the school community, including, but not limited to racialized, Indigenous and LGBTQ+ staff, parents and students to:

1. Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer Program and;
2. Develop recommendations, as required, on what changes, including the cessation of the program, should be made to the program to improve its value to the school community.

Update

In 2021, the Committee met on 7 January, 4 February, 11 March (participated in anti-racism training), 1 April, 6 May, 1 June, 17 June, 16 September, 28 October, 2 December. The next Committee meetings are scheduled to occur on 13th & 27th January, 2022. During, these meetings the Committee will consider the information we have received and start to draft recommendations. During the final phase of the Committee's work we will continue to focus on the importance of student and parent voice and the importance of considering the program through the lens of racism and discrimination. For your information, please find the SPLO Program Survey Summary Report and associated survey data attached to this memo.

Please note, the Committee intends to provide recommendations to be discussed initially at an Education Policy and Directions Standing Committing meeting before being presented to the Board of Education. The Board of Education will decide how to proceed in relation to the School Police Liaison Officer Program.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

School Police Liaison Officer Program Survey

Summary Report – Additional Data Analysis

This document includes response data for key questions of the Greater Victoria School District 61's School Police Liaison Officer Program Survey, broken down by respondent group.

Data is broken down into five respondent groups:

Group name	Description	Total number of respondents in each group
BIPOC	Respondents who self-identified as having an ethno-cultural background other than 'White'	812
	<i>Students</i>	<i>361</i>
Indigenous	Respondents who self-identified as having an 'Indigenous' ethno-cultural background	178
	<i>Students</i>	<i>41</i>
White	Respondents who self-identified as having only 'White' ethno-cultural background	2150
	<i>Students</i>	<i>426</i>
2SLGBTQIA+	Respondents who self-identified as part of the '2SLGBTQIA+' community	438
	<i>Students</i>	<i>177</i>
All data	All survey respondents	3,815
	<i>All students</i>	<i>931</i>

**Please note that survey respondents could select more than one ethno-cultural background, therefore totals will vary.*

**Please note that survey respondents could self-select more than one ethno-cultural background.*

School Police Liaison Officer Program Survey

Q3 – Have you had any interactions with a School Police Liaison Officer in the school? Select all that apply:

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
None of the above	411	51	80	45	988	46	191	44	1785	47
Class presentation	228	28	50	28	635	30	151	34	1120	29
Community event	132	16	44	25	473	22	82	19	823	22
Crime prevention and safety	151	19	40	22	388	18	80	18	731	19
Drug/substance use education and information	124	15	40	22	347	16	88	20	627	16
Filing a report	30	4	11	6	111	5	17	4	197	5
Parent information talk	59	7	22	12	194	9	28	6	356	9
Safety session, such as bike skills, internet use, bullying, etc.	201	25	52	29	596	28	131	30	1036	27
Support for conflict resolution	51	6	22	12	184	9	37	8	340	9
Weapons	26	3	8	5	72	3	14	3	132	3

School Police Liaison Officer Program Survey

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
None of the above	185	51	22	54	218	51	85	48	483	52
Class presentation	102	28	8	20	122	29	64	36	260	28
Community event	32	9	6	15	53	12	20	11	102	11
Crime prevention and safety	62	17	7	17	62	15	30	17	144	15
Drug/substance use education and information	51	14	9	22	73	17	36	20	143	15
Filing a report	7	2	2	5	5	1	2	1	17	2
Parent information talk	14	4	5	12	15	4	5	3	39	4
Safety session, such as bike skills, internet use, bullying, etc.	92	25	10	24	113	27	55	31	231	25
Support for conflict resolution	16	4	4	10	11	3	9	5	39	4
Weapons	12	3	2	5	9	2	5	3	24	3

School Police Liaison Officer Program Survey

Q4 – My previous interactions with School Police Liaison Officers in the school setting have been:

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	383	47	68	38	818	38	161	37	1522	40
Very positive	194	24	64	36	712	33	89	20	1198	31
Positive	123	15	23	13	314	15	61	14	544	14
Neutral	80	10	10	6	199	9	67	15	364	10
Negative	19	2	9	5	73	3	42	10	116	3
Very negative	13	2	4	2	34	2	18	4	71	2

	BIPOC	Indigenous	White	2SLGBTQIA+	All data
Very positive or positive	39%	48%	48%	34%	45%
Very negative or negative	4%	5%	5%	14%	5%

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	186	52	22	54	201	47	83	47	460	49
Very positive	43	12	6	15	65	15	16	9	133	14
Positive	73	20	7	17	66	15	29	16	155	17
Neutral	49	14	4	10	72	17	31	18	146	16
Negative	6	2	1	2	17	4	14	8	25	3
Very negative	4	1	1	2	4	1	4	2	12	1

	BIPOC	Indigenous	White	2SLGBTQIA+	All students
Very positive or positive	32%	32%	30%	25%	31%

School Police Liaison Officer Program Survey

Very negative or negative	3%	4%	5%	10%	4%
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Q7 – My previous interactions with police officers (non-SPLO) in the school setting have been:

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	479	59	86	48	1227	57	220	50	2046	56
Very positive	90	11	25	14	317	15	41	9	554	15
Positive	97	12	24	13	275	13	48	11	479	13
Neutral	103	13	25	14	225	10	85	19	407	11
Negative	25	3	10	6	67	3	23	5	117	3
Very negative	18	2	8	5	39	2	21	5	76	2

	BIPOC	Indigenous	White	2SLGBTQIA+	All data
Very positive or positive	23%	27%	28%	20%	28%
Very negative or negative	5%	11%	5%	10%	5%

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	223	62	19	46	251	59	84	47	542	58
Very positive	18	5	2	5	27	6	8	5	59	6
Positive	49	14	5	12	51	12	20	11	116	12
Neutral	57	16	11	27	76	18	51	29	151	16
Negative	8	2	1	2	17	4	8	5	28	3
Very negative	6	2	3	7	3	1	6	3	15	2

	BIPOC	Indigenous	White	2SLGBTQIA+	All students
Very positive or positive	19%	17%	18%	16%	18%

School Police Liaison Officer Program Survey

Very negative or negative	4%	9%	5%	8%	5%
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Q8 - How comfortable are you with having School Police Liaison Officers in schools?

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Very comfortable	317	39	89	50	1106	51	124	28	1773	49
Comfortable	172	21	30	17	363	17	62	14	611	17
Neutral	151	19	21	12	221	10	72	16	444	12
Uncomfortable	38	5	10	6	181	8	61	14	253	7
Very uncomfortable	56	7	20	11	184	9	93	21	306	8
Not sure	78	10	8	5	95	4	26	6	217	6

	BIPOC	Indigenous	White	2SLGBTQIA+	All data
Comfortable and very comfortable	60%	67%	68%	42%	66%
Uncomfortable and very uncomfortable	12%	17%	17%	35%	15%

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Very comfortable	72	20	9	22	112	26	25	14	215	23
Comfortable	94	26	10	24	99	23	32	18	211	23
Neutral	118	33	13	32	105	25	52	29	260	28
Uncomfortable	14	4	2	5	48	11	30	17	70	8
Very uncomfortable	16	4	3	7	20	5	17	10	41	4
Not sure	47	13	4	10	41	10	21	12	110	12

School Police Liaison Officer Program Survey

	BIPOC	Indigenous	White	2SLGBTQIA+	All students
Comfortable and very comfortable	46%	46%	49%	32%	46%
Uncomfortable and very uncomfortable	8%	12%	16%	27%	12%

Q9 – Would you like to see the School Police Liaison Officer Program continue in the Greater Victoria School District?

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes	451	56	106	60	1304	61	161	37	2150	60
No	86	11	25	14	312	15	127	29	490	14
Not sure	153	19	25	14	282	13	75	17	532	15
I would like to see it continue if changes are made to address concerns	122	15	22	12	252	12	75	17	432	12

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes	148	41	13	32	180	42	49	28	373	40
No	28	8	3	7	53	12	34	19	91	10
Not sure	115	32	17	41	128	30	57	32	294	32
I would like to see it continue if changes are made	70	19	8	20	64	15	37	21	149	16

School Police Liaison Officer Program Survey

to address concerns										
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The Greater Victoria School District 61

School Police Liaison Officer Program Survey Summary Report

November 2021

Executive Summary

The Greater Victoria School District (the District) is reviewing the School Police Liaison Officer (SPLO) Program. As part of the review, the District asked for feedback from all members of the learning community through an online survey to gather input on individual perspectives and experiences with the program.

The survey was open from October 12–26, 2021. To increase student participation the survey was provided to students in grades 9 through 12 with an extended timeline to complete between November 8–19, 2021. The additional opportunity for students to fill out the survey resulted in almost double the number of responses from students.

In total, **3,815** people responded to the School Police Liaison Officer Program survey.

SURVEY HIGHLIGHTS

45% of respondents reported that their previous interactions with School Police Liaison Officers had been positive or very positive, **40%** of respondents reported not having any interactions, and **5%** of respondents reported that their previous interactions had been negative or very negative.

66% of respondents reported that they were comfortable or very comfortable with School Police Liaison Officers in schools, while **16%** of respondents reported that they were uncomfortable or very uncomfortable.

60% of respondents would like to see the SPLO Program continue in the District and an additional **12%** of respondents would like to see it continue if changes are made to address concerns. **15%** of respondents would like to see the SPLO Program end.

Background

In September 2020, the Greater Victoria School District Board of Education (the Board) passed a motion to form an ad hoc committee to review the SPLO Program. The committee represents students, parents and guardians, rightsholders, key stakeholders, police officers, senior administration and trustees.

Over the past year, the committee has participated in educational learning opportunities on anti-racism and culturally committed approaches. The committee also hosted a speaker series informed by school communities and members of the public about their interactions with the SPLO Program, including the collection of written and recorded submissions that could be shared with the committee to review.

On October 12th, 2021, the District issued a [media release](#) announcing the launch of a survey as part of the program review. The survey asked for feedback from all members of the learning community about their perspectives and experiences related to the SPLO Program, as well as their views on the future direction of the program. The survey was shared with educational partners, local community associations, all staff and schools, and was distributed to families.

The survey was open from October 12–26, 2021. To increase student participation the survey was provided to students in grades 9 through 12 with an extended timeline to complete between November 8-19, 2021. The additional opportunity for students to fill out the survey resulted in almost double the number of responses from students.

THE SPLO PROGRAM

For more than 30 years, police liaison officers from multiple police departments have served as resources to District schools. These SPLO officers assist with education and drug prevention, school safety drills, community and sports events, and addressing school violence. Currently, there are 12 police liaison officer positions serving elementary, middle and secondary schools across the District.

See the [School Police Liaison Officer Backgrounder](#) for more information.

HOW INPUT WILL BE USED

The results of the survey will inform recommendations for the Board's consideration by spring 2022.

Survey Results

3,815 people responded to the School Police Liaison Officer Program survey.

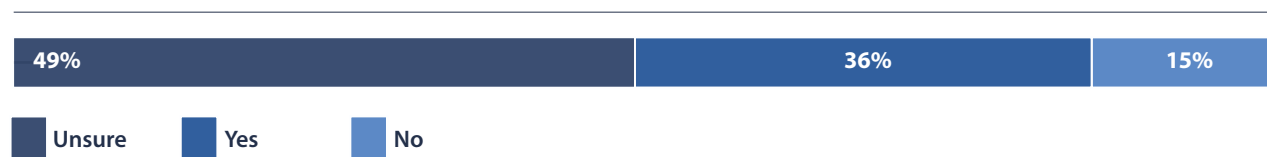
3,220 surveys were received during the initial survey and an additional **595** surveys were received when students were provided an additional opportunity to complete the survey.

Survey Highlights

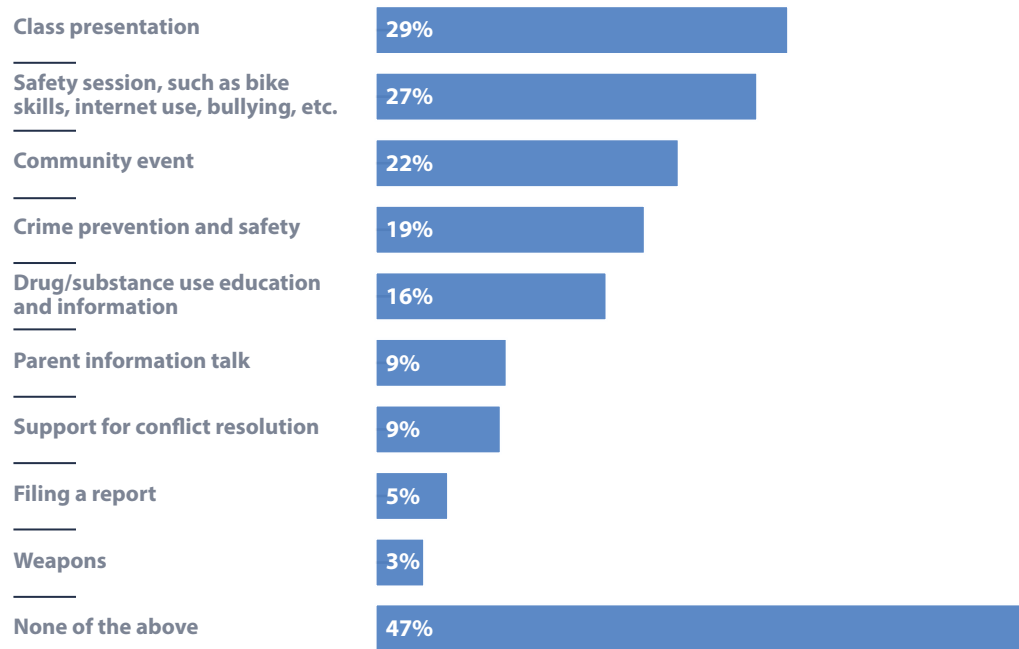
45% of respondents reported that their previous interactions with School Police Liaison Officers had been positive or very positive, **40%** of respondents reported not having any interactions, and **5%** of respondents reported that their previous interactions had been negative or very negative.

66% of respondents reported that they were comfortable or very comfortable with School Police Liaison Officers in schools, while **16%** of respondents reported that they were uncomfortable or very uncomfortable.

60% of respondents would like to see the SPLO Program continue in the District and an additional **12%** of respondents would like to see it continue if changes are made to address concerns. **15%** of respondents would like to see the SPLO Program end.

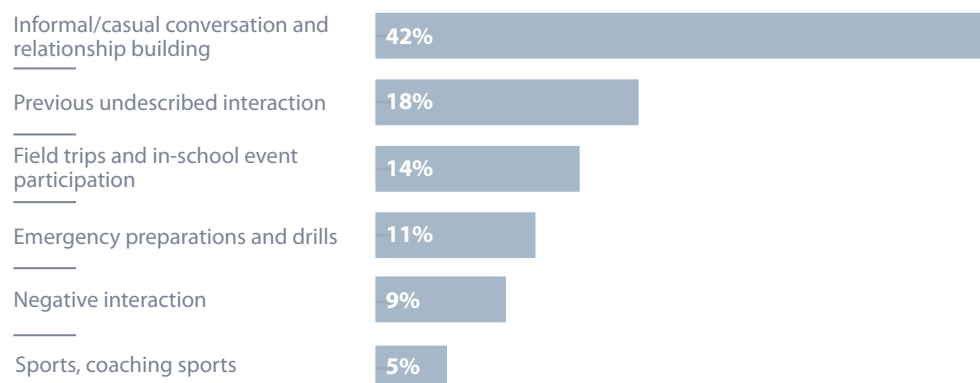
Q1 How familiar are you with the School Police Liaison Officer Program?**Q2 Is there a School Police Liaison Officer in your school?**

Q3 Have you had any interactions with a School Police Liaison Officer in the school? Select all that apply:



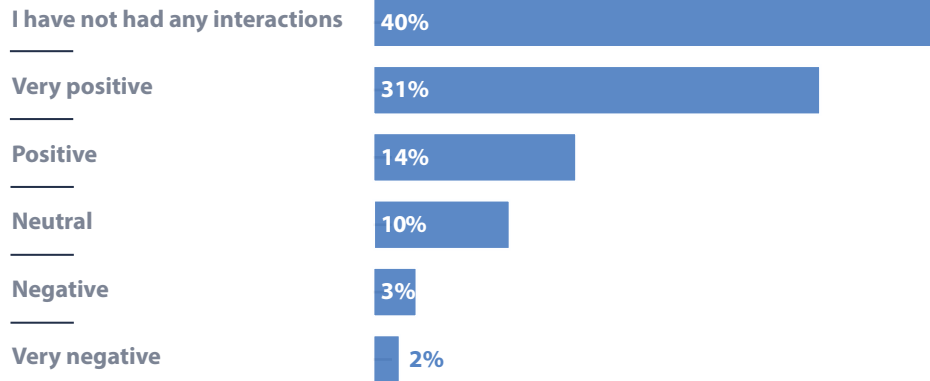
Other (please specify) 4%

Key themes (percentage of total 'Other' responses):



For questions where the respondent could select 'all that apply', the percentages will not add up to 100%.

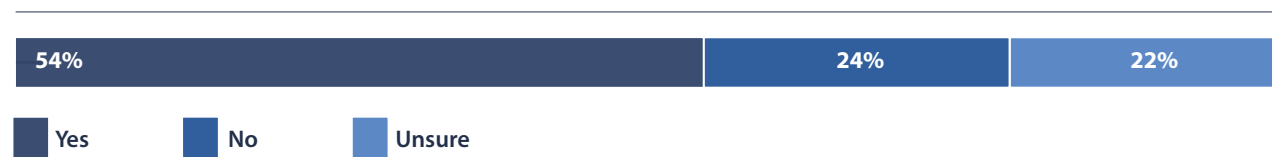
Q4 My previous interactions with School Police Liaison Officers in the school setting have been:



If applicable, please describe your interaction:

Themes	Mentions
Positive interactions with members of the learning community, including making connections with students, and being friendly, helpful and supportive	198
Educational sessions and informal provision of information and guidance related to safety and other support	128
Response to and support with safety and security of the school , including bullying, conflict resolution, and emergency situations	59
Direct support for having SPLOs in schools	49
Negative experiences and sentiment about police in schools, including accusations of misconduct	47
The presence of a uniformed officer in school can be intimidating for members of the learning community and make some students feel scared	28
Concerns about impact of the presence of police officers on BIPOC and other marginalized groups	18
Opposition to having SPLOs in schools , including suggestion to replace them with different kinds of trained professionals	18
Respondent sharing that they have experienced both positive and negative interactions	15

Q5 Do you know the difference between a School Police Liaison Officer and other police officers that might attend your school?



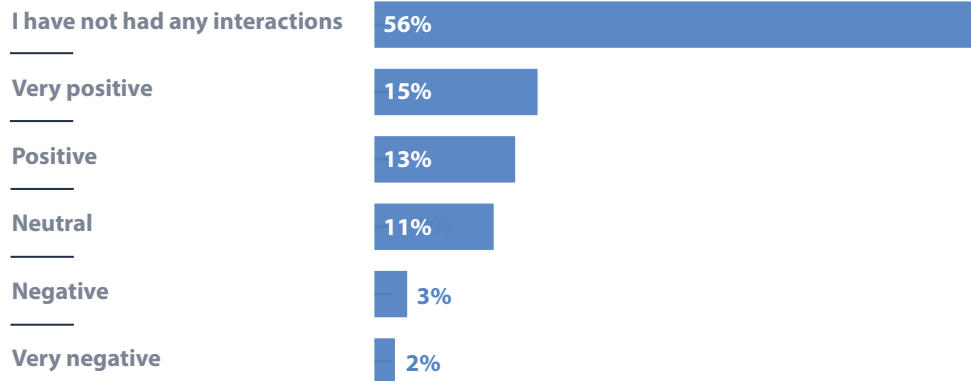
Q6 Have you had any other interactions at school with police officers that are not related to the School Police Liaison Officer Program?



If applicable, please describe your interaction:

Themes	Mentions
Response or participation in non-emergency situations , including investigations, traffic management, filing reports and more	75
Response to an emergency or safety-related situation , including lockdowns, threats, de-escalation, and other situations where security of a one or more members of the learning community was compromised	66
Educational sessions and drills related to safety , including self-defense, bike safety, drug use prevention and more	49
Positive experiences , including reports that the police officer was professional, respectful, helpful and more	37
Information interactions or connections unrelated to law enforcement or safety, including participation in school events	37
Negative experiences and sentiment about police in schools, including accusations of misconduct	23
Police officers can make students feel intimidated or scared , especially since they do not have the same training as a SPLO	18
Concerns or experience with the impact of the presence of police officers on BIPOC and other marginalized groups	3

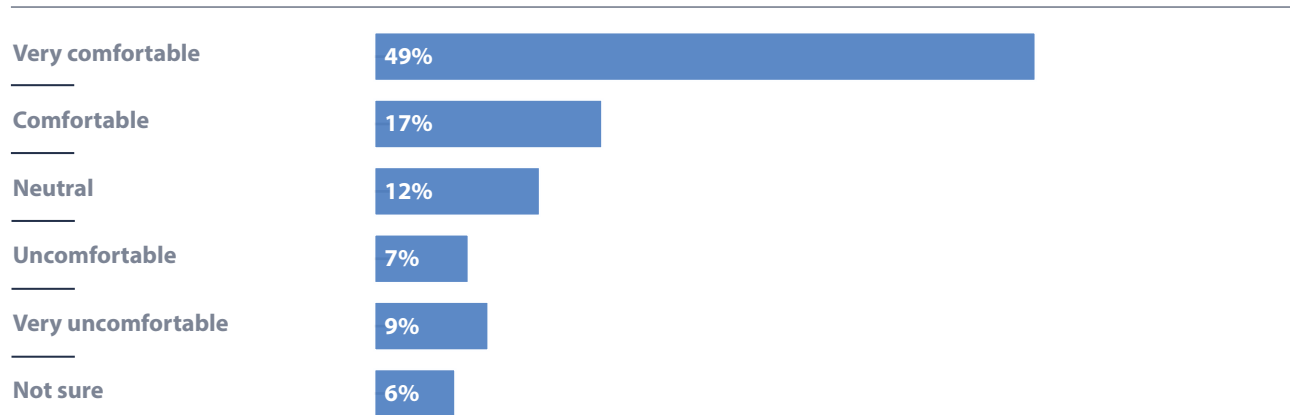
Q7 My previous interactions with police officers (non-SPLO) in the school setting have been:



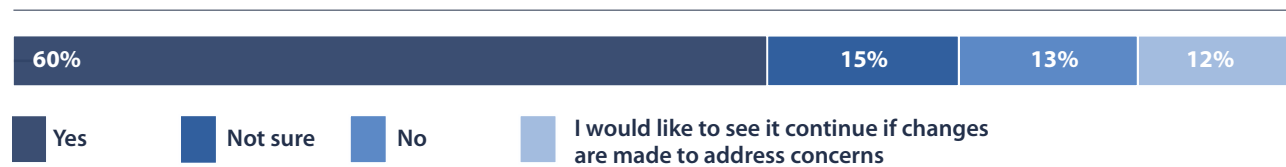
If applicable, please describe your interaction:

Themes	Mentions
Positive experiences , including reports that the police officer was professional, respectful, helpful and more	30
Negative experiences and sentiment about police in schools, including accusations of misconduct	19
Police officers can make students feel intimidated or scared , especially since they do not have the same training as a SPLO	17
Educational sessions and drills related to safety , including self-defense, bike safety, drug use prevention and more	12
Response or participation in non-emergency situations , including investigations, traffic management, filing reports and more	11
Information interactions or connections unrelated to law enforcement or safety, including participation in school events	10
Opposition to the presence of police in schools	9
Response to an emergency or safety-related situation , including lockdowns, threats, de-escalation, and other situations where security of a one or more members of the learning community was compromised	8
Concerns or experience with the impact of the presence of police officers on BIPOC and other marginalized groups	7

Q8 How comfortable are you with having School Police Liaison Officers in schools?



Q9 Would you like to see the School Police Liaison Officer Program continue in the Greater Victoria School District?



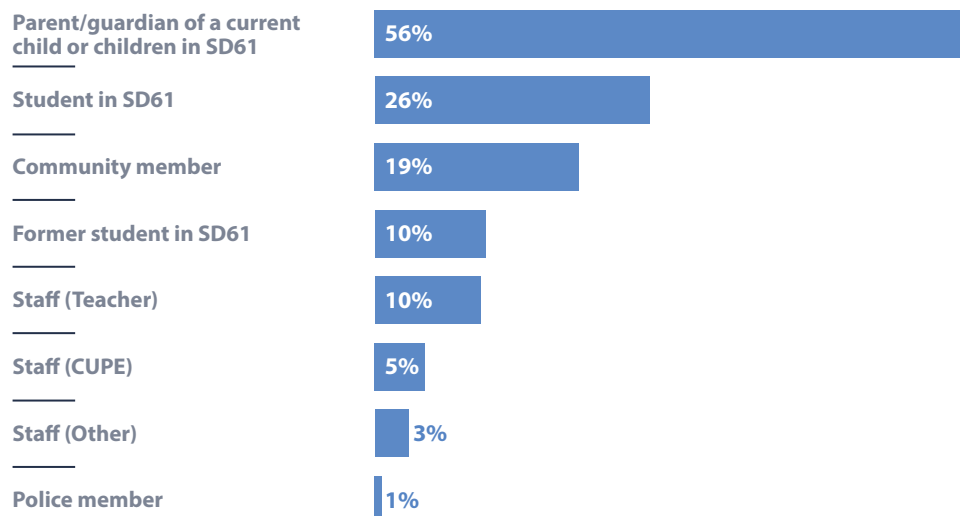
Q10 Please share any additional feedback or recommendations you have about the School Police Liaison Officer Program.

Themes	Mentions
Support for the SPLO Program and requests not to cancel it, including that the program is essential to the school community, has a positive impact on students, builds trust in and positive relationships with police, introduces policing as a potential positive career choice, and educates students of the integral role of police in society	518
Opposition to the SPLO Program and advocacy for its removal, including comments about how police are unnecessary and detrimental in the school environment, especially for marginalized students	176
Acknowledgment of and/or concern about students feeling unsafe or uncomfortable with police around, especially marginalized students	122
Shared positive personal experiences with SPLOs	101
The role that SPLOs currently play could be carried out by different kinds of trained professionals , including comments that resources could be better directed to other kinds of in-school support and police resources would be better applied in the community	100
Comments and questions about the program purpose and program review , and suggestions for engagement and information sharing , including comments about being unaware of the program until the survey	94
Suggested changes to improve the program to make it more accessible and well-received, including increasing funding to existing and cut SPLO Programs, suggested partnerships with other agencies, suggested programming topics, and a shift in engagement approach	94
Comments about harm to social cohesion as a result of misinformation about police and media influences, including that removing SPLOs will only feed the biases and division at issue and will have a negative impact on the school and broader community	86
SPLOs provide valuable information to students about community safety, the law, the danger of drugs, including comments that they are the appropriate professional to provide this information	67
Officers would be perceived as less threatening if they wore plain clothes , did not carry a gun and were generally more informal in their approach	53
Comments about systemic racial and other bias in the institution of policing, including some comments referencing the VPD and RCMP	48

Themes	Mentions
Support for BIPOC and other marginalized voices in this survey and process, including that BIPOC voices should be prioritized and amplified	44
SPLOs help to keep the school safe from drugs, violence, theft, and bullying	41
Shared negative lived experiences involving SPLOs or the police, including mistrust in the police	37
Support for additional sensitivity and training of SPLOs on the topic BIPOC cultural awareness and bias, mental health, substance abuse, youth at risk and conflict mediation	37
Suggestions to increase the diversity of SPLOs	18

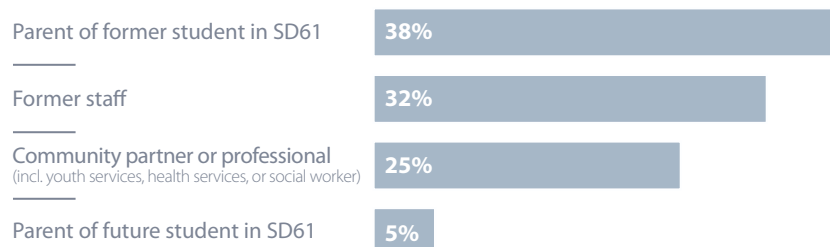
Q11 What is your connection to the Greater Victoria School District? Select all that apply.

The follow-up student survey did not include this question. The total number of respondents to the student survey was added to the "Student in SD61" option.



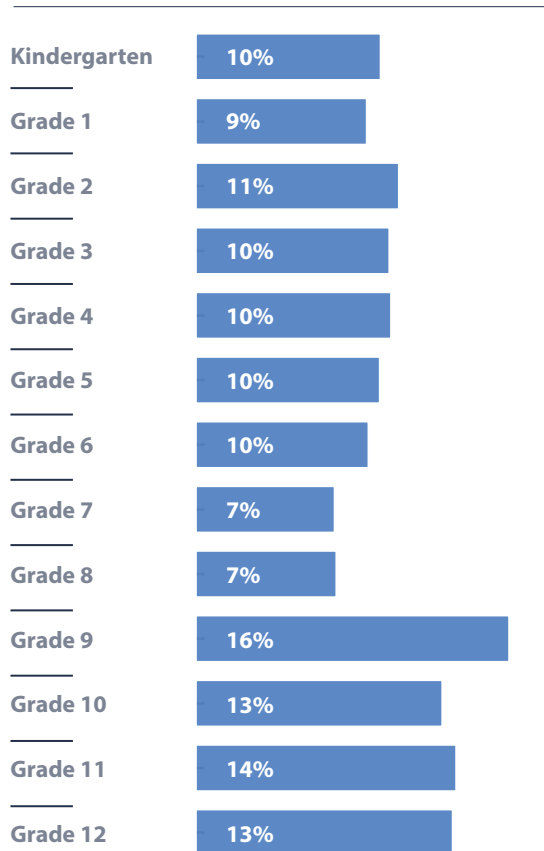
Other (please specify) 2%

Key themes (percentage of total 'Other' responses):

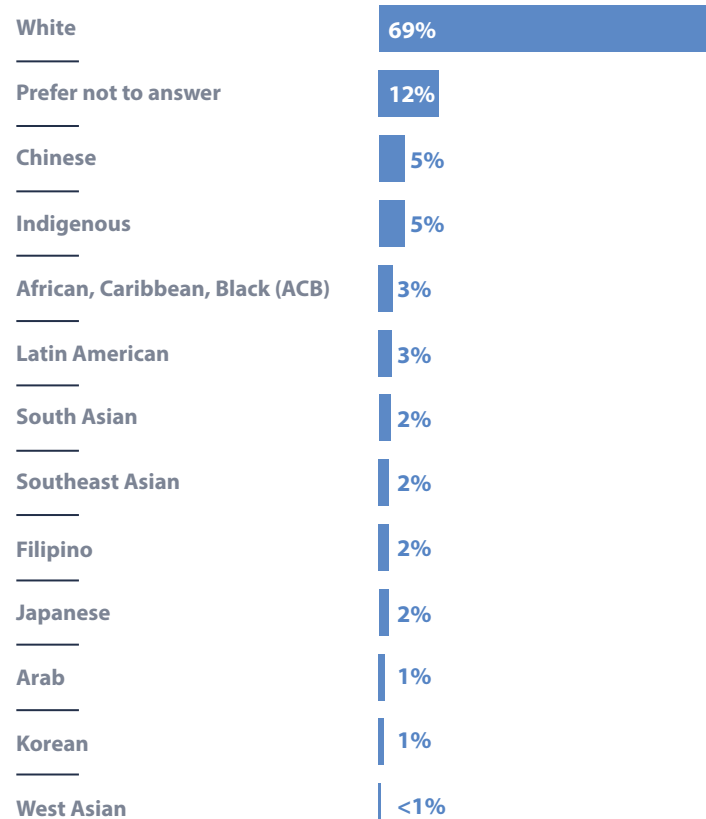


Q12 If you are a student, what grade are you in? If you are a parent/guardian, what grade is your child(ren) in? Select all that apply.

On the follow-up student survey, this question simply read "What grade are you in?". The student survey included students in grade 9 through 12 and their responses were added to the totals below.



Q13 What ethno-cultural background do you identify with? Select all that apply.

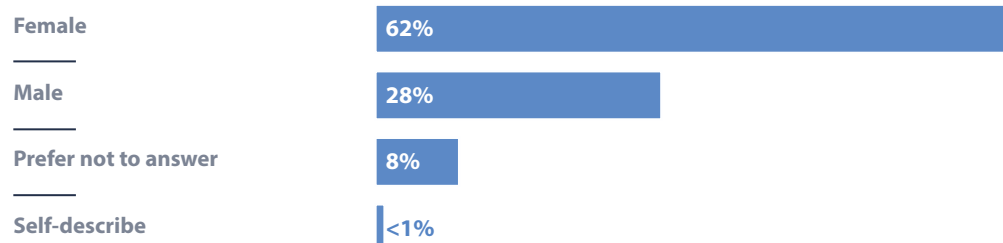


Other (please specify) 4%

Key themes (percentage of total 'Other' responses):

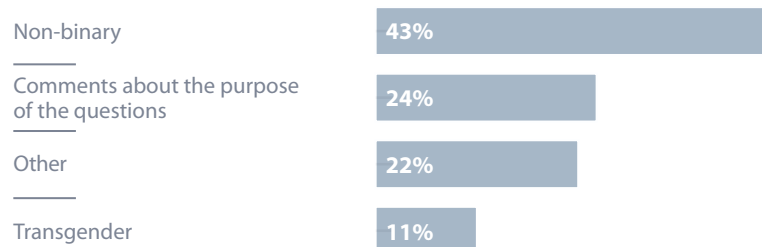


Q14 What gender do you identify with?



Other (please specify) 2%

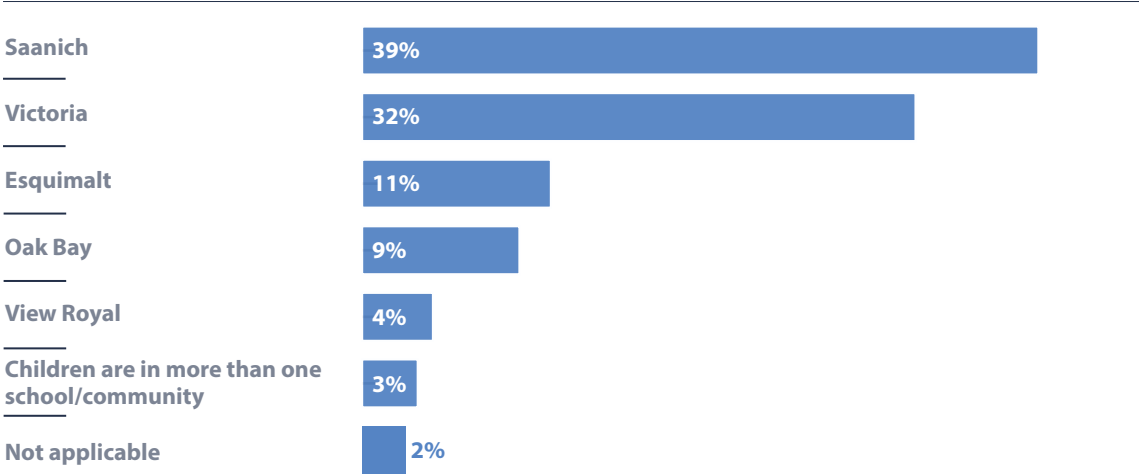
Key themes (percentage of total 'Other' responses):



Q15 Do you identify as part of the 2SLGBTQIA+ community?



Q16 Which community is your school located in?



NOVEMBER 24, 2022

Suzanne Hoffman, CEO
BC School Trustees Association
4th Floor – 1580 West Broadway
Vancouver, BC, V6J 5K9

Via Email: shoffman@bcsta.org

Re: School Liaison Officer programs

Dear Suzanne Hoffman and British Columbia School Trustees,

As part of my statutory responsibility to promote and protect human rights in the province, I am writing regarding the continued use of School Liaison Officers (SLOs) in our schools. My legislative mandate extends across the province, including municipal governing bodies, and I write in my capacity under s.47.12(1)(c) of the *Human Rights Code*, which provides that “The commissioner is responsible for promoting and protecting human rights, including by... making recommendations or using other means the commissioner considers appropriate to prevent or eliminate discriminatory practices, policies and programs.”

As I’m sure you are aware, Indigenous, Black and other marginalized students—as well as their parents and communities—have raised significant concerns about the harm caused by having police in schools.

Last year, in an effort to better understand both the positive and negative impacts of SLOs, my Office funded (through a grant) [research on the state of school liaison officer programs in Canada](#), conducted by Dr. Kanika Samuels-Wortley, assistant professor with the Institute of Criminology and Criminal Justice at Carleton University. I invite each of you to review her findings, which include:

- Only a few peer-reviewed studies have examined Canadian school liaison programs, and these employ small, non-random samples or have other methodological limitations that render their conclusions suggestive rather than definitive.
- The literature on SLOs in Canada tends to focus on the perspectives or opinions of police personnel rather than students. An extensive review of the Canadian literature revealed no peer-reviewed studies that explore the impacts on marginalized students. Thus, as noted by the Ontario Association of Chiefs of Police, Canadian SLO literature maintains a “race-

absent” approach that ultimately fails to explore the systemic challenges faced by Indigenous, Black and other racialized students.¹

- The much more robust body of American research finds that SLOs make marginalized students feel less safe at school, contributing to a sense of criminalization and surveillance. Furthermore, the impacts go far beyond perception of safety. Researchers have shown that SLOs discipline Black students and students with disabilities at disproportionately high rates in the United States. Unfortunately, British Columbia lacks the disaggregated data to understand whether this is true of our officers as well.
- Overall, the research across jurisdictions suggests that students generally feel safe at school regardless of whether an SLO is embedded in their school. Some of the most methodologically sound research concludes there is no evidence to support the notion that SLO programs make schools safer.

Clearly there is an immediate need for research conducted in British Columbia that centres the experience of marginalized students and employs high-quality evaluation strategies. I have written to the Minister of Education and the Minister of Public Safety and Solicitor General urging them to commission this research without delay, and I have also recommended that the provincial government guarantee funding for civilian alternatives to SLOs – civilian coaches, youth counsellors, substance use educators, restorative justice initiatives, etc. – so that no school district feels it is forced to rely on uniformed officers to provide services that should be delivered through the education system.

In the meantime, marginalized students, parents and communities are raising concerns that call into question the legitimacy of a police presence in our schools. I applaud those school boards who, after considering the available evidence and alternatives, have joined a movement of boards across Canada in ending their SLO programs.

Nevertheless, SLO programs continue in many school districts. At this moment, the Vancouver School Board (VSB) is considering bringing back a “revised and reimagined” SLO program over the objections of marginalized voices.² It is troubling that the VSB motion implies, without evidence, that SLOs are necessary for school and community safety and that tweaks to the SLO construct will be sufficient to address community concerns of harm and discrimination.³

In November 2021, my office released a [report on systemic racism in policing](#), based on what we understand to be the most extensive research ever conducted on policing data in Canada.⁴ The data showed the highly disproportionate impact of certain policing practices on Indigenous, Black and other racialized people. For example, in Vancouver, Indigenous men are 17.3 times more likely to be arrested than their presence in the population would predict. In Nelson, Black people are 4.7 times more likely to appear in mental health incidents involving the police than their presence in the population would predict. I offer these examples to show that the presence of police in our communities impacts different racialized groups differently, which supports the finding in the U.S.

¹ Ontario Association of Chiefs of Police. “Statement: School Resource Officer Programs.” Posted July 20, 2020. <https://www.oacp.ca/en/news/statement-school-resource-officer-programs.aspx>

² “Dozens to speak for and against return of police to Vancouver schools.” CBC News. November 23, 2022. <https://www.cbc.ca/news/canada/british-columbia/vsb-school-liaison-officers-1.6661081>

³ Vancouver DPAC [@VanDPAC]. November 21, 2022. “Vancouver School Board @VSB39 releases School Officer Liaison Program Motion just 4 hours before delegations are set to speak to it.” Twitter. <https://mobile.twitter.com/VanDPAC/status/1594836772756000772>

⁴ See p.59 of the report for recommendations concerning SLOs.

literature that SLO programs often make racialized students feel *less* safe rather than meeting their goals of increasing student safety.

Out of respect for the rights of our students, I strongly recommend that all school districts end the use of SLOs until the impact of these programs can be established empirically. For school boards who choose not to take this step, it is incumbent on you to produce independent evidence of a need for SLOs that cannot be met through civilian alternatives and to explain the actions you are taking to address the concerns raised by Indigenous, Black and other marginalized communities.

I know that we share the goal of creating safe and inclusive schools that uphold human rights. I appreciate your attention to these important issues.

I ask that the BC School Trustees Association share this letter with all school trustees in the province as soon as possible. To support my commitment to public accountability and responsibility to serve the people of British Columbia, this letter will also be made public.

Sincerely,



Kasari Govender
Human Rights Commissioner

CC: The Hon. Jennifer Whiteside, M.L.A.
Minister of Education

The Hon. Mike Farnworth, M.L.A.
Minister of Public Safety and Solicitor General

The state of school liaison programs in Canada

Dr. Kanika Samuels-Wortley¹
May 2021

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Introduction

Over the past decade, the use of dedicated police officers within schools—often referred to as school liaison officers (SLOs)—has become a particularly controversial topic in both Canada and the United States.² Advocates for such law enforcement initiatives, including the police, school officials and some parents, argue that SLOs keep students safe and improve police-community relations.^{3,4,5} Critics, however, argue that SLO programs are expensive, biased towards Black, Indigenous and other marginalized youth, and ultimately contribute to the school-to-prison pipeline.^{6,7,8,9} To illustrate, Merkwae argues that SLOs give law enforcement officials additional surveillance power and access to students and thus increase opportunities for legally punitive measures involving school violations.¹⁰ Furthermore, an increasing number of U.S. studies, indicate that police-involved disciplinary measures have a disproportionate impact on Black and other students of colour.^{11,12}

While there is a dearth of research that explicitly examines experiences with SLOs among racialized youth in Canada,¹³ community advocates within many Canadian jurisdictions have long argued that as a result of racially biased policing in schools, Indigenous, Black and other students of colour experience oversurveillance and subsequent criminalization.^{14,15} These allegations have led to the dissolution of SLO programs within several Canadian school boards, including the Toronto District

² In some jurisdictions, school-based officers are referred to as School Resource Officers (SROs) rather than School Liaison Officers (SLOs). In this report, the term School Liaison Officer (SLO) is used to refer to both types of school-based policing programs.

³ G. Abela and J. K. Donlevy, "Violence in Alberta's Urban Schools: The Perspectives of School Resource Officers," *Education & Law Journal* 29, no. 1 (2020): 1-26.

⁴ Linda Duxbury and Craig Bennell. *Police in schools: An evidence-based look at the use of school resource officers*. Routledge, 2019.

⁵ Wesley G. Jennings, David N. Khey, Jon Maskaly, and Christopher M. Donner. "Evaluating the relationship between law enforcement and school security measures and violent crime in schools." *Journal of police crisis negotiations* 11, no. 2 (2011): 109-124.

⁶ Denise C. Gottfredson, Scott Crosse, Zhiquan Tang, Erin L. Bauer, Michele A. Harmon, Carol A. Hagen, and Angela D. Greene. "Effects of school resource officers on school crime and responses to school crime." *Criminology & Public Policy* 19, no. 3 (2020): 905-940.

⁷ Christopher A. Mallet. "The School-To-Prison Pipeline: A Comprehensive Assessment. Springer Publishing Company, 2015.

⁸ Amanda Merkwae. "Schooling the police: Race, disability, and the conduct of school resource officers." *Michigan Journal of Race and Law*, 21 (2015): 147.

⁹ Tammy Rinehart Kochel, David B. Wilson, and Stephen D. Mastrofski. "Effect of Suspect Race on Officers' Arrest Decisions." *Criminology* 49, no. 2 (2011): 473-512.

¹⁰ Merkwae, "Schooling"

¹¹ Ibid.

¹² Gottfredson et al., "Effects of school resource officers on school crime."

¹³ See Ontario Association of Chiefs of Police, "Statement: School Resource Officer Programs."

¹⁴ Robyn Maynard. *Policing Black lives: State violence in Canada from slavery to the present*. (Black Point, NS: Fernwood Publishing, 2017).

¹⁵ Police-Free Schools Winnipeg. "Police-Free Schools WPG." <https://policefreeschoolswpg.ca/>

School Board (TDSB),¹⁶ the Peel District School Board (PDSB),¹⁷ the Winnipeg School Division,¹⁸ the Ottawa-Carleton District School Board¹⁹ and, more recently, the Vancouver and New Westminster school boards.²⁰ Furthermore, other Canadian school boards including the Edmonton Catholic School Board are presently conducting in-depth, independent evaluations of their SLO programs to help inform decisions regarding program continuation.²¹ As the debate continues, many police services and school boards in Canada are now re-evaluating and reforming long standing relationships and collaborations.

The initial objective of the current review was to explore the state of Canadian research into the potential benefits and harms of SLO programs—with a special focus on the impacts of SLOs on marginalized students (i.e., Black, Indigenous and other racialized students as well as students who identify as having a disability). However, while a few peer-reviewed studies have examined Canadian SLO programs in general, an extensive review of the literature reveals no peer-reviewed studies that explore the impacts of Canadian SLO programs on marginalized students. The Canadian-based research that does exist tends to focus on either SLOs as a form of community policing²² or the role of SLOs in addressing bullying and other forms of school violence.^{23,24} These studies also tend to focus on the perspectives or opinions of police personnel rather than students. One Canadian study of a particular SLO program has produced a book manuscript.²⁵ The authors maintain that in the Canadian context their study is “the largest and most comprehensive assessment of [SLO] programs to date.”²⁶ However, despite conducting their research in Peel Region, a municipality with one of the highest Black, Indigenous and South Asian populations in Canada, the authors failed to document the perceptions and

¹⁶ Shanifa Nasser. “Canada’s largest school board votes to end armed police presence in schools,” CBC News, November 22, 2017. <https://www.cbc.ca/news/canada/toronto/school-resource-officers-toronto-board-police-1.4415064>.

¹⁷ Kevin Jiang. “Peel Police end controversial program that put officers in schools,” *Toronto Star*, November 18, 2020. <https://www.thestar.com/news/gta/2020/11/18/peel-police-announce-permanent-end-to-controversial-program-that-put-officers-in-schools.html>.

¹⁸ CBC News. “Winnipeg School Division budget cuts police from schools ‘solely for financial reasons,’” *CBC News*, March 9, 2021. <https://www.cbc.ca/news/canada/manitoba/winnipeg-school-division-cuts-police-budget-2021-2022-1.5942650>.

¹⁹ CBC News. “Ottawa’s largest school board officially cuts ties with police,” *CBC News*, June 25, 2021. <https://www.cbc.ca/news/canada/ottawa/oedsb-school-resource-officer-program-decision-end-1.6079001>.

²⁰ Jon Aspiri. “New Westminster school board ends police liaison program,” *Global News*, April 28, 2021. <https://globalnews.ca/news/7816191/new-westminster-school-board-ends-police-liaison-program/>.

²¹ Lauren Boothby. “Edmonton Public Schools suspends school resource officer program for 2020-2021 school year,” *Edmonton Journal*, September 4, 2020. <https://edmontonjournal.com/news/local-news/edmonton-public-schools-suspends-school-resource-officer-program-for-2020-2021-school-year>.

²² Ryan Broll and Stephanie Howells. “Community policing in schools: Relationship-building and the responsibilities of school resource officers.” *Policing: A Journal of Policy and Practice* (2019).

²³ Ryan Broll. “Collaborative responses to cyberbullying: preventing and responding to cyberbullying through nodes and clusters.” *Policing and society* 26, no. 7 (2016): 735-752.

²⁴ Ryan Broll, and Laura Huey. “‘Just being mean to somebody isn’t a police matter’: Police perspectives on policing cyberbullying.” *Journal of school violence* 14, no. 2 (2015): 155-176.

²⁵ Duxbury and Bennell, *Police in schools*.

²⁶ *Ibid*, 2.

experiences of racialized students.²⁷ Thus, as noted by the Ontario Association of Chiefs of Police, Canadian SLO literature maintains a “race-absent” approach that ultimately fails to explore the systemic challenges faced by Black, Indigenous and other racialized students.²⁸

The few reviews that do explore the perspectives of racial minority youth are found in independent reports commissioned by school boards or community members themselves.^{29,30,31} In sum, despite the current trend toward the dissolution of SLO programs across Canada, research on school-based officers is extremely limited. Nonetheless, this review will provide an overview of the small but growing body of literature on SLO programs in the United States as well as a review of the much more limited Canadian research.

The first section describes SLO research across North America, including a discussion of the various methodologies that have been used to evaluate these programs. The second section will pay particular attention to Canadian based research, documenting the identified benefits and potential consequences of SLO programs. In this section I pay particular attention to criticisms and concerns over racial discrimination towards Indigenous, Black and other youth of colour. The third and final section will summarize the research findings and conclude with a review of research and policy recommendations.

The historical development of SLO programs in North America

The concept of placing police officers in schools for the primary purpose of maintaining school safety is not novel. Formal collaborative programs between school boards and police services emerged in the U.S. as early as the 1950s. Some Canadian school boards, including the Vancouver School Board, developed similar relationships starting in the 1970s.^{32,33,34} However, as a consequence of highly

²⁷ Duxbury and Bennell, *Police in schools*.

²⁸ Ontario Association of Chiefs of Police. “Statement: School Resource Officer Programs.” Posted July 20, 2020. <https://www.oacp.ca/en/news/statement-school-resource-officer-programs.aspx>.

²⁹ Elana Gray, Rose-Ann Bailey, Janelle Brady, and Sam Tecle. *Perspectives of Black male students in secondary school: Understanding the successes and challenges—student focus group results*. Mississauga, ON: Peel District School Board, 2016.

<https://www.peelschools.org/Documents/We%20Rise%20Together%20Action%20Plan%20FINAL.pdf>.

³⁰ Toronto District School Board. *School Resource Officer Program Review*. Toronto, ON: Toronto District School Board, 2017. <https://www.tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/A?Folder=Agenda%2F20171115&Filename=171115+School+Resource+Off+3269+FINAL.pdf>.

(Please note: the report was recently removed from the TDSB website)

³¹ Vancouver District Board. School Liaison Officer: Student and Stakeholder Engagement Program. March 2021 <https://www.vsb.bc.ca/News/Documents/SLOProgramReport-March2021.pdf>.

³² Argyle. *School Liaison Officer: Student and Stakeholder Engagement Program*. Vancouver, BC: Vancouver School Board, 2021. <https://www.vsb.bc.ca/News/Documents/VSB-SLO-EngagementReport-Mar2021.pdf>.

³³ Matthew T. Theriot and Matthew J. Cuellar. “School resource officers and students’ rights.” *Contemporary justice review* 19, no. 3 (2016): 363-379.

³⁴ Matthew T. Theriot, and John G. Orme. “School resource officers and students’ feelings of safety at school.” *Youth Violence and Juvenile Justice* 14, no. 2 (2016): 130-146.

publicized school shootings—including the Columbine³⁵ and Sandy Hook³⁶ tragedies in the United States and the shooting death of Jordan Manners in Canada³⁷—the perceived need for police in schools was reinvigorated beginning in the late 1990s. The argument for police in schools was supported by emerging research demonstrating a positive relationship between perceived safe school environments and effective teaching and learning.^{38,39} As a result, since the turn of the century, the number of formal SLO programs in North American schools has steadily increased.^{40,41,42,43} To illustrate, in 1976 a study conducted by the National Institute of Education (NIE) found that only one per cent of U.S. schools had a SLO program. By 2016 a similar study found that 48 per cent of U.S. schools had an SLO, with 65 per cent stationed in secondary schools.^{44,45}

Unfortunately, similar data cannot be found in Canada. However, an iteration of collaborative agreements between the police and school boards can be found in most provinces.^{46,47} SLO programs have been documented in both elementary and high

³⁵ Columbine High School Shooting: Victims and Killers – HISTORY.

<https://www.history.com/topics/1990s/columbine-high-school-shootings>.

³⁶ Sandy Hook School Shooting – HISTORY. <https://www.history.com/this-day-in-history/gunman-kills-students-and-adults-at-newtown-connecticut-elementary-school>.

³⁷ Global News. The Legacy of Jordan Manners. <https://globalnews.ca/news/6826381/legacy-of-jordan-manners/>.

³⁸ Hilary Horn Ratner, Lisa Chiodo, Chandice Covington, Robert J. Sokol, Joel Ager, and Virginia Delaney-Black. "Violence exposure, IQ, academic performance, and children's perception of safety: Evidence of protective effects." *Merrill-Palmer Quarterly* (1982-) (2006): 264-287.

³⁹ Michael B. Ripski, and Anne Gregory. "Unfair, unsafe, and unwelcome: Do high school students' perceptions of unfairness, hostility, and victimization in school predict engagement and achievement?." *Journal of School Violence* 8, no. 4 (2009): 355-375.

⁴⁰ Abela and Donlevy, "Violence."

⁴¹ Theriot and Cuellar, "School resource officers and students' rights."

⁴² Theriot and Orme. "School resource officers and students' feelings of safety at school."

⁴³ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2008/2009 Evaluation*. (Toronto, ON: Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board, 2009).

http://www.torontopolice.on.ca/publications/files/reports/2008.2009-sro_evaluation_program.pdf.

⁴⁴ Gottfredson et al., "Effects of school resource officers on school crime."

⁴⁵ Lauren Musu-Gillette, Anlan Zhang, Ke Wang, Jizhi Zhang, Jana Kemp, Melissa Diliberti, and Barbara A. Oudekerk. *Indicators of School Crime and Safety: 2017*. Washington, DC: National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice, 2018. <https://files.eric.ed.gov/fulltext/ED581798.pdf>

⁴⁶ Argyle. School Liaison Officer.

⁴⁷ Meighan De Pass, Robert Cleveland, Brad Kelley, and Stephanie Duggan. "Panel discussion: How can police presence in schools help with prevention?," *Gazette* 80, no. 2 (2018): 12-14.

https://publications.gc.ca/collections/collection_2018/gre-rcmp/JS62-126-80-2-eng.pdf

schools. In some cases, police officers are assigned to one school. In other cases, several schools share the same SLO officers.^{48,49,50,51,52}

In general, SLO programs are guided by community-based principles that encourage proactive policing. This orientation aims to discourage criminal activity by increasing police visibility within schools and promoting routine engagement between students, school staff and police personnel.^{53,54,55} While SLO programs vary with respect to implementation strategies, common goals include ensuring school safety and promoting positive youth perceptions of the police.⁵⁶ An emphasis of most SLO programs is the establishment and maintenance of positive relationships between the police and both students and school officials.⁵⁷

SLO program objectives

The specific roles and responsibilities of SLOs can vary according to the individual needs of designated schools. However, in North America, standard SLO activities are heavily influenced by The National Association of School Resource Officers (NASRO). NASRO promotes a “triad model” which describes the SLO as law enforcers, counsellors/mentors and educators.^{58,59,60}

As law enforcers, SLOs patrol school property, respond to calls for service and conduct criminal inquiries. Law enforcement activities include the general surveillance of the student body as well specific criminal investigations. Investigations often involve interviewing student victims and witnesses as well as the interrogation of offenders. SLOs can arrest and/or ticket students suspected of law violations or divert offenders into alternative measure programs. SLO patrols are conducted to reduce students from engaging in minor offending, truancy, and loitering in and around school property. It is also argued that regular SLO patrols can

⁴⁸ Abela and Donlevy, “Violence.”

⁴⁹ Argyle, School Liaison Officer.

⁵⁰ Carl E. James. Students “at risk”: Stereotypes and the schooling of Black Boys. *Urban Education* 47 no. 2, 464-494. 2012

⁵¹ Carl E. James and Tana Turner. *Towards race equity in education: The schooling of Black students in the Greater Toronto Area*. Toronto, ON: York University, 2017. <https://edu.yorku.ca/files/2017/04/Towards-Race-Equity-in-Education-April-2017.pdf>

⁵² Gita Rao Madan. “Policing in Toronto schools: Race-ing the conversation.” Master’s Thesis, University of Toronto, 2016. https://tspace.library.utoronto.ca/bitstream/1807/71685/1/Madan_Gita_R_201603_MA_thesis.pdf.

⁵³ Duxbury and Bennell, *Police in schools*.

⁵⁴ Broll and Howells, “Community policing in schools.”

⁵⁵ Merkwae, “Schooling the police.”

⁵⁶ Duxbury and Bennell, *Police in schools*.

⁵⁷ Broll and Howells, “Community policing in schools.”

⁵⁸ Ibid.

⁵⁹ Merkwae, “Schooling the police.”

⁶⁰ Terrance J. Taylor, Kelly B. Turner, Finn-Aage Esbensen, and L. Thomas Winfree Jr. “Coppin’an attitude: Attitudinal differences among juveniles toward police.” *Journal of criminal justice* 29, no. 4 (2001): 295-305.

reduce more serious school-based offending including assaults, bullying and drug activity.^{61,62}

As counsellors, SLOs are tasked with engaging with students, teachers and school administrators to provide advice on personal and/or legal matters.⁶³ In this capacity, SLOs may engage in discussions about general student behaviour or advise school officials on how to deal with student disciplinary issues, including student criminality.⁶⁴ Furthermore, SLOs often have the power to refer or divert students to social, legal and/or community services if deemed necessary.⁶⁵

Finally, as educators, SLOs often provide in-class lectures on various public safety issues including bullying, cyberbullying, sexting, sexual assault and substance use. SLOs, it is argued, can also help students learn more about policing and the broader criminal justice system.^{66,67,68}

Despite the identification of these designated tasks, as a result of individual officer discretion there is a high level of variation in how SLOs operate in their schools.⁶⁹ Therefore some SLOs may engage more in enforcement as opposed to counselling or student education. Others may focus more on counselling and education and subsequently de-emphasize their role as law enforcement agents. It is this extreme variation in SLO roles and activities that contributes to scholarly debate and policy discussion.⁷⁰

American studies

While many school administrators, police officials, parents and students maintain that SLOs keep members of their school community safe,⁷¹ research on the benefits of SLO programs remains limited and contradictory.^{72,73,74} This is particularly evident in relation to studies that examine the impact of SLO programs on criminal activity

⁶¹ Duxbury and Bennell, *Police in schools*.

⁶² Merkwae, "Schooling the police."

⁶³ Broll and Howells, "Community policing in schools."

⁶⁴ Ibid.

⁶⁵ Maurice Canady, Bernard James, and Janet Nease. *To protect and educate: The school resource officer and the prevention of violence in schools*. Hoover, AL: National Association of School Resource Officers, 2012.

<https://www.nasro.org/clientuploads/resources/NASRO-Protect-and-Educate.pdf>

⁶⁶ Broll and Howells, "Community policing in schools."

⁶⁷ Madan, "Policing in Toronto schools."

⁶⁸ Barbara Raymond. *Assigning police officers to schools*. Washington, DC: Department of Justice, Office of Community Oriented Policing Services, 2010. <https://cops.usdoj.gov/RIC/Publications/cops-p182-pub.pdf>.

⁶⁹ Kathleen Nolan. "Policing student behavior: Roles and responsibilities." In *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control*, pp. 309-326. Palgrave Macmillan, Cham, 2018.

⁷⁰ Gottfredson et al., "Effects of school resource officers on school crime."

⁷¹ Broll and Howells, "Community policing in schools."

⁷² Duxbury and Bennell, *Police in schools*.

⁷³ Gottfredson et al., "Effects of school resource officers on school crime."

⁷⁴ Chongmin Na and Denise C. Gottfredson. "Police officers in schools: Effects on school crime and the processing of offending behaviors." *Justice Quarterly* 30, no. 4 (2013): 619-650.

within schools.^{75,76} To illustrate, using national cross-sectional data from the 2006 School Survey on Crime and Safety (SSOCS), Jennings and et al. (2011) observed a negative relationship between the number of SLOs and serious crime in high schools in the United States.⁷⁷ This led the researchers to conclude that SLOs may function as a possible deterrent to serious crime. Similarly, the Maskaly and et al. (2011) study of school safety measures also identified a possible relationship between the presence of SLOs and a reduction in gang-related activity within schools.⁷⁸ However, the authors acknowledge that school and neighbourhood characteristics, including school size and the prevalence of neighbourhood violence, better explain levels of school crime. They also acknowledge the impact of SLO programs is diminished once these factors have been taken into statistical account.⁷⁹

Gottfredson et al. (2020) and Petrosino et al. (2012) both argue that our knowledge about the relationship between SLOs and school crime is greatly limited by a lack of methodologically rigorous research.^{80,81} To illustrate, Gottfredson and colleagues note that as a result of the growing use of SLOs in schools, many studies prior to 2010 used variables privy to “temporal fluctuations in outcomes” and thus could not be used to determine program success.⁸² In response, the authors completed a systematic review of research—conducted between 2010 and 2019—that investigated SLO program effectiveness.⁸³

To be considered a methodologically sound study, the researchers sought research that: (1) includes pre-test and post-test measures for both schools with (treatment) and without (control) an SLO, (2) controls for pre-existing differences between the treatment and control schools, (3) isolates the effects of SLO programs as opposed to other school security procedures, (4) considers school-level variation as opposed to student variation, (i.e., attributing student perceptions of the program to student attitudes) and (5) includes a quantitative component.⁸⁴ The proposed criteria were used to distinguish high from low quality studies. High quality studies, the authors maintain, must employ a pre-test/post-test control group design that better controls for historical effects and thus enables conclusions about program attribution. Anything less can render a study’s results inconclusive.^{85,86} Ultimately, the researchers found

⁷⁵ Gottfredson et al., “Effects of school resource officers on school crime.”

⁷⁶ Na and Gottfredson. “Police officers in schools.”

⁷⁷ Jennings et al., “Evaluating the relationship.”

⁷⁸ Jon Maskaly, Christopher M. Donner, Jennifer Lanterman, and Wesley G. Jennings. “On the association between SROs, private security guards, use-of-force capabilities, and violent crime in schools.” *Journal of police crisis negotiations* 11, no. 2 (2011): 159-176.

⁷⁹ Maskaly et al., “On the association between SROs.”

⁸⁰ Gottfredson et al., “Effects of school resource officers.”

⁸¹ Anthony Petrosino, Sarah Guckenburg, and Trevor Fronius. “Policing schools’ strategies: A review of the evaluation evidence.” *Journal of Multidisciplinary Evaluation* 8, no. 17 (2012): 80-101.

⁸² Gottfredson et al., “Effects of school resource officers on school crime,” 909

⁸³ Gottfredson et al., “Effects of school resource officers on school crime.”

⁸⁴ Ibid.

⁸⁵ Na and Gottfredson. “Police officers in schools.”

⁸⁶ Gottfredson et al., “Effects of school resource officers on school crime.”

that only 13 American studies conducted during this period satisfied the “high quality study” criteria.

Using longitudinal data spanning three years from the SSOCS, a number of researchers explore a comparative sample of schools both with and without an SLO, to examine whether the presence of an SLO leads to a reduction in various criminal activities including bullying⁸⁷ as well as serious and nonserious violent, property, drug and weapon-related crimes.^{88,89,90,91} These studies consistently show that schools with SLOs report more crime than schools without an SLO. Thus, there is minimal evidence to suggest that police in schools contribute to school safety. But, as Kupchik (2010) suggests, SLOs may reframe disciplinary incidents, typically dealt with by school administrators, as a criminal offence.⁹² Therefore the notion that SLOs serve as a proactive measure and engage with youth with the aim of reducing crime is questioned. Instead, researchers argue school-based officers may be reactive, increasing the likelihood students will be charged with a criminal offence.⁹³ This finding is consistent with the argument that SLOs can increase incidents of student criminalization.

Data from other American studies further suggest that schools with SLOs have higher arrest rates and out-of-school suspensions than schools without SLOs.^{94,95} Studies also demonstrate that SLOs have a disproportionate effect on arrest rates for Black students.⁹⁶ Zhang (2019), however, suggests these higher rates were typically found in schools that recently implemented a SLO program.⁹⁷ They argue that schools with well-established programs (i.e., an officer in the school three years or longer) did not have significantly higher arrest rates. This finding suggests that, upon implementation, SLO programs may increase school-based arrests. However, this

⁸⁷ Deanna N. Devlin, and Denise C. Gottfredson. "The roles of police officers in schools: Effects on the recording and reporting of crime." *Youth violence and juvenile justice* 16, no. 2 (2018): 208-223

⁸⁸ Na and Gottfredson. "Police officers in schools."

⁸⁹ Jason P. Nance "Students, police, and the school-to-prison pipeline." *Washington University Law Review*, 93 (2015): 919.

⁹⁰ Christina Pigott, Ami E. Stearns, and David N. Khey. "School resource officers and the school to prison pipeline: Discovering trends of expulsions in public schools." *American Journal of Criminal Justice* 43, no. 1 (2018): 120-138.

⁹¹ Kristin Swartz, Dustin L. Osborne, Cherie Dawson-Edwards, and George E. Higgins. "Policing schools: Examining the impact of place management activities on school violence." *American Journal of Criminal Justice* 41, no. 3 (2016): 465-483.

⁹² Aaron Kupchik. *Homeroom security: School discipline in an age of fear*. New York, NY: New York University Press, 2010.

⁹³ Swartz et al., "Policing schools."

⁹⁴ Emily G. Owens. "Testing the school-to-prison pipeline." *Journal of Policy Analysis and Management* 36, no. 1 (2017): 11-37.

⁹⁵ E. K. Weisburst (2019). Patrolling public schools: The impact of funding for school police on student discipline and long-term education outcomes. *Journal of Policy Analysis and Management*, 38(2), 338-365

⁹⁶ See Emily M. Homer and Benjamin W. Fisher. "Police in schools and student arrest rates across the United States: Examining differences by race, ethnicity, and gender." *Journal of school violence* 19, no. 2 (2020): 192-204

⁹⁷ Gary Zhang. "The effects of a school policing program on crime, discipline, and disorder: A quasi-experimental evaluation." *American journal of criminal justice* 44, no. 1 (2019): 45-62

initial increase may diminish after the program is established and the SLO becomes part of the school community.

As such, to date, the most methodologically rigorous studies exploring the effects of SLOs in school consistently demonstrate that the presence of an SLO is “related to increased recording of drug crimes, crimes involving weapons and serious violent crimes.”⁹⁸ Furthermore, in their own analysis of the data, Gottfredson et al. found that increasing the number of police officers in schools did not lead to a reduction in school violence.⁹⁹ In fact, SLOs contributed to an increase in the number of students arrested and later referred to a criminal justice intervention. The authors conclude that there is no evidence to support the notion that SLO programs make schools safer.^{100,101}

Perceptions of safety

The argument that perceived safety is an important characteristic of the school environment stems from studies that reveal a positive relationship between perceptions of school safety and academic achievement.^{102,103} Students who feel safe at school may experience less anxiety and thus have an increased capacity to concentrate on schoolwork and extracurricular activities. Research also suggests that students who feel that their school environment is unsafe are significantly more likely to skip school as a violence-avoidance strategy.¹⁰⁴ As such, proponents of SLO programs suggest that a police presence in school can help staff, students and parents feel safe.¹⁰⁵

However, American studies have found little or no connection between the presence of SLOs and student perceptions of school safety.¹⁰⁶ Some of these studies note that teachers and school administrators often feel safer after the establishment of an SLO program but that there is no effect for students.^{107,108,109,110} Most studies find that students feel very safe in school both before and after the establishment of SLO

⁹⁸ Gottfredson et al., "Effects of school resource officers on school crime," 910.

⁹⁹ Ibid.

¹⁰⁰ Na and Gottfredson, "Police officers in schools."

¹⁰¹ Nance, "Students, police, and the school-to-prison pipeline."

¹⁰² Ratner et al., "Violence exposure."

¹⁰³ Ripski, and Gregory, "Unfair, unsafe, and unwelcome"

¹⁰⁴ Suzanne E. Perumean-Chaney and Lindsay M. Sutton. "Students and perceived school safety: The impact of school security measures." *American Journal of Criminal Justice* 38, no. 4 (2013): 570-588

¹⁰⁵ National Association of School Resource Officers. "Frequently Asked Questions." <https://www.nasro.org/faq/>.

¹⁰⁶ Gottfredson et al., "Effects of school resource officers on school crime."

¹⁰⁷ Ida M. Johnson. "School violence: The effectiveness of a school resource officer program in a southern city." *Journal of Criminal Justice* 27, no. 2 (1999): 173-192

¹⁰⁸ David C. May, Stephen D. Fessel, and Shannon Means. "Predictors of principals' perceptions of school resource officer effectiveness in Kentucky." *American Journal of Criminal Justice* 29, no. 1 (2004): 75-93.

¹⁰⁹ Theriot and Orme. "School resource officers and students' feelings of safety at school."

¹¹⁰ Madan, "Policing in Toronto schools"

programs.^{111,112} In other words, SLOs do not enhance or diminish feelings of safety. Research suggests that other factors—including neighbourhood crime and victimization history—have a much stronger impact on student perceptions of safety than SLOs.^{113,114}

Criminalization of student behaviour: The school-to-prison pipeline

A major area of concern around SLOs continues to be the potential criminalization of student misconduct.^{115,116,117} As noted above, research suggests that schools with SLOs have a higher rate of student charges and arrests than schools without SLOs. In other words, research demonstrates that police in schools can, in fact, turn common student indiscretions on school property into criminal offences.^{118,119,120,121,122} Thus, critics of SLO programs argue that an increase in punitive disciplinary responses and measures that involve law enforcement can push students out of the education system and into the criminal justice system.^{123,124,125,126} This process, which is often referred to as the “school-to-prison-pipeline,” suggests that students who are charged or disciplined by SLOs also face school suspensions or expulsions. Suspensions and expulsions, in turn, damage academic performance and ultimately lead to barriers with respect to access to higher education and employment opportunities.^{127,128} Furthermore, there are concerns that an increase in unsupervised free time (as a result of school removal) can increase students’ risk of engaging in criminal activity, creating a cycle of involvement in the criminal justice system.¹²⁹ To illustrate, Pigott, Stearns and Khey (2018) argue “experiencing only one suspension [...] increases an individual’s risk of dropping out of school by over 77 per cent.”¹³⁰ Furthermore,

¹¹¹ Nicole L. Bracy. "Student perceptions of high-security school environments." *Youth & Society* 43, no. 1 (2011): 365-395

¹¹² Nathan James and Gail McCallion. *School resource officers: Law enforcement officers in schools*. Washington, DC: Congressional Research Service, 2013. <https://fas.org/sgp/crs/misc/R43126.pdf>.

¹¹³ Jack McDewitt and Jenn Panniello. *National Assessment of School Resource Officer Programs: Survey of Students in Three Large New SRO Programs*. Washington, DC: US Department of Justice, 2005. <https://files.eric.ed.gov/fulltext/ED486271.pdf>

¹¹⁴ Theriot and Orme. "School resource officers and students' feelings of safety at school."

¹¹⁵ Theriot and Cuellar, "School resource officers and students' rights."

¹¹⁶ Merkwae, "Schooling the police."

¹¹⁷ Nance, "Students, police, and the school-to-prison pipeline."

¹¹⁸ Theriot and Cuellar, "School resource officers and students' rights."

¹¹⁹ Nance, "Students, police, and the school-to-prison pipeline."

¹²⁰ Amanda Petteruti. *Education Under Arrest: The Case Against Police in Schools*. Washington, DC: Justice Policy Institute, 2011.

http://www.justicepolicy.org/uploads/justicepolicy/documents/educationunderarrest_fullreport.pdf.

¹²¹ Merkwae, "Schooling the police."

¹²² Gottfredson et al., "Effects of school resource officers on school crime."

¹²³ Petteruti, *Education Under Arrest*.

¹²⁴ Merkwae, "Schooling the police."

¹²⁵ Amanda Gebhard. "Schools, prisons and Aboriginal youth: Making connections." *Journal of Educational Controversy* 7, no. 1 (2013): 4.

¹²⁶ Theriot and Cuellar, "School resource officers and students' rights."

¹²⁷ Ibid.

¹²⁸ Merkwae, "Schooling the police."

¹²⁹ Nance, "Students, police, and the school-to-prison pipeline."

¹³⁰ Pigott, Stearns, and Khey, "School resource officers and the school to prison pipeline," 123.

those who drop out of school have a higher risk of criminality as “nearly 40 percent of people in state prisons left school before earning a high school diploma, compared to 18.4 percent of the general population.”¹³¹

There are also allegations that the consequences associated with SLO charge practices have a disproportionate impact on racialized youth and youth who identify as having a disability. While very few SLO studies centre race and racism,^{132,133} it is well established that in the U.S., Black and Hispanic youth are both overrepresented in school suspensions/expulsions as well as arrests and convictions within the criminal justice system.^{134,135,136} Thus, there are concerns that the intersection of school and police discipline will have a greater impact on marginalized youth. To illustrate, in the United States, Black youth make up only 16 per cent of those aged 10 to 17, but represent “twenty-nine percent of juvenile court referrals, thirty-six percent of youth detained outside of their homes, and thirty-five percent of youth waived into the adult criminal court system.”¹³⁷

To highlight concerns over the treatment of racialized students by SLOs, recent studies suggest that Black students receive harsher treatment from SLOs than their White counterparts. For example, when faced with the same behavioural infractions, SLOs are more likely to arrest or charge Black students while White students are more likely to be cautioned or diverted into an informal conflict resolution or treatment program.^{138,139} Merkwae (2015) raises concerns over the level of race-based discretion SLOs have in “seizing a student on the grounds for the purpose of maintaining school order or security.”¹⁴⁰

Furthermore, youth with disabilities (those who identify as having a learning, emotional or behavioural disorder) constitute “a disproportionate number of the school-based arrests and referrals to law enforcement that result from an increased

¹³¹ Petteruti, Education Under Arrest, 18.

¹³² Shabnam Javdani. "Policing education: An empirical review of the challenges and impact of the work of school police officers." *American journal of community psychology* 63, no. 3-4 (2019): 253-269

¹³³ E. O. Turner and Abigail J. Beneke. "'Softening' school resource officers: the extension of police presence in schools in an era of Black Lives Matter, school shootings, and rising inequality." *Race Ethnicity and Education* 23, no. 2 (2020): 221-240

¹³⁴ Merkwae, "Schooling the police."

¹³⁵ Kochel, Wilson, and Mastroski. "Effect of Suspect Race"

¹³⁶ Eric A. Stewart, Eric P. Baumer, Rod K. Brunson, and Ronald L. Simons. "Neighborhood racial context and perceptions of police-based racial discrimination among black youth." *Criminology* 47, no. 3 (2009): 847-887.

¹³⁷ Merkwae, "Schooling the police," 152.

¹³⁸ See Gottfredson et al., "Effects of school resource officers on school crime."

¹³⁹ See Homer and Fisher, "Police in schools and student arrest rates."

¹⁴⁰ Merkwae, "Schooling the police," 164.

police presence in schools.”^{141,142,143,144,145,146} Thus, many academics, activists and policy officials are raising concerns over the negative consequences of SLO programs on youth with disabilities.¹⁴⁷ Consistent with these concerns, May, Rice and Minor (2012) conducted a study to explore whether SLOs hold discriminatory beliefs about students with disabilities.¹⁴⁸ Data collected from a sample of 130 American SLOs suggest the majority believe students with disabilities negatively impact the school environment: 55 per cent of SLOs believe students with disabilities are among the most problematic in the school, 79 per cent believe that youth with disabilities should not be treated differently than students with no reported disabilities and 85 per cent of the SLOs believe students with a disability use their diagnoses as an excuse for disorderly conduct to avoid accountability.¹⁴⁹

Disability advocates argue the police are neither equipped nor trained to tend to students who suffer from emotional, physical or psychological disorders.^{150,151} Police are undertrained compared to teachers and other specialized school staff: they are less likely to have an advanced degree or diploma in teaching, child development or psychology, and as such they are less informed about the various disciplinary measures that can be used to informally deal with youth who have behavioural problems.^{152,153,154}

Studies have found that SLO training does not include instruction on “detecting symptoms and behaviours of youths who have been exposed to violence, trauma or abuse” or offer techniques for defusing student conflict and engaging in mediation.¹⁵⁵ Studies have also found that SLO training varies across states and school board jurisdictions, with some SLO training being conducted by schools and other training conducted by police services or independent SLO training organizations.^{156,157} Such

¹⁴¹ Ibid, 149.

¹⁴² Gottfredson et al., "Effects of school resource officers on school crime."

¹⁴³ Paul J. Hirschfield. "Preparing for prison? The criminalization of school discipline in the USA." *Theoretical Criminology* 12, no. 1 (2008): 79-101.

¹⁴⁴ Russell J. Skiba, Mariella I. Arredondo, Chrystal Gray, and M. Karega Rausch. "Discipline disparities: New and emerging research in the United States." In *The Palgrave international handbook of school discipline, surveillance, and social control*, pp. 235-252. Palgrave Macmillan, Cham, 2018

¹⁴⁵ U.S. Department of Education, Office for Civil Rights. *Civil Rights Data Collection – Data snapshot: School discipline*. Washington, DC: U.S. Department of Education, Office for Civil Rights, 2014.
<https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf>.

¹⁴⁶ Kelly Welch and Allison Ann Payne. "Zero tolerance school policies." In *The Palgrave international handbook of school discipline, surveillance, and social control*, pp. 215-234. Palgrave Macmillan, Cham, 2018

¹⁴⁷ Gottfredson et al., "Effects of school resource officers on school crime."

¹⁴⁸ David C. May, Corrie Rice, and Kevin I. Minor. "An examination of school resource officers' attitudes regarding behavioral Issues among students receiving special education services." *Current Issues in Education* 15, no. 3 (2012).

¹⁴⁹ May, Rice, and Minor. "An examination of school resource officers' attitudes

¹⁵⁰ Merkwae, "Schooling the police."

¹⁵¹ Theriot and Cuellar, "School resource officers and students' rights."

¹⁵² Merkwae, "Schooling the police."

¹⁵³ Nance, "Students, police, and the school-to-prison pipeline."

¹⁵⁴ Theriot and Cuellar, "School resource officers and students' rights."

¹⁵⁵ Merkwae, "Schooling the police," 162-163.

¹⁵⁶ Merkwae, "Schooling the police."

¹⁵⁷ Abela and Donlevy, "Violence."

training disparities contribute to inconsistencies in how SLOs address behavioural issues within their schools. Such inconsistencies may place youth who are both racialized and identify as having a disability at greater risk of arrest and of the physical harms often associated with arrest incidents. Indeed, recent reviews of lawsuits and news stories involving SLOs find that a high proportion of allegations of excessive use of force by SLOs involve Black students and students with disabilities.^{158,159,160,161} Proponents of SLO programs argue that excessive use of force is rare and often justified. However, Shaver and Decker (2017) suggest that the growing number of lawsuits and civil rights cases filed against SLO programs by racial minority and students with disabilities demonstrates a growing problem.¹⁶² Thus, contrary to the intended objective of making schools safer, the regular presence of SLOs in schools may be creating an unsafe and hostile environment for these students.

Canadian research

The vast majority of studies that explore SLO programs have been conducted in the United States. Unfortunately, very little research has been conducted in the Canadian context. To help identify research from a Canadian perspective, a systematic search was conducted on various academic databases using the following search terms: “school liaison officer,” “school resource officer,” “neighbourhood police officer,” “police in schools” and “school-to-prison pipeline.” As of May 7, 2021, only five peer-reviewed research studies and two theoretical examinations were identified. The peer-reviewed publications include: an analysis of the roles and duties of SLOs,¹⁶³ an evaluation on the value of Peel Region’s SLO program,¹⁶⁴ SLO perceptions of violence in Alberta schools,¹⁶⁵ SLO perceptions of cyber-bullying^{166,167} and two theoretical explorations of the school-to-prison pipeline hypothesis as it pertains to Black and Indigenous students in Canada.^{168,169} An additional search was conducted using the same search terms through a Master’s and Doctoral theses database. An additional two sources were found, including a theoretical exploration of police in Toronto schools¹⁷⁰ and a thesis that explored the role of SLOs in fostering resilience

¹⁵⁸ Perry A. Zirkel. “School resource officers and students with disabilities: A disproportional connection?.” *Exceptionality* 27, no. 4 (2019): 299-314

¹⁵⁹ Elizabeth A. Shaver and Janet R. Decker. “Handcuffing a third grader: Interactions between school resource officers and students with disabilities.” *Utah L. Rev.* (2017): 229.

¹⁶⁰ Madan, “Policing in Toronto schools”

¹⁶¹ Joseph B. Ryan, Antonis Katsiyannis, Jennifer M. Counts, and Jill C. Shelnut. “The growing concerns regarding school resource officers.” *Intervention in School and Clinic* 53, no. 3 (2018): 188-192.

¹⁶² Shaver and Decker, “Handcuffing a third grader.”

¹⁶³ Broll and Howells, “Community policing in schools.”

¹⁶⁴ Duxbury and Bennell, *Police in schools*.

¹⁶⁵ Abela and Donlevy, “Violence.”

¹⁶⁶ Broll, “Collaborative responses to cyberbullying”

¹⁶⁷ Broll, and Huey, “Just being mean to somebody isn’t a police matter.”

¹⁶⁸ Gebhard, “Schools, prisons and Aboriginal youth.”

¹⁶⁹ Abigail Tsionne Salole and Zakaria Abdulle. “Quick to punish: An examination of the school to prison pipeline for marginalized youth.” *Canadian Review of Social Policy* 72/73 (2015): 124.

¹⁷⁰ Madan, “Policing in Toronto schools”

among LGBTQ+ youth in Alberta.¹⁷¹ A Google search uncovered additional government sources including a survey conducted by the Toronto District School Board (TDSB) that explores student, parent and school administrator perceptions of SLOs.¹⁷² Finally, a search uncovered a few consultant reports conducted on behalf various school boards, including the Vancouver School Board and the Winnipeg School Board. These reports also explore student and parent perceptions of their local SLO programs.

The results of the above-described literature search highlights a shocking lack of Canadian research designed to evaluate the effectiveness of SLO programs and explore their impact on marginalized students.¹⁷³ This is especially problematic since scholars suggest policing in Canada differs greatly from policing in the U.S.¹⁷⁴ If true, American evaluations of SLO programs cannot be easily generalized to the Canadian context.

Although there are SLO programs in most Canadian provinces, the available research is limited to jurisdictions in Ontario, Alberta and British Columbia. Furthermore, the only study that explicitly explores the perceptions and experiences of Black, Indigenous and other racialized students is not a peer-reviewed study; rather, it is a 2021 consultant report developed for the Vancouver School Board. Thus, with respect to SLO programs, there is a glaring absence of empirical insight into the experiences of racialized students and parents in Canada. As the Ontario Association Chiefs of Police (2020) notes, much of the Canadian literature on SLOs is descriptive and takes a “colour-blind” approach that not only avoids any discussion of race or racism, but also provides very little insight into the perspectives of students who experience SLOs in their schools. A review of the limited Canadian research is explored further in the next section.

Examining the SLO role in Canada

Studies conducted by Broll (2016) and Broll and Huey (2015) use interviews with 34 police officers to gain insight into how SLOs perceive and address cyberbullying in schools.^{175,176} The authors conclude that Canadian SLOs like to take a preventative approach to cyberbullying by educating students on internet safety.

These findings closely relate to Broll and Howells’ (2019) exploration of the non-enforcement side of SLOs and the role of community engagement.¹⁷⁷ This study is based on eight semi-structured interviews with SLO officers, from both high school

¹⁷¹ Emily Pynoo. "How Do School Resource Officers Foster Resilience in Sexual and Gender Minority Youth?," Master's Thesis, University of Alberta, 2020. https://era.library.ualberta.ca/items/97675540-9b02-4e88-9ae9-a0fe46332296/view/7aa511f8-ca67-4a3c-8fe9-8f155abd9bbd/Pynoo_Emilv_202007_MEd.pdf

¹⁷² Toronto District School Board. School Resource Officer Program Review.

¹⁷³ Madan, “Policing in Toronto schools”

¹⁷⁴ Duxbury and Bennell, *Police in schools*.

¹⁷⁵ Broll, “Collaborative responses to cyberbullying.”

¹⁷⁶ Broll, and Laura Huey. “Just being mean to somebody isn’t a police matter”

¹⁷⁷ Broll and Howells, “Community policing in schools.”

and elementary schools, from a mid-size Ontario city. Broll and Howells suggest that SLOs in high schools mainly take on the role of law enforcer while SLOs in elementary schools, which report lower levels of criminal activity, largely work as educators and mentors. The authors suggest that a collaborative relationship between school administrators, school staff, students and parents can foster positive relationships with the police and increase perceptions of school safety. They suggest that SLOs can build positive relationships with students in particular through active involvement in student life. They argue that police should further engage with youth by participating in school dances, class outings, coaching sports teams and in-class presentations.¹⁷⁸ The authors suggest SLOs can be effective if they closely follow the “triad model” (as outlined on page 6), but with an emphasis on counselling and education. However, Broll and Howells do not provide any data from students to support this claim.¹⁷⁹

A study exploring how SLOs promote resilience among five youth from two Edmonton high schools who identify as LGBTQ2S+ suggests SLOs can build relationships with vulnerable students through mentorship.¹⁸⁰ Youth participants in Pynoo’s (2020) study favour SLOs who promote “positive and inclusive school environments.”¹⁸¹ Pynoo argues that in comparison to heterosexual and cisgender youth, sexual and gender minority youth are at a higher risk of experiencing bullying in school. Thus, by intentionally making space for LGBTQ2S+ students that are at a high risk of bullying victimization, the study’s participants suggest SLOs can indeed increase positive perceptions of the police among youth who traditionally report higher levels of distrust.^{182,183,184}

Broll and Howells argue initiatives that focus on building relationships can both increase trust in the law enforcement and help with police investigations.¹⁸⁵ The authors argue that the relationships that SLOs foster with students can be useful for other police units as it may encourage students to report crimes or serious incidents that take place on or around school grounds. For example, Broll and Howells found that the SLOs in their study believed students would report personal victimization to them and not traditional police.¹⁸⁶ However, the authors once again do not provide an analysis of actual student perspectives to support this claim.

Furthermore, Broll and Howells argue that a regular police presence in schools can enable SLOs’ access to information about students who may be engaging in gang or other criminal activities outside of school.¹⁸⁷ They suggest this inside information can

¹⁷⁸ Ibid.

¹⁷⁹ Ibid.

¹⁸⁰ Pynoo, “How Do School Resource Officers Foster Resilience.”

¹⁸¹ Ibid, 80.

¹⁸² Duxbury and Bennell, *Police in schools*.

¹⁸³ Pynoo, “How Do School Resource Officers Foster Resilience.”

¹⁸⁴ Theriot and Orme. “School resource officers and students’ feelings of safety at school.”

¹⁸⁵ Broll and Howells, “Community policing in schools.”

¹⁸⁶ Ibid.

¹⁸⁷ Ibid.

help law enforcement officials solve crimes faster and more efficiently. Ultimately the authors conclude that SLO programs that encourage positive student engagement can not only help increase positive perceptions of the police but also aid in community safety.

The research conducted by Broll and Howells, however, ignores all concerns that suggest SLOs target and thus over-surveil Black and Indigenous students. Thus, Broll and Howells' research provides little insight into the unintended consequences associated with SLOs in schools. The following section reviews these concerns in more detail.

Toronto police evaluation

After the shooting death of Jordan Manners, at a Toronto High School in 2008, both the Toronto District School Board and Toronto Catholic School Board agreed to place SLOs in a number of their "high priority" schools.¹⁸⁸ The initial implementation saw dedicated police officers placed in 29 schools. By 2011, this number had increased to 47 schools. The Toronto Police Service (TPS) conducted an internal review of the SLO program in 2009, one year after implementation of the program, and again in 2011.^{189,190} The review sought to explore whether the SLO program improved school safety, improved perceptions of school safety and improved the relationship between Toronto high school students and the police. Data was drawn from over 11,000 survey respondents interviewed during 2009 and 2011 and captures the perceptions of students, school officials, parents and SLOs. Furthermore, the TPS reviewed crime data to explore whether there was a reduction in school-reported crime and victimization following implementation of the program.

To gather student perceptions in 2009, the TPS administered surveys to all 29 schools involved in the SLO program. Surveys were completed in October 2008 and again in May 2009 to explore any differences in perceptions before and after program implementation. The TPS randomly selected two classes from each grade (grades 9–12) for a total of 6,960 surveys. To gather information on teacher perceptions, teachers from each randomly selected class were provided with a survey (sample size=319 teachers). To gather information on parental perceptions, a parent survey was sent to the addresses of the randomly selected students, for a total of 4,350

¹⁸⁸ Louise Brown and Karen Rushowy. "Jordan Manners shooting death led to school safety changes," *Toronto Star*, May 20, 2011.
https://www.thestar.com/life/parent/2011/05/20/jordan_manners_shooting_death_led_to_school_safety_changes.html

¹⁸⁹ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2008/2009 Evaluation*.

¹⁹⁰ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2011 Follow-Up Evaluation*. Toronto, ON: Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board, 2011.
http://www.torontopolice.on.ca/publications/files/reports/2008.2009-sro_program_follow-up_evaluation.pdf.

surveys. Finally, each SLO was required to complete a one-time survey at the end of the school year.

To capture the SLO program's impact on local crime, the TPS examined crime incidents that took place either at SLO schools or within 200 metres of school property. The crime analysis compared crime rates one year prior to program implementation with crime rates one year after implementation. A similar methodology was used in 2011. However, only one class was randomly selected from each school for the 2011 review, and that review did not identify how many surveys were administered or returned (from students, parents, administrators or SLOs).

Key findings from the 2009 review suggest the SLO program produced no significant changes in perceptions of safety among students. Most students (over 90 per cent) already felt safe at school prior to the implementation of the SLO program. This finding is consistent with previous American research, which also suggests that most youth feel safe at school regardless of the presence or absence of an SLO.^{191,192} The TPS review also found that students who frequently interacted with their SLO did not feel safer than students who had no interaction. Unfortunately, the study did not examine whether attitudes towards the SLO program varied by student race or other personal characteristics.

The review's findings also suggest there was no change in perceptions of safety among school officials. The vast majority of school staff felt safe both before and after the implementation of the SLO program. Parents, however, reported an increase in perceptions of school safety after the implementation of the SLO program. As for reported crime and victimization, the data suggest there was a slight reduction in reported offences on school grounds one year following implementation of the SLO program. However, the findings also reveal a slight increase in victimization and offending within 200 meters of school property. This finding suggests that the SLO program may not have eliminated crime but rather displaced crime and victimization from school property to the immediate vicinity of the school.

Similar findings were reported in the 2011 review, however the TPS also reported a reduction in weapons-related crimes and an increase in the number of youth who expressed a willingness to report criminal incidents to the police. Based on these findings, the TPS concluded the SLO program had a positive impact on both students and school safety. They conclude that an increase in the number of students who are willing to report crime and a reduction in reported weapons-related crime suggest

¹⁹¹ James and McCallion, School resource officers.

¹⁹² Na and Gottfredson. "Police officers in schools."

SLOs can build positive relationships with youth and that this stronger relationship can contribute to an overall reduction in crime.^{193,194}

While seemingly positive, findings from the TPS review did not demonstrate a causal relationship between SLOs and reductions in school crime or increased perceptions of safety. The TPS only included data from schools with an SLO; data from comparative TDSB schools without SLOs would have allowed for a higher quality evaluation. For example, as Gottfredson et al. note, perceived differences in crime and safety may be a result of external factors unrelated to an SLO program. Program attribution is thus impossible to determine.¹⁹⁵

Furthermore, the TPS failed to provide any insight into the characteristics of their youth sample. Only gender and school district were considered in their analysis. Important demographic characteristics—including race, age, socio-economic status and disability—and as contextual factors—like previous experiences with victimization or previous contact with police—were excluded.^{196,197} Furthermore, the TPS report fails to explore the potential negative impacts of the SLO program and whether the program is perceived and experienced differently by racial minority students and parents.¹⁹⁸ The exclusion of race, class and experiences with disability is important as there is evidence to suggest these factors can influence police interactions and perceptions of police legitimacy. As Madan (2016) notes, “there is reason to believe that some students feel unsafe, not in spite of [SLO] presence, but because of it.”¹⁹⁹

Concerns over racial bias

In Toronto, concerns about the selective deployment of the police to working class, predominantly racialized schools has been widespread since the implementation of the SLO program.^{200,201} Some suggest that these communities were already highly policed through targeted intervention strategies leading to disproportionate police contact and the use of violence against members of the Black community.²⁰² The placement of SLOs in Black students’ schools continued this trend. While there is no Canadian data exploring Indigenous youth perceptions of SLO programs, Gebhard (2015) makes a similar argument about Indigenous communities’ experiences with policing and suggests that police in schools contributes to “Canada’s ongoing colonial

¹⁹³ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2008/2009 Evaluation*.

¹⁹⁴ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2011 Follow-Up Evaluation*.

¹⁹⁵ Gottfredson et al., “Effects of school resource officers on school crime.”

¹⁹⁶ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2008/2009 Evaluation*.

¹⁹⁷ Toronto Police Service, Toronto District School Board, and Toronto Catholic District School Board. *School Resources Officer Program: 2011 Follow-Up Evaluation*.

¹⁹⁸ Madan, “Policing in Toronto schools.”

¹⁹⁹ Ibid, 80.

²⁰⁰ Ibid.

²⁰¹ James and Turner, Towards race equity in education.

²⁰² Madan, “Policing in Toronto schools.”

project.”²⁰³ She notes that encounters between Indigenous peoples and law enforcement are often characterized by routine verbal and physical harassment, assault and racist practices.²⁰⁴

For many Black and Indigenous students, police in schools mark the “unwelcomed collision of their life in school with their life outside of school.”²⁰⁵ Madan further argues that the mere presence of SLOs who are both armed and uniformed serves as a “constant visual reminder” of White colonial power.²⁰⁶ SLOs can also contribute to the construction of racialized students as criminals within the wider school community. Indeed, the deployment of police officers within predominantly racialized populations can lead to stereotypical perceptions of targeted schools.²⁰⁷ To illustrate, McCrimmon Middle School in Brampton, Ontario, previously home to an SLO officer, was often referred to as “McCriminal,” even by school board trustees.²⁰⁸ Scholars suggest the deployment of police officers at racialized schools serves to reinforce the stereotypical association of Black and Indigenous youth with criminality.²⁰⁹

Limited data from Ontario suggests that Black and other racial minority students are more likely to experience harsh disciplinary measures—including suspensions, expulsion and police intervention—than their White counterparts. Importantly, research suggests harsher school discipline is related to lower levels of school engagement, higher dropout rates, unexplained school absences and poor academic performance.²¹⁰ Thus, consistent with the school-to-prison pipeline argument, there is a valid fear that reliance on law enforcement to address school disciplinary issues may further contribute to the marginalization and criminalization of Black and other racialized youth.^{211,212,213}

In response to concerns about racial bias within the Toronto SLO program, the Toronto District School Board decided to conduct their own SLO study. In collaboration with researchers from Ryerson University, the review sought insight from all current TDSB students, some former students, community members and representatives from various community agencies. Between September and October 2017, data were collected through a survey and through small focus groups with students and community members.

²⁰³ Gebhard, “Schools, prisons and Aboriginal youth,” 157.

²⁰⁴ Gebhard, “Schools, prisons and Aboriginal youth.”

²⁰⁵ Salole and Abdulle, “Quick to punish,” 145.

²⁰⁶ Madan, “Policing in Toronto schools,” 72.

²⁰⁷ James and Turner, *Towards race equity in education*.

²⁰⁸ E. Chadha, Suzanne Herbert, and Shawn Richard. *Review of the Peel district school board*. Toronto, ON: Ontario Ministry of Education, 2020. <http://www.edu.gov.on.ca/eng/new/review-peel-district-school-board-report-en.pdf>

²⁰⁹ James and Turner, *Towards race equity in education*.

²¹⁰ Ibid.

²¹¹ Ibid.

²¹² Gebhard, “Schools, prisons and Aboriginal youth.”

²¹³ Salole and Zakaria Abdulle, “Quick to punish.”

While there were many positive responses about the program, TDSB officials were alarmed by a number of negative findings that demonstrated potential student harm as a result of SLO presence.

Over 15,500 respondents completed the SLO Program Student Survey.²¹⁴ Key findings include:

- A majority of students (71 per cent) had no interaction with the SLO at their school.
- 41 per cent of respondents felt the SLO at their school was trustworthy while 53 per cent were unsure of whether or not they could trust their SLO.
- 42 per cent of respondents felt that the SLO at their school was helpful while 53 per cent were unsure about SLO effectiveness.
- 57 per cent of respondents stated having an SLO made them feel safer at school while 10 per cent disagreed or strongly disagreed and 33 per cent were not sure.
- When asked whether they would like the SLO Program to continue at their school, 47 per cent of respondents said yes, seven per cent said no and 46 per cent said they were unsure.

An alarming number of students also expressed that they felt uncomfortable or intimidated in the presence of their SLO. The student focus groups provided additional insight. They expressed feeling “intimidated, and frequently mentioned feeling that they were under continual surveillance and suspicion, leading many of them to stay away from school.”²¹⁵ Many other students “spoke of the stigma associated with having an [SLO] assigned to their school, and the impact of this perception on both the school and their community as a whole. They were keenly aware of the fact that [SLOs] were mostly deployed to schools with a high proportion of racialized students and within communities which were already overly policed.”²¹⁶ This made many students feel they “were targets for discrimination.”²¹⁷ Many also shared that they felt the police were using the opportunity to “gather personal information and data which could later be used against them or their friends.”²¹⁸ Finally, many felt the “presence of the [SLO] in the school was not welcoming.”²¹⁹

Once again methodological flaws persist as the survey data did not allow for an examination of racial, gender, socio-economic or disability differences among the student sample. However, the survey is the first Canadian study to clearly identify and highlight negative perceptions of an SLO program. Thus, contrary to previous

²¹⁴ Toronto District School Board. *School Resource Officer Program Review*, 2.

²¹⁵ Ibid, 3.

²¹⁶ Toronto District School Board. *School Resource Officer Program Review*.

²¹⁷ Ibid.

²¹⁸ Ibid.

²¹⁹ Ibid.

TPS reviews, the results from the TDSB's study demonstrated a sense of unease or discomfort with Toronto's SLO program. This finding is consistent with a growing body of Canadian research that suggests Black and Indigenous communities have less trust in the police and are more likely to experience negative police encounters.²²⁰ Shortly after the release of the report, TDSB's SLO program was dismantled.²²¹ However, a study that followed the Board's decision suggested SLO programs were valuable for Canadian schools, thus questioning the TDSB evaluation's results.²²²

The Peel Regional Police Resource Officer study

A major review of Peel Regional Police's SLO program, conducted by Duxbury and Bennell (2019), is described as a longitudinal study that explores the value SLO programs through the perceptions of students, school administrators, police executives and SLOs using quantitative, qualitative and ethnographic methods.²²³ Furthermore, the study employs a Social Return on Investment (SROI) analysis—an "outcomes-based measurement tool that helps organizations understand and quantify the social, environmental, and economic value they are creating"—in an effort to help determine the value that the assignment of police officers to Peel Regional high schools provides to stakeholders.²²⁴

For context, the Peel Region, located in Ontario, has a population of approximately 1.5 million, which the authors state includes "people from many different cultures."²²⁵ The SLO program was implemented by the Peel Regional Police Service, the second largest police service in Ontario, in 2003. The program saw a dedicated police officer stationed in all 60 secondary schools within the region. The police funded the program, which cost the service approximately nine million dollars per year.

Results from the study were overwhelmingly positive. The authors suggest that students, school administrators and SLOs who participated in the study had positive perceptions of the program. For example, there was a general belief that the SLO program deterred crime, provided a quick response to school-safety issues, helped de-escalate potentially violent situations and contributed to overall school safety.²²⁶

The evaluation consisted of interviews with eight Grade 9 students from five schools in the region. In addition, over 600 surveys were administered to Grade 9 students

²²⁰ Kanika Samuels-Wortley. "To serve and protect whom? Using composite counter-storytelling to explore Black and Indigenous youth experiences and perceptions of the police in Canada." *Crime & delinquency* 67, no. 8 (2021): 1137-1164.

²²¹ Nasser, "Canada's largest school board votes."

²²² Rosie Dimanno. "Carleton University study proves TDSB was wrong to remove cops from schools," *Toronto Star*, January 18, 2008. Retrieved from <https://www.thestar.com/opinion/star-columnists/2018/01/18/carleton-study-proves-tdsb-was-wrong-to-remove-cops-from-schools.html>.

²²³ Duxbury and Bennell, *Police in schools*.

²²⁴ Ibid, 191.

²²⁵ Ibid, 2.

²²⁶ Duxbury and Bennell, *Police in schools*.

within these five schools during the first week of school (Time One: September) and five months after first exposure to the SLO program (Time Two: March). The authors however provided minimal insight into their youth sample.

For the one-on-one interviews, the authors note the group consisted of seven young men and one young woman where “none of the students [...] were Caucasian.”²²⁷ Few other demographic details were provided. Five of the students acknowledged they knew of their SLO; however, the other three reported that they had no contact with their SLO and did not know them in any way. Based on these eight student interviews, the authors conclude that “all” students feel safer as a result of their SLO and would trust their SLO enough to report a crime.²²⁸ The authors highlight that all students believe the SLO program should stay in schools and cannot report any issues with the program. However, they do state that one participant “felt the presence of the SLO stopped students from acting freely because they felt they were being watched by the officers.” This student also “worried about possible overreaction by the officer to small things.”²²⁹ The authors did not provide any additional insight into this student’s concerns.

Furthermore, the survey data used to explore overall student perceptions of the program did not identify race, age, or socio-economic background of the respondents. At Time One 610 students completed the survey and at Time Two 655 students responded. The authors acknowledge that due to “confidentiality requirements”²³⁰ they were unable to determine whether the same students responded to the survey during both time periods. They were also unable to match Time One with Time Two responses and thus observe evidence of individual change. As such, the longitudinal quality of the study is, at best, questionable.

Based on the survey data, the authors conclude the majority of students support the SLO program and believe the police in school are effective at reducing crime. The authors base this claim largely on the fact that fewer students reported fear of bullying at Time Two than Time One. It is interesting that the authors attribute this reduction in fear entirely to the SLO program and not the fact that Grade Nine students may naturally become more comfortable in their high school environment after the initial first year jitters.

Nonetheless, the authors report that 75 per cent of students feel safer with police at their school and later claim that “all” students feel safer at school and less stressed as a result of officer presence.²³¹ The survey data did, however, capture that at Time 1, 18 per cent of youth felt that school-based police officers “pick on young people and visible minorities.” This figure increased to 20 per cent by Time 2. However, the authors do not discuss this finding or provide any insight into why this perception

²²⁷ Ibid, 39.

²²⁸ Ibid, 45.

²²⁹ Ibid, 50.

²³⁰ Ibid, 54.

²³¹ Ibid, 76.

exists among one fifth of their respondents. Furthermore, the study does not explore whether perceptions of SLO bias are more prevalent among racialized students than White students.

The National Association of School Resource Officers continue to endorse the Peel study as evidence that school liaison programs are valuable additions to protect local communities. Canadian evaluation of an SLO program²³². However, the study is deeply flawed and limited in its analysis. The researchers relied upon interviews and surveys of SLOs, police sergeants, school officials and 655 Grade 9 students to conclude that all Peel Region high school students benefit from the SLO program.²³³ This claim is, however, grandiose. As noted by Na and Gottfredson (2013), it is problematic to conclude the impact of an intervention based on survey data and minimal interviews.²³⁴ Without a control group (a comparative school without an SLO) researchers cannot make strong claims about program effectiveness. Furthermore, the authors do not explicitly identify the specific objective measures they aimed to study, which is necessary for a high quality study.^{235,236} The authors simply state they aim to “examine the value of SLO programs.”²³⁷ As a result, concrete data, such as a recording of changes in criminal activity in and around the high schools, were not obtained.

An additional issue relates to the sample of youth in the study. The authors only focus on Grade 9 students, thus excluding all other students in the region. The authors justify their focus on Grade 9 students due to an inability to conduct a comparative sample of schools without an SLO as every secondary school had a designated SLO. Therefore, a focus on Grade 9 students who had never had an SLO in their elementary school provided an alternative comparison group. However, a reliance on Grade 9 students renders the results as an attribute of a cohort (i.e., Grade 9 students) rather than all Peel Region students as implied by the researchers. Duxbury and Bennell do not account for alternative reasons that may lead Grade 9 students to view an SLO presence positively,²³⁸ which as noted earlier may include anxieties around entering a new school and thus a feeling of reassurance when seeing an authority figure.

What is most problematic about this study, and what drew a great deal of critique, was the absence of a race-based analysis.²³⁹ Despite the researchers’ claims that the study accurately represented the religious, cultural and socioeconomic composition of the Peel Region, only a quarter (24 per cent) of the students in the study identified themselves as a “visible minority.” This is significantly lower than the 62 per cent of

²³² National Association of School Resource Officers. Frequently asked questions: What evidence exists that school resource officers are valuable? <https://www.nasro.org/faq/>.

²³³ Duxbury and Bennell, *Police in schools*.

²³⁴ Na and Gottfredson. "Police officers in schools."

²³⁵ Ibid.

²³⁶ Gottfredson et al., "Effects of school resource officers on school crime."

²³⁷ Na and Gottfredson. "Police officers in schools," 2.

²³⁸ Duxbury and Bennell, *Police in schools*.

²³⁹ Danielle Foppiano. "SRO Programs in Ontario's Public Schools," *Public Policy and Governance Review*, December 16, 2019. <https://ppgreview.ca/2019/12/16/sro-programs-in-ontarios-public-schools/>.

the Peel Region's population that identifies as a visible minority according to the Canadian Census.²⁴⁰ Furthermore, the analysis in the study does not directly compare the perceptions of visible minority youth with the perceptions of white youth, nor does it provide a disaggregated racial analysis that would compare Black and Indigenous youth with youth from other racialized groups.

In light of the conclusion that all Peel high school students benefit from SLOs, the failure to include disaggregated race-based data is especially concerning considering the findings of a consultation meeting conducted by the Region prior to the release of the SLO study, which revealed many Black youth perceive police in schools to be racially biased. A report stemming from this meeting holds that, "[a]lthough police presence in school is supposed to make students feel safe, for some Black students, police presence has the opposite effect due to the racial profiling they have experienced."²⁴¹ Black students often describe incidents where they were accused of vandalism, being stopped around school property for wearing headphones or stopped when driving their parent's car.²⁴² Therefore, the failure of Duxbury and Bennell to include and publicize any negative perceptions or experiences of racialized students undermines their broad claims to the success of the program.

The Peel SLO study aftermath

Following the release of Duxbury and Bennell's study, Chadha et al. (2020) released a report into concerns over racism within the Peel District School Board.²⁴³ After more than 110 consultations with community members and students conducted between December 2019 and February 2020, Chadha and colleagues found sufficient evidence to suggest that anti-Black, anti-Indigenous and anti-South Asian racism was in fact ingrained within the culture of the PDSB. To illustrate, despite South Asian, East Asian and Black people representing 72 per cent of the secondary student population, 67 per cent of Peel School Board staff are white. The authors were also able to identify a number of concerns raised by students, including ethno-cultural violence, high suicide rates among South Asian LGBTQ+ youth and concerns over Islamophobia, which were often treated indifferently by school staff.

The authors also report many incidents of anti-Black racism including issues with school curriculum, academic placement (i.e., being placed in remedial classes as opposed to advanced classes) and an overall strained relationship between Black students, parents and teachers and staff. However, the authors also noted a number of disturbing incidents involving police in schools. During community consultations, Black students often shared experiences involving arrest and in-school suspensions where parents were neither called nor provided any information about the suspension or the return-to-school process. Data shows that Black students as young as four years

²⁴⁰ Region of Peel. "2016 Census Bulletin: Immigration and Ethnic Diversity." Peel, ON: Region of Peel, 2017. <https://www.peelregion.ca/planning-maps/CensusBulletins/2016-immigration-ethnic-diversity.pdf>.

²⁴¹ Gray, Brady, and Teclé. Perspectives of Black male students in secondary school, 9.

²⁴² Gray, Brady, and Teclé. Perspectives of Black male students in secondary school.

²⁴³ Chadha, Herbert, and Richard, Review of the Peel district school board.

old were being suspended. Troubling statistics suggest that while Black students make up 10 per cent of the secondary school population, they represent 23 per cent of all suspensions. Many of the suspensions were arbitrary; as the authors note, “some principals use any excuse to suspend Black students from schools including hoodie—suspension, hoop earrings—suspension, doo rag—suspensions.”²⁴⁴ Often police were involved during these suspensions.

The authors conclude that for Black and South Asian students, the PDSB maintains a culture of fear and has failed to create a safe and inclusive environment for its students. Shortly after the review into PDSB culture, Peel Regional Police permanently ended their SLO program in the district citing the negative impact of police in schools on racialized students.²⁴⁵ Police Chief Nishan Duraiappah expressed concern over issues of systemic racism and “the disproportionately punitive effects [police in schools] programming can produce” and thus felt it was best to gain community trust by ending the long-standing program.²⁴⁶

Provincial context: Vancouver School Board School Liaison Officer student and stakeholder engagement program

In response to concerns over anti-Black and Indigenous racism within Canadian policing and growing calls to remove police from schools, the Vancouver School Board (VSB) initiated a third-party public review into their SLO program. Established in 1972, the Vancouver School Board’s SLO program led to a police officer stationed in each of the board’s secondary schools. According to the Vancouver Police Department (VPD), the program was an integral resource for both students and the wider community. VPD argue their program helped increase school safety, provided programming for “at-risk youth” and also helped divert youth, who were in conflict with the law, away from the formal court system.²⁴⁷

A review of the program conducted by Argyle (2021) included one-on-one interviews and focus group discussions with students, parents, school administrators and staff, community members and members of the Vancouver Police Service.²⁴⁸ Argyle also administered a survey, during a two-week period in 2021 which was open to students, parents, school staff and community members. In addition, the authors collected written submissions from members of the public. The goal of the report was to “gather feedback on the experiences and impacts of the SLO program.”²⁴⁹

²⁴⁴ Chadha, Herbert, and Richard, Review of the Peel district school board, 8.

²⁴⁵ Jiang, “Peel Police end controversial program”

²⁴⁶ Nick Westoll, “Peel Regional Police end school resource officer program after community consultation,” *Global News*, November 18, 2020. <https://globalnews.ca/news/7471721/peel-regional-police-school-resource-officer-program-dissolved/>.

²⁴⁷ Vancouver Police Department. *VPD statement on school board vote*. April 27, 2021. <https://vpd.ca/news/2021/04/27/vpd-statement-on-school-board-vote/>.

²⁴⁸ Argyle. School Liaison Officer.

²⁴⁹ Ibid, 6.

The authors intentionally centred responses from Black, Indigenous and other persons of colour in an attempt to gain a better understanding of their concerns and experiences. Overall, the findings suggest mixed reviews of the program. While there are positive perceptions of SLOs, the authors note that Black and Indigenous participants are more likely to express negative experiences and concerns about bias. To illustrate, a few students of the 60 students consulted through six focus groups expressed discomfort with police in their school and feelings that “race, gender, identity, sexuality, immigration status and geographic area” could exacerbate negative interactions.²⁵⁰ As one student stated, “I thought the main reason for the SLO program was to make students feel safe (and to help with any legal matters at the school of course) but so many of my peers and myself don't feel safe when the SLO is around.”²⁵¹ There are however some positive expressions as well. As one student stated, “The SLO program changed my high school life forever and I'll never forget that. If there's a kid like me in Grade 8 who doesn't know what to do who can't talk to an SLO because the program was dismantled, that kid would be lost. That would've been me, if not for the SLO program.”²⁵²

The authors note that, overall, students were indifferent to the program, however a few either expressed a strong desire to retain the program or a strong desire to have the program removed from Vancouver area schools.

One-on-one consultations with 31 school staff, community members and Vancouver police also produced mixed results. While most police and school officials expressed strong interest in seeing the program continue, a number of officials expressed concerns over potential racial bias and how policing impacts feelings of safety among racialized students.

Members of the community, however, felt very strongly about ending the program. Many felt the program was a reflection of institutional racism and maintained historical systems of oppression. To illustrate, a community member expressed that the “RCMP were used in the past to enforce residential schools; this is a longstanding history that has led to distrust and fear.”²⁵³ Thus, for some, police in schools are unwanted and “not a response that was asked for by the community in our jurisdiction. It's been around for decades, was started by a cop, was never about responding to parents coming forward asking for [support] in identifying issues to be addressed in schools.”²⁵⁴

The review also included a survey that was open to VSB students, parents, school staff and community members. The survey produced a racially diverse sample where four per cent self-identified as Indigenous, four per cent as Black, 47 per cent as a person of colour (Asian, East Asian, South Asian, Middle Eastern, and Hispanic) and

²⁵⁰ Ibid, 15.

²⁵¹ Ibid, 16.

²⁵² Ibid, 16.

²⁵³ Ibid, 19.

²⁵⁴ Ibid, 19.

33 per cent as white. An additional 26 per cent did not answer the race question or identified themselves as “other.”

Interestingly, 41 per cent of student respondents reported not being familiar with the SLO program, which calls into question how involved some SLOs are with their student population. The lack of connection between the SLOs and the students they work with could undermine the program’s goal to develop a positive relationship between students and the police. Of those who were familiar with the program, many students reported positive perceptions of the program, including feelings of safety, building community relationships and access to supports for students. To illustrate, a student stated they “personally feel more safe. I love knowing that there’s a liaison officer that I can talk to and share anything. It was always a positive experience. I just felt more safe.”²⁵⁵ Another expressed the importance of the program as “vital to the building of trust and a positive relationship between communities and the police. SLOs have a positive impact and provide volunteer hours through coaching or various programs that have a great impact on schools.”²⁵⁶

However, there were also students who expressed concerns over safety and systemic biases. For instance, one student expressed the SLO “makes me feel more scared than protected. It makes me feel like the school is saying the kids are dangerous, when I know they aren’t. It feels like I am being criminalized for something I didn’t do. I would say these experiences are negative.”²⁵⁷ For some racialized students, seeing police creates a feeling of unease. As noted by one participant, “As a black student, when the first thing I see when I walk into school in the morning is an armed police officer, it automatically gives me the message that “you aren’t really welcome.”²⁵⁸ The survey results suggest Black students are more likely than Indigenous students to express perceptions of discomfort and feeling “unsafe” in the presence of their SLO.

The authors note that not all Indigenous or racialized participants express negative perceptions of the program. Some Indigenous students expressed feeling safer in the presence of their SLO and most other students of colour expressed general positive feelings about the program. They stressed that the presence of the SLO increases perceptions of safety, encourages friendly encounters with the police and a contributes to the general belief that SLOs have a positive impact on their school community.

Overall, most expressed interest in keeping the program. However, Black students were more likely to suggest an end to the program. By contrast, most Indigenous and students of colour suggested keeping the program with minor changes. These changes include a removal of the police officer’s firearm and uniform, increased respectful engagement and more sports programs.

²⁵⁵ Ibid, 26.

²⁵⁶ Ibid, 26.

²⁵⁷ Ibid, 26.

²⁵⁸ Ibid, 26.

The authors did not provide a final recommendation but highlight the diversity in responses which include both positive and negative perceptions of the SLO program. They highlight that there continues to be a lack of familiarity with the program and equate this to expressions of indifference and uncertainty when it came to exploring participants feelings about next steps. The authors do highlight that both Black and Indigenous students are more likely to report negative perceptions of the program and equate their experiences to a historic cycle of systemic oppression. Other students of colour, however, expressed positive perceptions of the program, and expressed a “personal connection to SLOs with whom they related—i.e., being from the same ethnocultural background.”²⁵⁹

As with other SLO program evaluations, Argyle’s evaluation suffers from some methodological flaws. As the evaluation set to “gather feedback on the experiences and impacts of the SLO program,” the short study period (two weeks to complete the online survey) likely impeded a collection of insights from more members of the racialized community (as was expressed in a number of written submissions from community members). Furthermore, as the survey was only available on the internet, it could have excluded students, parents and community members with little or no access to a computer. Understandably, during the COVID-19 pandemic, online interaction would have been the preferred, and perhaps safest, method for survey administration. However, the authors must acknowledge, that some of the most marginalized voices will continue to be excluded from the evaluation. However, the report took an important step in explicitly highlighting the voices of Black, Indigenous and other persons of colour, which had not been done in previous Canadian SLO evaluations.

The Vancouver evaluation aftermath

After a release of the report in March, the VSB as well as the New Westminster School Board voted to end their SLO program over concerns about the potential negative impacts on the racialized and LGBTQ2S+ student population.²⁶⁰ However, iterations of “police in school” programs remains in other British Columbia school boards, including the Burnaby School District²⁶¹ and Delta School District.²⁶²

Summary

American research suggests that SLO programs may lead to more school-based arrests and thus the criminalization of youth.²⁶³ Some research suggests that Black and other racialized youth and youth who identify as having a disability are more

²⁵⁹ Ibid, 44.

²⁶⁰ Aspiri, “New Westminster school board ends police liaison program.”

²⁶¹ Cornelia Naylor. “Burnaby school board making no sudden moves on police in schools,” *Burnaby Now*, April 28, 2021. <https://www.burnabynow.com/local-news/burnaby-school-board-making-no-sudden-moves-on-police-in-schools-3674263>.

²⁶² Sandor Gyarmati. “Delta School District, Police comment on liaison program,” *Delta Optimist*, May 11, 2021. <https://www.delta-optimist.com/local-news/delta-school-district-police-comment-on-liaison-program-3766533>

²⁶³ Gottfredson et al., “Effects of school resource officers on school crime.”

negatively impacted by SLO arrest activity than their White counterparts and those who do not identify as having a disability. Unfortunately, there is no Canadian research that examines the impact of SLOs on the number of school-based arrests or charges for these vulnerable populations. Furthermore, there is no substantive data to suggest that SLO programs increase students' perceptions of school safety. Most students feel safe at school with or without the presence of an SLO officer. However, there is some evidence that school staff feel safer when there is an SLO at their school. Similarly, many parents feel that their children are safer when an SLO program has been implemented.

Canadian studies have been few and far between. The studies that have been conducted have been limited to small, non-random samples or have other methodological limitations. Nonetheless, some Canadian studies suggest that SLO programs are popular among many students, parents and school staff. However, limited research suggests that Black, Indigenous and other racialized students and parents are far less enthusiastic about SLO programs than their white counterparts. Many fear that biased police practices will extend from the street to the school but unfortunately most Canadian studies, especially those led by the police themselves, have avoided the "race question" and silenced the concerns of minority communities, allowing for little insight into their experiences.

Future research must employ high quality evaluation strategies to determine the effectiveness—and possible negative impacts—of SLO programs. Studies should employ a pre-test/post-test control group design to isolate the impact of SLOs from other school, police and community factors. This is the only way we will be able to draw strong conclusions with respect to program attribution.

Based on concerns raised by racialized community members, it is clear that some students, parents and community members are highly uncomfortable with police in schools. These stakeholders often fear that SLOs will contribute to the school-to-prison pipeline and further impede the life chances of marginalized students. Although some may favour SLO programs, schools are supposed to support and nourish all students. Thus, even if a small minority of the population demands the removal of police from schools, this is sufficient to support the disbanding of SLO programs in Canadian schools.

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5. [SPLO Agendas, Minutes, Correspondance, Presentation](#)

6. [SPLO Additional Documents](#)

OVERVIEW OF SCHOOL POLICE LIAISON OFFICER JOB DESCRIPTIONS

January 2021

Compiled by Jennifer Chambers, GVSD District Counsellor

The following document includes:

- List of Greater Victoria Schools and the Police Departments that support each school – Page 2
- General Job Descriptions for the four Police Departments – Page 3
- Comprehensive List of School Programming and presentations – Page 5
- Other Community Services with School Police Support– Page 8
- Primary Sources – Job Descriptions and Additional Documentation from Police Departments – Page 9

It is important to note that schools refer to officers as “Police Liaison Officers” and Police Departments refer to the role as “School Liaison Officers”. The titles are considered interchangeable for the purpose of this report.

Greater Victoria Schools and Police Departments:

Police Department:	Elementary:	Middle:	Secondary:	Other:
Victoria/Esquimalt (currently no Police Liaison Officers)	Macaulay Vic West George Jay Oaklands James Bay Quadra South Park Margaret Jenkins Sir James Douglas	Rockheights Central	Esquimalt Vic High SJ Burnside	Victor
Saanich (4 Liaison Officers, 1 supervisor and 2 Youth Team Officers)	Braefoot Lakehill Rogers Strawberry Vale Marigold McKenzie Northridge Tillicum Hillcrest Torquay Cloverdale Doncaster Campus View Craigflower Frank Hobbs	Cedar Hill Colquitz Glanford Arbutus Gordon Head Lansdowne	Spectrum Reynolds Mt Doug Lambrick Park	Ledger
Oak Bay (1 Officer)	Willows	Monterey	Oak Bay	
RCMP (2 Officers)	Eagle View View Royal Craigflower (First Nations Policing Position, supporting Songhees and Esquimalt Nations)	Shoreline		

General Job Descriptions for School Liaison Officers:

Overview:

Interestingly, the job descriptions contributed by the four police departments vary considerably. Saanich's description includes a focus on preventative programming and relationship building in schools. Victoria's includes school safety and investigation of offences, descriptors not included in the other department job descriptions. Oak Bay Police Department has a broader job description encompassing all community partnerships, and RCMP focuses on attempting to reduce youth involvement in crime as victims or offenders, and partnerships with community service providers. All four job descriptions outline specific programming goals focused on presentations and education in schools (see full job descriptions in appendixes).

The information regarding jobs appear to have slightly different intention, which is most likely the cause of the discrepancies: Victoria's is targeted more to schools, as it includes an introduction of specific officers, Oak Bay's is an internal job description for application, RCMP is a brief overview, and Saanich's is a more detailed overview of the job. As there was such a range in terms of specificity, I collated all tasks identified in the documents and shared with all four police departments, to allow the committee a clear comparison for school interactions.

Police Department:	Goals/Mandate:	List of Programming Goals:
Saanich Police	"The school constable delivers pro-active police work primarily involving the prevention of youth related crime through early intervention, education and the delivery of youth oriented programs and activities. The schools constable will have personal involvement in the youth community by giving consul, guidance and support to youth, parents and others."	"Plan, develop and implement special awareness programs related to crime intervention. Use the Internet and other resources to create presentations for a variety of audiences. Assist in the creation and set-up of displays as required, coordinate and support sporting and other positive youth activities, prepare and/or maintain a variety of documents, reports, charts and other explanatory data."
Victoria Police	"Enhance the safety, and security of the school community; Eliminate the barriers, and promote accessibility; Promote	<ul style="list-style-type: none"> • School Lockdown Drills • Party Program • WITS • Halloween Safety

	<p>healthy choices; Remain flexible to the changing needs of the community; Investigate offences, and enforce laws”.</p>	<ul style="list-style-type: none"> • Drug Awareness • How police keep communities safe (tour of car) • Healthy choices • Internet/Social Media • Managing peers pressure • Personal Safety • Stranger Safety
Oak Bay Police	<p>“A team approach with a sharing of responsibilities within a team settings. This unit will be tasked with coordinating and implementing community outreach initiatives as well as problem-solving unique situations brought to the department’s attention”. The job description then identifies tasks under the headings of administration, training, planning, community policing, and liaison.</p>	<p>Although a list isn’t specified, the Deputy Chief wrote, “The attached is a general guide of expectations however there has always been ample flexibility to work with our local schools to tailor programs, presentations or enforcement if needed.”</p>
RCMP	<p>“ Crime prevention, protection and law enforcement and providing quality service in partnership with our communities. Reduce youth involvement in crime as victims and offenders, and to be responsible for the coordination and implementation of crime prevention programs, police community relations and liaising with community partners.”</p>	<ul style="list-style-type: none"> • DARE • WITS • Bike Safety • Halloween Safety • Senior Safety • PARTY Program • Speed Watch • Auxiliary Constable Program • Education around Youth Justice Act • Peer trends and bullying

I collated the list of programs and training from all four police departments and asked them to identify if they were part of the roles for their specific departments:

Programs/ Talks (Each program identifies target student population: E- Elementary, M- Middle, S – Secondary)	Saanich	Victoria	RCMP	Oak Bay
Bike Rodeo(E)	Y	Y	Y	Y
Bike Safety (E/M)	Y	Y	Y	Y
Bullying/Cyber Bullying (E/M/S)	Y	Y	Y	Y
Cannabis and Vaping (M/S)	Y	Y	Y	
Community Safety (E/M/S)	Y	Y	Y	
Crossing Guard Program (E)	Y		Y	
Female Personal Safety (S)	Y		Y	Y
Gangs in BC (S)	Y		Y	
Girls Self Defense (S)	Y		Y	Y
Halloween Safety (E/M)	Y	Y	Y	Y
Hate Crime (S)	Y	Y	Y	
Healthy/Unhealthy Relationships (E/M/S)	Y	Y	Y	Y
Human Trafficking (S/M)	Y		Y	Y
Impaired Driving Presentations (S)	Y	Y	Y	Y
Internet Safety (E/M/S)	Y	Y	Y	Y
LGBTQ Presentations (S/M)	Y			
Lockdown drills debriefing (M/S)	Y	Y	Y	Y
Ongoing talks in Law/Crim classes (S)	Y	Y	Y	Y

PAC Internet Safety (M/S)	Y	Y	Y	
PARTY Program (S)	Y	Y	Y	Y
Personal Safety (E/M/S)	Y	Y	Y	
Police and Law (S)	Y	Y	Y	Y
Police camp (in past) (S)	Y	Y	Y	
Police Career presentations (S)	Y	Y	Y	Y
Property & Vehicle Crime (M/S)	Y		Y	
Shoplifting (M/S)	Y		Y	
Social Media (M/S)	Y	Y	Y	Y
Stranger Danger (E/M)	Y	Y	Y	
Street Drugs (S)	Y	Y	Y	
Traffic Safety (E/M)	Y	Y	Y	Y
Vandalism and Grafitti (E/M/S)	Y	Y	Y	
WITS Program (E/M)	Y	Y	Y	Y
Active Duties				
PAC Meetings (E/M/ S)	Y	Y	Y	Y
Community Events (E/M/S)	Y	Y	Y	Y
Breakfast Program (E/M/S)	Y	Y	Y	
Assist with Parking Issues (E/M/S)	Y	Y	Y	Y
Well Being Checks on nonattending youth (M/S)	Y	Y	Y	Y
Resource for navigating criminal justice system (E/M/S)	y	Y	Y	Y
Liaison for multi-jurisdictional sections (E/M/S)	Y	Y	Y	Y

Mentor individual students (E/M/S)	Y	Y	Y	Y
Attend school functions (i.e. Pink, Orange Shirt Day) (E/M/S)	Y	Y	Y	Y
School Zone Enforcement (E/M/S)	Y	Y	Y	Y
Support CIRT responses in schools (E/M/S)	Y	Y	Y	Y
Support VTRA responses in schools (E/M/S)	Y	Y	Y	Y
Liaise with patrol school calls to schools (E/M/S)	Y	Y	Y	Y
Liaise with MYST, IMCRT, MCFD, Probation (E/M/S)	Y	Y	Y	Y
Lockdowns (E/M/S)	Y	Y		Y
Police Training Related to Liaison Duties (* only SLO's)				
Trauma Informed Practice Foundations	Y		Y	Y
Assessing Risk and Safety Planning for Domestics	Y (and advanced)		Y	Y
CID - Critical Incident De-Escalation	Y	Y	Y	Y
Critical Incident Training - Refreshers*	Y	Y	Y	Y
Domestic Violence Investigation Training	Y		Y	Y
Fair & Impartial Policing	Y	Y	Y	Y
Gangs and Guns*	Y	Y	Y	
Immediate Action Rapid Deployment	Y	Y	Y	Y
Road to Mental Readiness	Y	Y	Y	Y
San'yas Indigenous cultural safety training	Y			
School Lockdown Training*	Y	Y	Y	Y

Social Media Awareness/Digital Threat Assessment*	Y	Y	Y	Y
Trauma Informed School Practices for Ensuring Mental Wellness	Y		Y	Y
Violent Threat Risk Assessment (Basic and Advanced)*	Y	Y	Y	Y
ICA Indigenous Cultural Competency	Y			

Other Policing Groups that regularly interact with Schools:

MYST:

The Mobile Youth Services Team Officer focuses on supporting youth at risk for sexual exploitation. They work plain clothed and partner with a social worker and outreach worker from Sooke whose mandate is to identify and support youth at risk for gang recruitment. The team consistently works with many community programs to identify, and support vulnerable youth and assist in enforcement of person(s) who are recruiting. The officer works with youth in South Island regions, and it should be noted that our Secondary schools in Victoria municipality have relied on the MYST Officer more heavily, since Victoria suspended their liaison program.

IMCRT:

The Integrated Mobile Crisis Response team is a multi-disciplinary team that supports mental health crises for all ages in the lower Vancouver Island area. The team consists of a police officer, mental health clinicians, social workers and nurses; it operates between 1:00pm and midnight, seven days a week. VGH Pediatric management has directed school counsellors that best practice, if an emerging issue is not an immediate emergency, is to use IMCRT for crisis assessment, instead of taking children and youth to hospital for mental health concerns.

PRIMARY DOCUMENTS USED FOR REPORT:

1. Saanich Police (documents included are for internal and transfer applicants)
2. Victoria Police (job description and introductions sent to schools – some info redacted)
3. RCMP (job description, and additional information from current SLO)
4. Oak Bay (job description)
5. MYST Team (job description)

SAANICH POLICE DEPARTMENT:

Job Description

Position: Constable – Schools

Division: Community Engagement Division - Youth and Schools Section

DEFINITION

Under the supervision of the Youth and Schools Section Sergeant in the Community Engagement Division, the Schools Constable delivers pro-active police work primarily involving the prevention of youth related crime through early intervention, education and the delivery of youth oriented programs and activities. The Schools Constable will have personal involvement in the youth community by giving counsel, guidance and support to youth, parents and others. The work is performed in accordance with a wide variety of established rules and procedures but demands a considerable degree of human relations skills and imagination in effectively dealing with youth issues. The incumbent may be given special assignments often requiring the development of additional knowledge, abilities and techniques. Progress and results are monitored through personal discussion and review.

ILLUSTRATIVE DUTIES AND RESPONSIBILITIES

- Maintain law and order in accordance with the Criminal Code of Canada, Federal and Provincial statutes and Municipal by-laws.
- Work in collaboration with the Youth Constables and other members of the department to help youth make positive choices.
- Work in collaboration with community partners to help youth make positive choices.
- Build partnerships and commitment to effect change and intervene with young people who are at risk.
- Plan, develop and implement special awareness programs related to crime prevention.
- Use the Internet and other resources to create presentations for a variety of audiences.
- Assist in the creation and set-up of displays as required.
- Be prepared to participate in all phases of school and related activities.
- Advise, counsel and coach youth, parents and other interested parties.
- Maintain a liaison with youth groups, schools, counselors, teachers, principals, School Boards, intervention agencies, youth groups, community organizations and other similar groups active in the community.
- Co-ordinate and support sporting and other positive youth activities.

- Prepare and/or maintain a variety of documents, reports, charts and other explanatory data.
- Work with the Saanich Police Public Information Officer and local media with regard to school programs.
- Perform other duties as and when required.

KNOWLEDGE, ABILITIES AND SKILLS

- A sound knowledge of relevant laws, regulations and procedures contained in the Criminal Code of Canada, other Federal statutes, Provincial statutes and Municipal by-laws. Particular emphasis is on the Youth Criminal Justice Act.
- Understanding of the Child, Family and Community Service Act and the Schools Act.
- Complete familiarity with Department rules, regulations and procedures.
- Accuracy in the preparation of documents, reports, records and other informative data.
- Ability to communicate effectively verbally and in writing.
- Interest and ability in relating to youth, their culture, activities and problems, both collectively and individually.
- Ability or interest to learn and utilize the various modes of communication used by the Youth and their culture, ie. Facebook and Twitter.
- Ability to remain calm and professional under adverse conditions.
- Ability to deal with the public tactfully and courteously under a variety of circumstances.
- Ability to work independently in the absence of direct supervision.

REQUIRED STANDARDS

- Take and Adhere to the Oaths of Allegiance and Office as provided in the Police Act of British Columbia.
- All the knowledge, abilities, skills of a Police Constable - General Duty.
- Completion of in-service training as required.
- Maintain the performance level set by the Department in the execution of all duties and responsibilities.
- Maintain confidentiality.

(Revised 2015-09-21)

VICTORIA POLICE DEPARTMENT:

JOB POSTING

Constable

School Resource Officer

Applications are invited from members holding the rank of constable for the position of School Resource Officer based out of the Esquimalt Division.

Job Description:

- ☐ Uniform position working primarily dayshift with some flexibility based on operational requirements.
- ☐ Liaison with youth from elementary, middle, and high schools.
- ☐ Public speaking to various groups within the schools and the community.
- ☐ Liaise with schools, businesses and community groups to create a team approach to crime prevention and SOP initiatives.
- ☐ Conduct criminal investigations, primarily relating to issues arising within the schools.
- ☐ Liaison with Youth Probation and Crown Counsel.
- ☐ Deliver Crime Prevention programs to students.
- ☐ During summer months, take part in summer action plans for the West; this may include beat, bike or vehicle patrols and may involve working some evening and weekend shifts.

Preferred Qualifications:

- ☐ Excellent interpersonal skills.
- ☐ Ability to achieve results with minimum supervision.
- ☐ Comfortable with public speaking.
- ☐ Excellent organizational skills.
- ☐ Ability to interact effectively with youth, community groups and members of the public.

The Career Path Guidelines apply to this position.

VicPD School Liaison Officer

Reference Guide 2017-2018

Positions: [REDACTED]

Goals for the School Liaison Officer position:

1. Enhance the safety, and security of the school community.
2. Eliminate the barriers, and promote accessibility.
3. Promote healthy choices.
4. Remain flexible to the changing needs of the community.
5. Investigate offences, and enforce laws.

School Liaison teaching topics:

- School Lockdowns drills.
- Party program (<http://www.partyprogram.com/>).
- Bike Rodeo – bike safety. [_____](#)
- W.I.T.S. (<http://www.witsprogram.ca/>).
- Halloween safety. [_____](#)
- Drug Awareness / Fentanyl Awareness
- How the police help to keep the community safe (a tour of a police car).
- How to make healthy choices (qualities and responsibilities of a good friend).

- Internet/Social Media safety.
- The importance of making good choices regarding peers and peer pressure.
- Personal Safety (different points depending on grade level).
- Stranger Safety

Online resources:

<http://www.partyprogram.com/>

<http://www.sd61.bc.ca/>

<http://www.erasebullying.ca/>,

<http://www.witsprogram.ca/>,

<http://www.thedoorthatsnotlocked.ca/app/en/>



Usual Shift: Monday – Thursday 6:00 a.m. – 4:00 pm

Email: **Cell phone:**

1. E'cole Victor-Brodeur (K -12)

2. Esquimalt High School (9-12)
3. Macaulay Elementary (K-5)
4. Rockheights Middle School (Gr. 6-8)
5. Victoria West Elementary (K-5)



Usual shift: Tuesday – Friday 6:00 am – 4:00pm

Email: Cellphone:

1. Victoria School of Ideal Education
2. Elizabeth Buckley School
3. George Jay Elementary
4. Sundance Elementary
5. Sir James Douglas Elementary
6. Central Middle School
7. S.J. Willis Alternative School / Link
8. Victoria High



Usual Shift: Monday - Thursday 6:00 am – 4:00 pm

Email: Cellphone:

1. Christ Church Cathedral School (K - 8)
2. James Bay Community School (K-5)
3. Quadra Elementary (K-5)
4. Selkirk Montessori School (Preschool – 8)
5. South Park Family School (K-5)
6. Glenlyon Norfolk School (senior/middle)
7. Margaret Jenkins Elementary
8. Oaklands Elementary
9. Victor School

SCHOOL CONTACT LIST

1. James Bay Community School (K-5)
140 Oswego Street, Victoria, BC V8V 2B1

Principal: Jeff Mitchell

Vice Principal: Lindsay Swan

[Redacted]

[Redacted]

Email: jamesbay@sd61.bc.ca

Website: <http://www.sd61.bc.ca/school.aspx?schno=0033>

September 2010 enrollment: 157

2. Macaulay Elementary (K-5)

1010 Wychbury Avenue, Victoria, BC V9A 5K6

Principal: Thom Thorson

Vice Principal: Karen MacEwan

[REDACTED]

[REDACTED]

Email: macaulay@sd61.bc.ca

Website: <http://www.sd61.bc.ca/school.aspx?schno=0040>

September 2010 enrollment: 439

3. Quadra Elementary (K-5)

2780 Richmond Road Victoria BC

Principal: Marilyn Campbell

Vice Principal: Cheryl Rolson

[REDACTED]

[REDACTED]

Email: quadra@sd61.bc.ca

Website: <http://www.sd61.bc.ca/school.aspx?schno=0016>

September 2010 enrollment: 259

Counselor: Shauneen Koch

Youth & Family Counsellor: Susanah McKee

4. Victoria West Elementary (K-5)

750 Front Street, Victoria, BC V9A 3Y4

Principal: Marla Margetts

Vice Principal:

[REDACTED]

[REDACTED]

Email: vicwest@sd61.bc.ca

Website: <http://www.victoriawest.sd61.bc.ca/>

September 2010 enrollment: 194

Youth & Family Counselor: Emily Stark

Counsellor: Diane Browne

5. South Park Family School (K-5)

508 Douglas Street, Victoria, BC V8V 2P7

Principal:

Vice Principal:

[REDACTED]

[REDACTED] [REDACTED]

Email: southpark@sd61.bc.ca

Website: <http://www.sd61.bc.ca/school.aspx?schno=0002>

September 2010 enrollment: 143

Front Counter:

6. Selkirk Montessori (Preschool – 8)

2970 Jutland Road, Victoria BC V8T 5K2

Administrative Head: Penny Barner (c) 216-3273 (h) 294-1110

Academic Head: Erin Hayes

Office Manager: Linda Dombrowski

Accounting Coordinator:

Receptionist: Erin Andrews

[REDACTED]

[REDACTED]

Website: <http://www.selkirkmontessori.ca/home>

7. E'cole Victor Brodeur (K-12)

637 Head Street, Victoria BC

[REDACTED]

Principal: Pascale Bernier

Vice Principal: Melanie Bourget

Vice Principal:

Front Counter: Joelle Briant

Website: <http://brodeur.csf.bc.ca/>

8. Christ Church Cathedral School (K-8)

912 Vancouver Street, Victoria BC

[REDACTED]

School Head: Stuart Hall

Assistant Head: Tobi Blue

Front Counter: Bev Laing and Liisa Salo

Website: <http://www.christchurchcathedral.bc.ca/>

9. Esquimalt High School (9 - 12)

847 Colville Road, Victoria, BC V9A4N9

[REDACTED]
Principal: Tammy Reynards

Vice Principal:

Vice Principal: School counselors:

Pat BOHAKER: pbohaker@sd61.bc.ca

Allyson HOFFMAN: ahoffman@sd61.bc.ca

Jennifer CHAMBERS: jchambers@sd61.bc.ca

First Nations Counselors: Sarah RHUDE: srhude@sd61.bc.ca

Gail HIGGINBOTTOM: glhigginbottom@sd61.bc.ca

Youth and Family Counselors:

Bob BEATTIE: bbeattie@sd61.bc.ca Deanna SKINNER: dskinner@sd61.bc.ca

September 2011 enrollment: 736

10. Rockheights middle school (Gr. 6-8)

1250 Highrock Avenue, Victoria, BC V9A 4V7

[REDACTED]
Principal: Maryanne Trofimuk

Vice Principal:

September 2011 enrollment: 204

Website: <http://www.rockheights.sd61.bc.ca/>

Counselor: Wanda Murphy

11. Victoria High School

1260 Grant St, Victoria B.C.

Principal:

Vice Principals:

School Counsellor: Martha Dieticker, Jo-Anne Long

Website: <http://www.vichigh.sd61.bc.ca>

12. Central Middle School

1280 Fort St

[REDACTED]

Principal: Topher MacIntosh

Vice Principal: Gautam Khosla

Website: <http://school.sd61.bc.ca>

Counsellor: Ms. Von Tigerstrom

Youth & Family Counsellor: Ms. Aberdeen, Ms. Cross

13. S.J. Willis Education Center

923 Topaz Ave

[REDACTED]

Principal: Mr. Jesse Bradbury

Vice Principal:

Website: <http://www.sd61.bc.ca/school>

14. Glenlyon Norfolk School (GNS) (Senior and middle)

801 Bank Street Phone: [REDACTED]

Principal Senior School: Harvey Thoreau

Principal Middle School: Jake Burnett

Director of student services: Harvey Thorau hthorau@mygns.ca

Website: <http://www.mygns.ca>

15. Victor School – Special Education

2260 Victor Street

[REDACTED]

Principal:

Vice Principal: Marvella Preston-Bain

Website: <http://www.sd61.bc.ca>

16. Sir James Douglas Elementary

401 Moss Street

[REDACTED]

Principal:

Vice Principal:

Website: <http://www.sjd.sd61.bc.ca>

17. George Jay Elementary

1118 Princess Ave

[REDACTED]

Principal:

Vice Principal:

Website: <http://www.sd61.bc.ca/georgejay/>

18. Oakland's Elementary

2827 Belmont Ave

[REDACTED]

Principal: David Hovis

Vice Principal: Elaine Wooster

Website: <http://www.sd61.bc.ca/school/oaklands/>

19. Margaret Jenkins Elementary

1824 Fairfield Road

[REDACTED]

Principal: Brett Johnson

Vice Principal: Janet Langston

Website: <http://www.sd61.bc.ca/school/margaretjendkins/>

School Counsellor – Mrs. Selder

20. Elizabeth Buckley School

1309 Hillside Avenue

[REDACTED]

Principal: Roberta MacDonald

Website: <http://www.elizabethbuckleyschool.com>

21. Victoria School of Ideal Education

2820 Belmont Avenue

[REDACTED]

Principal: Ginny Lovick

Senior Staff: Colleen Lissamer

Website: <http://vsie.ca>



VICPD - SCHOOL LOCKDOWN GUIDE

Definition of a “School lockdown”:

- A security measure when there is an immediate threat of violence, or in the event that a dangerous person(s), or situation is in the vicinity of a school. The goals can include to prevent people from leaving or entering a building, or to evacuate the building occupants safely.

The specific lockdown procedures have been removed from this document by Jen Chambers, as they are confidential and not shared with the public for security reasons.

RCMP:

1. Crime prevention, protection, law enforcement and providing quality service in partnership with our communities.

2. Reduce youth involvement in crime as victims and offenders.

School Liaison Officer is responsible for coordination and implementation of crime prevention programs, police community relations and liaising with community partners. Key responsibilities include;

-Instructor / Educator - DARE, WITS, Bike Safety, Halloween Safety, Senior Safety, PARTY program

-Program Coordinator for: Speed Watch, Auxiliary Constable Program (shared duties with another member)

-School Liaison to High School, a Middle School and a number of Elementary Schools

-promotes community partners and attends a number of community functions.

I will also add the following:

In Elementary Schools: Police School Liaison Officers assist with, and deliver age appropriate Safety Oriented presentations and programs which promote positive values, role modelling that create and build trust between youth and "community helpers."

In Middle Schools and High Schools: Police School Liaison Officers tend to step back from delivering programs, and typically provide assistance and support to School Administration. This typically takes the form of sometimes delivering specific presentations which center around recurring trends/issues with teens, such as bullying. At 12 years old in Canada, Youth legally become subject to the YCJA (Youth Criminal Justice Act), and can potentially be charged for committing a criminal offence. Most youth and parents are unaware that in many circumstance, serious bullying behaviour actually meets the threshold of criminal behaviour, so police assist School Staff in educating youth and parents, emphasizing proper behaviour and boundaries. Students in Schools are subject to the BC School Act which contains its own disciplinary/corrective mechanisms (suspension etc...). These mechanisms allow for discretion, and the most common approach to resolve incidents, is an educational approach involving School Administration, Parents, the Youth involved and the Police School Liaison Officer, utilizing education and corrective measures of the School Act as opposed to any Criminal Charges. Typically a Criminal Charge or law enforcement approach is the last option and rarely utilized unless the incident is very serious or potentially a repeat offence making addressing the situation via the School Act inappropriate.

We are not in the schools conducting enforcement.

Oak Bay Police Department:

13.0 SCHOOL LIAISON/COMMUNITY SERVICE OFFICER [INDEX](#)

Under the general direction of the deputy chief, performs the community services role in the following areas:

13.1 Administration

- personally assuming responsibility for the department's school program
- personally supervising or directing Crime Prevention programs for the department;
- acting as a resource person for departmental personnel who have identified a problem that could be assisted by the application of an alternative program
- maintaining department film library;
- ensuring that members assigned to Crime Prevention/School Liaison are provided with proper resources to adequately discharge tasks assigned (e.g. lesson plan, films, handout materials)
- in coordination with the community services officer, organize, direct and maintain a leadership role in civilian volunteer and reserve officer programs within the department.

13.2 Training

- attending courses, seminars and discussion groups to keep current on new or existing policing problems and their solutions

13.3 Planning

- analyzing crime problems and developing logical, well-founded solutions to those problems in consultation with the deputy chief constable, platoon sergeants or other personnel;

- assessing major social, economic, political and other environmental trends in terms of their impact on, or need for, Community Services programs
- developing performance indicators to measure the success or failure of Community Services programs
- assessing the value of Community Services programs in terms of cost/benefit analysis where applicable

13.4 Community Policing

- developing contacts and sources internally and externally to enhance the Community Services role
- developing community interest and participation in Community Services initiatives

13.5 Liaison

- liaising with the deputy chief constable to identify resource personnel from within the Department for any special or unusual duty
- liaising with governmental, community or other interest groups to obtain funding or support for Community Services projects
- maintaining close liaison with the Oak Bay Recreation Centre and other community/sports activities to ensure police/community interests are well served

13.6 Assisting with any major or complex investigation that is directed to his attention by the deputy chief constable

13.7 Performing other duties when required on a priority basis when other resource personnel are unavailable.