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December 23rd, 2024

EXECUTIVE SUMMARY

RE: BC Ministry of Education | Conflict of Interest & Facilitating Collusion to Expand Police-in-Schools

HIGH-LEVEL OVERVIEW

Data and research relating to police-in-schools shows that *there is [no evidence](#) to support the notion that police-in-schools make educational spaces safer*. At the same time, there is [ample evidence](#) of the detrimental negative impacts of police-in-schools on students, particularly impacting Black/African diasporic, Indigenous, racialized, 2SLGBTQIA+, disabled, neurodivergent, students with precarious immigration status and intersecting identities of students. Thriving and healthy communities including educational spaces—which in and of themselves are safe, have more supports and resources, not more policing and what actually supports the conditions for optimal learning and working spaces—are schools that are properly funded, resourced and supported. That’s because students’ learning conditions are workers’ working conditions.

The Ministry of Education and Child Care’s misuse of public funds in facilitating a push for police and policing-in-schools including police-in-school programs that cause harm and are non-evidence based is alarming. The Ministry’s fiscal irresponsibility is compounded by those who are pushing to advance police-in-schools include people who have invested interests in this expansion and who have been and will continue to profit and monetize off of this in multiple ways. This is a conflict of interest—it is collusion and a coordinated response in targeting¹ and placing pressure on Greater Victoria School District (SD61) Trustees to bring back police-in-schools. Signalling to all School Districts in British Columbia to have police-in-school programs and as a possible pathway to mandate all School Districts to do so. This too, is a distraction from the failure of the Government, including due to its continued inaction by Minister Beare to address the chronically underfunded education system.²³ A provincial campaign trail promise for [investments in schools](#) that continues to be unfulfilled. What is necessary are properly funded, resourced and supported schools not police-in-schools.

¹ There are other School Districts across the province aside from the targeted Greater Victoria School District (SD61) that do not have police-in-school programs.

² [Surrey Teacher’s Association](#), the union representing support workers and the District Parents Advisory Council (DPAC) are [calling on the Premier to properly fund schools](#). They are [highlighting how chronically underfunded, under-supported and under-resourced BC Schools including in Surrey are](#).

³ Underfunded education system is [not a new issue](#). This [has been](#) a [systemic issue](#) including in [Victoria](#).

HIGHLIGHTS

SAFER SCHOOLS TOGETHER & THERESA CAMPBELL

As it relates to Greater Victoria School District (SD61), the *BC Education and Child Care* December 6th [News Release](#) stated that, “Safer Schools Together, the Province’s team of school safety experts, conducted an independent review of the district’s safety plan with a panel of Experts.”:

- Safer Schools Together (SST) is led by Founder, President and CEO of SST [Theresa Campbell](#).
- SST has [B.C. Ministry Contracts](#) under supplier name of [Theresa Joan Campbell who does business as Safer Schools Together](#)—one of the most recent single contracts for “SST” as per BCBid Contract Awards is [\\$3 million](#).
- Theresa Campbell “...is a certified trainer and consultant with the [North American Centre for Threat Assessment & Trauma Response](#).” (NACTATR)⁴⁵ [currently known as the Center for Trauma Informed Practices \(CTIP\)](#) headed by J. Kevin Cameron/
- [Theresa Campbell is involved](#) in the British Columbia Provincial *Expect Respect and a Safe Education (ERASE)*⁶ initiative where J. Kevin Cameron is also deemed a “[subject-matter expert](#)”. A program that the Government initially [contracted with Theresa Campbell and J. Kevin Cameron](#) in 2012.

⁴ [North American Centre for Threat Assessment and Trauma Response \(NACTATR\)](#) also known as the *Canadian Centre for Threat Assessment and Trauma Response* and is also currently known as the *Center for Trauma Informed Practices (CTIP)*.

⁵ The Government of Canada - Public Safety Canada has [documented](#) that the *Canadian Centre for Threat Assessment and Trauma Response (aka NACTATR aka CTIP)* is utilized for implementation of the SRO program.

⁶ Sherri Mohoruk is a [Safer Schools Together Consultant, Safety and Wellness and the Ministry Liaison](#) and is deemed to have also been instrumental in implementing the provincial ERASE. Sherri was previously the Superintendent of Integrated Services - Safe Schools and Superintendent of Liaison. Sherri Mohoruk has been a [contributor to a NACTATR publication](#) alongside Theresa Campbell, J. Kevin Cameron and others, at that time as a Consultant, Safety & Wellness, BC Ministry of Education.

- SST and NACTATR among others⁷ were also consulted on the initial 2019 [development of a set of provincial school-police guidelines](#) and revised 2024, [Maintaining School Safety: A Guide for School and Police Personnel in B.C.](#)
- [Theresa Campbell](#) provides, “...support and training to the National Youth Officer Training Division in Canada and has also provided curriculum for the [National Association of School Resource Officers \(NASRO\)](#)⁸⁹ Basic and Advanced SRO Courses.”

KEVIN GODDEN

As it relates to Greater Victoria School District (SD61), according to the *BC Education and Child Care* December 6th [News Release](#), “Appointed Kevin Godden, former Superintendent of the Abbotsford School District, as a special adviser to the Greater Victoria School District 61 to help the board of education revise and improve its previously submitted safety Plan”. The cost for the Special Advisor is [\\$55,000](#) and the School District will be required to pay it.

- Kevin Godden was the Superintendent of Abbotsford School District while there was an active police-in-school program and simultaneously a [student killed in Abbotsford Senior Secondary School](#).
 - The tragic death led to the Abbotsford School District’s 31-page report titled, [School Security and Safety Review](#). It examined the district’s crisis response stating that staff, “..responded immediately by initiating emergency protocols” (p. 9). Abbotsford Police Chief Bob Rich stated, “[I believe the staff were so proactive and so quick that further tragedies were probably prevented by their actions](#)”.

⁷ [Others consulted](#) included Victoria Police Department, Abbotsford Police Department, Surrey RCMP etc.

⁸ [National Association of School Resource Officers](#), NASRO is a United States-based association for school-based policing.

⁹ The Government of Canada - Public Safety Canada has [documented](#) that NASRO is utilized for implementation of the SRO program.

- The [School Security and Safety Review](#) makes no mention of their police-in-school program. The review outlines 31 recommendations including around communication, none were about police-in-school programs as an effective preventative measure or as a solution.
- Kevin Godden is the co-author and co-developer of two [North American Centre for Threat Assessment and Trauma Response](#) (NACTATR)¹⁰ documents including alongside J. Kevin Cameron, Executive Director of NACTATR now known as CTIP:
 - [Police in Schools: Laying the Foundation for a Trauma-Informed Assessment of School Resource Officer \(SRO\)](#)
 - [Trauma-Informed Approach to Assessing the Creation, Organization, and Utility of School Resource \(Liaison\) Officer Programs](#)

NORTH AMERICAN CENTRE FOR THREAT ASSESSMENT AND TRAUMA RESPONSE (NACTATR)

- NACTATR produced documents that Kevin Godden co-authored and co-developed alongside J. Kevin Cameron and additional contributors,¹¹¹² are

¹⁰ The Government of Canada - Public Safety Canada has [documented](#) that the *Canadian Centre for Threat Assessment and Trauma Response (aka NACTATR aka CTIP)* is utilized for implementation of the SRO program.

¹¹ Rob Rai is a [Senior Executive Consultant at SST](#) and is one of the additional contributors to the NACTATR produced document, [Trauma-Informed Approach to Assessing the Creation, Organization, and Utility of School Resource \(Liaison\) Officer Programs](#). Rob was the [Manager of Safe Schools Department in Surrey School District 36](#), a position that was also previously held by SST founder [Theresa Campbell](#) at the same time. This too is the same school district where J. Kevin Cameron is a [Lead Clinician](#). Rob was subsequently promoted to [Director of Community and School Connections](#).

¹² Sherri Mohoruk is a [Safer Schools Together Consultant, Safety and Wellness and the Ministry Liaison](#) and is deemed to have also been instrumental in implementing the provincial ERASE. Sherri was previously the Superintendent of Integrated Services - Safe Schools and Superintendent of Liaison. Sherri has been a [contributor to a NACTATR publication](#) alongside Theresa Campbell, J. Kevin Cameron among others, at that time as a Consultant, Safety & Wellness, BC Ministry of Education.

intellectually disingenuous. Including dependent on faulty research and frameworks as a claim and defense to have police-in-schools and co-opts language such as “*trauma-informed*” as a means for (ongoing) implementation of police-in-schools.

- In the [initial NACTATR produced document](#), *Police in Schools: Laying the Foundation for a Trauma-Informed Assessment of School Resource Officer (SRO)* cites [Police in Schools: An Evidence-Based Look at the Use of School Resource Officers](#)¹³ by Linda Duxbury and Craig Bennell. The use of this study was in attempts to highlight the *supposed proof* for the *benefits* of police-in-schools—a study that was based on the Ontario-based Peel Regional Police’s police-in-school program, the SRO program.
- Since the release of Duxbury and Bennell’s study—it has lost credibility and ultimately, Peel Regional Police ended the SRO program due to its detrimental impacts on students.¹⁴¹⁵
- NACTATR produced documents with the guise of “*trauma-informed*”, “*evidence-based*” and addressing “*systemic racism*” through a reformist reforms framework for police-in-school programs have already been put forward for police-in-school program reviews—leading to the NACTATR “*approach*” and documents losing credibility and identified as a framework that perpetuates harm.

¹³ Prior to, *The Police in Schools: An Evidence-Based Look at the Use of School Resource Officers* publication by Linda Duxbury and Craig Bennell it was a study titled under, “[Assigning Value to Peel Regional Police’s School Resource Officer Program](#)”. A study that [SST Theresa Campbell has also cited](#) in support of police-in-schools.

¹⁴ After the Duxbury and Bennell research, [Peel Regional Police started a comprehensive consultation process on the SRO program](#), ultimately leading PRP to ending the SRO program that was present for more than 20 years in Peel Region—“*It was evident during the consultation phase that the current SRO program caused a negative impact on segments of our student population. As a result, the first order of business was to dissolve the SRO program and acknowledge publicly that change was necessary.*” as noted by [PRP Media Release](#).

¹⁵ [Peel Regional Police defended the program historically](#) and also previously defended police-in-schools through the now disregarded and non-credible study by Duxbury and Bennell.

- **Victoria, British Columbia | Greater Victoria School District**
 - For the Greater Victoria School District (SD61), “Associate Superintendent Caldwell provided the Committee with a brief background regarding the framework used to create the draft Terms of Reference for the Police Liaison Officer Ad Hoc Committee” ([pg. 3](#))--the framework and documents that [Associate Superintendent Caldwell put forward to the board](#) as “research” were the NACTATR produced documents.¹⁶¹⁷
 - Ad Hoc Committee Members were, “...[learning about culturally committed, anti-racism approaches to the program, and hearing from school communities and individuals about their interactions with police liaison officers.](#)” It was also reaffirmed in 2021 by Chair Ann Whiteaker that, “[The board is committed to providing a safe, inclusive and culturally responsive learning environment for all of our students and staff.](#)”
 - After [2.5 years of research Greater Victoria School District \(SD61\) Trustees aligned their vote with centring those who are most negatively impacted](#) to ensure that *all* students are supported and ended the police-in-school program, namely the School Police Liaison Officer Program. Rather than being centred in a faulty framework that attempts to solely provide a pathway towards a reformist reforms framework, perpetuating harm, Trustees chose to centre the wellbeing of all students.

¹⁶ *Police in Schools: Laying the Foundation for a Trauma-Informed Assessment of School Resource Officer (SRO) and Trauma-Informed Approach to Assessing the Creation, Organization, and Utility of School Resource (Liaison) Officer Programs* co-authored and co-developed by J. Kevin Cameron and Kevin Godden and additional contributors ([p. 3](#)).

¹⁷ Documents co-authored and co-developed by [Kevin Godden who is the appointed Special Advisor](#) to Greater Victoria School District (SD61)

- **London, Ontario | Thames Valley District School Board**
 - [*The Centre for Organizational Effectiveness \(CEO\)*](#) led the London, Ontario police-in-school programs review. Basis of the review was, “...anchored on the work of the North-American Center for Threat Assessment and Trauma Response - Trauma-Informed Approach to Assessing the Creation, Organization, and Utility of SRO Programs.” (p. 3). London-based Trustees were [advised of concerns](#) including the co-optation of “trauma-informed” language by NACTATR’s [reformist reforms \(revisionist\) framework](#).
 - Thames Valley District School Board (TVDSB) staff recommended a revised program based on the (supposed) “trauma-informed” approach. A review that described the program as [“triggering or traumatizing for some students and makes it difficult for some students to be at school.”](#)
 - After 3 years, Trustees chose to support the numerical minority who were most negatively impacted and [voted in ending all their police-in-school programs, namely the SRO program & the Values, Influences and Peers \(VIP\) Program](#). Trustees voted to defeat “...pilot a new program for community policing in schools”¹⁸ (p. 5). Recognizing their priorities and the faulty framework of NACTATR’s documents, Trustee Marianne Larsen stated that, [“even though this is a revamped version, it still is a version of having police in our schools for non-emergency purposes.”](#) and [“...our role is to support student wellbeing, it isn’t to build relationships with local police forces...At the end of the day our most important role is to support student well-being and achievement.”](#)

¹⁸ Consulting Firm, Centre for Organizational Effectiveness stated that the term: “Community Policing in Schools is used to refer to the revamped SRO Program. This name is provided as a ‘filler’ until the new name is chosen for this approach to police in schools in non-emergency situations” (p.1)

CONCLUSION

What arises, puts into question the public confidence of the Ministry of Education and Child Care under the current leadership of Minister Beare.

An important question remains—whether anyone previously or currently at the Ministry of Education and Child Care including Minister Beare was already aware of this? If so, this then shifts from solely an issue of conflict of interest and ‘unintentionally’ facilitating collusion to expand police-in-schools, to an issue of corruption—by the Ministry and Minister and as an extension the recently re-elected Government under the leadership of Premier Eby.

British Columbians deserve transparency and accountability.

For additional and further detailed information, the public letter that this Executive Summary is based off of, will be released in 2025.

Sincerely,

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**Director and Principal Consultant,
Policing-Free Schools**