

School Resource Officer Taskforce Report

LAKE WASHINGTON SCHOOL DISTRICT BOARD OF DIRECTORS

JULY 27, 2020

Policy Connection: School Resource Officer Program

School Resource Officer Program:

Operational Expectation - 9: Communication and Engagement with the Community

Board's Stated Value: The Superintendent shall assure that the community is informed about the condition of the district and engaged in defining and supporting its direction.

- 9.1 Assure the timely flow of information, appropriate input, and strategic two-way communication between the district and its communities to build understanding and support for district efforts.
- 9.2 Maintain family engagement that recognizes the developmental needs of our diverse students and ensures active participation of students' families.

Operational Expectation - 10: Learning Environment/Treatment of Students

Board's Stated Value: The Superintendent shall establish and maintain a learning environment that is safe, respectful, free from unnecessary disruption and conducive to effective learning.

- 10.1 Maintain a collaborative school culture that ensures high expectations and success for all children in all classrooms through equitable and aligned systems and supports.
- 10.2 Ensure an inclusive, equitable, welcoming and safe school environment.
- 10.3 Ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and enforced consistently using reasonable judgment.

What is the role of a School Resource Officer?

For the purposes of this section, "school resource officer" means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools.

School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

City of Kirkland SRO Task Force

COK Resolution 5339: SRO Task Force, 10-16-18

The resolution authorized the City to work with the LWSD to engage members of the community in a conversation about the SRO program in 2019.

- Task Force of interested and relevant stakeholders
- National best practices
- Review the current program
- Make recommendations for improvements

Taskforce Membership

COMMUNITY

- Lake Washington School District Equity Team (4 members)
- Eastside Refugee and Immigrant Coalition (Executive Director)
- City of Kirkland Human Services Commission (Representative)
- City of Kirkland Youth Council (Representative)
- Indivisible Kirkland (Representative)
- PTSA (President)

STAFF

- City Manager, City of Kirkland (*Co-Chair*)
- Superintendent, Lake Washington School District (*Co-Chair*)
- Chief of Police, CoK
- Associate Superintendent, Student and Community Services, LWSD
- Risk and Safety Manager, LWSD
- Security Manager, LWSD
- Director of Opportunity, Equity and Inclusion, LWSD
- School Resource Officer, CoK

COK SRO Task Force Schedule

Task Force Meetings

- Seven total meetings
- Between June 2019 and January 2020

Additional feedback from external stakeholders

- Four interviews
- Parents and representatives from advocacy organizations
- November and December 2019

COK SRO Task Force Recommendations: SRO program's various authorizing documents

Define a clear statement of purpose for the SRO program that includes “help keep students out of the criminal justice system” as one key purpose of the SRO program

Align authorization documents related to the SRO program to use a consistent purpose statement and roles and responsibilities

Include future documents currently being developed by the State Superintendent's Office to update relevant authorizing documents, such as the City-District contract, KPD policies, and SRO job description

COK SRO Task Force Recommendations: SRO in general

Create proactive communication materials to better introduce the SRO program to the school community, including potentially-impacted community members

SROs should meet with affinity groups, which are groups formed around a shared interest or common goal, to learn about the varied perspectives and experiences of students and families

Formalize the community feedback requirement of RCW 28A.320.124, with a particular focus on proactive outreach to potentially-impacted community members

Explore ways for SROs to be provided information on student behavior-intervention plans for use in emergency response situations, so SROs are best prepared to interact with students who may have specific needs.

Explore ways to regularly collect and report relevant data that indicates whether disparate negative impacts are occurring for particular groups of students, including students of color, LGBTQ+ students, and students with disabilities

Evaluate additional mechanisms for feedback, such as 360 or other similar evaluation tools, that includes students, staff, and families to help inform existing evaluation protocols

COK SRO Task Force Recommendations: SRO experience and training

Update training requirements and offerings for SROs to meet or exceed expectations for RCW 28A.320.124

Maintain the current expectation of NASRO training for all SROs

Ensure SROs receive training on referring students to counseling or other services

Maintain the current hiring requirement of a minimum of two years of experience as a commissioned police officer. Additionally, in the SRO job description, pursuant to bargaining with the Police Guild, consider replacing “willingness and desire” with “demonstrated ability” with respect to interactions with youth (Kirkland)

Continue emphasizing retention of SROs through the current five-year SRO assignment commitment (Kirkland)

HB 1216

Annual Review and Adoption of Agreement + Adoption of Policy

Using a process that involves parents, students, and community members.

A clear statement regarding school resource officer duties and responsibilities related to student behavior and discipline that:

- Prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators;
- Acknowledges the role of a school resource officer as a teacher, informal counselor, and law enforcement officer; and
- Recognizes that a trained school resource officer knows when to informally interact with students to reinforce school rules and when to enforce the law;

School district policy and procedure for teachers that clarify the circumstances under which teachers and school administrators may ask an officer to intervene with a student.

Specific Training

Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;

Child and adolescent development;

Trauma-informed approaches to working with youth;

Recognizing and responding to youth mental health issues;

Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;

Collateral consequences of arrest, referral for prosecution, and court involvement;

Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;

Local and national disparities in the use of force and arrests of children;

- De-escalation techniques when working with youth or groups of youth;
- State law regarding restraint and isolation in schools, including RCW 28A.600.485;

Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learners, LGBTQ, and immigrants; and

The federal family educational rights and privacy act (2026 U.S.C. Sec. 1232g) requirements including limits on access to and dissemination of student records for noneducational purposes.

Annual Data Collection and Reporting

Calls for law enforcement service and the outcome of each call

Student arrest and referral for prosecution

Disaggregated by:

- School
- Offense type
- Race
- Gender
- Age
- IEP/504

Complaint Process

Establish process for families to file complaints with the school and local law enforcement agency related to school resource officers and a process for investigating and responding to complaints.