

District and Campus Safety

The purpose of this policy is to maintain a safe and secure environment for students, staff, and members of the public while tracking and reducing student contacts with and arrests by law enforcement including immigration.

The district is committed to:

- “Excellence for everyone through equity” for the success of all students and to provide a safe and welcoming school environment for all students, their families, and staff; Improving outcomes for students of color, students with disabilities and other underrepresented groups of students as one of its foremost priorities to address disparities in exclusionary practices;
- Prioritizing non-punitive and restorative practice approaches to addressing difficult student behaviors that help improve student behavior and create a safer school climate;
- Using law enforcement only as the absolute last resort and only for incidents for which law enforcement is necessary to address a serious threat to school safety, as identified in the Spokane Public Schools Safety Plan;
- Avoiding the criminalization of SPS students; and
- Providing employees with information concerning the resolution of conflicts, disturbances, and crises through SPS employees and resources.
- The success of all students and belief that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

To the extent that disparities exist for referrals to and contacts with law enforcement, and arrests or citations of students for any student subgroup, staff shall develop and implement school-focused, district-wide interventions that focus on providing the greatest amount of support to schools showing the greatest disparities in contacts and arrests and share information about these interventions with the superintendent and School Board on a bi-annual basis.

Definitions:

- A. Restorative practices - These practices are based on principles that emphasize the importance of positive relationships as central to building community. They involve processes that restore relationships when harm has occurred. When broadly and consistently implemented, restorative approaches proactively build a school community based on cooperation, mutual understanding, trust, and respect, as well as promote and strengthen positive school culture and enhance pro-social relationships within the school community.

- B. Corrective actions - Corrective actions include discipline, suspension, expulsion, and emergency removal from the class, subject, or activity. The Board believes in applying restorative practices, and when needed, the lowest level of corrective action necessary to improve student behaviors and maintain a productive learning environment. These actions should be carried out by the school site principal or designee. This progression of support fosters a positive school and community atmosphere and nurtures an environment for all students to grow as productive citizens.

- C. Imminent Threat - An imminent threat exists when the person/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

Legal References:

20 U.S.C. 1232g	Family Education Rights and Privacy Act
CFR 34, Part 99	Family Education Rights and Privacy Act Regulations
SMC 10.41A	Special Police Officers
RCW 9A.16.020	Use of Force - When Lawful
RCW 9A.16.100	Use of force on children - Policy - Actions presumed unreasonable
RCW 28A.150.300	Corporal Punishment Prohibited - Adoption of policy
RCW 28A.155.210	Use of restraint or isolation - Requirements for procedures to notify parent or guardian
RCW 28A.600.485	[as amended by SHB 1240]
WAC 392-400-235	Discipline - Conditions and limitations

Adopted: 03/22/2017
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 Superintendent: Dr. Adam Swinyard