WE CAME TO LEARN

A Call to Action for Police-Free Schools

ACTION KIT

Advancement Project

Alliance for Educational Justice

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For decades, young people, parents, and advocates have been on the frontlines of the movement to end the school-to-prison pipeline and the criminalization of students of color in the classroom. While organizations have secured major victories – ending zero-tolerance policies in major school districts, securing commitments to fund and implement restorative justice, and shifting the national narrative – the rise and expansion of school policing strategies continue to put students of color, LGBTQIA youth, and students with special needs at risk. **Safety does not exist when Black and Brown you are forced to interact with a system of policing that views them as a threat.**

Advancement Project, Alliance for Educational Justice (AEJ), and our partners and members are resisting the school policing model and demonstrating that communities of color have alternative solutions to school safety grounded in the experiences, needs, and demands of youth of color. While relationships between police and school districts vary by city and school district, we hope organizations, students, parents and communities use this Action Kit to build power, wage strategic campaigns, and influence local policy at the intersection of policing, racial justice, youth organizing and education.

<u>This Action Kit seeks to:</u>

- Offer a deep dive and analysis of the history and legacy of school policing
- Build the capacity of youth organizers and communities to engage young people, parents, and educators around school policing issues
- Aid organizations to build transformative campaigns and movements that divest from, demilitarize, and dismantle school policing strategies
- Equip communities with tools to access school police data and budgets, and understand the oversight and governance structures (if any) of school police infrastructure(s) in your districts and cities
- Shatter current and build new narratives on police, youth of color, and school safety

Power concedes nothing without a demand. It is time to remove police from schools, end the criminalization of young people of color, and invest in preventive and supportive initiatives that establish real safety for all students.

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POLITICAL EDUCATION & WORKSHOPS

Stopping the #AssaultAt: The Fight to Remove Police from Schools

Political Education Workshop Facilitator's Guide

CREATOR Alliance for Educational Justice & the Advancement Project's national office

DESCRIPTION

Over the last decade, local and national movements to end the school-to-prison pipeline and the criminalization of Black and Brown students have led to incredible victories – ending zero-tolerance policies in major school districts, securing commitments to fund and implement restorative justice, and a national narrative shift on criminalization in the classroom. For decades, young people have been on the frontlines. Now, we find ourselves ready to take this fight to another level: dismantling the policing apparatuses in our schools. We are clear that there is a war on young people of color. From the #AssaultAtSpringValley to the most recent #AssaultAtWoodlandHills, school police, and the schools' and districts' compliance, reign terror on Black and Brown students, especially Black girls.

OUTLINE

Total Workshop Length: 2 Hours

1. Introduction [20 Minutes]
2. Sankofa – A School Police Timeline [45 Minutes]
3. #AssaultAt – Police Violence in Schools [20 Minutes]
4. Dare to Struggle, Dare To Win [25 Minutes]
5. Building Resilience [10 Minutes]

MATERIALS NEEDED

- Agenda – Written on chart paper for participants
- Community Agreements – Written on chart paper, with a few agreements already written
- School Police Timeline – Hang the timeline with photos and content around the workshop space
- #AssaultAt and 5Ds Campaign Strategy Definitions – Written on chart paper
- Post-it Notes - To distribute for the School Police Timeline
- #AssaultAt Still Images and Descriptions
- Chart Paper
- Pens and/or Markers

1. Introductions 20 min

WELCOME
Participants introduce themselves, share their names and gender pronouns.

ACTIVITY
Participants break up into groups of three, depending on the size, and share: Who are you? What brings you to the work? Who are your people? Switch groups 2-3 times.

COMMUNITY AGREEMENTS
Collectively develop a set of agreements and ways of being that the facilitator(s) and participants will hold during the duration of the workshop.

GOALS
In this workshop we will look back at the last 20+ years of school-to-prison pipeline organzing led by young people and communities of color, explore the intricate relations between police and schools, and forecast the next set of youth strategies to dismantle school policing.

2. Sankofa - A School Policing Timeline 45 min

Facilitator's Note: Transition the conversation by introducing the concept of Sankofa, an African teaching, looking back to our roots to move forward. For this next section of the workshop, we will spend a large part of our time looking back over 80 years of policing and resistance. Proceed to introduce why we use timelines.

Why We Use Timelines Teaching Points:
- Timelines are the presentation of a chronological sequence of related events along a drawn line that enables us to quickly understand cause and effect relationships relating to, or limited by, time.
- Timelines help us understand how our movement for education justice has developed over time, connect our organizing to other movements, and assess the future trends of our struggle.
- Timelines create opportunities for organizations and leaders to insert their own personal stories and experiences as history makers.

Facilitator's Note: Pass out post-its and pens/markers. Participants will have 25 minutes to walk through the school policing and movement timeline, adding in their reactions and learnings, assessing together the root causes of school policing and identifying the victories and challenges our movement has had.

Write on Post-its
- Place a post-it on something that shocked you.
- Place a post-it on something you didn't know.
- Place a post-it on something you have experienced.
- Place a post-it on something that gives you hope.
- Place a post-it where you see yourself in this timeline. Insert your story.

Debrief

Have participants sit back in their seats; ask them about the activity:

- What shocked you?
- What did you learn?
- Did you connect with something on the timeline?
- Did you notice any trends?

Facilitator's Note: Ask the questions one at a time. Share what was shocking or something that you connected with before transitioning to sharing our large organizational assessments of this history.

Collective Assessments Grounded in the Lives of Black and Brown Students

- The school-to-prison pipeline was a delayed response by the state to Black and Brown student organizing.

Facilitator's Note: We see this in the timeline through the police infiltration and suppression of Black and Brown youth uprisings, from integration in the South to the walkouts in urban cities.

- School policing is an extension of street policing. How they treat us in our neighborhoods is how they treat us in our schools.

Facilitator's Note: We see this in the timeline through policing laws (Omnibus Crime Control and Safe Streets Act, the 1994 Crime Bill, etc…) that funded and brought local police in schools.

- As we started to change school discipline for the better, school districts adjusted and increased the number of police and their roles in our schools.

Facilitator's Note: We see this in the timeline through the rapid increase of police officers in schools between 1990 and 2015 and the number of school police assaults. At the height of youth organizing and movement building, school districts relied on police to handle regular school discipline issues instead of teachers and school staff.

3. #AssaultAt - Police Violence in Schools 20 min

Participants will explore how to utilize #AssaultAt to challenge the cultural acceptance of police in schools as well as coordinate national support for local incidents of school police abuse.

Facilitator's Note: Break the participants into 5 small groups. Each group will have an enlarged image of a still shot from a student recorded or school security video. While in their small groups, review the definition of #AssaultAt. Ask participants if there is anything missing from the definition. After the small group breakout, ask for a report back.

#AssaultAt - An act of state sanctioned violence by a school police officer; when a school police officer hurts or harms a student for any reason.

Small Group Breakouts (Notes on Chart Paper)

- Task each small group with coming up with all the possible reasons why a police officer would assault the student in the photo.

- After 2-3 minutes, the facilitator gives each group a write up description of what actually led to the student being assaulted.
- Task participants to identify what an alternative response by a caring adult would have been.

#AssaultAt Teaching Points

- School police officers are not responding to crimes in schools. These assaults are not because students are breaking laws, being violent, or causing harm, as we are often led to believe.
- Police officers are the ones actually escalating interactions with young people into violent assaults.
- As a society, we actually know how to, and are capable of, generating nurturing and developmentally appropriate responses to young people. Our schools, institutions serving Black and Brown students, just choose not to. That is state sanctioned violence.
- For students of color, school policing is a mechanism of control and socialization.

4. Dare to Struggle, Dare to Win 25 min

Local campaigns drive national work. The movement to remove police from schools is connected to local campaigns in places like Philadelphia, Phoenix, Miami, Oakland, New York and Los Angeles. Organizing groups have deployed a set of strategies, shaped by local conditions, to end their school district's relationship to police.

Facilitator's Note: Keep participants in their small groups. Review as a large group the school policing strategies. These groupings of strategies come from a scan of the school-to-prison pipeline movement. Organizing groups are either using one, or a combination of a few in their local school police campaigns.

- ***Decriminalize*** – A decriminalize strategy focuses on eliminating laws, statutes and school policies that criminalize students.
- ***Deprioritize*** – A deprioritize strategy is intended to make the use of police officers in schools an instrument of last resort.
- ***Demilitarize/Disarm*** – A demilitarize/disarm strategy focuses on removing weapons from school police officers including guns, electronic restraints, chemical restraints, and batons.
- ***Divest*** – A divest/invest strategy focuses on identifying exactly how much is spent on school policing and demanding that those funds are shifted away from policing and criminalization to more preventive and supportive school safety initiatives.
- ***Delegitimize*** - A delegitimize strategy focuses on exposing the false narrative that we need policing in our communities through the use of data analysis, political education, and sophisticated communications.
- ***Dismantle*** – All of the above strategies mount a dismantle strategy. It takes a multi-prong approach to end the relationship between school districts and police departments.

Facilitator's Note: If this workshop is facilitated for young people and communities already working on a school police campaign, task the small groups with assessing which strategies they are using. If this workshop is facilitated for young people and communities interested in launching a school policing campaign, task the small groups with envisioning what a potential campaign strategy, based on their local time, place, and conditions. Report back.

Small Group Breakouts (Notes on Chart Paper)

- What do we know about school police in your city/district?
- What do we not know about school police in your city/district?
- What do we need to know about school police in your city/district?
- What is your end-goal for school police?
- What strategies will get you there?

For groups with active school police campaigns

- What victories have you won?
- What has been challenging?
- What strategies are you using?
- What strategies might you need to pivot to, use, explore?

5. Building Resilience & Closing 10 min

Facilitator's Note: Gather participants in a large circle. Police violence is traumatic. Spending two hours seeing police violence, tracing its history, and discussing its impact on our schools and communities is difficult. We encourage organizations to close the space with a resilience practice, a cultural offering, and/or a commitment to healing while doing the difficult work of resisting school police.

#AssaultAt Still Images and Descriptions

#AssaultAtRoundRock – Austin, TX October 2015

Two school police officers confront a Black, 14 year-old Round Rock student after a fight had broken up. The officers cornered the student, who grabbed his backpack to leave. As he attempted to move away from the officers one of them grabbed him by the throat, turned him around, and slammed the boy to the ground.

#AssaultAtCassTech - Detroit, MI May 2016

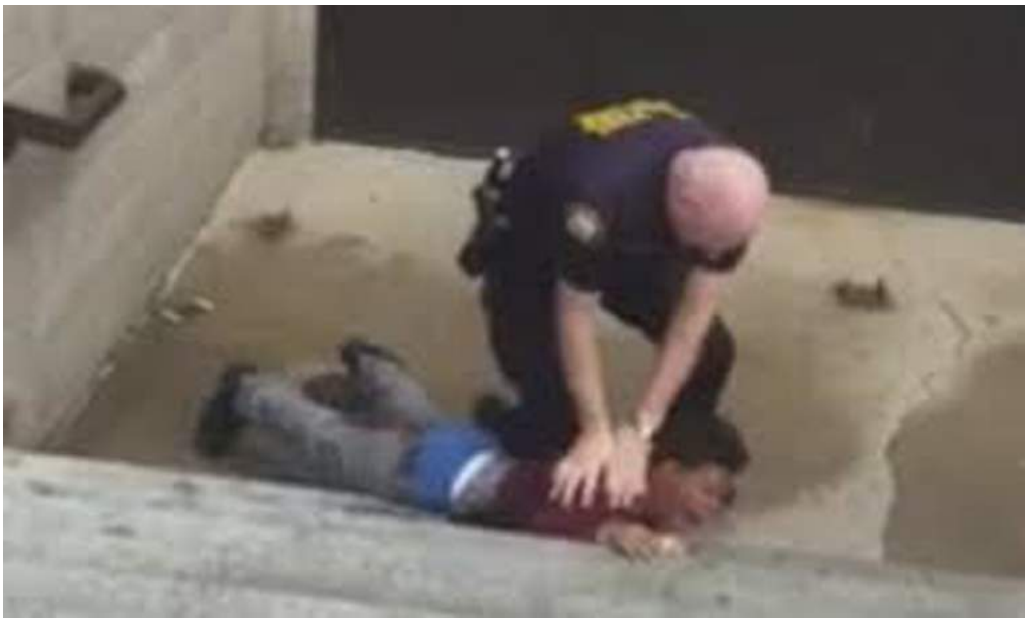
Detroit School Police were called about a student who tried to ride the elevator with an expired elevator pass. The SRO pushed the student into a corner in the hallway. When the two start to walk away, the student took out her cell phone. The SRO became enraged, slapping the phone out of her hands and again pushing her into the corner. This time with so much force, the student's head hits the wall and she fell to the floor.

#AssaultAtRhodesMiddle - San Antonio, TX March 2016

A school resource officer lifted a 12-year-old middle-school student into the air and slammed her to the ground for yelling during lunchtime. As she lay motionless, he handcuffed her.

#AssaultAtCentral - St. Paul, MN May 2016

A school resource officer pushed a Central student, who was asked to leave the campus, against a wall and kneed him in the back after taking him to the ground. The officer then sprayed a chemical irritant in the Black teen's face and arrested him for trespassing.



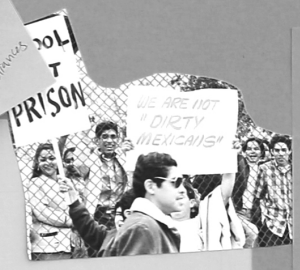
#AssaultAtHelixCharter - La Mesa, CA January 2018

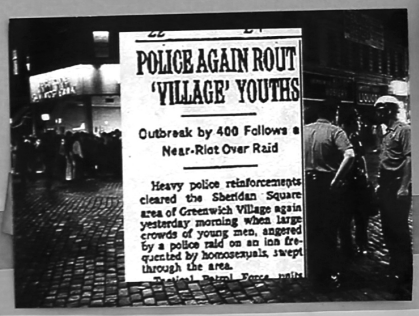
A 17-year-old girl was flipped and body slammed on the cement floor by a La Mesa police officer. Police were called to the school when the student, who had been suspended, was reluctant to leave. On her way out, the student pulled away from the officer, who promptly picked her up and slammed her to the cement before pinning her there.

1968
L.A. Blowouts

From March 1 to March 8 1968, approximately 15,000 Chicano students walked out of East LA high schools demanding equal, quality, culturally relevant education. 13 organizers arrested on felony conspiracy charges.

1968- Chicago Public Schools Riots in Little Village and Pilsen. Black & Brown alliances





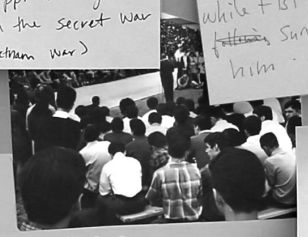
An observation that I made is that in today's world, being a student in America's public education system, the education continues to be Eurocentric. When we do learn about our black/brown ancestors, we learn only about slavery and the trails

1968
US Engagement in Vietnam

US aggression and a bloody war in Vietnam resulted in millions of refugees throughout the region and to the US.

CIA enlisted General Vang Pao to gather Hmoob ppl to fight in the secret War (Vietnam War)

MLK Jr 1968 Assassinated while FBI was ~~tapping~~ surveilling him.



1970
Kent State an murders

Four college students two college students Mississippi are murde protests. The four wh national news, while t protestors is downpla historians. Both even strengthen anti-war s country.

1969 Denver, CO School Walkouts West High Chicano Movement

1970
LAUSD Black South LA Students Walk-Out

In Los Angeles, Black Congress and Black Student Union organize massive school walkou calling for community control, Black Studies. Police removed from schools from 1967 – 1971

CointelPro/FBI murder Carter & Higgins

Modern u.m.c

S.T.A.R.!! Black & brown trans sex workers the reason we have pride!

1969
Stonewall Rebellion.

Marsha P. Johnson, a Black trans woman and Sylvia Rivera, a Puerto Rican trans woman, are among the leaders of the Stonewall Uprising against NYPD.

And Storme DeLarverie, a Black lesbian male impersonator

41st & Central Shoot out in South Central Los Angeles

1969 - Sir George Williams Affair Students racist racist professor at Montral University

Chicano & Mexicano students walk-out of school in Denver

1969
Murder of Fred Hampton in Chicago

FBI worked with Chicago police to commit premeditated murder of BPP leader Fred Hampton in his house on the Southside.

Assassinated in his home, in his room, in his bed. Wife was pregnant CPD faced no punishment

Fred Hampton At 21 lead largest Panther party in U.S. charte

Mark Clark was killed in the home as well

1970
Expansion of SWAT an Paramilitary Units

Through federally funded "drug war" and surplus equipment from the milit paramilitary police units, SWAT team drug task forces began to spring up.

1964 FIRST SWAT (IN PHILLY)

School Policing Timeline: School Police & The School-to-Prison Pipeline

Teaching Points

- Timelines are the presentation of a chronological sequence of related events along a drawn line that enables us to quickly understand cause and effect relationships relating to, or limited by, time.
- Timelines help us to understand how our struggle for education justice has developed over time, connect our organizing to other movements, and assess the future trends of our struggle.
- Timelines create opportunities for organizations and leaders to insert their own personal timelines as history makers.

Our Collective Assessments on School Policing

- The school-to-prison pipeline was a delayed response by the state to Black and Brown student organizing.
- School policing is an extension of the laws, policies, and practices of street policing in Black and Brown communities.
- As we began to form a movement to end the school-to-prison pipeline, as we began to win (ending zero-tolerance policies, acquiring suspension and arrest data, securing pilot restorative justice programs and funds) the system adjusted, increasing police presence in schools.

School Policing Timeline:

The History of School Policing and Youth Criminalization: 1930s-2010s

1939 – The Indianapolis Public Schools hire a "special investigator" who serves in that role for more than a decade and becomes the "supervisor of special watchmen" in 1952. In 1970, the agency is reorganized and becomes the Indianapolis Public School Police.

1948 – Los Angeles forms the first security unit under the Los Angeles Police Department to patrol schools in increasingly integrated neighborhoods. Students begin to see the first L.A. school police officers on campus for "property protection." The Los Angeles School Police Department is currently the largest independent school police force in the country.

1953 – The first-time law enforcement officers, now commonly known as School Resource Officers (SROs), are permanently assigned to schools in 1953 in Flint, Michigan. The program is intended to improve community relations between the city's youth and the local police department. The program receives favorable media attention and expands throughout the 1960s to other school districts, including Los Angeles and Cincinnati.

"All the News That's Fit to Print"

The New York Times.

LATE CITY EDITION

Fair and cool today. Mostly sunny, continued cool tomorrow. Temperature Range Today—Max., 68; Min., 52. Temperature Yesterday—Max., 69; Min., 61. Full U. S. Weather Bureau Report, Page 31

VOL. CIII . . . No. 35,178. NEW YORK, TUESDAY, MAY 18, 1954. FIVE CENTS

HIGH COURT BANS SCHOOL SEGREGATION; 9-TO-0 DECISION GRANTS TIME TO COMPLY

McCarthy Hearing Off a Week as Eisenhower Bars Report

SENATOR IS IRATE

President Orders Aides Not to Disclose Details of Top-Level Meeting

Communist Arms Unloaded in Guatemala By Vessel From Polish Port, U. S. Learns

State Department Views News Gravely Because of Red Infiltration

Embassy Says Nation of Central America May Buy Munitions Anywhere

REACTION OF SOUTH

'Breathing Spell' for Adjustment Tempers Region's Feelings

1896 RULING UPSET

'Separate but Equal' Doctrine Held Out of Place in Education

SOVIET BIDS VIENNA CEASE 'INTRIGUES'

City Colleges' Board Can't Pick Chairman

2 TAX PROJECTS DIE IN ESTIMATE BOARD

LEADERS IN SEGREGATION FIGHT: Lawyers who led battle before U. S. Supreme Court for abolition of segrega-

1954 – Brown v. Board of Education: The U.S. Supreme Court rules school segregation unconstitutional, mandating the desegregation of public schools across the country. Many districts, especially in the South, refuse to desegregate, forcing federal military intervention.

1957 – After the New York Police Department warns of "dangerous delinquents" and "undesirables" in schools, specifically referring to Black and Latino students, a NYC Council Committee proposes placing one police officer in every school. The NYPD states these young people are capable of "corroding school morale."

1965 – Moynihan report *The Negro Family: The Case for National Action* is released, further perpetuating racist stereotypes about "loose" Black family structures. Conservatives use the report to push racist policies and narratives.

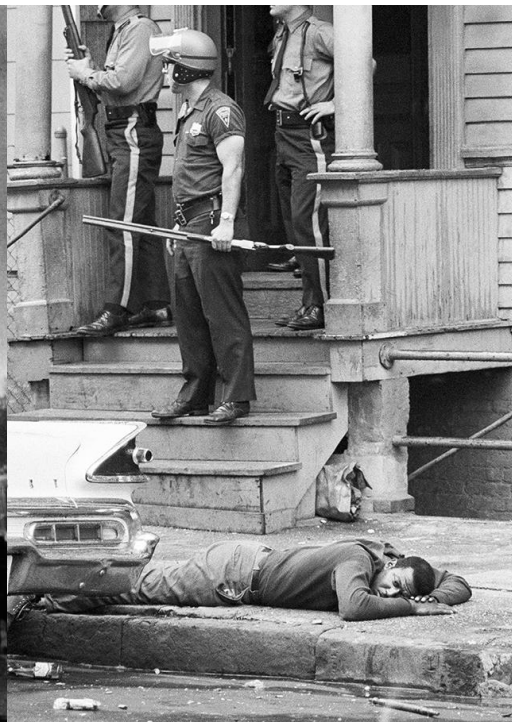
Law Enforcement Assistance Act passes, establishing a direct role for the federal government in local police operations, court systems, and state prisons. The act also creates a grant-making agency within the Department of Justice that purchases and distributes military grade weapons to local police departments.

1966 – Tucson, AZ Police Department places police on six junior high campuses.

The Chicago Police Department begins the “Officer Friendly” program, deploying 20 specially recruited and trained officers to 773 elementary schools to teach good citizenship and hand out “Junior Citizen” certificates.

The Dade County Education Commission, the school board over Miami public schools, authorizes the creation of a Security Services Department (SSD) under a Director of Security. The SSD is responsible for the “protection of life and property” the school board owns or leases. In 1973, the SSD established the first night patrol, employing 19 officers in response to school break-ins. That year, the district begins stationing those officers in selected schools during regular school hours.

1967 – Baltimore City asks for 25 police officers to patrol its schools, creating its own security division. Shortly after the school security force was established, the Maryland state legislature passed a law making it illegal to disturb school activities.

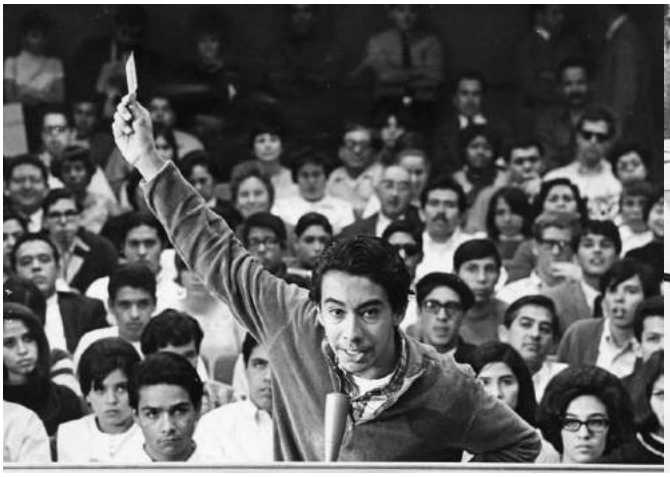


1967 - Long Hot Summer: Over 150 uprisings and rebellions fueled by racial tensions, police violence, massive unemployment, dilapidated housing conditions, and racism erupt in American cities. The National Guard is called to disrupt the Black uprisings, flooding the streets of major Black urban centers.

November 1967 – 3,500 Philadelphia students walked out of school and marched to the Board of Education demanding the teaching of African-American history, the right to wear African dress, more Black teachers and administrators, and the renaming of predominately African-American schools after Black leaders. Students were confronted by two busloads of police, who were instructed by Police Commissioner Frank Rizzo to "get their Black asses." Hundreds of students were beat, 22 people were seriously injured and 57 were arrested.

Washington D.C.'s police department starts regular random "check-ins" at 136 elementary schools.

1968 – Omnibus Crime Control and Safe Streets Act, through the Law Enforcement Assistance Administration, offers grants to jurisdictions to engage in programming that encouraged youth to have "respect for law and order." The 1960s see a surge of youth crime prevention programs which often led to heightened criminalization and the start of school gang databases.



1968 -Los Angeles Blowouts: From March 1-8, 1968, approximately 15,000 Chicano students walk out of classes from Woodrow Wilson, Garfield, Abraham Lincoln, Theodore Roosevelt, Belmont, Venice and Jefferson High Schools, demanding an equal, qualitative, and culturally-relevant education. Students are met with blocked doors and armed police. Two student beatings were reported during the March 6 walkout at Roosevelt. After the walkouts, 13 of the organizers were arrested on felony conspiracy charges for "disturbing the peace."

1969 – New York City creates its Office of School Safety.

1970 – The Chicago Police Department begins "preventive patrols" in Southside schools, patrolling surrounding neighborhoods and sending plainclothes officers into schools.

January 22, 1971 – More than 50 percent of Black students stage a citywide strike of Boston Public Schools in protest of endemic racism, system-wide segregation, and poor education. The boycott begins on January 22, 1971 when administrators at English High School, located in the city's Fenway neighborhood, suspend five Black students on charges of damaging school property. Within hours, 200 Black students occupy the auditorium and walk out. Days later, 550 students walk out of Brighton High. On February 4, the Black Student Federation, the citywide Black student union, calls for a system-wide boycott of the Boston Public Schools, demanding Black community control, culturally-relevant curriculum, more Black educators, and recognition of Black student unions. The Black Student Federation also pushes back against the growing criminalization of schools and calls for the removal of police from schools.

June 1971 – President Richard Nixon officially declares a "War on Drugs," dramatically increasing the size and presence of federal drug control agencies and pushing through measures such as mandatory sentencing and no-knock warrants.

1972 – Urban school districts in 40 states have some form of policing within their schools.

1973 – National Advisory Commission on Criminal Justice Standards recommends posting a full-time officer to every junior and senior high school in districts with more than 400 employees.

1974 – The passage of the Juvenile Justice and Delinquency Prevention Act makes it possible under federal law for further cooperation between teachers, administrators and law enforcement to monitor and label youth as young as nine years old as "pre-delinquents." Districts define "pre-delinquent' however they want, creating room for any misbehavior to be viewed as such.

1975 – One percent of U.S. schools report having police stationed on campus.

1980s – President Ronald Reagan revamps the "War on Drugs," funneling $1.7 billion to police departments. The "War on Drugs" mandates mandatory-minimum sentencing, even for low-level drug law violations, resulting in drastic racial disparities in the prison system. The number of people incarcerated in the U.S. for non-violent drug offenses increases from 50,000 in 1980 to more than 400,000 by 1997. Since the first declaration by President Nixon, the U.S. has spent $1 trillion on the "War on Drugs."

The “Broken Windows” philosophy of “crime fighting,” which argues that maintaining order by policing low-level offenses can prevent more serious crimes, is introduced in Black and Brown communities.

Joe Clark becomes the principal of Eastside High School in Paterson, New Jersey. On a single day during his first week at the school, he expels 300 students for fighting, vandalism, drug possession, profanity, and abusing teachers. Two years later, the school is declared a model for others in New Jersey. In 1986, Clark is named one of the nation’s 10 “Principals of Leadership” by the U.S. Department of Education and inspires the film “Lean on Me.”

1983 – The chief of the Los Angeles Police Department and the Los Angeles Unified School District (LAUSD start the Drug Abuse Resistance Education (D.A.R.E. program. The program pairs students with local police officers in an “effort to reduce drug use, gang membership and violence.” The D.A.R.E. program gives police access to classrooms across the country with 75 percent of U.S. schools participating.

1985 – New Jersey v. TLO: A New Jersey high school student is accused of violating school rules by smoking in the bathroom, leading an assistant principal to search her purse for cigarettes. The vice principal discovers marijuana and other items that implicate the student in dealing marijuana. The student tries to have the evidence from her purse suppressed, contending that mere possession of cigarettes was not a violation of school rules; therefore, a desire for evidence of smoking in the restroom did not justify the search. The Supreme Court decides that the search did not violate the Constitution and establishes more lenient standards for reasonable school searches.

1988 – In a speech at a meeting of the U.S. Conference of Mayors, U.S. Attorney General Edwin Meese says the nation needs “zero tolerance of drugs in any place, any time.” The term is adapted to refer to school discipline policies related to drugs.

1990 – Through the National Defense Authorization Act, Congress authorizes the transfer of excess Department of Defense personal property to federal and state agencies for use in counter-drug activities, creating the Federal 1033 Program. Congress later passes the National Defense Authorization Act of 1997, allowing all law enforcement agencies to acquire property for bona fide law enforcement purposes that assist in their arrest and apprehension mission.

1991 – The National Association of School Resource Officers (NASRO is founded. NASRO developed the “triad” concept, messaging school police as teachers, informal counselors and law enforcement officers.

1994 – Congress passes the Gun Free Schools Act, imposing a federal requirement on school districts to adopt a “gun-free schools” position that requires zero-tolerance policies and minimum one-year expulsions for gun possession in exchange for federal funds. States expand the definition of a weapon, including objects like nail clippers and soon include drugs and alcohol on the list. The Clinton Administration cited increasing levels of gun violence in schools, but in reality, nationwide violent crimes at schools against students 12-years old to 18-years old were steadily declining.

The Violent Crime Control and Law Enforcement Act passes, making it the largest U.S. crime bill ever. The bill creates 100,000 new police officers; allocates $9.7 billion to build and operate

prisons; allocates $6.1 billion for prevention programs; creates 60 new death penalty offenses under 41 federal capital statutes; creates the Community Oriented Policing Services (COPS grants; overturns higher education for prisons; funds $150 million for punishments for "youthful offenders" including boot-camps for youth; and requires the Justice Department complete use of force reports that were never done.

During an interview for Harper Magazine, President Nixon's domestic policy chief, John Ehrlichman, reveals that the Nixon campaign had two enemies: "the antiwar left and Black people." Ehrlichman is quoted as saying:

"We knew we couldn't make it illegal to be either against the war or Black, but by getting the public to associate the hippies with marijuana and Blacks with heroin, and then criminalizing both heavily, we could disrupt those communities. We could arrest their leaders, raid their homes, break up their meetings and vilify them night after night on the evening news. Did we know we were lying about the drugs? Of course we did."

1996 – Hillary Clinton, at the time, the First Lady, used the term "superpredator" in a 1996 New Hampshire speech to gather support for President Bill Clinton's 1994 crime bill.

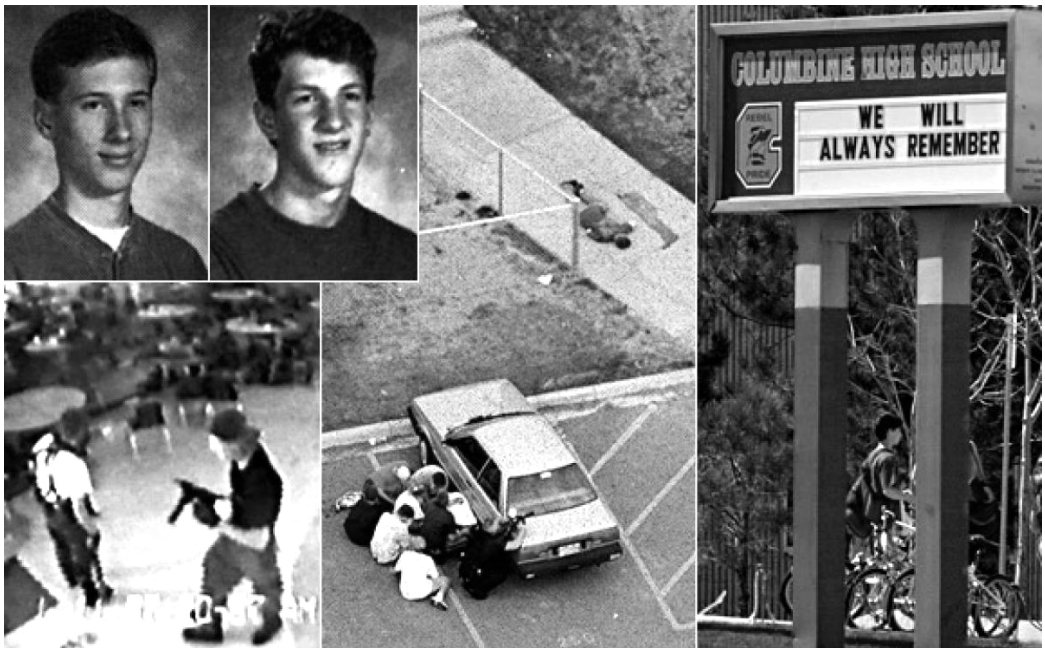
"We're making some progress … Much of it is related to the initiative called 'community policing.' Because we have finally gotten more police officers on the street. That was one of the goals that the president had when he pushed the crime bill that was passed in 1994 … But we also have to have an organized effort against gangs … Just as in a previous generation, we had an organized effort against the mob. We need to take these people on. They are often connected to big drug cartels; they are not just gangs of kids anymore. They are often the kinds of kids that are called superpredators – no conscience, no empathy. We can talk about why they ended up that way, but first, we have to bring them to heel."

1997 – 22 percent of U.S. schools report having police stationed on campus.

1997-2003 – The number of school police officers placed in schools grow from 9,400 in 1997 to 14,337 in 2003.

1998 – New York City Board of Education votes to transfer school safety from educators to the New York Police Department. The School Safety Division of the NYPD is the largest school police force in the country, with more than 5,200 school police officers.

An amendment to the Omnibus Crime Control and Safe Streets Act passes, permitting grants for partnerships and collaborations between school districts and law enforcement, specifically emphasizing "school resource officers." The amendment defines "school resource officer" as a career law enforcement officer with sworn authority and assigned by the employing police department.



April 1999 – Columbine School Shooting: Two high school seniors murder 12 students and a teacher, and injure 24 additional students. The massacre is caught on the high school's security cameras in the cafeteria, forever altering societal views of law enforcement in ensuring the safety of staff and students. The Federal Department of Education respond with a cry to push for zero-tolerance policies across the country.

Fifty-four percent of U.S. students report police are stationed at their schools.

The Justice Department's Office of Community Oriented Policing Services (COPS) program creates the "COPS in Schools" (CIS) grant, awarding more than $750 million in grants to more than 3,000 law enforcement agencies, resulting in more than 6,500 newly hired school police officers. Local police departments largely oversee the recruitment and training of these officers.

2000 – Arizona voters pass Proposition 301, a sales tax for education, which increases funding for school security across the state.

2001 – California passes Proposition 21, which increases discretionary powers for routine police surveillance, random searches and arrests of young people, and incorporates many youth into the adult criminal justice system. It increases the use of wiretaps against gang members, loosens legal definitions for gang "association," and requires gang members to register with police following conviction in a gang-related offense.

The No Child Left Behind Act passes and is signed into law on January 2002, calling on states to identify "persistently dangerous schools" and allow students attending them to transfer elsewhere. Each state sets its own definition for what such schools look like, encouraging zero-tolerance.

2004 – Sixty-seven percent of teachers in majority Black and Latinx middle and high schools report armed police officers stationed in their schools.

2007-2008 – Forty percent of schools have police stationed in them. The percentages are twice the national average for urban secondary schools.

2009 – Estimated 17,000 police officers in schools.

2010-2016 – Justice Department grants more than $143 million for hiring school police officers.

December 2012 – Sandy Hook Elementary School Shooting: A gunman shoots his way into Sandy Hook Elementary in Newtown, Connecticut, killing 20 first graders and six members of the school staff, including the principal and school psychologist, before killing himself. Soon after, the National Rifle Association calls on Congress to appropriate funds for the hiring of armed police officers in every American school and calls for teachers to carry concealed weapons. President Obama puts forth the Comprehensive School Safety Program, which would allocate $150 million for districts to hire police or counselors.

2013 – 20,000 School Resource Officers (SROs) on U.S. campuses.

August 2014 – On August 9, 18-year-old Michael Brown is shot and killed in Ferguson, Missouri, by police officer Darren Wilson, leaving his body out in the hot sun for four hours. The murder of Brown sparks the Ferguson Uprisings. Black youth and community members demand justice for Brown and an end to racist policing practices in Ferguson. The whole world watches as the Ferguson Police Department uses military weapons, tanks, and tear gas to suppress protests, exposing the Department of Defense's Federal 1033 Program. As of September 2014, more than 20 school district police agencies received military-grade equipment through the program.

February 2015 – The African American Policy Forum releases their *Black Girls Matter: Pushed Out, Overpoliced, and Underprotected* report, exposing how Black girls in schools are criminalized and policed at a disproportionate rate compared to their White and male counterparts. According to the most recent data from the Education Department cited in the report, nationally, Black girls were suspended six times more than White girls, while Black boys were suspended three times as often as White boys.

March 2015 – After the investigation on the Ferguson Police Department following the murder of Michael Brown, the Justice Department releases its findings in a 102-page report on the patterns and practices of the Ferguson Police Department. The DOJ found that school police officers have a pattern of resorting to force when interacting with students of color and are routinely used to handle school discipline issues like “disorderly conduct.”

Seventy percent of U.S. students report police are stationed at their schools.

August 2016 – The Justice Department releases its patterns and practices investigation findings after the Baltimore Uprisings. The report finds that school police officers often fill staffing shortages on the city police force, respond to calls and make arrests, creating unclear lines of accountability. The city “has essentially used the Baltimore School Police as an auxiliary force to BPD [Baltimore Police Department].” Finally, they find instances where the city police department refused to take complaints about school police misconduct.

January 2017 – Like Ferguson and Baltimore, the DOJ releases its investigation findings of the Chicago Police Department (CPD), highlighting CPD’s pattern or practice of excessive force, including subjecting children to force for non-criminal conduct and minor violations.

February 2018 – Marjory Stoneman Douglas High School Shooting: On February 14, a gunman open fires on Marjory Stoneman Douglas High School in Parkland, Florida, claiming the lives of 17 students and school staff. In the weeks following the shooting, communities called on their legislators and school administrators to effectively address gun violence. To the detriment of Black and Brown students, the national conversation fails to acknowledge that an increase in police and guns in schools harshly impacts young people of color. Local state and city governments began to propose and pass dangerous legislation, like Florida’s SB 7026, allowing teachers and school staff to carry guns. It also allocated $400 million toward increased police presence and surveillance in schools.

Resistance and the School-to-Prison Pipeline Movement: 2000-2018

1990s – Schools Not Jails Campaign: Radical Black and Latino youth organizing in the 1990s in California births the Youth Force Coalition. Youth Force Coalition (YFC) wages a coordinated campaign against Proposition 21, a youth crime bill that gave California the right to place 14-year-old youth in adult prison and gave police the right to profile and detain young people suspected of being in gangs. Hundreds of thousands of young people organize across the state to demand an end to the attack on youth of color, denounce the rapid expansion of jails and prisons and fight the declining per-pupil spending in education. Although Proposition 21 passes, thousands of students organize direct actions, walkouts, strikes, and mass political education through hip-hop and culture. Together, they form the Schools Not Jails Network.

2000 – Advancement Project: National Summit on Zero Tolerance convened by Advancement Project's national office, Civil Rights Project at Harvard, and Rainbow/PUSH Coalition. Advancement Project and Civil Rights Project release "Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline."

October 2002 – Coleman Advocates for Children & Youth: Coleman Advocates respond to a violent confrontation with police at Thurgood Marshall Academic High School in San Francisco. More than 60 police officers enter the school wielding batons, hitting and traumatizing students. Michael Puccinelli, police captain at the Bayview Station, says police had to respond "in full force," to a minor fistfight between two students.

November 2003 – Padres & Jóvenes Unidos and Advancement Project: "Derailed! The Schoolhouse to Jailhouse Track" is published. This is a first look at school-based arrests and the role of police in schools.

March 2005 – Ja'eisha Scott, a 5-year-old Black girl, is arrested for throwing a temper tantrum after a jellybean counting game at school in Pinellas County, Florida. The arrest is caught on tape and shown around the globe.

August 2005 & Beyond – Rethink New Orleans: Hurricane Katrina devastates the city of New Orleans, especially Black communities in the Lower Ninth Ward. The state quickly passes

legislation to take over all of New Orleans public schools, creating the Recovery School District. Many schools in Black communities never reopen and a wave of charter school operators privatize schools, akin to 30 different school districts.

2007-2010 – Philadelphia Student Union (PSU): PSU works with West Philadelphia school leadership to use restorative practices and decrease violent incidents by 70 percent in three years.

2007 – Labor Community Strategy Center: LCSC conducts more than 1,000 student surveys asking students about their experiences with zero-tolerance policies, ticketing and their interactions with police. It becomes very clear that truancy and tardiness ticketing is one of the key channels through which many high school youth are introduced to the court system. Students also report concerning experiences with school police officers on campus, use of handcuffs, intimidation, citations, and arrests.

2008 – Padres & Jóvenes Unidos: Youth win the rewriting of the Denver Public Schools' Discipline Code JK/JK-R with a "ladder" that specifically limits schools' use of law enforcement to only the most serious behavior tiers.

April 2009 – Philadelphia Student Union (PSU): PSU members at Sayre High School win the right to be involved in training their School Police Officers – the first student-led model in the nation to build communication, trust and political understanding between students and school police. This comes after a violent lock-down at the school in September of 2008, where more than three dozen armed Philadelphia police officers flooded the building beating students and arresting 16 youth.

2009-2011 – Urban Youth Collaborative (UYC): UYC groups, Make the Road NY and Sistas & Brothas United launch restorative justice programs on two campuses: Bushwick Campus in Brooklyn and Morris Campus in the South Bronx.

Summer 2010 – Advancement Project: Advancement Project's national office hosts its first ActionCamp at the Alex Haley Farm in Tennessee, bringing together young people and organizers working to dismantle the school-to-prison pipeline across the country. ActionCamp continues to be a training, story sharing, and strategy development space for organizing groups.

December 2010 – Urban Youth Collaborative: After nearly four years of campaigning, the New York City Student Safety Act passes in December 2010 and is signed into law by Mayor Bloomberg in January, 2011. The law mandates reporting of suspensions, arrests and summons, by demographics.

April 2011 – Labor Community Strategy Center led a six year fight to end the practice of ticketing students and in April 2011, the Los Angeles Police Department agrees to stop ticketing students for tardiness and places restrictions on the practice of truancy sweeps that make waves in national media.

Summer 2011 – The Obama Administration launches the Supportive School Discipline Initiative. U.S. Secretary of Education Arne Duncan and Attorney General Eric Holder publicly recognize the school-to-prison pipeline.

October 2011 – Black Organizing Project/#AssaultAtSkylineHigh: BOP launches the Bettering Our School System (BOSS) campaign in response to the murder of 20-year-old Raheim Brown by Oakland School Police sergeants Jonathan Bellusa and Barhin Bhatt. After a school dance, Brown and a female companion were parked in Oakland Hills near Skyline High School, when sergeants Bhatt and Bellusa approached them. Both students were beat and shot, leading to Brown's death.

May 2012 – Padres & Jóvenes Unidos: Youth wins the Smart School Discipline Law, banning zero tolerance and limiting unnecessary arrests. The bill also streamlines reporting and data collection of school discipline practices disaggregated by race, and enhances the training program for school police so they are better equipped to work with school administrators.

June 2012 – Black Organizing Project: Oakland's Complaint Policy is passed by Oakland Unified School District's school board. The policy, won by students and parents, is designed for parents and students to be able to file a formal complaint on school police and security officers.

June 2012 – Voices of Youth in Chicago Education: VOYCE pushes for a new student code of conduct that ends 10-day out-of-school suspensions for minor offenses, cuts maximum suspension time in half and puts a stop to arrests for disorderly conduct.

August 2012 – Philadelphia Student Union & Youth United for Change: Through the Campaign for Nonviolent Schools, PSU and YUC win changes to the Code of Conduct. Students in partnership with the ACLU and the Education Law Center create a "discipline matrix" that reduces the number of suspendable offenses down to 12 from 24. Students also demand the new code spell out the relationship between police and the school district. The code does not make it clear when behavior offenses will result in an arrest by Philadelphia police.

December 2012 – Advancement Project & Alliance for Educational Justice: U.S. Senator Dick Durbin, chairman of the Senate Judiciary Committee's Subcommittee on the Constitution, Civil Rights and Human Rights, convenes the first-ever Senate hearing on ending the school-to-prison pipeline. Over 400 hundred students, parents, and advocates attend the hearing from across the country.

January 2013 – Urban Youth Collaborative & Youth Justice Coalition: In response to the call for more police in schools and the arming of teachers after the Sandy Hook Elementary School shooting, UYC and YJC hold a youth exchange and build the No Peace With a Piece digital campaign to demand President Obama end the school-to-prison pipeline and reject efforts to

expand police and the military in schools.

February 2013 – Padres & Jóvenes Unidos and Advancement Project: After years of organizing, students win the Denver Public Schools and Denver Police Department Intergovernmental Agreement, significantly altering the role of police officers in schools. The new contract redefines student offenses, separating behaviors suited for in-school discipline from those requiring police action. The new model also urges de-escalation of conflict on campus as well as a greater focus on restorative justice policies.

May 2013 – Labor Community Strategy Center: The LAUSD passes the School Climate Bill of Rights and votes to end suspensions for "willful defiance."

2013 – Philadelphia Student Union & Youth United for Change: The Campaign for Nonviolent Schools wins a pilot program to use restorative justice models in 10 Philadelphia high schools in the School District of Philadelphia.

July 2013 – Power U Center for Social Change: After the not-guilty verdict of George Zimmerman for the killing of Trayvon Martin in Florida, Power U joins the Dream Defenders for the State Capitol Takeover in Tallahassee. Together, they create Trayvon's Law, calling for the end of the school-to-prison pipeline and Stand Your Ground laws.

October 2013 – Labor Community Strategy Center: LCSC releases "Black, Brown and Over-policed in LAUSD Schools," analyzing Los Angeles School Police Department data on tickets and arrests by race, age, and type of school discipline issue. The report includes specific recommendations to end tickets and arrests for students in elementary and middle school and remedy racial harms by instituting restorative and positive interventions as an alternative to criminalization.

February 2014 – Coleman Advocates for Children & Youth: Coleman Advocates win the first phase of its Solutions Not Suspensions Campaign with the passage of the Safe and Supportive Schools Resolution, transforming the district's approach to school discipline. The resolution bans willful defiance suspensions and mandates that out-of-school-suspensions should only be used as the very last resort. The resolution requires all schools to pursue alternatives such as restorative practices and Positive Behavior Intervention Supports (PBIS).

February 2014 – Coleman Advocates for Children & Youth: After three years of organizing and negotiation, the San Francisco Board of Education approves a new Memorandum of Understanding (MOU) between the school district and the San Francisco Police Department to reduce student arrests and police presence on campus.

August 2014 – Black Organizing Project: Board policy limiting the role of school police is passed in Oakland. The policy outlines how school administration and staff should not rely on police for disciplinary issues.

The MOU modeled after the above policy passes. This policy is an agreement between Oakland Police Department and Oakland Unified School District, which defines and limits the role of Oakland police officers that are working under the COPS grant.

August 2014 – Labor Community Strategy Center: The LAUSD school police stop citing students for fighting, petty theft and other minor offenses, but instead, refer students to counseling and other services.

September 2014 – Power U Center for Social Change, Dream Defenders, and Advancement Project/#AssaultAtChamberlainHigh: Tenth grade Tampa student Brittany Overstreet is attacked by a school police officer who breaks her jaw and knocks her out in the process. Overstreet is charged with resisting arrest. Advancement Project's national office, Power U, and Dream Defenders provide rapid response support, calling for the charges to be dropped.

October 2014 – Rethink New Orleans: Visionary Rethinker, George Carter, 15, is killed on his way to school in an act of inner-communal violence. After Katrina, his local school was never reopened, and like most Black students in New Orleans, had to travel across town to go to school. After his murder, the media criminalizes Carter. He believed in a transformative vision for our schools.

December 2014 – Alliance for Educational Justice: The Alliance executes a national #EndWarOnYouth day of action, calling for the removal of school police and an end to state-sanctioned violence through schools. Youth from across the country stage die-ins in Miami, Philadelphia, New York, Los Angeles, San Francisco, and Baltimore.

May 2015 – Voices of Youth in Chicago Education: VOYCE organizes and wins the passage of SB100 in the Illinois legislature, mandating that suspensions and expulsions become the last resort in school discipline, not the first response. The bill also works to make schools more equitable by holding public and charter schools to the same disciplinary standards and by providing academic and behavioral support to struggling students. The bill takes effect in September 2016.

May 2015 – Power U Center for Social Change: Power U launches the first Black Girls Matter MIA Town Hall in coalition with Black organizations in Miami. The town hall centers the lives, experiences, and work of Black girls in the fight to end the school-to-prison pipeline.

May 2015 – Black Organizing Project: Oakland Unified School District eliminates "willful defiance." The policy eliminates willful defiance suspensions for grades 4-12 across the district. The process also eliminates involuntary transfers and shifts $2.3 million to restorative justice and other preventive programs such as African American Male Achievement (AAMA).

June 2015 – Urban Youth Collaborative (UYC): UYC gets New York City council to allocate $2.4 million in restorative justice for schools.

June 2015 – Philadelphia Student Union: In March 2015, Philadelphia Mayor Michael Nutter releases a "10-Year Master Plan for the Philadelphia Prison System (PPS)." The plan recommends the city close the House of Correction and builds a new jail with 3,000 beds, more than doubling the intended capacity of the existing facility. PSU joins Decarcerate PA and the #No215Jail, organizing students to demand the plan not move forward. In June, the bill is pulled.

July 2015 – Power U Center for Social Change: Miami-Dade County Public Schools take the first concrete step towards implementing restorative justice, releasing a Request for Proposals entitled Restorative Justice Practice Pilot Program Services.

July 2015 – Alliance for Educational Justice: Young people from across the country gather at the Movement for Black Lives (M4BL) convening in Cleveland. A year later, the Alliance and its member organizations draft the education justice platform for M4BL, calling for the removal of police from schools and the end to the school privatization movement.

August 2015 – Power U Center for Social Change: Miami-Dade superintendent announces the elimination of out-of-school suspensions, creating "Student Success Centers" on national television.

October 2015 – Alliance for Educational Justice/#AssaultAtSpringValley: A Columbia, South Carolina, Black female student known as Shakara is flipped from her desk and assaulted by a school police officer. Students, including Niya Kenny, who intervened, recorded the assault. Both students are arrested and charged. The video goes viral, causing a national outcry and moving the Alliance to action, including leading #DropTheCharges work in support of Kenny, coordinating actions, and shifting national narratives on school police.

Urban Youth Collaborative, Alliance for Quality Education, and Citizen Action New York: UYC, AQE, and CANY win the introduction of a state bill, the Judge Judith S. Kaye Safe and Supportive Schools Act, to limit suspensions and end racial disparities in school discipline across New York state. Young people first began working on the bill in honor of Jawaan Daniels, a freshman at Lafayette High School in Buffalo, New York, who was shot and killed on his way home from school after being served an out-of-school suspension for walking the hallways without a pass.

2016 – Rethink New Orleans: Through community defense work Rethinkers liberate two young people collectively facing 65 years in prison. Both young people serve no jail time. Rethink has trained their staff on community defense as a strategy to keep youth, families and communities out of the system.

March 2016 – Baltimore Algebra Project/#AssaultAtReach: A Baltimore school police officer is recorded violently slapping and kicking a tardy Black teenage youth at REACH Partnership School, while a second officer watched. The Baltimore Algebra Project responded to the assault, calling for the removal of police from schools. The police officers are investigated and charged, but ultimately acquitted.

April 2016 – Labor Community Strategy Center: After two years, LCSC/Fight for the Soul of the Cities wins the campaign to end the 1033 Program in Los Angeles. The campaign took root after the Ferguson Uprisings when students learned that the military grade weapons used to suppress protests in Ferguson were the same weapons in the hands of the LAUSD Police Department. Through student organizing, LAUSD returns the military weapons, tanks, grenade launchers, M16 rifles, and issues an apology.

April 2016 – Baltimore Algebra Project: Hundreds of students walk out of schools in protest of Maryland's standardized tests, demanding a divestment in standardized testing, the school-to-prison pipeline and an investment in youth jobs, restorative justice, and additional funding for schools.

May 2016 – Philadelphia Student Union/#AssaultAtBenFranklin: Brian Burney, a Black student and member of PSU, is assaulted and put in a chokehold by a Philadelphia school police officer

after a conflict around needing to use the bathroom. Other PSU members and students record the assault. The police delete the cellphone footage, but PSU is able to access the footage from the student's cloud. PSU launches a campaign calling for justice for Burney and demanding the removal of school police.

June 2016 – Philadelphia Student Union: After the #AssaultAtBenFranklin, PSU wins an agreement from School District of Philadelphia Superintendent William Hite to publicly condemn unnecessary and physical force against students. The superintendent agrees to reduce the number of uniformed officers in Philadelphia public schools, replacing them with "Climate Managers," or adults who are specifically trained to work in schools. The district also agrees to ensure that there is one full-time nurse and counselor in every school, to publically release all school police directives, standards, and training protocols and to create a district-wide complaint system for students and parents to file complaints against security in their schools.

January 2017 – Youth Organizing Institute/#AssaultAtRolesville: The first documented school police assault of the year is caught on a body camera. An officer is recorded slamming a Black student, then jerking her limp body up by the arm and dragging her out of camera view. The officer is placed on paid administrative leave while the student is diagnosed with a concussion and forced to transfer schools. Youth Organizing Institute, NC Heat and Education Justice Alliance organize to demand the removal of police from Wake County, North Carolina schools.

February 2017 – Puente Arizona: Puente begins their school police work challenging the reauthorization of SB1099, a funding bill authorizing funding for school police and probation officers in "high crime" schools.

April 2017 – Urban Youth Collaborative (UYC): UYC releases its "New York City Youth Justice Agenda" and report, calling for an end to the $746 million a year school-to-prison pipeline in New York City and demanding: (1) the removal of police officers and metal detectors from schools; (2) the implementation of city-wide restorative practices; and (3) an increase in the number of trained and supervised guidance counselors and social workers.

April 2017 – Alliance for Educational Justice/#AssaultAtWoodlandHills: On April 3, Steve Shaulis, a Churchill police officer at Woodland Hills High School assaults and injures Que'Chawn Wade, a 14-year-old student, after publicly using expletives and derogatory slurs towards him. The offending officer body slams and repeatedly punches Wade in the head, causing him to lose two teeth and sustain bruises and multiple lacerations to his face and neck. This opens up an investigation of three other Black students assaulted by police at Woodland Hills.

May 2017 – Puente Arizona: Puente launches the #CopsOuttaCampus campaign, calling for the removal of all police from the Phoenix Union High School District as a means to end all contact

between undocumented students and law enforcement. Because of SB1070, the Phoenix Police Department is deputized to Immigration and Customs Enforcement (ICE), and racially profiles and requests documentation of students, resulting in possible deportation.

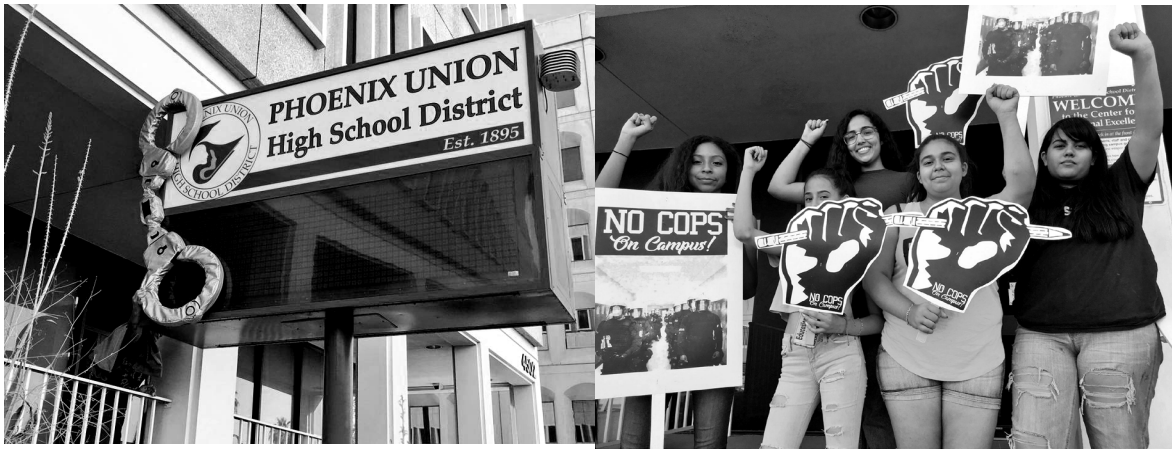
May 2017 – Philadelphia Student Union: PSU re-launches its Philadelphia School Police Complaint System campaign after a complaint system was established without PSU member input or notification to students, parents, or school administration.

June 2017 – Padres & Jóvenes Unidos: Students in Denver win the passage of a district policy that would ban suspensions and expulsions from preschool to third grade.

July 2017 – Philadelphia Student Union: PSU wins an agreement from the School District of Philadelphia superintendent to expand the newly established complaint system, including the ability to submit anonymous complaints, generate data reports twice a year and the discussion of a new system at all school assemblies at the beginning of the 2017-2018 school year.

2017 – Padres & Jóvenes Unidos: Padres launches a network on the school-to-deportation pipeline, connecting school discipline to immigrant rights and deportation defense.

2017 – Brighton Park Neighborhood Council: BPNC helps lead campaigns to expand and redefine sanctuary within Chicago Public Schools and the city as a whole. Real sanctuary is not just about stopping ICE at the door, but ending the criminalization of youth in Chicago Public Schools. Their demands include ending the gang database and divesting from police in schools to fund restorative justice.



September 2017 – Puente Arizona: Immigrant students walk out of school in protest of the end of the Deferred Action for Childhood Arrivals (DACA) program under the Trump Administration. Puente students connect the end of DACA as another critical reason for why the Phoenix Union High School District must end police presence in their schools.

September 2017 – Alliance for Educational Justice and Advancement Project: AEJ and Advancement Project's national office convene 11 organizations for a school police national campaign strategy meeting. Together, organizations evaluate the last 20 years of school-to-prison pipeline organizing and develop theory and practice around building local and national school police campaigns.

September 2017 – Rethink New Orleans: Rethink gathers 60 Black, Latinx, queer, trans and immigrant youth and youth organizers in New Orleans for a national Young People's Movement Assembly on youth self-determined sanctuary strategies.

October 2017 – Power U Center for Social Change & Advancement Project: "Miami-Dade County Public Schools: The Hidden Truth" report is released, exposing the continued criminalization and abuse of students of color and Black girls. The report calls for a divestment from school police and the investment in restorative and reproductive justice districtwide. The report is part of Power U's campaign launch.

October 2017 – Puente Arizona/#AssaultAtEagleRidge: A 10-year-old immigrant student at a neighboring school district (but located inside the city boundaries of Phoenix) is assaulted by a school police officer hired through the Phoenix Police Department. The student, who is autistic and has an Individualized Education Plan, suffers several injuries, including a dislocated shoulder. He is handcuffed and isolated in the school's "calm-down" room. When the mother, who is undocumented, comes to the school and finds her son handcuffed, she records it with her cell phone. Puente works with the mother to support the student and ensure she is protected.

October 2017 – Philadelphia Student Union/#AssaultAtSolisCohen: An officer forcibly removes 8-year-old Isaac Gardner Jr. from his classroom, takes him into a nearby faculty bathroom and shuts the door at Solis-Cohen Elementary. The officer throws the child to the ground, cursing at him and calling him names, all for refusing to leave his art class. PSU stands with the family.

November 2017 – Alliance for Educational Justice/#AssaultAtJeffersontown: On November 1, a student-recorded video of three Jeffersontown police officers assaulting a young Black student at Jeffersontown High School in Louisville, Kentucky, goes viral. In the video, the three police officers are seen beating, kicking and using their Taser guns while the student is held face down on the floor. Immediately after the #AssaultAtJeffersontown, the school principal and the police department release statements justifying the police violence experienced and witnessed by students. AEJ joins Black Lives Matter (BLM) Louisville Chapter to call the Jefferson County school board to end the MOU and remove police from schools.

February 2018 – Alliance for Educational Justice: The Alliance hosts the first School Police Learning Exchange hosted by the Philadelphia Student Union with Coleman Advocates, Black Organizing Project, Power U Center for Social Change and the Urban Youth Collaborative. For two days, young people and youth organizers share each other's local school police campaigns,

exchange strategy, sharpen their political education, and learn teaching tools to advance the movement to remove police from schools.

March 2018 – Alliance for Educational Justice: Thousands of students of color walk out of school on March 14, as part of the Women's March 17-Minute National Walkout, demanding a divestment from school police and an investment in restorative justice, guidance counselors and social workers and mental health supports for schools. National organizations like the Alliance and Advancement Project's national office work to elevate the stories, experiences, and work of Black/Brown led youth-organizing groups who have been organizing to end the criminalization of youth of color in schools for decades. Power U Center for Social Change, the Urban Youth Collaborative, the Black Organizing Project, Brighton Park Neighborhood Council, the Philadelphia Student Union, Padres & Jóvenes Unidos, Puente Arizona, the Dream Defenders, and Voices of the Unheard stage walkouts and direct actions, demanding their voices be heard.

June 2018 – Advancement Project: Advancement Project's national office hosts *ActionCamp 2018: Policing Race* in Baltimore, the city in which Freddie Gray was brutalized and killed by local police. More than 140 youth organizers and others attend to mobilize against overpolicing in our schools and on our streets.

WE CAME TO LEARN

This timeline maps out the rise of and resistance to school policing and the school-to-prison pipeline from 1950 to present. This is only a handful of the dates, and in your 'We Came to Learn' Action Kit, you can find 14 pages of dates to dive deeper into the activity.

1950s

1953: First School Resource Officers
The first time law enforcement officers, known as School Resource Officers (SROs), were permanently assigned to schools was 1953 in Flint, Michigan. The SRO Program rapidly expanded throughout the 1960s and 1970s to other school districts, including Los Angeles, California, and Cincinnati, Ohio. Local police departments in Tucson, Chicago, Miami, Baltimore, New York and Washington, D.C. began placing police officers on school grounds, patrolling hallways, and preforming random check-ins

1960s

1967-68: Student Resistance
Rise of Black and Chicano student walkouts from Philadelphia to Los Angeles, demanding culturally relevant education, educators of color, and quality education. Students were confronted by buses or armed police officers, police violence, and arrests. 13 of the L.A. Blowouts organizers were arrested on felony conspiracy charges for "disturbing the peace" after the LAPD infiltrated their organizing efforts.

1970s

1975
1% of U.S. schools report having police stationed on campus to 2014 – 24% of elementary schools and 42% of secondary schools report having sworn law enforcement on campus

1980s

1970-80's: War on Drugs
President Richard Nixon , later President Ronald Reagan, declares the War On Drugs, funneling $1.7 billion at the to police departments. The War on Drugs mandated minimum sentencing, even for low-level drug law violations, resulting in drastic racial disparities in the prison system.

1990s

1990: Federal 1033 Program
Through the National Defense Authorization Act, Congress authorized the transfer of excess Department of Defense personal property to federal and state agencies for use in counter-drug activities, creating the Federal 1033 Program. Congress later passed the National Defense Authorization Act of 1997, allowing all law enforcement agencies to acquire property for bona fide law enforcement purposes that assist in their arrest and apprehension mission.

WE CAME TO LEARN

1991: NASRO Founded
The National Association of School Resource Officers (NASRO) was founded. NASRO developed the "triad" concept, messaging school police as teachers, informal counselors and law enforcement officers.

1994: Gun Free Schools Act
Congress passes the Gun Free Schools Act, imposing a federal requirement on school districts to adopt zero-tolerance policies for weapons, and the Violent Crime Control and Law Enforcement Act, allocating over $15 billion to prisons and prevention programs, created 100,000 new police officers, and established the Community Oriented Policing Services (COPS) grants. It is the largest crime bill to date.

1996: Emergence of "Superpredator" Rhetoric
Hilary Clinton, at the time, the First Lady, used the term "superpredator" in a 1996 New Hampshire speech to gather up support for then-President Bill Clinton's 1994 crime bill.

April 1999: Columbine School Shooting
Two high school seniors murdered 12 students and a teacher and injured 24 additional students. The massacre was caught on the high school's security cameras in the cafeteria, forever altering societal views of law enforcement in ensuring the safety of staff and students. The Federal Department of Education responds with a cry to push for zero-tolerance policies across the country. The Department of Justice's Office of Community Oriented Policing Services (COPS) program creates the 'COPS in Schools' (CIS) grant, awarding more than $750 million in grants to more than 3,000 law-enforcement agencies, resulting in more than 6,500 newly hired school police officers. From 2010-2016 Department of Justice grants more than $143 million through the COPS office for hiring school police officers.

WE CAME TO LEARN

2010

December 2010: New York Student Safety Act
After nearly four years of organizing from the Urban Youth Collaborative, the Student Safety Act was passed in December 2010 and signed into law by Mayor Bloomberg in January 2011. The law mandates quarterly reporting of suspensions, arrests and summons by demographics.

Summer 2011: Federal Supportive School Discipline Initiative
Obama Administration launches the Supportive School Discipline Initiative and School Discipline Guidance. Secretary of Education Arne Duncan and Attorney General Eric Holder publically recognize the School-to-Prison Pipeline.

2012

June 2012: Accountability for Oakland School Police
Black Organizing Project wins Oakland's Complaint Policy. The only one in the country, the policy is designed for parents and students to be able to file formal complaints on school police and security officers. The victory comes a year after the murder of 20-year old Raheim Brown by Oakland School Police Sgt. Barhin Bhatt.

December 2012: "You Can't Build Peace with a Piece"
In response to the government and NRA's calls for police and guns, young people of color from around the country demanded investments in real solutions for school safety and declared that "You Can't Build Peace with a Piece"

December 2012: Sandy Hook School Shooting
Twenty elementary school students and six school staff are shot and killed by a gunman who attacked the school. In response, state and federal government called for increased investments in school policing; the National Rifle Assocation and allies called for arming teachers and school staff.

2013: More School Police than Ever Before
Rapid increase of School Resource Officers on school campus across the country. The estimated number grew from 9,400 in 1997 to 20,000 SROs in 2013.

WE CAME TO LEARN

2015

February 2013: Denver Schools & Police Intergovernmental Agreement
After years of organizing, Padres Y Jovenes Unidos won the Denver Public Schools and Denver Police Department Intergovernmental Agreement significantly altering the roles of police officers in schools. The new contract redefines student offenses, separating behaviors suited for in-school discipline from those requiring police actions. The new model also urged de-escalation of conflict on campus, as well as a greater focus on restorative justice policies.

March 2015: Ferguson Report
After the investigation on the Ferguson Police Department after the murder of young Michael Brown, the Department of Justice released its findings in a 102-page report on the patterns and practices of the Ferguson Police Department. The DOJ found that school police officers have a pattern of resorting to force when interacting with students of color and are routinely used to handle school discipline issues like 'disorderly conduct'. The subsequent DOJ reports in Baltimore and Chicago reported the use of excessive force by police on children of color in Baltimore and Chicago Public schools for non-criminal conduct and minor violations.

July 2015: Movement for Black Lives Education Justice Platform
Young people from the Alliance for Educational Justice gathered at the Movement for Black Lives convening in Cleveland, OH. A year later, the Alliance and its member organizations drafted the education justice platform for M4BL, calling for the removal of police from schools and the end to the school privatization movement.

October 2015 – #AssaultAtSpringValley
A Columbia, South Carolina Black female student, Shakara, is flipped from her desk and assaulted by a school police officer. Students, including Niya Kenny, who intervened, recorded the assault. Both Niya and Shakara were arrested and charged. The video went viral, causing national outcry and moving the Alliance for Educational Justice to take action, including leading #DropTheCharges work in support of Niya, coordinating actions, and shifting national narrative on school police. AEJ began tracking school police assaults and building an infrastructure for rapid response.

WE CAME TO LEARN

VIOLENCE

2018

February 2018: Parkland Shooting
Seventeen people are killed by a former student at Marjory Stoneman Douglas High School in Broward County, Florida. Across the country, students say #NeverAgain and demand better gun safety laws from federal, state, and local legislators. Legislators respond by calling for increased militarization of schools though arming teachers and funding more school police.

RESISTANCE

April 2016: Victory against Military Grade Weapons in Schools
After two years, the Labor Community Strategy Center wins the campaign to end the 1033 Program in the Los Angeles Unified School District. The campaign took root after the Ferguson Uprisings, when students learned that the same military grade weapons used to suppress protests in Ferguson were the same weapons in the hands of the LAUSD Police Department. Through student organizing, LAUSD returned their military weapons, the tanks, grenade launchers, and m-16s, and issued an apology. As of September 2014 more than twenty school district police agencies received military-grade equipment through the program.

MY STORY

School Incident Scenario Workshop

Breakout Group Instructions

In small groups, please take a few minutes to read the scenario. Next, take 10 to 15 minutes to the discuss each of the questions listed below. Be mindful of recurring themes and important questions that group participants raise during the course of your discussion.

Scenario

Jalisa is a 14-year-old Black female student with a history of verbal confrontations at school, but who has never been in a physical fight. Kristin is a 14 year old White female student who has been disciplined on two separate occasions for teasing and taunting fellow classmates.

As students are transitioning from lunch to fourth period, Jalisa and Kristin begin arguing loudly in the hallway. Students begin to circle around the two students, who become increasingly upset at one another. The initial argument has now become a shouting match with several student observers.

Discussion Questions

Imagine that the school's counselor is the first person to address the situation:

- How might the counselor respond to the situation?
- What are possible outcomes of the interaction between the students and the counselor? (Consider various types of outcomes, including: disciplinary; academic; social; and/or criminal)

Imagine that the school's police officer is the first person to address the situation:

- How might the police officer respond to the situation?
- What are possible outcomes of the interaction between the students and the police officer? (Consider various types of outcomes, including: disciplinary; academic; social; and/or criminal)

Follow-up Questions

Given your discussion, what are the main differences between the possible outcomes for:

- Jalisa and Kristin?
- The school as a whole?

What do you think the counselor needs to effectively and safely play this role on an ongoing basis?

Advancement Project

Alliance for Educational Justice

WE CAME TO LEARN

CHALLENGING POLICE AUTHORITY IN SCHOOLS:

Recommendations for Data Collection, Complaints, Budget, and Memorandum of Understanding

BEST PRACTICES: SCHOOL POLICE DATA COLLECTION
(Quantitative and Qualitative)

If we are seeking to truly divest from the use of school police, we must ask for solid data collection as well as data transparency so that data can be accessed by the public. Truly transparent data related to school police should:

○	**HAVE A CONSISTENT REPORTING TIME OF INCIDENTS** School districts should report incidents involving students and police on school grounds on at least an annual basis but preferably on a quarterly basis. This information should be collected and housed by either the school or the local police department.
○	**PROVIDE DATA BY SCHOOL AND GRADE** School districts should provide this data disaggregated by school and grade without identifying any particular student.
○	**PROVIDE DATA BY RACE AND GENDER** School districts should provide this data disaggregated by race and gender without identifying any particular student.
○	**PROVIDE DATA BY DISABILITY** School districts should provide this data disaggregated by disability status, including those with IEPs and classified under 504, without identifying any particular student.
○	**PROVIDE DATA BY LEP** School districts should provide this data disaggregated by limited English proficiency status, without identifying any particular student
○	**PROVIDE DATA BY STUDENT OFFENSE TYPE** School districts should provide this data disaggregated by the stated offense of the student that caused the police interaction without identifying any particular student.
○	**PROVIDE THE ABILITY FOR CROSS CATEGORIZATION** School districts should provide this data in such a way that community members and other interested parties have the ability to look at the data across multiple categories (e.g. Black male students in High School A) without identifying any particular student.
○	**PROVIDE TRAINING REQUIREMENTS FOR SCHOOL POLICE** School districts should collect and share the training that school police officers receive, and make all training materials publicly available.
○	**PROVIDE DEMOGRAPHIC DATA ABOUT SCHOOL POLICE OFFICERS** School districts should collect and share demographic data about school police officers including race, gender, and years as a police officer.
○	**PROVIDE DISCIPLINARY RECORDS OF SCHOOL POLICE OFFICERS** School districts should collect and share information regarding the number of complaints against officers, the substance of those complaints, and any resolution.

In addition to incident related data such as the suggestions above, other categories that should also be collected and made available include:

- Training Requirements for School Police, including training materials
- Experience and Other Demographic Data about the Police Officers (including race, gender, years as a police officer)
- Disciplinary Records of Police Officers

Collecting qualitative data is just as important as ensuring access to quantitative data. Qualitative information, such as student surveys, provides opportunities for students to share their experiences and helps unearth causal relationship not disclosed by numbers alone. Additionally, stories from youth directly affected by school policing are critical to understanding the traumatizing and long-term experiences that accompany the criminalization of students of color.

Sample Public Records Request for School District

Date

VIA ELECTRONIC MAIL

Records Access Officer
[SCHOOL DISTRICT]
Address
Phone:
Fax:
E-Mail:

Re: Freedom of Information Law Request

Dear Records Access Officer,

Under the provisions of [STATE'S FREEDOM OF INFORMATION ACT], we request all non-identifiable data on student arrests on school property, on a school bus, or at a school-sponsored activity in [SCHOOL DISTRICT] during the last three school years in an electronic spreadsheet format (e.g., Microsoft Excel spreadsheet) disaggregated by:

- Year of arrest;
- School attended by the arrested student;
- Race of arrested student;
- Ethnicity of arrested student;
- Gender of arrested student;
- Age of arrested student;
- Grade of arrested student;
- Time and location of arrest;
- Special education status; and
- Offense for which student was arrested.

Additionally, we request all non-identifiable use of force data related to incidents in which police officers used force on a student while on school property, on a school bus, or at a school-sponsored activity in [SCHOOL DISTRICT] (including use of force during the course of questionings, interrogations, and arrests) during the last three school years disaggregated by:

- Justification for use of force;
- Age of the student upon which force was used;
- Gender of the student upon which force was used;
- Race and ethnicity of the student upon which force was used; and
- Time and location of the use of force.

We also request all non-identifiable data on searches of students by police officers on school property, on a school bus, or at a school-sponsored activity in [SCHOOL DISTRICT] during the last three school years disaggregated by:

- Justification for search;
- Outcome of search;
- Age of the student searched;
- Gender of the student searched;
- Race and ethnicity of student searched;
- Time and location of the search; and
- Outcome of search (whether an illegal item was found during the search and the type of item found).

We request information on all complaints filed against police officers based on police contact with students in [SCHOOL DISTRICT] during in the last three school years disaggregated by:

- The officer against whom the complaint was filed;
- Reason for which the complaint was filed, including but not limited to claims of excessive use of force; unreasonable search; sexual harassment; verbal harassment; mistreatment of a minor; and other forms of officer misconduct;
- Date when the complaint was filed;
- Resolution of complaint; and
- Disciplinary action taken against officer because of complaint.

Additionally, we request any and all records related to agreements between [SCHOOL DISTRICT], law enforcement agencies and security agencies, including but not limited to:

- The assignment of law enforcement officers on [SCHOOL DISTRICT] campuses;
- Policies and guidelines on the interactions between law enforcement officers, students, school staff members, parents and school security guards;
- Payments from [SCHOOL DISTRICT] to law enforcement agencies for school policing services;
- Payments from [SCHOOL DISTRICT] to security agencies for school security services;
- Hiring criteria and training requirements for law enforcement officers assigned to [SCHOOL DISTRICT] schools.
- Hiring criteria and training requirements for school security guards assigned to [SCHOOL DISTRICT] schools.
- Policies or procedures related to sharing confidential student information, including the maintenance of a database focused on known or suspected gang members.

As you know, [STATE'S FREEDOM OF INFORMATION ACT] requires that an agency respond to a request within [__] business days of receipt of a request. Therefore, we would appreciate a response by [__/__/____]. Please email the requested documents to [YOUR EMAIL ADDRESS] or mail to [YOUR MAILING ADDRESS].

If for any reason any portion of my request is denied, please inform us of the reasons for the denial in writing and provide the name, address, telephone number and email address of the person or body to whom an appeal should be directed. If this request fails to reasonably describe the records, please contact me by email at [YOUR EMAIL ADDRESS] or by phone at [YOUR TELEPHONE NUMBER]. If there are any fees for copying the records requested, please inform me before filling the request.

Thank you for your prompt attention to this matter.

Sincerely,

[YOUR NAME]

Sample Public Records Request for School Board

Date

VIA ELECTRONIC MAIL

Records Access Officer
State Department of Education
Address
Phone:
Fax:
E-Mail:

Re: Freedom of Information Law Request

Dear Records Access Officer,

Under the provisions of [STATE'S FREEDOM OF INFORMATION ACT], we request the following records pertaining to students referred to law enforcement in [STATE] school districts in an electronic spreadsheet format (e.g., Microsoft Excel spreadsheet):

- All data reported to Civil Rights Data Collection, as required by 34 CFR § 100.6(b), on students referred to law enforcement for all school districts for the 2015-2016 school year and the 2016-2017 school year broken down by year, school district, race/ethnicity, gender, Limited English Proficiency.

Additionally, we request the following records pertaining to students who were arrested for school-related activity in [STATE] school districts in an electronic spreadsheet format (e.g., Microsoft Excel spreadsheet):

- All data reported to Civil Rights Data Collection, as required by 34 CFR § 100.6(b), on students arrested for school-related activity during the 2015-2016 school year and the 2016-2017 school year disaggregated by year, school district, race/ethnicity, gender, Limited English Proficiency.

As you know, [STATE'S FREEDOM OF INFORMATION ACT] requires that an agency respond to a request within [__] business days of receipt of a request. Therefore, we would appreciate a response by [__/__/____]. Please email the requested documents to [YOUR EMAIL ADDRESS] or mail to [YOUR MAILING ADDRESS].

If for any reason any portion of my request is denied, please inform us of the reasons for the denial in writing and provide the name, address, telephone number and email address of the person or body to whom an appeal should be directed. If this request fails to reasonably describe the records, please contact me by email at [YOUR EMAIL ADDRESS] or by phone at [YOUR TELEPHONE NUMBER]. If there are any fees for copying the records requested, please inform me before filling the request.

Thank you for your prompt attention to this matter.

Sincerely,

WE CAME TO LEARN

SCHOOL POLICING COMPLAINT CHECKLIST

The pervasive and oppressive presence of police in schools creates a toxic and unsafe atmosphere for students of color, students with disabilities, and LGBTQIA youth. It is exceedingly difficult to hold officers accountable for their misconduct. A transparent, user-friendly and responsive complaint system is necessary to maintain a safe learning environment for students and hold officers accountable for their actions. This worksheet outlines key questions that should be address by school policing complaint processes and suggests language that will improve the process by which we hold school police accountable. You can use this worksheet to analyze your school's complaint process.

3 Pillars of Importance

Your complaint process should include the following three pillars:

- **P1/ Accountability:** Students and parents are able to hold school districts and law enforcement accountable for addressing incidents of misconduct
- **P2/ Transparency:** Students and parents are able to assess policing in schools
- **P3/ Decision-making:** Students and parents have power in determining how policeofficers are disciplined for misconduct

Important Questions	Accountability	Transparency	Student & Parent Decision Making
	How will students and parents be able to hold school districts and law enforcement accountable for addressing incidents of misconduct?	How will students and parents be able to assess policing in schools?	What decision-making authority do students and parents have in determining how police officers are disciplined for misconduct?
What is the process for reviewing, investigating and rectifying complaints against law enforcement and school security officers?			
Who is responsible for ensuring that all complaints of law enforcement misconduct are thoroughly investigated?			
How will the school district work to prevent reoccuring law enforcement misconduct?			

SCHOOL POLICING COMPLAINT CHECKLIST

	Recommended Complaint Process
What is the process for reviewing, investigating and rectifying complaints against law enforcement and school security officers?	The school district and law enforcement agency shall create a user-friendly system for students, parents, or other individuals to lodge complaints against officers in their native language. Such complaints: (1) may be given orally or in written form; (2) must be followed by an independent investigation of any and all allegations; (3) and lead to swift and comprehensive redress. The complaint process must protect the complaintant's identity, and the complaintant shall receive written notification of the resolution of complaints within 30 days, including concrete and specific actions taken toward resolution of the complaint.
Who is responsible for ensuring that all complaints of law enforcement misconduct are thoroughly investigated?	An independent board of parents, students and teachers will review every investigation into complaints of law enforcement misconduct. This review will exclude confidential student information.
How will the school district work to prevent reoccuring law enforcement misconduct?	School district administrators will develop and publically disseminate a report regarding the complaints of misconduct, disaggregated by: school; officer number; parental notification; offense; outcome of contact with law enforcement; and action taken to prevent student contact with law enforcement prior to officer involvement.

PROVING A POLICY OR CUSTOM OF ABUSE BY SCHOOL POLICE

In order to hold a school district or police department accountable for repeated acts of police abuse or misconduct, advocates must be able to prove that they have created a "custom or policy" of abuse. A custom or policy is a practice so persistent and widespread that it practically has the force of law. Assuming that there has already been a constitutional violation, collecting information that proves the four statements below will help hold the school, school district and/or school police department accountable for having a policy or custom of abuse as long as the incidents are school related.

School-related incidents include abuses that occur:

(a) On school property during school hours;

(b) On the way to and from school; and

(c) During a school sponsored event or activity.

1. MUST PROVE THAT THE SCHOOL/DISTRICT HAS A HISTORY OF ONGOING ABUSE BY SCHOOL POLICE

To prove a policy or custom, you must be able to identify prior instances of officers abusing students or violating their constitutional rights.

Testimonies: Student and parent testimonies, even from students who no longer attend the school, help establish a custom of prior abuse.

Complaints: Informal and formal complaints against one officer can be enough to establish a "custom" of constitutional violations or prove that school decision makers "recklessly disregarded" previous constitutional violations.

Possible Constitutional Ammendments:

- **1st Amendment** right to free speech and freedom of religion
- **4th Amendment** right to be free from unreasonable search, seizure and excessive force
- **5th Amendment** right to against self-incrimination
- **14th Amendment** right to equal protection under the law (discrimination based on race, national origin, gender

Decision Makers include:

(a) Principal

(b) Superintendent and School Board

(c) Chief of School Police

Complaints should include:

(1) The SRO and school employees involved;

(2) The time and location of the incident;

(3) An explanation of exactly what happened, including the extent of the harm.

2. MUST PROVE THAT SCHOOL DECISION MAKERS WERE AWARE OF PAST INCIDENTS OF ABUSE

Complaints about abuse are necessary to prove that school decision makers knew about the abuse and did not take adequate steps to prevent the mistreatment from happening again.

Complaints should be given to the superintendent, principal, school board AND police chief.

3. MUST PROVE THAT THE DISTRICT/POLICE DID NOT DO ENOUGH TO PREVENT FUTURE HARM

To prove a policy or custom of abuse, you must also be able to show that school decision makers did not take enough action to prevent future harm

4. MUST PROVE THAT THE SAME ABUSE HAPPENED AGAIN BECAUSE OF THE DISTRICT/POLICE DEPARTMENT'S INACTION

You must prove that the same type of constitutional violation happened again because of the district/police department's failure to take enough action to prevent the harm.

As you collect information, continue to document violations, submit complaints and follow up on complaints.

After submitting complaints:

(1) Follow up with each complaint in writing

(2) Save all responses from the District or Police Department

(3) If the same violation happens again, write another formal complaint

WOODLAND HILLS EXAMPLE:

Students at Woodland Hills High School filed a lawsuit against the school district for a culture of verbal abuse and excessive force that allowed resource officers to stun gun, body slam, punch and arrest students who did not commit a crime. The Woodland Hills lawsuit argues that the School and District had a custom of abuse because:

(1) Parents and students previously filed complaints based on the same type of abuse;

(2) Students stated that it is generally known that the SRO and Principal harassed and abused students;

(3) The SRO was recorded confirming the custom of abuse;

(4) The District took no action against the principal or SRO to prevent future abuse; and

(5) The SRO and Principal allegedly continued the custom of abusing students.

School Policing Incident Intake Form

Staff member filling out form: _____

Caller Information

Name:

Telephone:

Email:

Background Information

Is the request from an INDIVIDUAL or ORGANIZATION? (Circle One)

If organization, list organization contact Information below:

Name of Organization:

Phone:

Email/Website:

If individual, list the individual's information below:

Name:

DOB:

Race:

Gender:

Grade, School & School District:

City & State:

If a student, does the student receive special education services?

If a student, please provide the parent or guardian information below:

Name:

Phone:

Email:

Investigation

A. Did the incident primarily involve an ADMINISTRATOR/SRO/TEACHER? (circle all that apply)

B. Date, location and approximate time of the incident:

C, Describe the issue for which they are calling:

D. Were there any witnesses to the incident? Is the individual or organization able to contact the witnesses?

E. Are there any video or audio recordings of the incident?

F. Has the incident been reported to school administration? When was the incident reported, and how did the school district respond?

G. Was the student arrested or disciplined by the school because of the incident?

H. How quickly does the individual/group need a response?

I. Have they contacted other organizations for assistance?

J. Are there impending actions such as litigation, court dates, court order, etc.?

Follow-up Questions

1. Has the victim suffered any known injuries (ex. physical harm, loss of sleep, nightmares)?
    - If yes, please list the injuries in detail.
2. Were there any witnesses to the incident? Is the individual or organization able to contact the witnesses?
3. Are there any video or audio recordings of the incident?
4. Has the incident been reported to school administration? When was the incident reported and how did the school district respond?
5. Was the student arrested or disciplined by the school because of the incident?
6. How quickly does the individual/group need a response?
7. Have they contacted other organizations for assistance?
8. Are there impending actions such as litigation, court dates, court order, etc.?

BEST PRACTICES: Divest From School Policing and Invest in Our Youth

School districts often spend millions of tax dollars on criminalizing youth for age-appropriate behavior without providing funding for resources that create positive learning environments and support adolescent development. Understanding the questions below will help advocates push school districts to divest from criminalization— which detrimentally impacts youth of color, their families and their communities — and invest in preventative and supportive measures that safely guide children into adulthood.

Guiding Questions		Recommendations To provide support for youth, prevent criminalization and build self-determination
	School or District Name	
	Location of Budget Information	
How much funding is spent on school police officers and "safety equipment," such as metal detectors, cameras and other forms of surveillance?	**Parent & Student Decision-Making** What decision-making authority do students and parents have in determining how their schools are funded?	Demand that the regular presence of police in schools be phased out and resources currently supporting their presence—including money allocated by the city and state for school safety and money paid from the district to the police department—be directed to alternatives such as school counselors, paraprofessionals, restorative justice practitioners and coordinators, behavioral health services and other crucial resources to address trauma.
What is the process for funding school policing in your district?	**Transparency** How will students and parents be able to adequately track funding for initiatives that improve school climate and reduce criminalization?	Demand a transparent and inclusive process for determining how education funds are utilized in your school district. This process should provide students and parents with adequate decision-making authority.
What initiatives are being funded to meet students' needs, prevent criminalization and improve school climate?	**Accountability** How will students and parents be able to hold school districts accountable for adequately funding initiatives that effectively improve school climate and reduce criminalization?	Demand that the initiatives chosen by students and parents to improve school climate and prevent criminalization are adequately funded, properly implemented and regularly evaluated.

WE CAME TO LEARN

MOU CHECKLIST FOR SCHOOL DISTRICTS

The presence of law enforcement officers on school campuses has real, detrimental effects on students' opportunity to learn and thrive. This is especially true for students of color, students with disabilities, and LGBTQIA students who are disproportionately caught in the school to prison pipeline and criminalized at school. This worksheet outlines topics that should be addressed within an MOU and asks key questions about how the MOU ensures accountability, transparency, and student and parent decision making. You can use this worksheet to analyze your school's MOU.

3 Pillars of Importance

Your complaint process should include the following three pillars:

- **P1/ Accountability:** Students and parents are able to hold school districts and law enforcement accountable for addressing incidents of misconduct
- **P2/ Transparency:** Students and parents are able to assess policing in schools
- **P3/ Decision-making:** Students and parents have power in determining how policeofficers are disciplined for misconduct

Important Questions	Accountability	Transparency	Student & Parent Decision Making
	How will the school district and law enforcement be held accountable for abiding by the MOU?	How will students and parents be able to assess implementation of the MOU?	What role are students and parents given in the decision-making process?
How are officers assigned to schools? What are law enforcement's roles and responsibilities while on campus?			
Who decides whether a situation is addressed as a school discipline matter or a criminal matter? What is the process for making this decision?			
Does the MOU outline limitations on interrogations, searches and the use of force by law enforcement?			

MOU CHECKLIST FOR SCHOOL DISTRICTS

Important Questions	Accountability	Transparency	Student & Parent Decision Making
	How will the school district and law enforcement be held accountable for abiding by the MOU?	How will students and parents be able to assess implementation of the MOU?	What role are students and parents given in the decision-making process?
How and when are parents notified when law enforcement makes contact with a student, including interrogations and arrests?			
Is the school allowed to share confidiential student information with law enforcement? What is the process for sharing this information?			
How is data on student contact with law enforcement collected, reported and shared?			
Does the MOU also apply to school security officers?			

Recommendations for Creating a Memorandum of Understanding (MOU) Between a Police Department & School District

The presence of law enforcement officers on school campuses has real, detrimental effects on students' opportunity to learn and thrive. This is especially true for students of color, students with disabilities and LGBTQIA students who are disproportionately caught in the school-to-prison pipeline and criminalized at school. This document outlines the sections that may be included in an Memorandum of Understanding (MOU), the purpose of those sections, and suggested language that will ultimately result in the removal of law enforcement from our schools.

The goal of an MOU should be to reduce the reliance on police in schools, equip school staff to intervene appropriately in behavior issues, and to help create a positive and safe school climate where police presence is not necessary.

Purpose

What this Section Does: The purpose of an MOU document is to set forth guidelines to ensure that the police department and the school district ("the district") have a shared understanding of the role and responsibilities of each in maintaining safe schools, improving school climate and supporting educational opportunities for all students.

Suggested Language:

- It is the role of teachers and other educators to administer school discipline in a way that supports personal growth and learning opportunities for all district students. It is further the goal of the district that school discipline be administered in such a way as to keep students within the classroom setting to the greatest extent practicable. Wherever possible, school-based infractions shall be addressed using non-punitive interventions that improve school safety and academic performance (e.g. restorative justice, peer mediation, counseling services, etc.), and not through harsh, exclusionary measures or justice-system intervention.
- The school district shall not use district resources, including money and staff time, to implement stop and frisk policies in and around schools, including stopping, questioning, and searching of any students or school personnel; issuing tickets/citations; or conducting arrests and/or making referrals to the juvenile justice system for behavior which occurs in schools.
- The regular presence of police in schools will be phased out and resources currently supporting their presence, including money allocated by the city and state for school safety and money paid from the district to the police department, will be directed to alternatives such as school counselors, paraprofessionals, restorative justice practitioners and coordinators, behavioral health services and other crucial resources to address trauma.

Involvement of Law Enforcement in a School-Based Infraction

What this Section Does: Student involvement with police in schools often leads to serious consequences. “Involvement” in a school-based incident by law enforcement includes any action beyond data collection and may include 1.) opening of a case file; 2.) conducting an investigation; 3.) being called to, or arriving at, a school campus; 4.) questioning and/or searching of any students or school personnel; 5.) issuing tickets/citations; or 6.) conducting arrests and/or making referrals to the juvenile justice system.

Suggested Language:

- Law enforcement involvement in a school-based infraction shall be limited to incidents of felony conduct posing a serious and immediate threat of injury to an individual within the school community.
- Law enforcement shall not be involved in school-based infractions that constitute misdemeanor behavior or that do not pose a serious and immediate threat of injury to an individual within the school community. Such incidents shall be considered school disciplinary incidents and shall be addressed by teachers, administrators, counselors, security guards and/or other school police officers using school-based interventions.
- School staff are not mandated to notify police or refer a student suspected of committing an offense to a law enforcement officer or agency. School employees and officials retain their authority and discretion under existing law to address that behavior through the existing school discipline structure.
- School staff shall use restorative, non-exclusionary interventions to address conflict and using police notification as a last resort only when there is a serious, actual, and immediate safety threat to an individual within the school community.

Procedure for Law Enforcement Involvement in a School-Based Infraction

What this Section Does: This section outlines the procedure for when and how law enforcement should be notified and involved in a school-based infraction. It should prevent law enforcement officers from getting involved in all but the most serious infractions that have a real and immediate threat to school safety. It should help to shift responsibility to school officials to respond to student behavior.

Suggested Language:

- The decision to involve law enforcement in any school-based incident must be made by a principal or designee and only under the circumstances in the MOU.
- Any member of the school community may notify the principal or designee of student conduct only if believed to be of a felony nature and that conduct poses a serious and immediate threat of injury to an individual within the school community.
- The principal or designee must attempt to de-escalate the situation wherever possible prior to calling or otherwise involving law enforcement in the school-based infraction.
- The school district shall not release information to assist law enforcement in searching, arresting or otherwise citing a student for a criminal offense while that student is on school grounds, in school vehicles, or at school activities or sanctioned events unless specifically supported by a valid and properly issued warrant.

Procedures Concerning Law Enforcement Conduct in Schools

What this Section Does: These procedures dictate how law enforcement interact with school staff and students when they are operating on school grounds. This section should ensure that law enforcement officers are insulated from interacting with students except when their involvement is necessary to protect school safety. This section should also ensure that law enforcement is not using harsh, coercive, or invasive techniques while operating in schools.

Suggested Language:

Student Searches

- Law enforcement may only conduct a search of a student's person, possessions, or locker where there is probable cause to believe the student committed or is committing a felony offense and the offense at issue poses the threat of serious and immediate injury to an individual within the school community. In addition, law enforcement shall not request that school officials conduct a search of a student's person, possessions, or locker in order to evade the probable cause standard articulated above.
- A principal or designee shall be consulted before law enforcement conducts a search on a student's person, possessions, or locker.
- Prior to the questioning by law enforcement of a student, a principal or designee as well as the parent or guardian shall be notified, and questioning shall only take place in the presence of the parent or guardian. Further, notice that any statement by the student, written or oral, might be used against the student in a criminal, immigration, or juvenile delinquency investigation and/or proceeding in a court of law shall be given to the student and their parent or guardian.
- Strip searches of students by law enforcement or school officials are prohibited.

Student Arrests or Referrals

- A school principal or designee shall be consulted before arrest or referral.
- A student's parent or guardian shall be notified immediately when law enforcement is called to a school campus.

Weapons

- Law enforcement officers on school campuses shall not carry guns.
- Physical restraints (handcuffs, Tasers, pepper spray or other physical and chemical restraints) shall not be used.

Transparency, Accountability, and Training

What this Section Does: Oftentimes, it is hard for the community to get information about how and why their schools are being policed, how much money is being spent on policing, and how to hold law enforcement accountable. This section outlines ways an MOU can create that transparency and accountability.

Suggested Language:

Transparency

- The district and police department shall maintain records of every school-based incident resulting in law enforcement involvement disaggregated by description of the incident, names of school officials involved, manner in which law enforcement was notified,

searches/questioning of students, tickets, citations, or summons issued, arrests made, filing of delinquency petitions, referrals to a probation officer and other referrals to the juvenile justice system. Data shall also be disaggregated by race, age, school, grade, gender, English Language Learner (ELL) status, and disability status of the student(s) involved.

- Each record described above shall also include information on any suspension, expulsion, disciplinary transfer, or other disciplinary consequence imposed on the student.
- The data should be released publicly on a quarterly basis in a manner that is accessible to the community.

Accountability

- Any school employee who fails to follow the protocol established above shall be subject to corrective action.
- A stakeholder group of students, teachers, administrators, parents, and community leaders shall monitor adherence to this MOU on the part of law enforcement and the district. This group shall be empowered to receive any and all data related to school-based offenses from law enforcement and the district and shall make recommendations to the School Reform Commission and to law enforcement concerning school disciplinary issues and/or changes to this MOU. This stakeholder group shall meet regularly with district and law enforcement officials to discuss issues of school safety and climate.
- The Police department and the district shall respond to violations of this MOU identified by the stakeholder group with 1.) written acknowledgment of the violation; and 2.) written policies and/or measures to prevent future violations.
- The Police department shall create a user-friendly system for students, parents, or other individuals to lodge complaints against officers. Such complaints may be given verbally or in written form.
- The complaint system must provide for independent investigation of any and all allegations as well as swift and comprehensive redress.
- Parents must be able to lodge complaints in their native language.
- The complaint system must protect the identity of the complainant(s).
- Complainants shall receive written notification of the resolution of complaints within 30 days or else written notification of the need for additional time to resolve the complaint including concrete and specific actions taken to work toward resolution of the complaint.
- Where allegations of serious abuse are pending against a police department officer, that officer may not be further deployed to respond to any school-based infraction.
- Where allegations of serious abuse against a police department officer are substantiated, that officer must be permanently suspended from any assignment relating to a school-based infraction.
- All parents and students in the district shall be made aware of the complaint system. Verbal and written dissemination of information about the complaint system shall be made in the native languages of parents in the district.

Training

- Prior to being assigned to any school-based incidents, law enforcement officers shall be trained on their role within the district's schools and on the rights afforded to students. Further, they shall be trained on child and adolescent development and psychology, cultural competence, restorative justice techniques, special accommodations for students with disabilities, and practices proven to improve school climate. Such trainings shall continue on an annual basis.

Advancement Project

Alliance for Educational Justice

WE CAME TO LEARN

HOW TO TALK ABOUT SCHOOL POLICING

HOW TO TALK ABOUT SCHOOL POLICING

Introduction

America stands at a crossroads around school police.

At rallies, direct actions and walkouts across the nation, students have called for the removal of police from schools. Citing their inability to prevent mass violence, students have instead demanded additional counselors, mental health professionals and restorative justice programming to help them resolve conflict and build stronger relationships with their peers and teachers. Because the presence of police in schools exposes undocumented students to the risk of deportation, students have also demanded #CopsOuttaCampus in states like Arizona where campus police are deputized to Immigration and Customs Enforcement (ICE). The current moment has allowed them to boldly advocate for their vision of safe and supportive schools, a vision that conspicuously excludes law enforcement.

Unfortunately, critics of school discipline reform have also used this moment to advocate for a return to zero-tolerance policies and "broken window" policing strategies that further criminalize students and harden schools. These policies in decades past failed to deter criminal activity or prevent over 200 school shootings. At a time when state and local school districts face significant budget shortfalls, investment in policing comes at the cost of salary increases for teachers and critical student supports.

As the body of evidence documenting the harm of school policing on Black and Brown youth grows, Advancement Project's national office hopes to arm organizers, students, parents and advocates with the messages that will help build robust campaigns to remove police from schools.

This messaging document is the outgrowth of Advancement Project's national office research and features the most up-to-date messaging you will need to persuade key audiences, build strong bases of support and persuade others to withdraw their support for school policing. We hope you find it useful in your local work.

Talking About School Policing: What the Research Shows 2011-2018

In 2018, Advancement Project's national office partnered with SRB Communications to conduct several focus groups and in-depth stakeholder interviews around school policing. The goal was to ascertain the attitudes and opinions of parents and educators around campus safety and learn what messaging persuaded them to withdraw their support for school police. Independent focus groups were conducted with Black parents and Latinx parents who had at least one child attending school in the School District of Philadelphia. One additional focus group was conducted with White educators teaching in public schools within the Philadelphia metropolitan area. One-on-one stakeholder interviews were conducted with two teachers, one Black parent and one Latinx parent.

The following results presented offer an overview of key observations and facts about parents' and educators' knowledge and attitudes around safety and school police, as well as messaging challenges and opportunities faced by organizers and advocates engaged in campaigns to remove police from school.

PARENT FINDINGS

- **Safety** - Student safety is one of the primary concerns of Black and Latinx parents and educators – and seen as a key element of student success. If students are not safe, they cannot learn. To them, school safety means keeping campuses from outside intruders who may seek to harm students, preventing school violence – and preventing bullying.

- **Perceptions of School Police** – Prior to persuasive messaging and political education, Black and Latinx parents support the presence of police in schools. Parents view police as deterrents to criminal activity and poor student behavior. They are also valued for their ability to respond quickly to school emergencies. Support for school police officers remained high – even when parents held negative perceptions of community police officers or were aware of incidents where police brutally assaulted students. Parents also believed school police should have a clearly defined protocol for when to engage with students and should not be:

    - Involved in routine discipline (i.e., breaking up adolescent horseplay or school yard fights, enforcing school dress codes or other minor misbehaviors like talking back in class);
    - Involved in granting permission for routine acts such as giving out hall passes or granting permission to use bathrooms;
    - Allowed to use physical force against students.

Parents also believed there should be immediate consequences for police acts that exceed or fall outside of their defined protocols, including immediate removal from the school and penalties that bar the officer from future interaction with students.

- **Knowledge of Police Officer Roles** – Both Black and Latinx parents are largely uninformed about the role police officers play in their school. Parents were grossly unaware of the extent to which police respond to non-violent and routine discipline issues. Most were alarmed to learn the degree to which officers criminalized student behavior and were untrained to work with youth. Parents were also shocked at the extent to which policing is prioritized over alternative student supports like counselors. While parents initially remained averse to completely removing police from schools, they did support a more limited and narrowly defined role for police prior to receiving targeted messaging.

EDUCATOR FINDINGS

Safety and Perceptions of School Police

- White educators viewed school police as integral to maintaining campus safety and were more averse to the complete removal of officers than Black and Latinx parents. Similar to Black and Latinx parents, for educators, safety also meant keeping students and staff safe from outside intruders and violence. In addition to police, school deans, teachers and principals should be active in maintaining safety in classrooms and schools.

- White educators felt all adults on campus should work together to de-escalate disturbances and address minor misbehavior among students. Teachers commented that strong relationships with a student's parent allow them to discipline a student in the classroom without triggering intervention from school police.

Role of Police

- White teachers were surprised that school police received no training designed to help them work with children or adolescents in distress. If a situation escalated beyond control of classroom management, White teachers preferred the support of a school police officer.

- White teachers additionally expressed concerns around initiatives to end school policing, fearing this alternative would fall on the shoulders of overworked teachers. Teachers noted that as a united front, students and parents were effective messengers. They would only back a proposal to remove police from schools if parents AND students together supported such a proposal, and if trained counselors would replace police.

Having an Impact: Key Persuasive Messaging on School Police

Based on focus group findings, message testing and an analysis of grassroots organizing campaigns working to reduce or eliminate school police, organizers should prioritize the following target audiences: Black and Latinx parents, students – especially students of color – and educators.

The most effective way to discuss school policing is to positively affirm the value of safety and position proactive alternatives to policing as the most effective way to keep schools safe. Proactive strategies like counseling, mental health supports, restorative justice programs and peer mediation address the root cause of student behavior and appeal to parents', educators' and students' value of violence prevention. When talking about law enforcement, it is also critical to provide data that sheds light on the role and training of school police. This positive framing allows target audiences to support divestment from policing and primes them for further political education around school police.

WHEN TALKING TO TARGET AUDIENCES ABOUT SCHOOL POLICING

- Increase awareness of existing policies or lack thereof related to various policing agencies currently interacting with students in and around the schools in your district. Parents are generally not provided with necessary information about the jurisdiction of police in their children's schools, and are particularly moved when informed that neither school staff nor police have an obligation to inform a child's parent when a police officer has had a significant interaction with a child.

- Debunk school policing myths and educate parents about the kinds of training school police are required to receive in order to work in schools with young people. While a strong majority of parents said they did not believe community police received special training to work with young people, they did consistently note that school police are "different" from city police. It is highly recommended that groups focus on messaging that educates parents on the similarities and often times negative reasons why police are assigned to schools.

- Focus on parent engagement as a possible solution or alternative to police presence in schools. Black and Latinx parents overwhelmingly noted the need for more caring adults on school campuses – while also noting that police do not fill that role. When asked to identify alternatives to policing in schools, Black parents consistently offered parent notification and engagement as an alternative to resolving a variety of issues including: verbal threats, physical or sexual assault, weapons, drug possession, and stealing.

- Provide personal stories. Personal stories combined with data weaken support for school police. Testimonials from parents and students create an opening to discuss alternatives to policing and document their harm. Sample testimonials like the following

are compelling:

> *A buddy of mine … his 13-year-old nephew gave another boy a wedgie. He was charged with a sexual assault at 13 years old. What was that done for? To tarnish his record at 13. You would probably have to register as some sort of sex offender if you were convicted of a crime. Now your juvenile record is tarnished. You now will be expelled from school and have to attend some type of disciplinary school which goes on your record, which then again, is a setback and a tarnish on you as a child.*

Messages for Parents

As critical stakeholders in your child's education, it is important that schools remain safe and that safety strategies used by schools create a supportive learning environment for all children.

Proactive strategies that improve school climate keep students safe instead of school police

- All students deserve to attend schools where they are safe, supported, and respected. School safety means the creation of a supportive environment where students are free from physical harm, violence and bullying at the hands of both students and adults.

- Principals, teachers and administrators agree that the best way to keep schools safe is by improving school climates and preventing mass violence before it occurs. Students, educators and law enforcement agree that the most effective way to do this is by surrounding students with caring adults, providing them with mental health resources like counselors and building strong communities within the classroom.

- To keep youth safe, districts must use proactive strategies like restorative justice, rather than reactive strategies like school police. These strategies maintain school safety by addressing the underlying root causes of student behavior and target mental health supports to students before they consider violence. These strategies also create community within the classroom and help build relationships between students and adults.

- School districts like in Denver have successfully implemented restorative justice programs and have seen a reduction in violence, school-based arrests, suspensions, and expulsions.

- By the time a student obtains a weapon, develops a plan to harm others and executes it, it is too late. Reactive strategies like policing almost always lead to loss of life and irreversible student trauma. Given the documented harm school police have on youth of color, it is imperative that we prioritize funding of counselors not cops to ensure schools remain safe.

- Unfortunately, 1.6 million students around the country attend a school with one armed police officer, but no counselor. This must change, as there is no evidence linking the presence of school police to an overall decrease in school violence or criminal activity.

- National data shows that while district funding for school policing has increased since the 1999 Columbine shooting, so have the number of school shootings. Police have

neither prevented, nor deterred these tragedies. Since Columbine, there have been 270 school shootings.

- Sadly, school policing creates the appearance of safety rather than actually creating truly safe campuses.

School police reinforce the school-to-prison pipeline and disproportionately harm youth of color

- Parents are often unaware that school police typically receive little to no training in working with youth. The application of a law enforcement lens to school spaces particularly criminalizes youth of color.

- U.S. Department of Education data confirms that school policing often leads to racial disparities in referrals to law enforcement and school-based arrests, pushing youth of color out of school and into the criminal justice system. Nationally, Black and Latino youth made up over 58 percent of school-based arrests while representing only 40 percent of public school enrollment.

- In school, Black students are twice as likely to be referred to law enforcement or arrested in school as their White peers for similar behavior. After being arrested, these students face a myriad of collateral consequences that harm their future, their families and their communities including: loss of instructional time and course credits; legal costs and court fees; separation from family; emotional trauma; challenges to their immigration status; loss of housing or housing assistance; and loss of employment.

- Sadly, school districts frequently fail to hold school police accountable when they assault Black and Brown students. Even when video footage exists, school police are rarely indicted nor permanently removed from schools for excessive use of force against youth of color.

- Additionally, in national surveys, youth have expressed that police do not make them feel safer in class and actually make a school environment feel more hostile. Instead of being treated with care, students are treated like suspects.

- As school policing is an ineffective strategy that fails to prevent mass violence, disproportionately harms youth of color and negatively impacts school climates, it is imperative that school districts end the use of school police and invest in proactive strategies that remove officers from campus and improve school climates.

Messages for Students

As the ones tasked with learning each day, it is critical that schools listen to your voice on school safety. Schools should be responsive to your needs and the experiences of students, and work to make the classroom an environment where you feel safe and supported.

Students have rights that must be respected in school

- All students deserve to attend schools where they are safe, supported, and respected.

As the ones attending school each day, young people should have a say in what their schools look like and the environments in which they learn.

- Young people know what they need to succeed in school. Their voices and needs should be given significant weight by leaders and policymakers along with those of parents, educators and decision makers on school safety.

- Students have civil rights that cannot, and should not, be violated by schools, especially when they interact with police. Students should:
    - Call/notify their parents before speaking with administrators about a serious discipline issue;
    - Call/notify their parents before they are interrogated by police.

- Schools should notify students and their families of their rights when it comes to school police. Police protocols should be transparent and widely shared. When schools or police violate students' civil rights, they should be held accountable for their actions.

- Students should share their experiences with their families and other adults about their schools. Research shows that many parents and adults are unaware of hostile learning environments, conditions faced by students on a daily basis and conditions negatively impacted by police. The harm school police cause (assaults, microaggression, use of excessive force) often go under- and unreported to caring adults.

Mental health professionals are the best way to prevent school violence, not school police

- In the wake of school shootings, majority White schools tend to receive mental health supports, while Black and Brown schools receive more police and surveillance. This difference in approach to school safety is rooted in racist stereotypes that deem youth of color as more dangerous and criminally prone. This is despite the fact that school shootings most often occur in majority-White schools.

- Students who commit school shootings have mental health issues that are best addressed by mental health professionals. Schools should have more psychiatrists and counselors that help struggling students before they make a wrong decision that impacts themselves and others.

- School police are not trained to be mental health professionals. Contrary to public belief, police overwhelmingly receive no additional training to work in schools or with youth.

School police harm youth of color and funnel them from school into the criminal justice system

- Data confirms that having police in school leads to youth of color being referred to law enforcement and arrested in schools more than White students for similar behavior. This is racist and leads to youth of color being pushed out of school and into prison.

- Nationally, Black and Latinx youth made up over 58 percent of school-based arrests while representing only 40 percent of public school enrollment. In school, Black students are twice as likely to be referred to law enforcement or arrested at school than their White peers for similar behavior. After being arrested, these students suffer emotional

trauma, lose time at school, and course credits.

- Sadly, school districts don't hold school police accountable when they assault or harm Black and Brown students. Even when video footage exists, school police are rarely fired or removed from schools for excessive use of force against youth of color.

- The presence of police in school means that undocumented students and their families are also at risk of being deported if they are arrested on campus.

- As a strategy that does not prevent mass violence, the presence of police in schools pushes students out of class and into jail, especially youth of color. It is critical that school districts stop spending millions of dollars on school police and fund things that will make young people safe.

Students should work with parents to transform schools into safe and supportive learning spaces

- Youth and families are powerful when they work together; they can make real change in schools. They are able to share their experience and advocate for their vision of safe and supportive schools.

Messages for Educators

As educators, you are key to creating safe and supportive schools where students can succeed in and beyond the classroom. Schools should provide the resources educators need to build strong relationships with students and their families, and provide student supports that keep schools safe.

Proactive strategies to safety support student success and are more effective than school policing

- All students deserve to attend schools where they are safe, supported, and respected.

- Parents, students and school leaders agree that the best way to keep schools safe is by improving school climate and preventing mass violence before it occurs. Students, educators and law enforcement agree that the most effective way to do this is by surrounding students with caring adults, providing them with the mental health resources they need like counselors and building strong communities within the classroom.

- To keep students safe, districts must use proactive strategies like restorative justice, rather than reactive strategies like school police. These strategies maintain school safety by addressing the underlying root causes of student behavior and target mental health supports to students before they consider violence. They also create community within the classroom and help build relationships between students and adults.

- School districts like those in Denver, have successfully implemented restorative justice programs and have seen a reduction in violence and school-based arrests and a reduction in suspensions and expulsions.

- Proactive strategies like additional student supports, mental health professionals and restorative justice programs have been shown to improve academic outcomes, reduce chronic absenteeism and reduce suspensions and expulsions. Proactive strategies do

not increase the workload of teachers and builds community with schools.

Students, parents and law enforcement prefer proactive and solution-oriented safety strategies

- Parents, students and law enforcement agree that police should not be involved in routine discipline issues. Law enforcement prefer not to be involved in routine classroom issues and schools should develop clear guidelines as to what necessitates the involvement of a police officer.

- Schools should develop clear guidelines on what constitutes a crime, necessitating the involvement of law enforcement and what constitutes a discipline issue that can be handled by school administration. Schools should be proactive in educating students, families and teachers on these policies.

- When a student has discipline issues, parents overwhelmingly prefer that they be notified/called first, rather than involving law enforcement.

How to Respond: School Policing Point & Counterpoint

As the 20th anniversary of the 1999 Columbine High School shooting approaches in 2019, it is critical that Advancement Project's national office and its partner organizations work to help change the narrative on school policing. The following documents provide counter-arguments to common rationales for increasing the number of police officers in school.

Their point:

Since Columbine, police in schools have prevented mass shootings

Our counterpoint:

In the years following Columbine, over 10,000 police officers were placed in schools. Two decades later, school police have largely failed to prevent school shootings. Instead, they've arrested over one million kids, mostly students of color, for routine behavior violations. Since Columbine, 141 people have been killed in mass murders at a school. At a time when state education budgets face real constraints, funneling millions of dollars into policing (police, surveillance cameras, drug-sniffing dogs, Tasers) diverts critical resources away from the classroom and student supports.

Their point:

Trained and armed police officers/security guards deter violence and criminal activity

Our counterpoint:

Armed police and security have failed to prevent mass shootings in schools or college campuses, including those in Newtown, Connecticut, and Parkland, Florida. Studies also show that as schools increase their use of police, they record more crimes involving weapons and drugs and report a higher percentage of their non-serious, non-violent crimes to law enforcement. Research shows that school officials on campuses with regular police presence are more likely to rely on law enforcement to respond to school infractions.

Their point:

School police de-escalate dangerous and potentially violent situations

Our counterpoint:

School police are not experts in de-escalation. We know that the single largest block of police training relates to use of force – an average of just over 120 hours nationally. Police get on average only eight hours of de-escalation and conflict avoidance training in police academies. As a result, police are more likely to escalate student interactions. Between 2011 and 2016, there were at least 87 incidents of school police using stun guns on kids for a range of behaviors. Numerous police assaults on young people captured on video like those in Spring Valley, South Carolina, illustrate how police officers may actually escalate discipline issues.

Their point:

If a gunman attacks, school police will respond quickly and save critical minutes between a 9-1-1 call and dispatchers mobilizing police

Our counterpoint:

By the time a student obtains a weapon, develops a plan to harm others and executes it, it is too late. Investing in reactive strategies like policing almost always leads to loss of life and irreversible student trauma. It's important that schools use proactive strategies like restorative justice. These strategies maintain school safety by addressing the underlying root causes of student behavior and target mental health supports to students before they consider violence.

Their point: School police are well suited to work with students as mentors and educators

Our counterpoint:

According to the Strategies for Youth survey, state police academy recruits receive on average only 3.5 hours of training on juvenile-justice issues. This includes no training on youth development and psychology, demographic issues, or cultural influences. Though school police exist in every state, only 12 states require specialized training for officers who are assigned to schools. That means police assigned to schools are not specially trained to deal with young people. Schools should invest in hiring more teachers and support staff like counselors and social workers, who are trained education professionals.

Their point: School police generally treat all students the same

Our counterpoint:

National civil rights data from the U.S. Department of Education indicates that school policing mirrors racial discipline disparities that result from adult bias and discriminatory actions. Despite no differences in behavior, Black students were more than two times as likely to receive a referral to law enforcement or be subject to a school-related arrest as White students in the 2013-14 school year. Black students accounted for 16 percent of students enrolled in public schools but 33 percent of arrests in those schools. Schools that are predominately Black and Latinx are also more likely to have a police presence. In the 2013-14 school year, 74 percent of Black students were enrolled in schools with an on-site officer.

Their point: Police in schools make students feel safer

Our counterpoint:

Rather than making students feel safer, police in schools often create hostile environments for students and strain relationships between students, educators and law enforcement. With more metal detectors, surveillance cameras, pat-downs, drug-sniffing dogs, Tasers, and other security measures, students feel alienated, distrust others and are more likely to act out. Students who feel alienated from adults in school are also less likely to report serious safety concerns, like weapons on campus, making it harder for adults to intervene in potentially dangerous situations.

Their point: Because police secure campuses, youth are better able to learn

Our counterpoint:

Police in schools actually widen the achievement gap and disproportionately harm Black and Brown youth. Even when controlling for socio-economic status and behavior, students of color are more likely to be arrested in school than White students for their first disciplinary violation. Broad, discretionary offense categories like “disorderly conduct,” “disrespect of authority” or “disobedience” are mainly in the eye of the beholder and allow implicit and explicit racial biases to influence the decision to arrest. The disproportionate arrests affect Black and Brown students’ ability to succeed in school and widen the achievement gap between these students and their White classmates.

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