DIGNITY IN SCHOOLS

COMMUNITY

NOT COPS

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DEAR READER,

Since we first called publicly for the full removal of all police from schools in 2016, we as the Dignity in Schools Campaign have seen this movement grow tremendously. Across the country, minds are changing, budgets are being reconsidered, campaigns are winning and power is shifting. Never has it been more clear: we need police-free schools, and we already have what it takes to make it a reality.

Yet, we continue to see the violence against students by school-based officers and local police that come into schools. We know police do not make schools or the communities they are in any safer. We have the evidence that shows it puts students in further jeopardy of being pushed out of school and being harmed physically and emotionally.



What we need now is real accountability and community power. We stand with those across the country that are calling to defund the police, and for some of those funds to go towards quality education for all students. Funds that are currently paying for SROs and other police in schools must be reinvested in what actually makes schools safe.

Community Not Cops is built off of the work that Dignity in Schools Campaign members have been doing to build real safety in their schools and communities. Their organizing is creating a cultural shift, transforming schools by addressing systemic and structural inequality, and shifting power to students and parents so they can determine what their needs are and what real safety looks and feels like for themselves.

Ruth Idakula
Program Director, Dignity in Schools Campaign



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1 REMOVE ALL LAW ENFORCEMENT FROM SCHOOLS

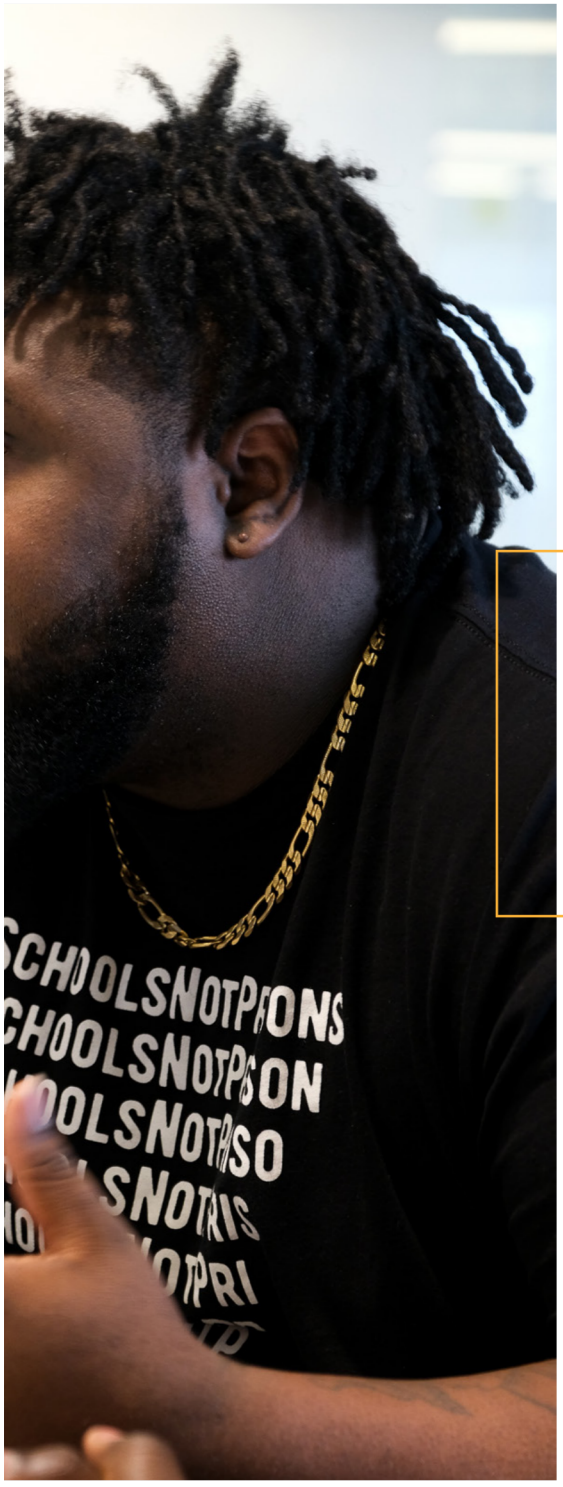
We are calling for removal of all law enforcement personnel from schools. This includes, sworn officers (and unsworn if they are armed security), state or municipal police officers, school police officers, school resource officers (SROs), sheriff's deputies, parole and probation officers, tribal officers, truancy officers, ICE officers or other immigration officials, armed security guards and any other law enforcement or armed personnel assigned to be present on a regular basis in schools, such as police with school property on their regular patrol. All federal, state and local funding that went to law enforcement in schools must be invested in creating truly safe and welcoming schools.



CREATE SAFE SCHOOLS THROUGH POSITIVE SAFETY AND DISCIPLINE MEASURES 2

Rather than using police, school staff should be trained on how to ensure safe and positive school climates. Instead, community intervention workers, peacebuilders, behavior interventionists, transformative or restorative justice coordinators and practitioners, school aides, counselors and other support staff should be hired and funded to prevent and address safety concerns and conflicts. These staff can monitor school entrances and ensure a welcoming environment, respond to the root causes of conflict and disruptive behaviors, prevent and intervene to stop tension amongst students and staff and address students' needs.

SUMM



3 RESTRICT OUTSIDE LAW ENFORCEMENT FROM BEING CALLED INTO SCHOOLS

In addition to ending the practice of having law enforcement stationed in and around schools, schools must be prohibited from calling any law enforcement into schools for school discipline-related incidents and other reasons listed below, with particular safeguards in place to ensure that students' rights to education and dignity are protected.



Visit www.dignityinschools.org for more resources on alternatives to police in schools and building positive, safe and supportive school climates, including "A Resource Guide on Counselors Not Cops: Supplemental Materials for DSC Policy Recommendations on Ending the Regular Presence of Law Enforcement in Schools."

MARY OF CNC

1 REMOVE ALL LAW ENFORCEMENT FROM SCHOOLS

COUNSELORS NOT COPS POLICY RECOMMENDATIONS

Remove all law enforcement personnel that are assigned to be present on a regular basis in and around a school during school hours and any school-run activities in the building. This would prohibit a regular presence, such as being stationed full or part-time in a school or set of schools, making daily or weekly visits, or the inclusion of a school in an officer's regular patrol, and would require an end to any contracts or MOUs between law enforcement agencies and schools to provide services on school property. This includes School Resource Officers (SROs), police, security officers and any other law enforcement or armed personnel that meet the following criteria:



A Have the power to arrest, detain, interrogate, question, perform a custodial investigation, refer a person to juvenile or criminal court, fine or ticket students on municipal code, juvenile, criminal or immigration-related matters, an/or have the power to punish youth for violations of probation or parole.

B Carry any type of weapon, including but not limited to a firearm, baton, taser, rubber bullets, bean bags, mace, pepper/OC spray, and/or carry handcuffs or other forms of restraint.

C Report to, are certified by, or receive training from a police department, including personnel who can report students to a gang database or other police databases.

D Anyone considered under state law to meet the definition of law enforcement.

E Unarmed private security guards who are contracted out and are not school staff.

SCHOOLS SHOULD ALSO PROHIBIT ANY SCHOOL STAFF OR OTHER PERSONNEL ON SCHOOL GROUNDS FROM CARRYING THE WEAPONS DESCRIBED ABOVE.

ALL FEDERAL, STATE AND LOCAL FUNDING STREAMS THAT PREVIOUSLY WENT TOWARDS THESE LAW ENFORCEMENT ROLES SHOULD BE REINVESTED IN BUILDING TRULY SAFE AND WELCOMING SCHOOLS, IN PARTICULAR THE STAFFING AND STRUCTURES DESCRIBED IN SECTION TWO OF THIS PLATFORM.

[1]For the purposes of these recommendations, "in and around" is meant to encapsulate the criminalization by law enforcement that specifically targets students while they are coming in and out of school.

[2]Law enforcement includes sworn officers (and unsworn if they are armed security), municipal police officers, school police officers, school resource officers (SROs), sheriff's deputies, parole and probation officers, tribal officers, truancy officers, ICE officers or other immigration officials and armed security guards.

[3]Schools may hire staff that they give the title "security guard" or other similar designation with a connotation of law enforcement. While our recommendations do not prohibit a staff member from having this title and some responsibilities including monitoring entrances or intervening in conflicts, we strongly recommend reframing this position into something like a Community Intervention Worker or other title that signals to the staff and the students that they are not affiliated institutionally or professionally with law enforcement, will not be criminalizing students, and are part of building a positive, human-rights-centric school community.

2 CREATE SAFE SCHOOLS THROUGH POSITIVE SAFETY AND DISCIPLINE MEASURES



Create safe and supportive climates for learning by building relationships with students, getting to the root of problems in the school and surrounding community, and preventing and addressing safety concerns in a way that protects the health, well-being and human rights of students, parents and staff.

States, districts and schools should shift resources away from practices and staffing that criminalize students, and invest in positive approaches and school staff funded through the core education budget, including:

A **Employing staff trained to ensure safe and positive school climates, such as community intervention workers, peace-builders, transformative or restorative justice coordinators, behavior interventionists, school aides, counselors, non-teaching assistants, and other support staff. (See the Resources Guide for further definitions of different staff roles and practices.) Roles for these staff include:**

Help prevent and address safety concerns and conflict;

Monitor school entrances and ensure a welcoming environment;

Respond to the root causes of behavior by meeting students' individual needs including mental, physical, and social needs like counseling, referrals to services, modeling culturally affirming social and emotional skills, and by being a caring adult who can provide general support for students;

Prevent and intervene to stop tensions among students through restorative and transformative justice and other non-punitive practices; and

Provide opportunities for "safe surrender" of weapons brought to school for self-defense;

Work with the members of the school community to create a school safety plan, including a plan for evacuation should the need arise, and ensure all staff are trained to carry out the plan.

B **Providing ongoing training and support for all school staff in positive approaches to school climate and discipline, including the following topics:**

Restorative and Transformative justice practices;

School-Wide Positive Behavioral Interventions and Supports and/or other positive approaches to school climate and discipline being used in the district.Culturally responsive trauma-informed practices;

Child and adolescent development and psychology;

Conflict resolution and peer mediation;

De-escalation techniques;

Violence prevention, intervention, and truce-building strategies;

Bias-based and sexual harassment and sexual violence;

Working with youth with disabilities or physical, emotional, or mental illnesses;

Working with LGBTQ and gender non-conforming youth;

Cultural competencies (including understanding and addressing racism, sexism, homophobia, transphobia, ableism, adultism/ageism, and other implicit and explicit biases);

The impacts of arrest, court, detention, incarceration and/or deportation on youth life chances;

Effective strategies for building safe schools without relying on suppression;

C **Promoting youth and parent leadership within the school through leadership councils that have an integral role in creating, implementing, monitoring and evaluating safe and supportive school climates. This may include serving as restorative justice facilitators in the school, ensuring there are trainings for all parents, students and community members to fully understand how positive alternatives are being implemented and who is responsible for different aspects of maintaining a positive school climate, and monitoring any data on interactions with law enforcement and the school.**

D **Developing district-level structures, such as a Student and Teacher Supportive Services Department, that will:**

Coordinate support staff, including counselors, social workers, nurses, dropout prevention coordinators, community intervention workers, peacebuilders, behavior interventionists, parent coordinators and others, who are working to promote safe and positive school environments and address the root causes of problems; and

Monitor implementation and provide support and coaching for schools that are struggling to implement these practices.

E **Intentional recruiting of Black and Latino administrators, teachers, school safety and support staff trained in the positive approaches above to ensure that school staff reflect the communities in which they are working.**

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[4]Whether these roles are school-based staff or employed by community-based organizations or government institutions, they must be consistently funded and considered a permanent part of the school community.

[5]These staff should be protected by all applicable labor laws, including overtime pay where applicable, and should not be expected to perform these duties outside of their paid hours.

[6]Each school must determine what their needs are in terms of supportive school staff, which may include both guidance counselors and therapeutic counselors, social workers, therapists, psychologists, substance abuse counselors, and other mental health professionals. All of these roles are meant to address the root causes of issues impacting students and the larger school climate, and must be culturally affirming and non-criminalizing in their approaches.



CNC

In addition to ending the practice of having law enforcement stationed in schools, districts and schools must ensure that police are not criminalizing students by coming into schools to respond to school discipline related incidents, non-school related incidents or other activities listed below. These restrictions must be codified by law, policy, binding legal agreement or other enforceable structures that provide accountability and opportunity for community monitoring and oversight. These could include a combination of some or all of the below:

State-level laws or policies limiting the role of police

District-level policies set by the city or school board, including changes to the code of conduct

Changes to municipal police policies Legally binding agreements drafted by the community outlining requirements of police

Inclusion of specific policies related to schools in community policing agreements

These laws, policies or legally binding agreements should be publicly available and shared with all school personnel, students, parents/guardians. All school administrators, teachers and other staff should be trained on the policies and protocols to ensure that they understand the restrictions on calling police.

3 RESTRICT OUTSIDE LAW ENFORCEMENT



FROM BEING CALLED IN TO SCHOOLS

These laws, policies or legally binding agreements should include the following protections:

Prohibiting schools from calling local police precincts or other outside law enforcement for disciplinary matters and listing specific behaviors for which police cannot be called, including but not limited to the following behaviors as listed in our DSC Model Code on Education and Dignity[7]:

Disorderly conduct;

Trespassing or loitering;

Insubordination/defiance;

Profanity, verbal abuse and/or harassment;
Vandalism and/or graffiti;

Failure to wear or correctly wear school uniform or follow policies regarding clothing;

Possession of a prohibited item that does not violate the penal code (i.e. cell phones);

Being late, cutting class, absenteeism or truancy;

Fighting that does not involve a deadly weapon or threat of serious physical harm to a member of the school community;

Perceived drunkenness or intoxication;

Participation in protests, demonstrations or other political activities;

Possession of markers, pens, black books or other items that are alleged "graffiti tools;"

Possession of drugs or alcohol for personal use;

Possession of a tool that is not intended as a weapon—such as a nail clipper or file, small pen knife, butter knife, toy gun, pepper spray, etc.; and

Alleged or witnessed association with a neighborhood or crew/gang (including verbally, through graffiti, through clothing or hand signs).



B Prohibiting law enforcement from approaching, interrogating, questioning, fining, ticketing, responding to warrants, or arresting students on school grounds for non-school related incidents. This includes municipal police officers, sheriff's deputies, parole and probation officers, tribal officers, truancy officers, ICE officers or other immigration officials and any other law enforcement.



C Ending qualified immunity for law enforcement officers ensuring that personnel who assault or harass students face accountability directly.



D Collecting and reporting data on all police interactions with students, including calls to police for services, referrals to law enforcement, school-based arrests, tickets and summonses, disaggregated by student sub-group, including race, gender, ability, ELL status, and other sub-groups relevant to the school community. The data should be made publicly available and accessible, including through posting data on school districts' websites and translating data reports into all the languages represented in the school community, with the usual safeguards for student privacy.

[7] Although municipal and state penal codes may allow for arrest, fines and other court involvement for the behaviors listed below, such actions undermine positive school climate, student attendance and achievement. Further, municipal and state penal codes often contain clear provisions that encourage community diversion by law enforcement officers. School personnel, in partnership with community diversion organizations – not police – must develop positive behavioral interventions and supports to address the typical adolescent behaviors listed.

MEMBER LIST

Demand2Learn/ACLU of Arizona, Phoenix
A Black Education Network, San Jose
ACLU of Northern California, San Francisco
ACLU of Southern California, Los Angeles
Black Organizing Project, Oakland
Black Skeptics Los Angeles, Los Angeles
Black Students of CA United, Fresno, CA
CADRE, Los Angeles
California for a World BEYOND War
Canvass for a Cause, San Diego
Children's Defense Fund, California
Coleman Advocates, San Francisco
Dignity in Schools-CA Chapter
Labor/Community Strategy Center, Los Angeles
National Center for Youth Law, Oakland
Public Counsel Law Center, Los Angeles
Restorative Schools Vision Project, Sacramento
RYSE Center, Richmond
San Francisco Youth Commission, San Francisco
Youth Justice Coalition, Los Angeles
Breaking Our Chains, Denver
Padres & Jovenes Unidos, Denver
School Justice PSD
Hearing Youth Voices, New London, CT
Advocates for Justice and Education, Inc
American Civil Liberties Union of the Nation's Capital
Black Swan Academy
Center for Law and Education
Critical Exposure
Lawyers' Committee for Civil Rights Under Law
National Women's Law Center
Restorative DC- School Talk
Discriminology, Sarasota
Fanm Saj, Inc., Miami
Power U Center for Social Change, Miami
SOUL Sisters Leadership Collective, North Miami
Atlanta Community Engagement Team, Atlanta
Deep Center, Savannah
Gwinnett STOPP, Gwinnett County
Blocks Together, Chicago
COFI/POWER-PAC, Chicago
Parents Across America, Chicago
Project NIA, Chicago
The Woman of God's Design Ministry, Chicago
Black Man Rising, New Orleans
Center for Ethical Living and Social Justice Renewal, New Orleans
Community Education Project of New Orleans
Families and Friends of Louisiana's Incarcerated Children, New Orleans
Maryland Coalition to Reform School Discipline, Baltimore
Boston-area Youth Organizing Project, Boston
The EdLaw Project, Boston
Pa'lante Restorative Justice, Holyoke
Youth on Board/Boston Student Advisory Council, Boston
DWH Inspires, Ypsilanti
Student Advocacy Center of Michigan, Detroit, Jackson, Ypsilanti
Koinonia Leadership Academy, Cottage Grove
Midwest Center for School Transformation, Brooklyn Park
Minnesota Parent Union
Standing Together And Never Divided UP (S.T.A.N.D. UP)
Uplift MN, Saint Paul
Action Communication and Education Reform, Inc., Duck Hill
Activists with a Purpose Plus, Grenada, MS
Countywide Family Development Cetner, Laurel, MS
Fannie Lou Hamer Center, Eupora, MS
Legacy Education and Community Empowerment Foundation, Forest, MS,
MS Youth Technology and Education Corps, MS
Nollie Jenkins Family Center, Lexington, MS
Southern Echo- Jackson, MS
Southern Poverty Law Center- Jackson, MS
Sunflower County Parents and Students, Indianola, MS
Tunica Teens In Action, Tunica County, MS
H.E.R.O.S. Advocacy Group, Las Vegas
Parent Education Organizing Council, Paterson
Paterson Education Fund, Paterson, Paterson
SOMA Black Parents Workshop, Maplewood
Statewide Education Organizing Committee, Trenton/Jersey City
Center for Community Alternatives, Brooklyn/New York City/ Rochester/Syracuse
Children's Defense Fund – New York, NY
Desis Rising Up and Moving, Queens
Dignity in Schools – NY Chapter, New York
Girls for Gender Equity
Make the Road New York, Brooklyn/Queens
NAACP Legal Defense and Educational Fund, New York
New Settlement Parent Action Committee, Bronx
Partners for Dignity & Rights (formerly NESRI), New York
Sistas and Brothas United, Bronx
Teachers Unite, New York City
Unchained, Syracuse
Education Justice Alliance, Wake County
Hannah Ruth Foundation, Carrboro
Parents Organized for Public Education (POPE), Guilford Count
Village of Wisdom, Durham
Youth Organizing Institute, Durham
Racial Justice NOW!, DaytoN
West Dayton Youth Task Force, Dayton
Portland Parent Union, Portland
Resolutions Northwest, Portland
ACLU of Pennsylvania, Philadelphia
Education Rights Network, Pittsburgh
Lehigh Valley Stands Up
School Discipline Advocacy Services, Philadelphia
Young Voices, Providence
South Carolina Appleseed, Columbia
Stand for Children – Tennessee
Excellence and Advancement Foundation, Austin
Save the Kids, Houston
Texas Appleseed, Austin
Intercultural Development Research Association
Advocates for Justice – Henrico Coalition, Sandston
Advocating for Kids, Norfolk
Elite Educational Consultants- Chesterfield
I Vote for Me, Henrico
Prom Bring It/Go High Corp, Glen Ellen
Strategic Litigation Consultants, Richmond
Tenants and Workers United, Alexandria
The Virginia Coucil on LGBTQ, Richmond
Mom's Rising, Belleview
Our Future West Virginia, Charleston
Freedom Inc, Madison



LET'S STAY CONNECTED

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