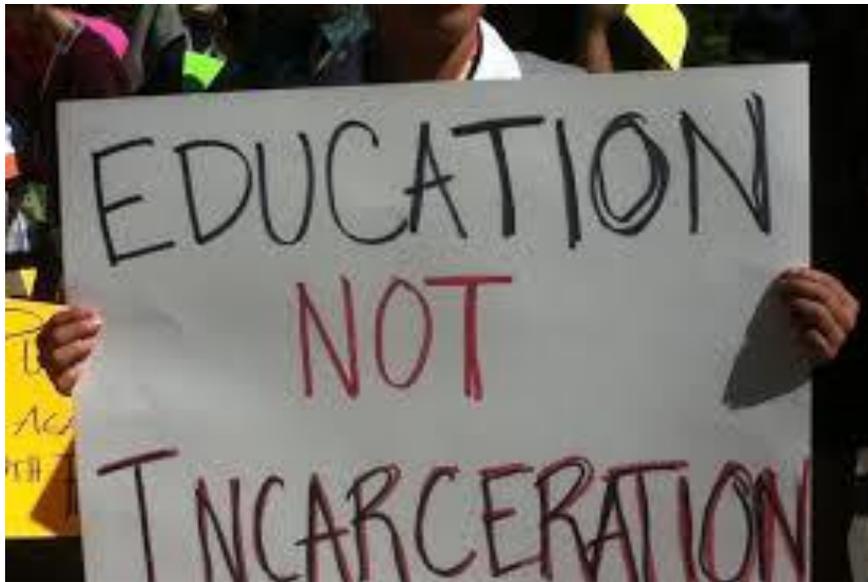


STUDENTS & COMMUNITY POSITIVE SCHOOL INVESTMENTS PLAN

POLICE FREE DISTRICT



JUNE 25, 2020

Sacramento City Unified School District **Challenge**

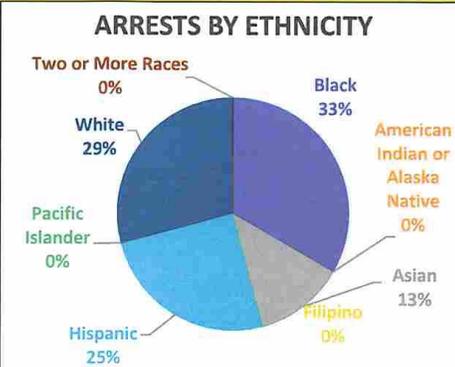
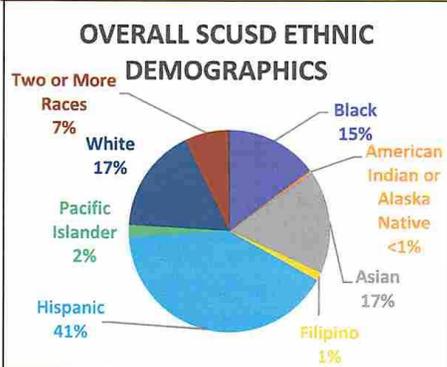
Over the past three years, students, parents, and community organizations have advocated to end the school-to-prison-to-deportation pipeline in our Sacramento City Unified School District (SCUSD) by terminating the District's contract with law enforcement and instituting an Alternative Safety Plan.

There is currently limited rigorous evaluative research on whether having a police presence in schools increases safety (Martinez, 2018). Recent report by West Ed looks at 40 years of evaluations of school policing, showed no positive impact on school crime or delinquency. This is what we do know. For the Sacramento City Unified School District, in 2019, Black students made up 15% of the student population but 32% of all arrest. All arrests made were made in 12 out of 75 schools. In fact, 70% of arrests are made in 4 schools (Hiram Johnson, Rosemont, Luther Burbank and John F Kennedy). A student attending one these 4 schools was 5.4 times more likely to be arrested than if they attended any of the other high schools. These are the facts.

In addition, SCUSD has spent millions of dollars to fund a contract with the Sacramento Police Department to place School Resource Officers (SROs) on school campuses. While there is no reliable research that shows significant benefits from SROs, there are a number of studies that describe how a regular police presence in schools results in more student arrests and citations for non-violent offenses that would otherwise be addressed by school personnel, disproportionately impacting students of color and students with disabilities. Sacramento students, parents, and community members have shared countless personal stories and national data about the negative implications that police presence in schools has on students of color and have urged the district to invest in academic and mental health counselors, social workers, bilingual staff, and student supports, not more cops. The Sacramento PD already receives more than half of the City's budget, and at a time when SCUSD is facing enormous budget cuts that will deeply impact our children's education, we cannot prioritize unnecessary spending on law enforcement over protecting these supportive staff positions.

Neither SCUSD nor Sacramento PD were able to provide data on School Resource Officers' interactions with students; the number and grounds of citations as well as campus arrests by race, ethnicity, gender, and special education. Concerns by parents and community members have been raised at community workshops and Board meetings about police officers violating students' rights and not advising parents before an interaction with students takes place.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT (SCUSD) 2019 ARREST DATA



⇒ Black Students made up 15% of the population but were 32% of SCUSD's arrests.*

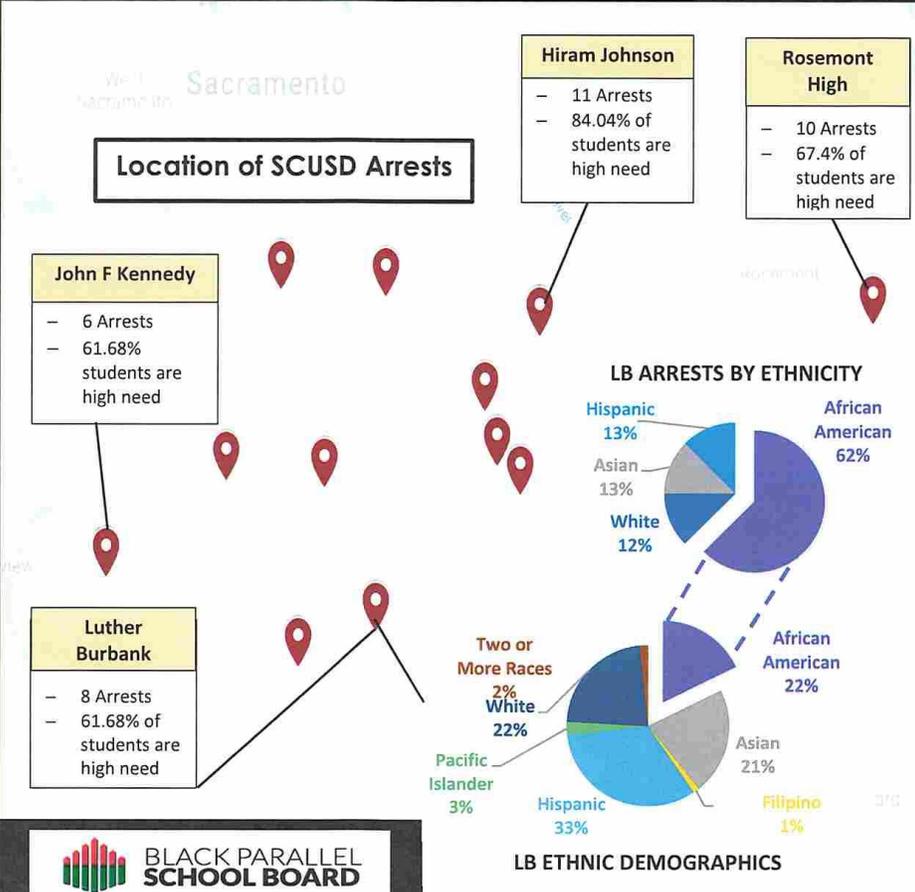
⇒ Out of 50 total arrests, 16 were of Black students.*

⇒ All arrests made in only 12 out of 75 schools.

⇒ 70% of arrests made in 4 schools: Hiram Johnson, Rosemont, Luther Burbank (LB), and JFK.

⇒ A student attending one of these 4 schools was **13.75 times more likely** than students in other schools to be arrested.

⇒ A student at one of these 4 high schools was **5.4 times more likely** to be arrested than if they attended any of the other 10 high schools.***



*Data provided by Sacramento Police Department.
 **Arrests of anyone over 18 years old not included in this data. However, 14 arrests did not include date of birth information, and were included in this data analysis.
 ***Excluding Sacramento Accelerated Academy, for which data was not readily available.

An Alternative Vision for School Safety

Many parents, teachers, and administrators in our District don't have an idea of what school safety can look like in the absence of police officers. Drawing on the ideas and research of organizations like Dignity in Schools, the ACLU, and the Black Organizing Project, **our community has a vision of safe, supportive campuses where students can find more caring adults and access the services that they need, administrators and teachers have clear alternative procedures for addressing disruptive behavior and potential/actual harm, and parents and the community are engaged with school safety on every campus.**

On July 17, 2019, we convened two community forums on the topic of school safety. The first forum was a conversation with students and the principal at Luther Burbank High School. The second was open to the public, and included parents, students, School Board members, and even two Sheriff's Deputies. Here is what we heard:

- **More trusted adults on campus, especially those who understand the students' life experiences**, incorporating teachers, campus monitors, and other adults. One opportunity is to find ways to hire monitors from within the local community, which might also help to retain them in place over time. There was also a clear call for more adults on campus to be adequately trained in cultural competency, restorative practices, etc. One interesting idea was to build in a student voice in hiring.
- **More adults (and youth) with the training and skills to support and counsel the students they encounter**. Many students (and the adults supporting them) expressed the need for access to counselors, social workers, mental health providers, nurses, and coordinator positions who can build long-term relationships with students, support them through their serious on- and off-campus challenges, and prevent violent incidents. Youth leadership and peer mentorship are also key strategies.
- **A healthy, positive school culture that empowers and engages students**. Participants clearly called for school communities to fully embrace restorative practices and train all staff and students in positive ways to address conflict.
- **Parent and family engagement as a key component of school safety**. This must include capacity for family members to quickly find staff who can communicate in the languages they speak, and systems so that families know who to approach and when their issues have been addressed.
- **A clear system of procedures and accountability that makes it transparent to all when and why police should be called**. This should include substantial District support to help schools update and localize their site safety plans with input from students, teachers, and families, along with Memoranda of Understanding with all relevant agencies that lay out procedures for emergency situations and also give administrators power to protect students.

Counselors Not Cops Coalition Nine Points Investment Plan

1. The entire SRO budget must be reallocated for school based and culturally responsive counselors, mental health workers, peacekeepers at school sites with the highest needs.
2. The school district should hire additional mental health staff. Counselors, social workers, and psychologists should be readily available to address both the academic goals and behavioral issues on the part of students. The emphasis should not be on punishment but should be focused on repairing relationships.
3. The District will establish an oversight and implementation safety committee to include majority students, teachers and community members.
4. Adopt and implement a new policy on how police interact with students, notifications and data reporting. Each year, the District will publicly report to the Board on the status of implementation and impact. In 2019, District staff prepare a revised BP5145.11 on questioning and apprehension and student contact with Law Enforcement. The proposal also included record keeping, data collection, data collection form, training and complaint process.
5. The school district and relevant law enforcement agency shall maintain annual publicly available data, without disclosing personally identifiable information, documenting the following: Number of incidents resulting in a juvenile arrest for conduct on school grounds or at a school-sponsored event, broken down by school; offense; arrestee' s age, grade level, race, sex, and disability status; and disposition/result; number of incidents resulting in other forms of law enforcement intervention including searches and seizures by police; questioning by police; issuance of a criminal citation, ticket, or summons; filing of a delinquency petition; and referral to a probation officer for juvenile conduct on school grounds or at a school sponsored event, broken down by school; offense or reason ; type of law enforcement intervention; juvenile's age, grade level , race, sex, and disability status; and disposition/result.
6. Change the job title of the District Safety officers to School Climate Officer. The School Climate Officer will support all school sites to revised school safety plan and support the implementation of police free schools and restorative practices. Also, School Climate Officer will develop and implement a matrix and protocols for the District on interaction with police.

7. Hire campus monitor and peacekeepers from the community and the parents and students participate in the hiring process. Staffing decisions would rest with each school and could include aides, paraprofessionals, coordinators, and teachers.
8. Mandate training for all staff person on the new policies and regulation regarding school climate and interaction with police. Also, the District will provide mandatory professional development in the area of School Wide Positive Behavior Interventions & Supports; Restorative Practices; implicit bias; and cultural proficiency.
9. Implement a new training curriculum for peacekeepers/school climate specialists to support their new practices, culturally responsive de-escalation, working with students with disabilities, mental health roles, emphasizing trainings in restorative justice, trauma-informed health first aid, equity and bias mitigation, and Title IX procedures. Increase collaboration between peacekeepers/school climate specialists and special education, behavioral health and mental health staff

The Coalition

The community coalition of Brown Issues, Black Parallel School Board, Blacks Making a Difference, Hmong Innovating Politics, Sacramento Area Congregations Together, Self Awareness & Recovery, Public Advocates, Sacramento City Teachers Association, and the Cooper-Woodson College Enhancement.