



PLATFORM FOR POLICE FREE SCHOOLS

*THE CALIFORNIA STATEWIDE
YOUNG PEOPLE'S TASK FORCE
ON POLICE FREE SCHOOLS*

PUBLISHED: SEPTEMBER 2022



THE YOUNG PEOPLE'S TASK FORCE

During the summer and fall of 2021, sixteen youth leaders convened as the statewide Young People's Task Force on Police-Free Schools to develop the following Vision and Platform for Police-Free Schools. The vision and platform are intended to serve as a bottom-up, community-driven framework for creating holistic and liberatory schools that are completely free of police in body and mind. The platform includes detailed demands and solutions adapted from the [Dignity in Schools Campaign California State Policy Framework for Abolishing Police in Schools](#) and many local and regional campaigns for police-free schools across California and the nation. The sixteen youth leaders on the Task Force represent organizations and communities across California.

Organizations and communities represented on the Task Force include: ACLU of Southern California Liberty Squad (Los Angeles), Black Parallel School Board (Sacramento), Brothers, Sons, Selves Coalition (Los Angeles County), Californians for Justice (Fresno and Oakland), Coleman Advocates for Children and Youth (San Francisco), Communities Organized for Prophetic Engagement (San Bernardino), Dolores Huerta Foundation (Arvin and Bakersfield), Fresno Barrios Unidos (Fresno), Genders and Sexualities Alliance Network (Richmond, Long Beach, and Irvine), MILPA Collective (Salinas), and Students Deserve (Los Angeles)

VISION FOR POLICE FREE SCHOOLS

WE ENVISION AND DEMAND SCHOOLS:

- That are completely free of police in body and mind, with no school police in any shape or form—no compromises, no hybrids, no substitutions, no armed security or actors, no law enforcement contracts or agency collaborations, including any contracts and collaboration with local, county, state, and federal police, probation, immigration, and other any law enforcement agencies.
- That are rooted in unity, freedom, and happiness and grounded in the goodness of liberation, with the right amount of victory, a hint of love, and the crunch of strength.
- Where we act with compassion and understanding rather than punishment and criminalization and we invest in resources, services, and programs and center restorative and transformative justice practices to prevent and resolve issues in the first place.
- Where we reimagine safety and justice, free from police, punishment, and school cultures and practices that suppress and criminalize Black, Indigenous, Trans, Queer, Undocumented, Migrant, and Systems-Impacted youth and youth with disabilities.

- Where we, the students--especially Black, Indigenous, Trans, Queer, Undocumented, and Systems-Impacted students, and students with disabilities--feel safe and welcome by diverse school staff who look like and represent us.

- That invest in the wellness of students by funding staff and resources, such as full-time counselors, psychologists, behavioral therapists, health care practitioners, resource centers focused on mental, healing justice, and services and resources that adequately meet the needs of students and parents on every campus and school community

- That train and hold teachers and staff accountable to create safe, hate-free, pro-LGBTQIA+, and anti-racist schools without relying on policing and punishment

- That provide and uplift liberatory education, holistic development, relevant curriculum, and cultural wealth for students--especially Black, Indigenous, Trans, Queer, Undocumented, Migrant, and Systems-Impacted students, and students with disabilities--to reach our full potential and live in our full identities

- That provide safe and brave spaces, including physical spaces on campus, where we as students can share our feelings, talk about what we're learning, what we're going through, and how we feel about the adults in our schools, and not only focus on academics.

- That create programs for high-needs youth where they feel welcome and where there's someone there to support them



PLATFORM POINTS

1. Eliminate, Dismantle, Disband, and Disarm All Forms of Police and Policing in Schools
2. Uproot School Cultures and Practices of Punishment, Suppression, and Criminalization
3. Document and Mandate Detailed Data on Policing, Punishment, and Criminalization in Schools
4. Reimagine School Safety and Prioritize Student, Family, and Community Wellbeing and Care
5. Redesign and Redefine the Purpose and Practices of Schools to Focus on Liberatory Education
6. Reinvest: Defund Policing, Punishment, and Criminalization and Reinvest in Services and Supports to Thrive
7. Repair: Provide Reparatory Justice for Students and Families Impacted by School Policing and Criminalization

DEMAND 1

Eliminate, Dismantle, Disband, and Disarm All Forms of Police and Policing in Schools

The State of California and all local districts and schools must eliminate all forms of police and policing in schools, including:

- Eliminating school police in any shape, name, uniform, or form—no compromises, no hybrids, no substitutions, no armed security, staff, or individuals, no law enforcement contracts or agency collaborations
- Ending any and all contracts and collaboration with local, county, state, and federal police, probation, immigration, and any other law enforcement agencies.
- Demilitarizing school campuses and cultures, including the elimination of any armed personnel and the use of any weapons, including firearms, tasers, and chemical weapons, against students.
- Eliminating school-related police patrols and police stations within a half-mile radius of school campuses.



The Governor, State Superintendent of Public Instruction, State Board of Education, and California Legislature must:

- Disband school police by revoking the statutes that authorize school police and that compel their involvement in schools and must reject any repackaging or substitution of school police with school-based law enforcement of any kind, especially probation¹.
- Provide state guidelines, mandates, and guidance on ending the use of and reliance on law enforcement in schools and reimagining school safety without police, policing, or law enforcement.
- Support local efforts to completely eliminate school police and law-enforcement collaboration in any form and must support efforts to prevent districts and schools from replacing school police officers with law enforcement officers or security personnel from any other agencies or private firms.
- Provide moral and political leadership to schools, districts, and other educational institutions realize police-free schools.

¹ Adapted from Open Letter to Governor Newsom from Dignity In Schools Campaign California, available at: <https://dignityinschools-ca.org/wp-content/uploads/2020/07/Final-Governor-Open-Letter-DSCCA.pdf>



DEMAND 2

Uproot School Cultures and Practices of Punishment, Suppression, and Criminalization

- ***The State of California and all local districts and schools must:***
 - Eliminate and uproot the cultures, policies, and practices that punish, suppress, and criminalize students, in particular Black, Indigenous, Trans, Queer, Undocumented, Migrant, and Systems-Impacted students, and students with disabilities.
 - Eliminate and uproot the culture, mentality, and practices of policing and punishment from all adults on school campuses, including teachers, administrators, and support staff.
 - Provide support for teachers to thrive and build positive, meaningful relationships with students, in particular Black, Indigenous, Trans, Queer, Undocumented, Migrant, and Systems-Impacted students, and students with disabilities. Reinvest funding from the elimination of school police towards support for students and teachers to build relationships, including mental health, wellness, and healing resources.
 - Eliminate the practice of police visiting classrooms and school campuses and other programs, such as the California Police Activities League, and propaganda that promote the culture and profession of policing with students.

- Recognize and name that school policing is rooted in anti-Blackness, part of the legacy of structural anti-Black racism, and a strategy for social control, mass incarceration and psychological warfare against Black communities.

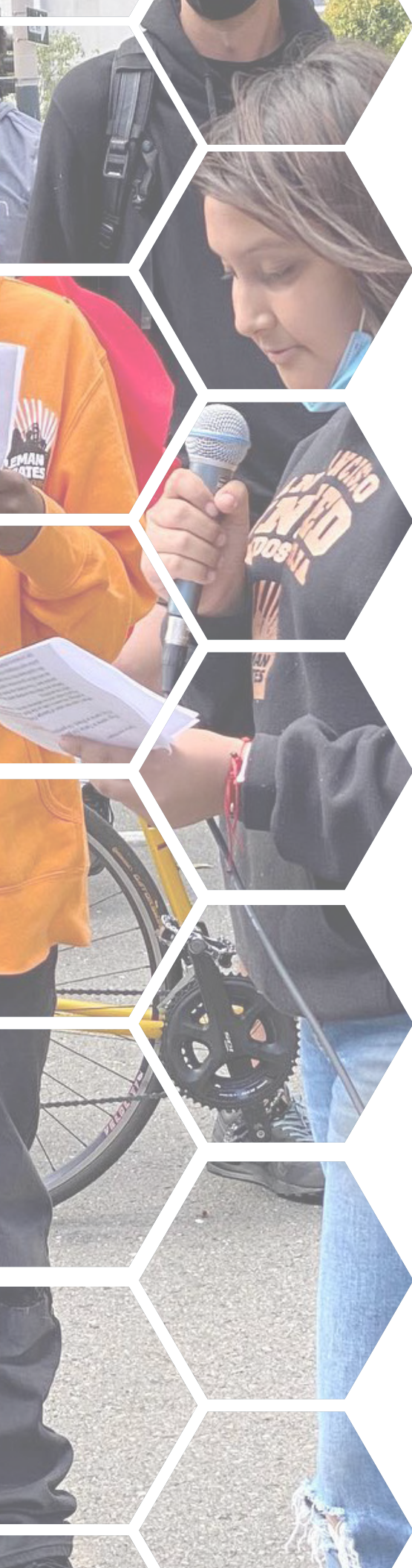
- Recognize that the practices of suspension, expulsion, and any other disciplinary measures that remove students from school or the classroom are forms of policing and punishment and antithetical to the free and equitable opportunity to learn¹.

- Declare schools as sanctuary spaces free from police and policing and recognize students have the right to go to school in environments that are not like prisons. Educate students about their rights to learn and thrive in safe schools free from police and policing.
- Revise policies that reference police presence to eliminate or limit interaction with law enforcement as much as possible, including areas such as the discipline matrix, emergency preparedness plans, comprehensive culture, lockdowns, truancy, questioning and apprehension, student and employee safety, and disturbances and demonstrations².
- Do everything legally possible to protect students from being subject to engagement with and witnessing law enforcement on and around school campuses³.
- Create and invest in alternative safety protocols and plans for common situations that would typically involve calling or engaging the police, including mental health crises and child abuse reporting. Provide resources to respond to mental health and other emergencies, including social workers or psychologists to work with students, educators, and families. Increase the internal crisis response capacity of schools, independent of law enforcement

1 Adapted from Open Letter to Governor Newsom from Dignity In Schools Campaign California

2 Adapted from the People's Plan for Police Free Schools (Los Angeles) and the Oakland Unified School District George Floyd District Safety Plan Phase 1, December 2020. OUSD Plan is available at: <https://oakland-side.org/wp-content/uploads/2020/12/20-2147-Board-Memorandum-Resolution-Plan-George-Floyd-District-Safety-Plan-Phase-1-Second-Reading-1292020.pdf>

3 Adapted from SFUSD Resolution No. 206-23A3, June 2020. Available at <https://static1.squarespace.com/static/5ef2637ce6ef5e5454c151b9/t/5ef51be38575ee1ad651d93c/1593121783530/+San+Francisco+Unified+School+District>



- Create clear policies and guidance for how school staff must not rely on law enforcement and instead prioritize systems and structures of support, including community-led ownership and oversight of school safety plans, so that administrators know they are accountable to students, families, and communities in not calling police around issues, such as weapons being brought to campus. Provide resources and training for all teachers, administrators, and other staff to resolve and de-escalate situations without relying on police or other law enforcement.
- End the criminalization and punishment of the behavior of neuro-divergent students and students with disabilities. Instead provide support and safe practices to resolve and address student behaviors, such as mental and emotional breakdowns.
- End the criminalization and prosecution of students for low-level offenses, including sex work and dress code violations.
- Stop contracts to buy and maintain criminalizing equipment such as metal detectors, facial recognition software and social media monitoring software in schools¹.
- Create policies that ensure that students will no longer be randomly searched, ticketed, arrested, or referred to law enforcement while on school grounds, in a school vehicle, or at a school activity or sanctioned event².

1 Stop contracts to buy and maintain criminalizing equipment such as metal detectors, facial recognition software and social media monitoring software in schools

2 Adapted from Denver Public Schools Resolution, June 2020. Available at: <https://static1.squarespace.com/static/5ef2637ce6ef5e5454c-151b9/t/5ef50e1cb6b55750e73bd25a/1593118256718/Denver+Public+Schools+>

- Hold teachers, administrators, and staff accountable to create safe, hate-free, anti-racist, and pro-LGBTQIA+ schools without relying on policing and punishment.
 - Provide and require ongoing school-wide training and capacity building for all teachers, administrators, and staff around actively creating safe, hate-free, anti-racist, and pro-LGBTQIA+ schools.
- Create complaint processes, available to any student, parent, staff, or community member who has experienced or believes there has been misconduct from law enforcement, including accessible practices such as implementing an online submission form for the public to file complaints, allowing for evidence, and creating opportunities to appeal to a third party, and hiring independent third-party auditors to help conduct intake for both informal and formal complaints. Complaint process must include the opportunity for students, parents, staff, or community members to hold educators accountable for not participating in school-wide training around anti-racist and pro-LGBTQIA+ schools or for routinely calling law enforcement to address student discipline or behavior. Complaint process must provide an option for anonymous reporting by students, parents, staff, and community members¹.

¹ Includes ideas adapted from the People’s Plan for Police Free Schools (Los Angeles) and the Los Altos City Council resolution on eliminating SROs from Los Altos High School, article available at: https://www.losaltosonline.com/news/los-altos-council-votes-to-eliminate-school-resource-officer-program-at-high-school/article_15b2f05f-ad6e-5d5a-b44e-a8c780b7b12b.html



DEMAND 3

Document and Mandate Detailed Data on Policing, Punishment, and Criminalization in Schools¹

- ***The State of California and all local districts and schools must:***
 - Mandate that all districts and schools collect and make publicly available transparent data on school climate, school discipline, and student interactions with police and other law enforcement agencies, disaggregated by student subgroups, including age, race, ethnicity, English learner status, foster youth status, gender, sexual orientation, disability, and other categories.
 - Collect and publish data that include all categories of student discipline and every interaction between students, staff, and/or law enforcement, such as arrests, citations, interrogations, referrals, and restraints, among other interactions, as well as meaningful data tracking and review for students referred to continuation schools, community day schools, and other alternative education settings.
 - Share data monthly through accessible public reports and/or data reporting tools that include analysis of racial harms and other impacts of policing and criminalization. Ensure that data reflect the perspectives of students, families, and communities who have been harmed by policing and criminalization.

¹ Includes many demands adapted from the People's Plan for Police Free Schools (Los Angeles).

- Take immediate steps if data show harmful and/or disproportionate impacts on any subgroup of students.
- Collect and publish clear and transparent data on school and district spending on police, law enforcement, and other punitive practices, including all local, state (Local Control Funding Formula), federal, and other sources.
- Closely monitor and evaluate implementation of new safety plans and policies developed to replace school policing for continuous improvement and responsiveness to stakeholders. Track impacts on school safety, racially disproportionate use of discipline, and arrests¹.

¹ Adapted from OUSD George Floyd District Safety Plan Phase 1.



DEMAND 4

Reimagine School Safety and Prioritize Student, Family, and Community Wellbeing and Care¹

- ***The State of California and all local districts and schools must:***

- Develop community-driven and community-grounded school safety plans, systems, and procedures that do not rely on law enforcement and instead prioritize holistic support, health, and prevention. Safety plans must be developed by and with students--particularly those directly impacted by school policing--as well as parents, teachers, school and district administrators, and support staff.
- Fully fund and implement restorative justice, transformative justice, healing-informed practices, social and emotional learning, and Positive Behavioral Intervention and Support (PBIS) programs, practices, and staffing, such as full-time restorative justice coordinators, throughout entire schools and districts.
- Establish training for youth in restorative practices and peer counseling to support each other's mental and emotional health and provide stipends or wages to students and families to lead peer counseling and restorative practices.

¹ Includes ideas adapted from the People's Plan for Police Free Schools (Los Angeles), George Floyd District Safety Plan Phase 1, SFUSD Resolution No. 206-23A3, Kern Education Justice Collaborative, Fresno Barrios Unidos, and many other local campaigns.

- Support community-led public safety and violence prevention programs that are independent from law enforcement, such as district-wide de-escalation and violence prevention training and community intervention, community violence prevention, safe passage, peace building initiatives and programs.
- Create schools where youth can build connections, question things, make mistakes, and not be punished or impacted by the School-To-Prison and School-to-Deportation Pipelines.
- Provide safe and brave spaces, including physical spaces on campus, where students can share their feelings, talk about what they're learning, what they're going through, and how they feel about the adults in their schools without retaliation. Provide confidential and anonymous spaces for students to share their feelings and concerns.
- Create Healing Centered Schools that fully invest in mental, behavioral, and physical health support and provide healing-informed wrap-around service hubs, which include culturally-responsive social workers, psychologists, nurses, and counselors.
- Identify and proactively address safety concerns before they materialize, including mental health concerns, in ways that do not involve law enforcement.
- Invest in Community Schools that address the everyday needs of students and families, including housing, food insecurity, and better food for students/ families.
- Partner with and resource Black, Indigenous, and other community of color led organizations to establish and strengthen holistic, wraparound services in Student/Parent/Family Centers that link families to employment opportunities and address basic needs like transportation, food, and utilities. Ensure that schools have the necessary staffing and dedicated long-term funding to provide holistic, wraparound services.





- Make schools a welcoming place to parents and families by providing programs and services, actively involving parents and students in school decision-making, such as student and parent-led forums in school site councils to weigh in on curriculum, policies, and budgets.
- Ensure that school programs, services, and decision-making are accessible to and engage all parents and families, especially prioritizing Black, Indigenous, Trans, Queer, Undocumented, Migrant, Systems-Impacted, and Low-Income parents and families and parents and families with disabilities.
- Fund Community Schools staff, including the hiring of parents and/or community members, who will coordinate district, local, and community resources to support safe and supportive Schools and serve as liaisons with community-based violence prevention, mentoring and youth development organizations, public health agencies, mental health support services, and district support staff.
- Uplift and support parent leaders who can have a strong and consistent presence in schools, develop relationships with each other and students, and be called upon rather than police.
- Provide and require consistent, effective, comprehensive, and ongoing school-wide training and capacity building for all teachers, administrators, and staff around active anti-racism, de-escalation, culturally responsive, trauma-informed, mental health first aid approaches, and restorative justice practices. School stakeholders, including students and parents, must be engaged to develop a training plan and curriculum for all staff around unconscious, implicit bias, anti-racism, and culturally responsive multi-tier supports, resource allocation, and identification of funds to support Black students and all students of color. School-wide training and capacity-building must deepen the investment, care, and value that teachers and administrators place on the lives of students.



DEMAND 5

Redesign and Redefine the Purpose and Practices of Schools to Focus on Liberatory Education

- ***The State of California and all local districts and schools must:***
 - Uplift cultural wealth models that recognize skills and knowledge that students and communities of color bring to reshape curricula, pedagogy, school culture, and school policy.
 - Center and uplift authentic student voice, ownership, and decision-making over the policies and practices that impact them, including the vision, purpose, goals, and curriculum for their education.
 - Support and invest in the academic and holistic development of students, especially Black students.
 - Ensure that schools with Black students have equitable access to AP and honors courses and that Black students of all genders are proportionally represented in those courses.
 - Establish more college-ready programming geared toward supporting Black student achievement. Ensure that students have access to high quality non-academic programming (e.g. entrepreneurship, financial literacy, sonic and visual arts, social activism, etc.)¹.

¹ Adapted from the People's Plan for Police Free Schools (Los Angeles)

- Implement culturally relevant and affirming curriculum for Black, Indigenous, Trans, Queer, and Undocumented, and Systems-Impacted students, and students with disabilities, across all content areas and schools. Assess current curricular offerings, overhaul “culturally destructive” curriculum.
- Expand and make mandatory Ethnic Studies and Black Studies courses. Develop Black Studies curriculum for K-5 using anti-racist Black language pedagogy and practices. Create stand alone Black Studies course for middle and high school students required for graduation shaped by extensive community engagement process with Black-led organizations, educators, students, and organizers¹.
- Hire more teachers, administrators, and staff of color, especially Black teachers, staff, and administrators, who relate to and come from the communities of the students they serve and respect students and their identities, not stereotype them.
- Create pathways for incoming educators, especially educators from the communities they serve, who will support students and not be oriented towards policing, pushout, and punishment.
- Train and credential teachers to understand and embrace racial justice and culturally relevant pedagogy.

¹ Includes demands adapted from Fresno organizations, the People’s Plan for Police Free Schools (Los Angeles), and Resolution 2019/20-38 Affirming Seattle Public Schools’ commitment to Black students, available at: <https://static1.squarespace.com/static/5ef2637ce6ef5e5454c151b9/t/5ef50c6d38c5a1444fe93715/1593118049564/+Seattle+Public+Schools>



DEMAND 6

Reinvest: Defund Policing, Punishment, and Criminalization and Reinvest in Services and Supports to Thrive

- ***The State of California and all local districts and schools must:***
 - Directly invest funds from the elimination of school police and policing into full-time counselors, therapists, and health care practitioners, mental health, healing justice and healing centered schools, wellness resources and centers, community schools, and support services and resources that adequately meet the needs of students and parents on every campus and school community.
 - Substantively and adequately invest in holistic care for students, including mental health and other clinical and non-clinical health and wellness supports.
 - Reallocate any and all funds previously used to pay for law enforcement toward student support services and prevent those funds from being used for any law enforcement or punitive measures.
 - Ensure that school resource officers are replaced with supportive staff who are not police or armed security in other forms. Prevent police officers or law enforcement officers from being hired or assigned to new positions related to school climate, restorative justice, and school safety.



FROM THE
SHUT DOWN!
Find Colleges
TO
Not Jails
CITIZENS

DEMAND 7

Repair: Provide Reparatory Justice for Students and Families Impacted by School Policing and Criminalization

- ***The State of California and all local districts and schools must:***
 - Create reparatory justice funds for those most impacted by policing and criminalization in schools.
 - Enact student, parent, and community co-governance and shared decision-making power over reparatory justice funds and other reinvested funding and programs, including decision-making and approval over budget allocations, an oversight role over initiatives, assessing qualifications of professional development and other contractors, evaluation of implementation, and determining adjustments to implementation.
 - Invest in resources and programs for Black youth and communities who have been most impacted by policing and criminalization, such as the Black Student Achievement Plan of the Los Angeles Unified School District and the African American student achievement programs in the West Contra Costa Unified School District.
 - Address the harms caused by student interaction with law enforcement, including by providing support and resources for record expungement for students who have been criminalized.



