

A ZINE FOR

A CAUSE

DEMILITARIZE
OUR #CARENOTCOPS
SCHOOLS

**PEOPLE
NOT PRISONS**
**DEFUND
DIVEST
REINVEST**

**REMO
POLI
FROM
SCHO**

**CARE NOT
COPS**

**DEFUND
DIVEST**



REINVEST

BBSU

A Zine on Dismantling the School-to-Prison Pipeline

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GLOSSARY

SCHOOL POLICING

SCHOOL POLICING REFERS TO THE PRESENCE AND ACTIVITIES OF LAW ENFORCEMENT OFFICERS WITHIN EDUCATIONAL INSTITUTIONS. SCHOOL POLICING, CRITICIZED FOR OVER-POLICING AND TARGETING MARGINALIZED STUDENTS, EMBEDS LAW ENFORCEMENT WITHIN SCHOOLS, FOSTERING A PUNITIVE ENVIRONMENT THAT DISPROPORTIONATELY IMPACTS VULNERABLE STUDENTS. IT CONTRIBUTES TO THE SCHOOL-TO-PRISON PIPELINE, PERPETUATES SYSTEMIC INEQUALITIES, AND ERODES TRUST WITHIN EDUCATIONAL COMMUNITIES.

SRO (SCHOOL RESOURCE OFFICER)

SCHOOL RESOURCE OFFICERS SROS CONTRIBUTE TO A CULTURE OF SURVEILLANCE AND CONTROL WITHIN SCHOOLS, RATHER THAN FOSTERING AN ENVIRONMENT OF TRUST AND SUPPORT FOR STUDENTS. CT BBSU ADVOCATES FOR ALTERNATIVE APPROACHES TO SCHOOL SAFETY THAT FOCUS ON ADDRESSING ROOT CAUSES OF CONFLICT AND PROMOTING RESTORATIVE JUSTICE PRACTICES, RATHER THAN RELYING ON TRADITIONAL LAW ENFORCEMENT METHODS ON STUDENTS.

CAMPAIGN

THIS IS WHEN PEOPLE WORK TOGETHER TO GET A MESSAGE OUT. THEY MIGHT HOLD RALLIES OR WEAR SPECIAL SHIRTS TO SHOW THEY CARE ABOUT A SPECIFIC ISSUE, LIKE FOR OR AGAINST SCHOOL POLICING.

GLOSSARY

TESTIMONIES

THESE ARE STORIES PEOPLE TELL ABOUT THEIR OWN EXPERIENCES. SO, AN ADVOCACY GROUP MIGHT ASK STUDENTS OR TEACHERS TO SHARE THEIR STORIES LIKE FOR EXAMPLE, FEELING SAFE (OR NOT SAFE) AT SCHOOL.

House/SENATE BILL (S.H.& H.B.)

SENATE BILLS ARE LEGISLATIVE PROPOSALS INTRODUCED IN THE SENATE, WHILE HOUSE BILLS ARE INTRODUCED IN THE HOUSE OF REPRESENTATIVES. BOTH UNDERGO COMMITTEE REVIEW, DEBATE, AND VOTING BEFORE POSSIBLE PASSAGE AND THEN SENT TO THE OTHER CHAMBER FOR CONSIDERATION. IF APPROVED BY BOTH CHAMBERS IN IDENTICAL, IT GOES TO THE GOVERNOR FOR SIGNATURE INTO LAW.

ADVOCACY

THIS IS WHEN PEOPLE SPEAK UP FOR WHAT THEY BELIEVE IN. THEY MIGHT GIVE SPEECHES OR SHARE STORIES TO TRY AND MAKE A CHANGE. LIKE IF SOMEONE THINKS SROS ARE NOT A GOOD IDEA, THEY MIGHT ADVOCATE FOR SYSTEMIC CHANGE THROUGH GRASSROOTS ORGANIZING, CHALLENGING POWER IMBALANCES, AND PRIORITIZING THE NEEDS OF MARGINALIZED COMMUNITIES IMPACTED BY SRO'S.

**The
Most
Radical
Thing
Is
Lasting
Change**

BRIEF HISTORY OF SCHOOL POLICING

IN 1948, THE FIRST SCHOOL RESOURCE OFFICER PROGRAM WAS ESTABLISHED IN FLINT, MICHIGAN.....

SCHOOLS THOUGHT IF POLICE OFFICERS COULD BE SUPERHEROS OUTSIDE OF THEIR COMMUNITY....

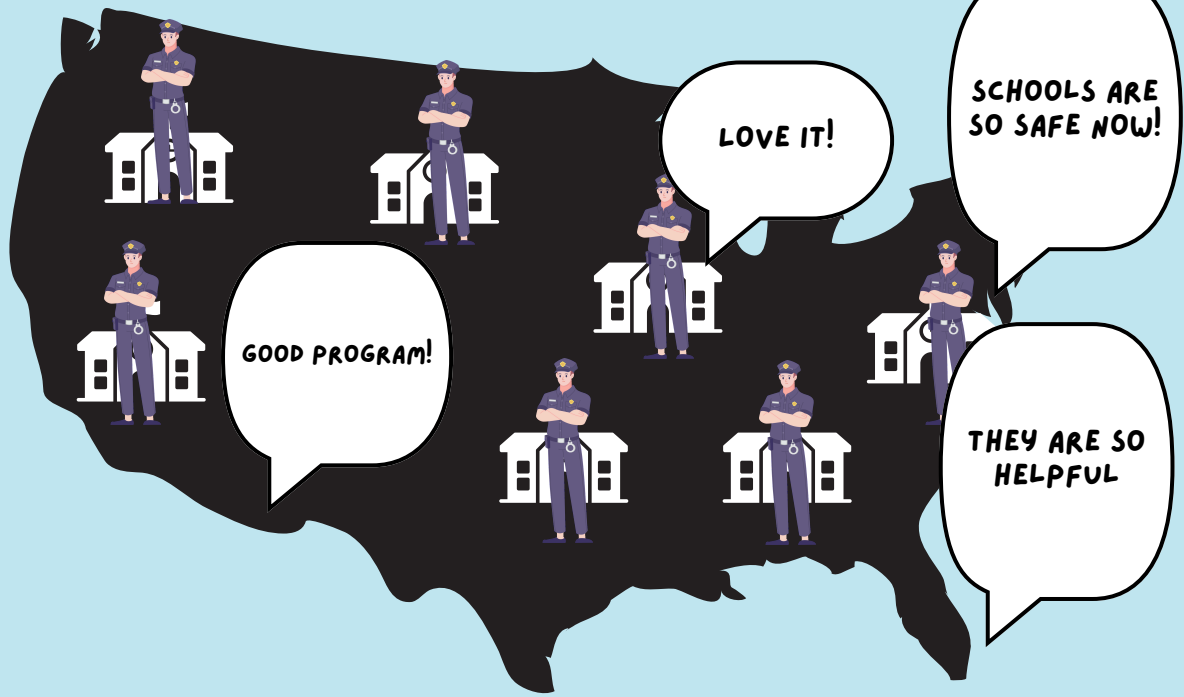


...THEN THEY COULD BE SUPERHEROS ON SCHOOL GROUNDS, PROTECT THEIR SCHOOL FROM VIOLENCE AND THREATS!

TO MAKE THE ADJUSTMENT EASIER FOR CHILDREN AND ENFORCE POSITIVE INTERACTIONS WITH POLICE...



THE PILOT SRO'S PROGRAM RECEIVED AMAZING FEEDBACK....



ENOUGH TO GET OTHER SCHOOLS ACROSS THE COUNTRY TO ADD 5, 10, 15, EVEN 50 OFFICERS AT THEIR SCHOOLS!

... AND THE PROGRAM ADVANCED! IN WASHINGTON, DC, FOR EXAMPLE, SCHOOLS ESTABLISHED NIGHT PATROL APART OF THEIR SROS PROGRAM....



... AND IN ARIZONA, PROPOSITIONS WERE PASSED TO INCREASED SCHOOL SECURITY THROUGH SALES EDUCATION TAXES! OVERALL, SCHOOLS ADMINISTRATION LOVED THIS NEW PROGRAM. NOTHING COULD CHANGE THEIR MINDS!

BUT NOT EVERYONE WAS ENJOYING THE PROGRAM. BLACK AND BROWN STUDENTS WERE BEING CONSTANTLY MARGINALIZED AND DEGRADED BY THE POLICE PRESENCE ON SCHOOL GROUNDS...



...BUT SADLY, THEY'VE BEEN IGNORED. THE SROS PROGRAM, ACROSS THE DECADES, GOT MORE FUNDING AND RESOURCES TO GROW

BUT STUDENTS, PARENTS, TEACHERS, AND COMMUNITY MEMBERS MADE ADMINISTRATION AND THE WORLD LISTEN...



...THEY HOSTED WALKOUTS, STRIKES, AND OTHER STRONG CALL FOR ACTIONS TO DEFY AGAINST AGGRESSIVE SCHOOL POLICING STRATEGIES

FROM THE 20TH CENTURY ONWARD, BLACK AND BROWN STUDENT UNIONS AND SOCIAL JUSTICE GROUPS ORGANIZED THESE FORCEFUL CALLS TO ACTION, WHICH GAINED TRACTION AND HAD A HUGE LONG-TERM IMPACT...

PHILADELPHIA, PA. 1967



PHILADELPHIA, PA. 2018



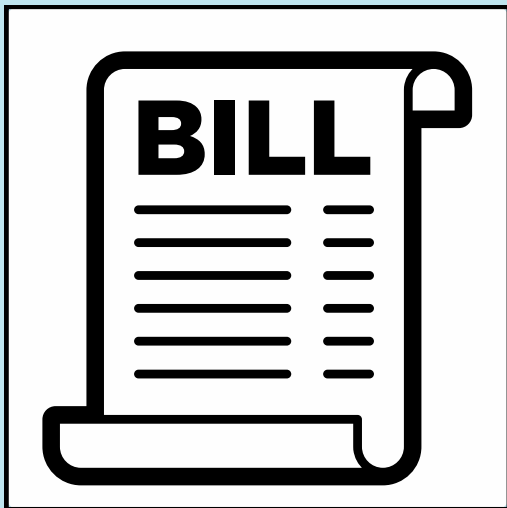
LOS ANGELES, 1968



LOS ANGELES, 2020



**THOUGH THERE HAS BEEN SOME SUCCESS IN MITIGATING
AGGRESSIVE SCHOOL POLICE TACTICS...**



**BUT THE MAIN ISSUE REMAINS: SROS' DISTORTS STUDENTS
UNDERSTANDING OF SAFETY IN SCHOOLS!**

SCAN HERE TO LEARN MORE INFORMATION!



BE THE CHANGE YOU WANT TO SEE IN THIS WORLD!

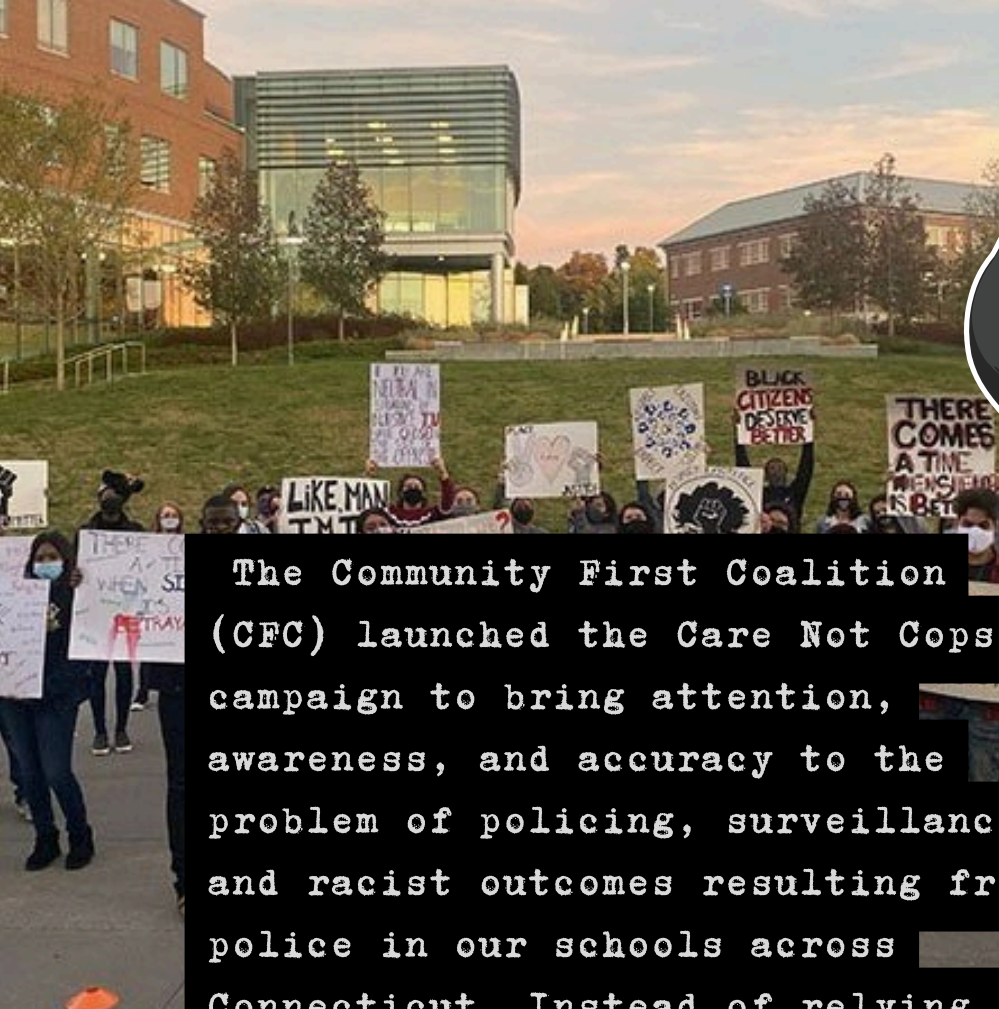
THE CONNECTICUT BLACK AND BROWN STUDENT UNION

The Connecticut Black and Brown Student Union (CT BBSU) is a collaborative effort secured by three founding organizations: Hearing Youth Voices in New London, CT Students for a Dream statewide, and CityWide Youth Coalition in New Haven. Established formally in 2018, the CT BBSU aims to empower youth statewide by organizing around their priorities, encouraging collaboration, and providing resources for effective advocacy.

The CT BBSU aims to improve statewide organizing capabilities, amplify youth voices, and cultivate a shared understanding and training platform for youth organizers across Connecticut. They offer technical assistance, capacity building, and training for youth organizers and organizations. Through these efforts the CT BBSU makes sure that young people across Connecticut have a say in decisions that affect their lives and communities.



BBSU



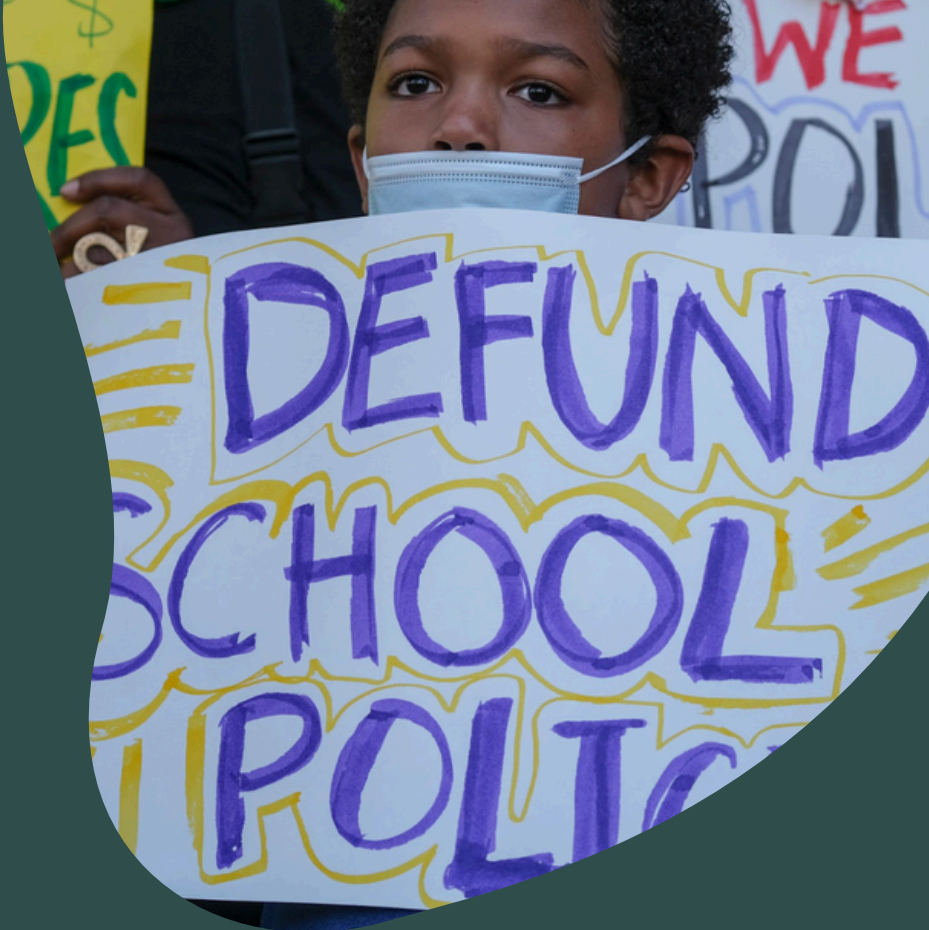
The Community First Coalition (CFC) launched the Care Not Cops campaign to bring attention, awareness, and accuracy to the problem of policing, surveillance and racist outcomes resulting from police in our schools across Connecticut. Instead of relying on police officers, the campaign advocates for a system that prioritizes care and community in our schools. The dismantling of school policing is rooted in the understanding that the current system preserves racial discrimination and inequities, disproportionately affecting Black and Latinx communities.

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#CARENOTCOPS

Research has shown that the presence of School Resource Officers (SROs) in schools leads to increased discipline and arrests for Black and Latinx students, without significantly improving educational or safety outcomes. In contrast, alternatives such as counselors and social services have been found to be more effective in supporting students and reducing future involvement in the criminal justice system.



After three years of work, advocacy, and organizing, Governor Lamont signed the Senate Bill Number. 1095 into law (Connecticut's most comprehensive legislation addressing policing in schools) created by the CFC. While this is a great step towards the CT BBSU's goal, the campaign remains committed to their efforts in community, and policy work to ensure wellness, safety, access, and fulfillment for all individuals.



TESTIMONIES

“Having your child arrested for breaking a plastic globe and having to go to court for property damage, watching as a school calls the police time and time again on my child and use them in attempt to push her into the prison system for things that could be resolved with a conversation.” - elementary school parent

“I struggle with mental health issues...that can mean a wide variety of things; for me and others.’ These are the words I said to the officers who were sent to what seemed to be in public eyes my rescue—through my crisis i pleaded for the police to be left out of it scared by many personal experiences, media posts, etc. my cries never mattered. dispatched to look for me around town the police finally caught up to me, mid crisis i began to reluctantly flee and on came the out of proportion pursuit that landed me face first into the pavement and restrained. during the process i made it know this was not a way to diffuse a mental health crisis nor really any type of crisis, things for me got worse and worse as i was dragged and pulled over to a cruiser and given the option of the hospital or the police station; when in all honesty i just wanted to be in my bed.” - high school student

“Growing up in public school i've encountered many resource officers. Their presence alone looms over the building they reside almost as if to prepare you for your next chapter the school to prison pipeline which in itself is perpetuated by the negative use and limited meaning of the school resource officer.” - school faculty

TESTIMONIES

“Today’s youth ARE the victims of a series of broken and severely neglected systems. How is it appropriate to assume that applying police presence is going to solve any of these problems or the emotional fallout that takes place in its stead?” - organizer

“Policing in schools needs to be changed because I, as a high school student, do not see a change in safety or student behavior. In fact, I believe it makes student behavior worse. I hear stories that these uniformed police officers make some of my friends uncomfortable, by using intimidation methods instead of de-escalation ones whenever a conflict arises. Instead of an SRO being looked at as a "school resource" to alleviate issues between students, there should be someone else overlooking the situation that the student is comfortable with because some of the people I know again, are in fear of getting even in more trouble by an SRO's presence.” - high school student

“In my senior year of high school an SRO accused me of having a sexual misconduct with another team member of our School tennis team. He made that heavily accusation against me and I was suspended for 3 days. Unfortunately, my parents were not able to speak English so they could not advocate for me. I did however, have the support of my educators who advocated me. This is just one of many examples how Cops or SRO's do not keep our communities safe, but they perpetuate punitive consequences for our students.” - former student

UNDERSTANDING THE SENATE BILL 1



WHAT IS SB1?

SB1, or Senate Bill 1 (2023 Regular Session), is a legislative initiative that regulates the role of School Resource Officers (SROs) in Connecticut schools. It introduces guidelines and requirements for SROs' interactions with students, faculty, and the community.

Summaries of sections from the bill concerning the campaign

Section 72: Requires local boards of education to create MOUs with law enforcement agencies regarding the role and responsibility of SROs in schools. The MOUs must be publicly accessible and include provisions for daily interactions, student discipline, and a graduated response model.

Section 73: Mandates that SROs submit reports of their investigations and interventions to the chief of police and superintendent of schools. The reports must include details such as the date, time, location, and outcomes of the investigation or intervention, ensuring transparency and accountability.

Section 74: Requires boards of education to adopt restorative practices response policies for incidents of nonviolent and challenging behavior. These policies should not involve SROs unless the behavior escalates to violence or constitutes a crime, promoting alternative approaches to discipline.

Section 75: Establishes a working group to study current school discipline practices, including those leading to students becoming involved with the juvenile justice system. The group will submit a report with recommendations for school discipline reform, aiming to create more effective and equitable disciplinary practices.

Why Does SB1 Matter?

SB1 reflects a broader movement to reassess the role of law enforcement in schools. By promoting transparency, accountability, and alternative approaches to discipline, SB1 aims to create safer and more inclusive school environments for all students.

TAKEAWAYS

FROM

SB1

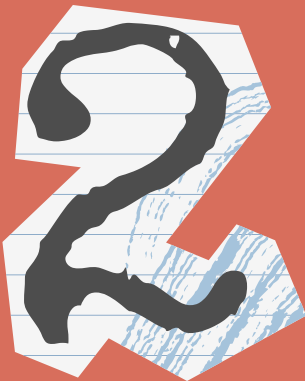
clear EXPECTATIONS

B1 ensures schools and police agree on how a school resource officer interacts with students, making things clearer for everyone.



MORE THAN JUST

Cops



SB1 requires school resource officers to get training in social-emotional skills, so they can better understand and support students.

HOLDING PEOPLE

Accountable

With SBI, there's more oversight on what school resource officers do, so everyone knows how things are going.



Help Students

DON'T PUNISH THEM



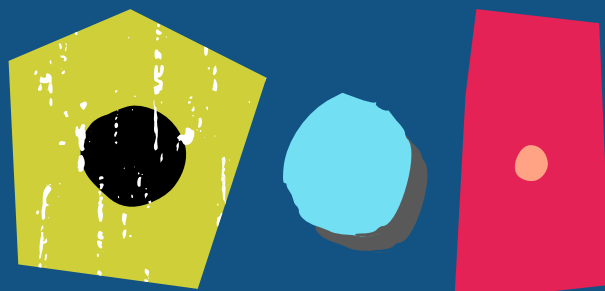
SBI encourages schools to find ways to help students behave better that don't involve the police.

SCHOOL

safety

LOOKS

Like



We asked Trinity College students to finish the statement "school safety looks like...", here are a few responses,

Love

NO Policing

Restorative justice

Community



The drawing shows three simple stick figures standing in a row and holding hands. Above the figures is a heart symbol, and below them is a smiley face. The word "Community" is written in a cursive-like font above the figures.

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4pm daily) is
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When I

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e 131 500) costs about
trains.

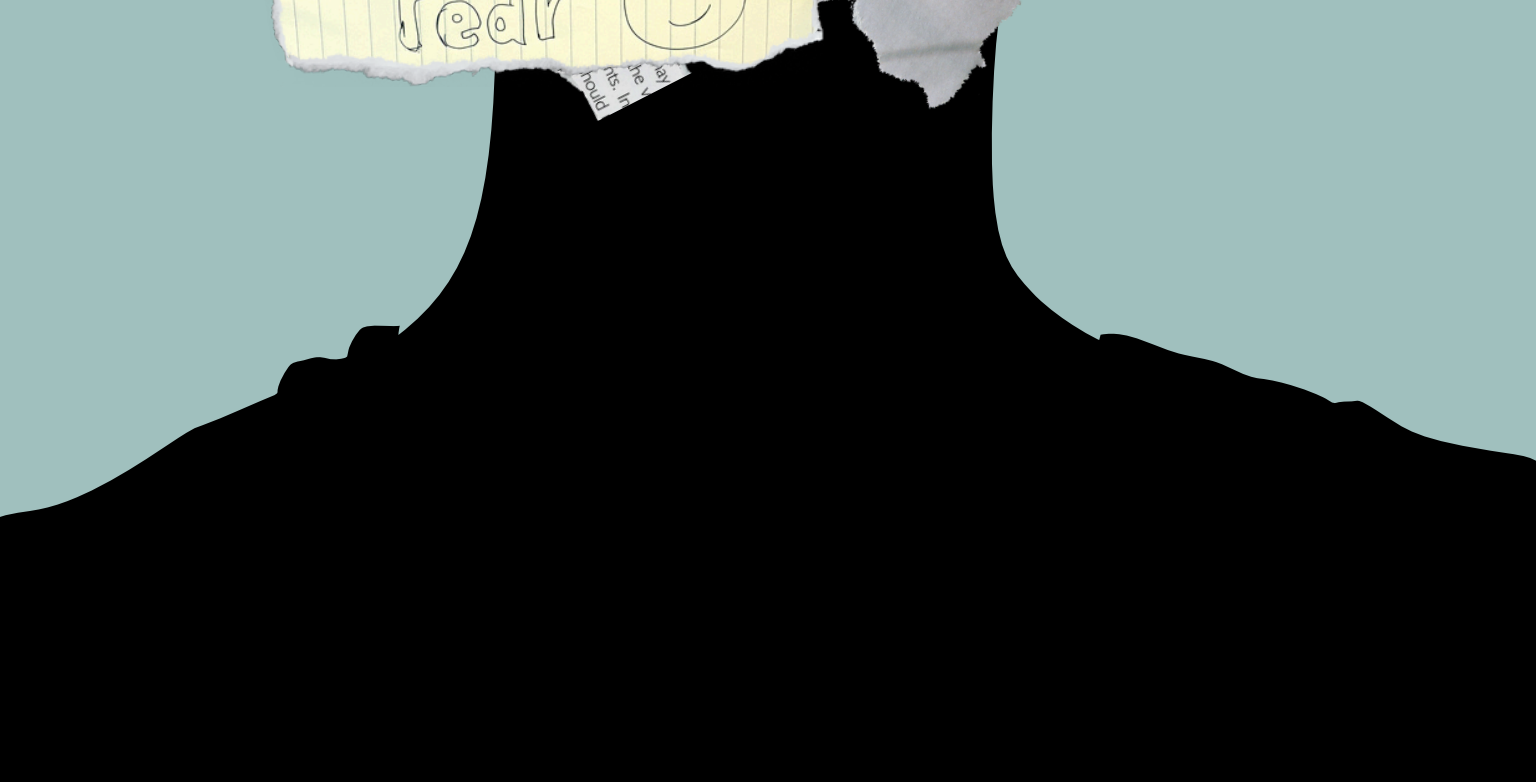
Kindness

Supportive
faculty and
staff

asyon. Bilang
sa masarap na
g-aalok kami ng
serbisyo mula

A Comforting
and
Safe Space ♡

Learning
without
Fear 😊





TAKE ACTION

Scan the QR codes to join the conversation about school safety and to donate to the BBSU. We look forward to hearing from you!



SHARE YOUR THOUGHTS



Donate!

**“It is
our duty
to fight
for our
freedom”**

Assata Shakur,

Assata: An

Autobiography

C
COPS
1X MORE LIKELY
6X MORE LIKELY
IN THEIR WHITE PEERS

DEMILITARIZE
OUR #CARENOTCOPS
SCHOOLS

PEOPLE
NOT PRISONS
DEFUND
DIVEST
REINVEST

CARE ♥
NOT
COPS

DEFUND
DIVEST
REINVEST

REMOVE
POLICE
FROM
SCHOOLS



STUDENTS
FOR EDUCATIONAL
JUSTICE

STUDENTS