

Trinity College

Trinity College Digital Repository

Community Action Gateway

Center for Hartford Engagement and Research

Spring 2023

#carenotcops with CT Black and Brown Student Union

Linnea Mayo

Maribel Mendoza

Somen Chakrabortti

Nicole Ankrah

Follow this and additional works at: <https://digitalrepository.trincoll.edu/cag>

Recommended Citation

Mayo, Linnea; Mendoza, Maribel; Chakrabortti, Somen; and Ankrah, Nicole, "#carenotcops with CT Black and Brown Student Union" (2023). *Community Action Gateway*. 13.

<https://digitalrepository.trincoll.edu/cag/13>



CT BBSU COMMUNITY PARTNER PROJECT

**SOMEN CHAKRABORTTI, LINNEA MAYO
MARIBEL MENDOZA, NICOLE ANKRAH**



welcome!

HELLO & WELCOME



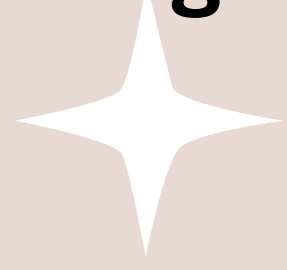
WE ARE:

Community Action Gateway Students Working With
The Connecticut Black and Brown Student Union



***Our Mission:* To promote the CT Black and Brown Student Union (BBSU) #carenotcops campaign against policing in schools through data-driven research presented through a digestible infographic**

Secondary Objectives:

- Collect and share data from other states with similar campaigns to inform the BBSU's current legislative objective.
 - Elevate community voices through a series of interviews.
 - Raising awareness of the BBSU and its #carenotcops campaign on Trinity's campus.
 - Bring our information and research to the state for policy change in Connecticut.
- 

PRESENTATION AGENDA



1.

**OUR COMMUNITY
PARTNER**



2.

THE RESEARCH PROCESS



3.

**OUTCOME/ CALL TO
ACTION**



CT BBSU

"Formally formed in 2018, The CT BBSU is designed to build capacity for state wide organizing, build power around youth priorities in the state of CT, co-create a shared language and training pipeline for youth organizing in the state of CT."

"The BBSU serves as a hub of resources, technical assistance, capacity building, training and development of youth organizers and organizations. We hold monthly membership meetings on the fourth Thursday of each month."

THEIR MISSION

- Connecting youth organizers across issue focuses in the state of CT
- Convening the space for discourse, training, and co-creation of shared analysis and agenda focused on BIPOC (Black, Indigenous, people of color) in the state of CT.
- Setting a strategy for communication and cooperative work that creates a cohesive landscape for young people and adults



SENATE BILL NO. 1095

AN ACT CONCERNING SCHOOL RESOURCE OFFICERS

"Separate training specifically related to social-emotional learning and restorative practices"

"Include provisions specifying (i) a school resource officer's 22 duties concerning, and procedures for, the restraint of students, use of 23 firearms and school-based arrests, and (ii) that individuals who are 24 school counselors, social workers, psychologists, aides or other staff 25 members and have appropriate training and ongoing supports may be 26 assigned the duties of a school resource officer"



Bill No. 1095 So Far

- The BBSU has been having monthly Community First Coalition monthly meetings
- On February 1, 2023, the BBSU had a press conference for the bill
- On March 1, 2023, an Education Committee Public Hearing for the bill took place, and the bill passed!
- **NEXT STEP:** Get the bill called and passed onto the Senate floor and then to the House of Representatives



PUBLIC TESTIMONIES

- The 1095 Bill has been collecting in person, Zoom, and written testimonies from community members to show support for the bill
- In collaboration with the BBSU, we shared the testifying form with friends, family, and the Trinity community, and submitted written testimonies ourselves
- At the public hearing, **50 people** testified in person and virtually, and there were **over 250** written testimonies in support of SB 1095

TESTIMONY EXAMPLES

"All students deserve to feel safe, secure, and supported in their places of learning. Yet too often our schools rely on policing to keep children in line, rather than funding professionals trained to deliver students necessary developmental and behavioral health resources."

- Shairi Benavidez

"This is a critical time in history for us to take a hard look at how our children get criminalized at a young age, which happen disproportionately with children of color, instead of receiving the help and support they need to lead productive and healthy lives"

- Joyce Bosco

"I did not feel safe with the presence of police in my schools. I appreciate that this bill strives to eliminate the fear and harm caused by the presence of police and SROs in schools around the country."

- Nicole Ankrah

OUR RESEARCH QUESTIONS

- WHAT ARE THE KEY FACTORS OR PATTERNS IN NATIONAL POLICE-FREE SCHOOL WINS? *WHAT WAS THEIR STRATEGY?
- WHO WERE THE ULTIMATE DECISION-MAKERS ON THEIR POLICY?
- HOW HAVE THESE POLICIES BEEN IMPLEMENTED?
- WHERE HAS THIS BEEN SUCCESSFUL?
- WHAT LESSONS FROM THE CAMPAIGN IMPACT OTHER WORK WITHIN THE STATE?
- WHAT KIND OF POLICIES IS THE BBSU INTERESTED IN LOOKING AT?

INITIAL WORK PLAN

ACTION 01

Gathering relevant background research through census/survey statistics

ACTION 02

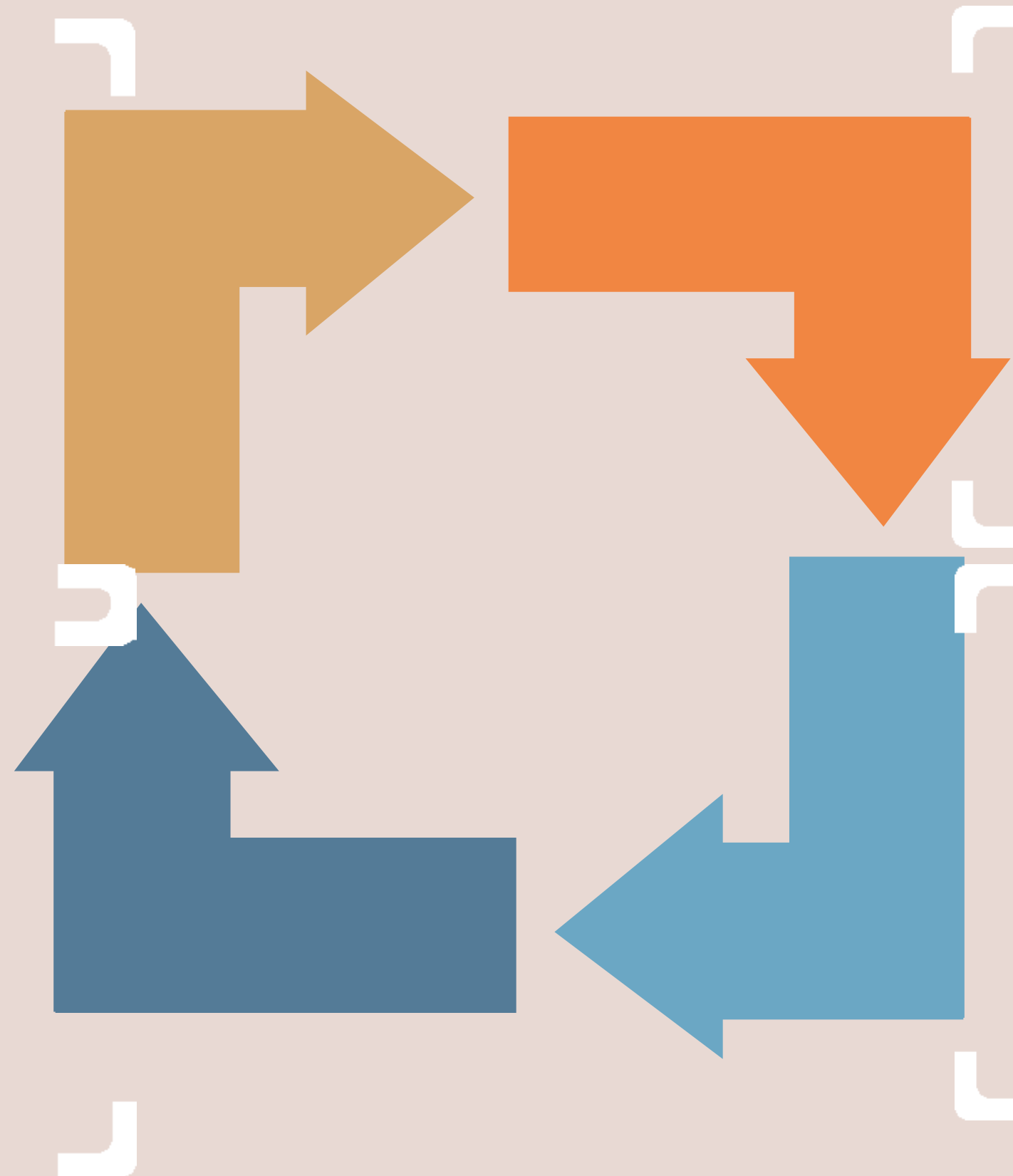
Researching case studies of both police-occupied and police-free schools

ACTION 03

Compiling the data into a digestible infographic

ACTION 04

Presenting our research to the community



THE RESEARCH PROCESS

1.

**Literature
Review**

2.

Interviews

3.

Case Studies

4.

Data Analysis

LITERATURE REVIEW

We began our project with compiling our research into literature reviews

Maribel's Research Question: "How does the presence of SROs influence middle and high school student experiences?"

Nicole's Research Question: "What are the intended benefits of SROs in U.S. schools and how does their presence impact students of color specifically?"

Linnea's Research Question: "What are the mental health effects of incarceration on youth in the U.S. and what factors contribute to the high prevalence of mental health disorders of incarcerated youth?"

LITERATURE REVIEWS INCLUDED:

- TEXTUAL ANALYSIS OF JOURNALISM ARTICLES
- SURVEY STATISTICS
- ACADEMIC LITERATURE
- LEGISLATIVE RESEARCH

INTERVIEW OUTLINE



ADMINISTRATION

DEAN SELDERS

- Dean Selders is Assistant Dean and Director of Restorative Justice and Student Standards at Trinity.
- Co-founder of Moral Monday CT
- He works as a Dean/Educator and changing school safety policies



EDUCATION

PROFESSOR GABRIEL

- Professor Gabriel is a Visiting Professor in Sociology at Trinity.
- The 5 steps to mobilize issue campaigns and his experience as an educator.



ORGANIZING

ALYSSA-MARIE CAJIGAS

- Alyssa Marie Cajigas, is a 22 y/o Afro-Boricua. She is the Director of Organizing for the Citywide Youth Coalition Inc.
- The importance of youth organizing and investing in a holistic approach to education.

5 STEPS OF CAMPAIGN ORGANIZING

Step 1: Raise awareness about a specific topic or issue

Step 2: Educate People

Step 3: Convince people that there is a problem that needs to be fixed and *can* be fixed

Step 4 : Put forward the best solution; convince people to take action

Step 5: Remember that change requires on going effort

VALUABLE INSIGHT

ALYSSA-MARIE TAKEAWAYS

- It's important to educate youth on anti-racist community organizing because young people have a clear understanding of what oppression looks like but missing the language to name it properly. It helps them advocate for themselves and others and organize with others
- Detroit had the most dangerous schools and did a 180 in the years, and first thing that they did was remove metal detectors and SRO. In emergencies, community members were contacted which created a system that centered care from nurses, therapists, psychologists

DEAN SELDERS TAKEAWAYS

- Everyone deserve to feel safe and protected, and institutions need to *truly* make safety a priority. Conversations about what safety looks like for *all* students irrespective of race need to be promoted. To do this means to break down the definition of safety to "the smallest minutia" and initiate robust conversations that invite people to share experiences in which they did and did not feel safe. Doing this will, in turn, change the current culture of safety in America to something that truly regards everyone, especially our youth.
- Organizing, protests, and direct conversations with legislation are the best ways to call out injustices and fight for change and equality. Educating the greater community so that they may join the cause and spread the word is also important

INTERVIEW DATA ANALYSIS

HOW DOES THIS HELP BRING THE CAMPAIGN FORWARD?



1. OUTREACH

Spreading the mission of the BBSU around and calling attention to the work the BBSU is doing with SB-1095.



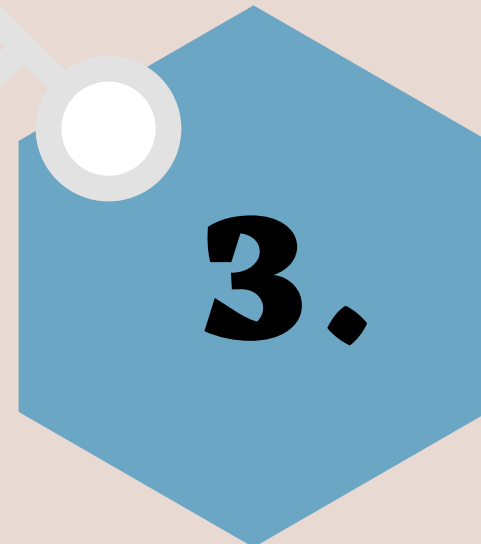
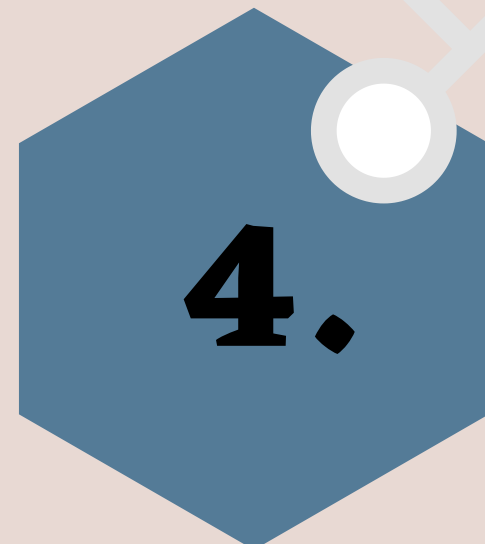
2. EDUCATE

Learning from the experiences of people both on and off Trinity's campus and bringing those experiences forward.



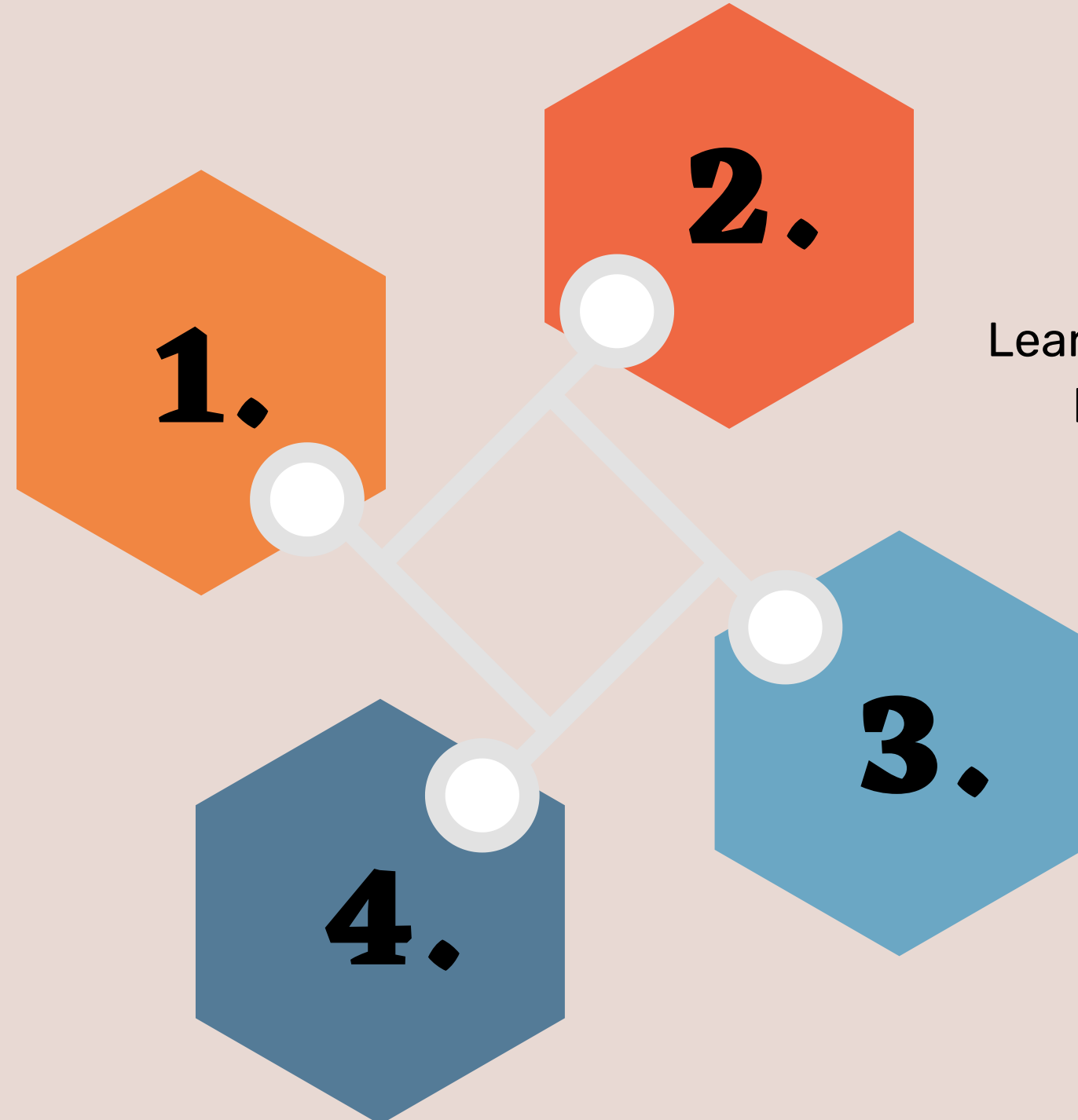
4. CALL TO ACTION

Spreading information about the bill around and encouraging people to notify their legislators.



3. COLLECTIVITY

Branching out our restorative justice network in Connecticut.



CASE STUDY

We conducted **2 case studies**, one in **Oakland California**, and another in **Detroit Michigan**.

Both of these places have reevaluated the role of SROs in schools and helped us get a better understanding of alternatives.

We will focus on Oakland because the BBSU has already done research/ comparisons with Detroit



CASE STUDY: OAKLAND, CA

WHAT WAS THE ISSUE PLAGUING OAKLAND, CA?

- Renewed calls to defund the police began during the summer of 2020 preceding the lynchings of George Floyd, Ahamud Arbery, Breonna Taylor, and several others who died at the hands of police
- In 2011, ex-officer Barhin Bhatt murdered 20-year-old, unarmed Raheim Brown outside of Skyline High School. Bhatt shot brown seven times and **did not receive immediate retribution**
- Oakland is a city with racial disparities; however, it was a landmark for Black southerners during the Great Migration due to economic and social opportunities available in the city. Its White citizens viewed migrants as threats
- SROs in Oakland schools actively criminalized students of color, and Black Oaklanders spent a decade protesting against the social control, racism, and discrimination practiced by SROs

WHAT HAPPENED?

- Grassroots organizers began protesting against the use of SROs in Oakland schools following the death of Brown
- On June 24, 2020, The Oakland School Police Department was eradicated during a Zoom call and the Oakland School Board unanimously decided to eliminate the presence of SROs in Oakland schools

CASE STUDY: OAKLAND, CA

WHAT CHANGED?

- In 2010, the School Board passed a resolution committing to the adoption of restorative justice (RJ) practices, which emphasize **accountability, healing, and growth** instead of punishment when addressing behavioral issues
- **12 new culture and climate ambassadors** will support students and respond to situations that were previously handled by police
- Worked with team of **therapists, social workers and other trusted adults** to assess students' mental health needs

WHAT MADE IT EFFECTIVE?

- A commitment to restorative justice practices
- Support from local restorative justice experts
- Had restorative justice training and support from OUSD's central office
- Teachers and administrators made a commitment not to call the police or Immigration and Customs Enforcement on students
- Parents hold the district accountable for the resolutions and work with teachers, school staff, and community organizers

CASE STUDY: OAKLAND, CA



OUTCOME

During the BLM movement of 2020, school districts in Oakland, CA **voted to terminate SROs in schools**

HOW OUTCOME WAS ACHIEVED

The decision was **unanimous** and enacted based on the unwavering efforts of grassroots organizations like the Black Organizing Project (BOP)

HOW IT ALIGNS WITH BBSU

Much like the BOP, the CT BBSU is a coalition comprised of stakeholders for this initiative to emphasize and advocate for the abolition of SROs in school

HOW IT ALIGNS WITH BBSU

The BBSU actively organizes and spreads awareness in this way and is focused on civil rights. They place emphasis on youth, all of which was done in Oakland

*SROs first began being utilized in schools during the 1950s. The inception of this system was a direct school response to youth led civil rights movements

CASE STUDY DATA ANALYSIS

HOW COULD THIS BE APPLIED TO HARTFORD?

1.

DISTRIBUTION OF FUNDS

“The board also agreed that the savings could be used to hire more counselors and social workers and allow for the return of some restorative justice coordinators who were let go in 2019-20 to close a hole in its budge.” - Oakland School Board

2.

CARE FROM ADMINISTRATION

Los Angeles school board President Richard Vladovic, said, “I would regret for the rest of my life if I left any student vulnerable.”

4.

YOUTH-LED

The movement for removal of SR0s in schools benefits from having both predominantly youth-led and students of color activist spaces.

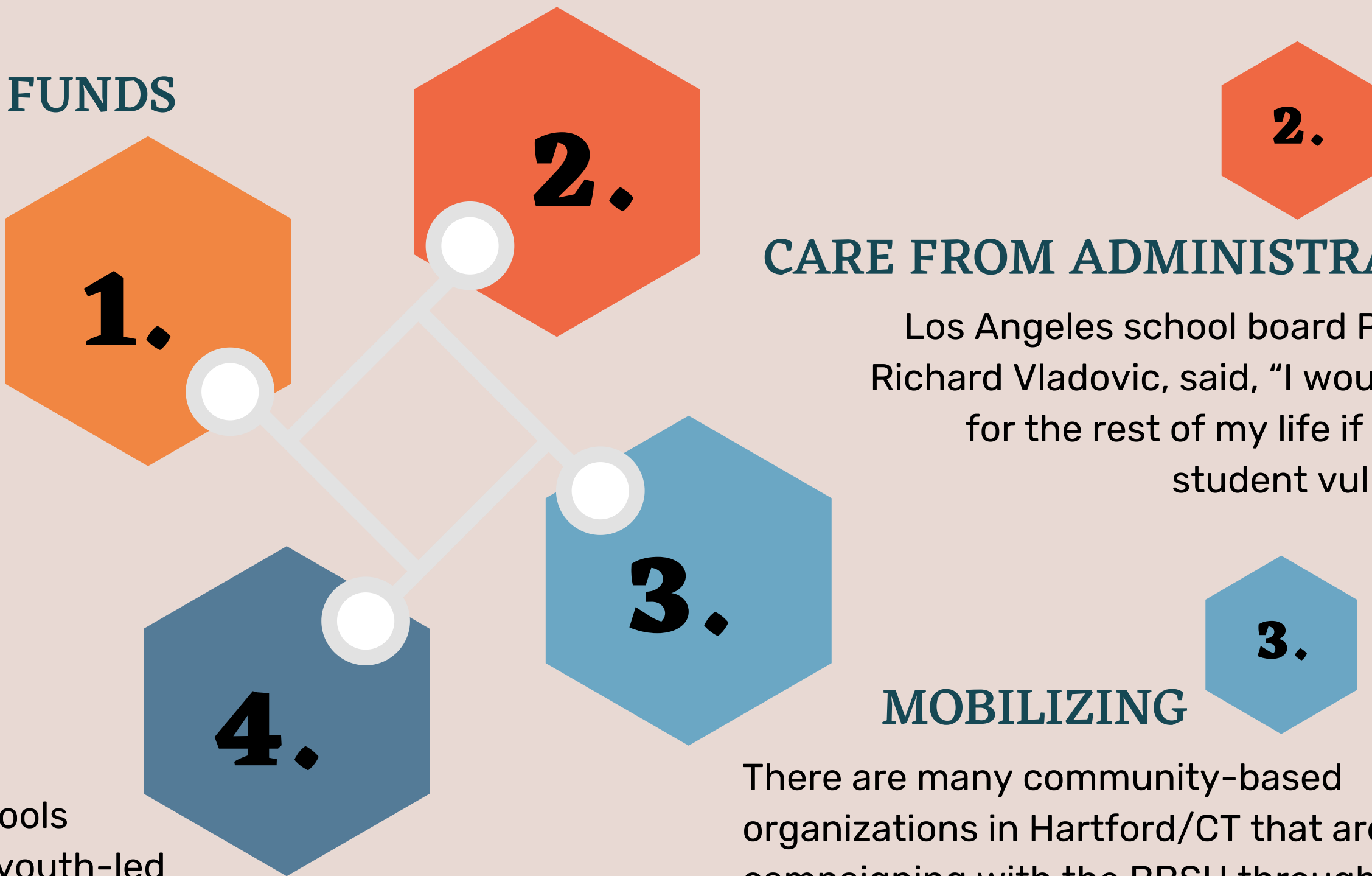
1.

2.

MOBILIZING

There are many community-based organizations in Hartford/CT that are campaigning with the BBSU through the Community First Coalition.

3.



CASE STUDY ANALYSIS

HOW DO DIFFERENCES MAKE THIS HARDER TO IMPLEMENT?

HARTFORD PUBLIC SCHOOLS

Demographics:

39.9% White

1.4% Black

54.3% Hispanic/Latino

SRO Funding

SRoS funded by the board of education or by local police departments

Student Arrests

- Black and Hispanic students are 3.1 and 1.6 times more likely to be arrested than white students in CT. The average percentage of Black students arrested in schools with SROs was over 17 times higher than those without SROs.

OAKLAND PUBLIC SCHOOLS

Demographics

11.2% White

22.1% Black

44.2% Hispanic/Latino

SRO Funding

- SRoS funded by the board of education or from local police departments

Student Arrests

- Black youth represented 70% of Oakland School Police Department arrests since 2010, though they are only 30.5% of the Oakland Unified School District student population

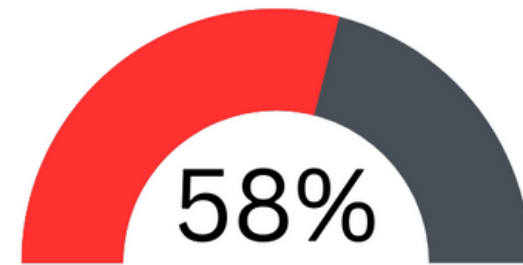
#CARENOTCOPS

THE CASE FOR CT SENATE BILL NO. 1095:
AN ACT CONCERNING SCHOOL RESOURCE OFFICERS

- 11.7 million students attend schools with police but *no counselors*
- 3 million students attend schools with police but *no school nurse*
- 6 million students attend schools with police but *no psychologist*
- 10 million students attend schools with police but *no social workers*

83%

OF SCHOOL ARRESTS
CONSIST OF BLACK
AND HISPANIC
STUDENTS



"In 1975, only 1% of schools reported having police officers on-site. By 2018, about 58% of schools reported having a police presence."

"SCHOOLS WITH SROS ARE **NOT MEASURABLY SAFER** THAN SCHOOLS WITHOUT SROS, AND THEY MAY HAVE **MORE PUNITIVE CLIMATES** THAN SCHOOLS WITHOUT SROS"
CONNECTICUT VOICES FOR CHILDREN

"I shared what I had learned outside of school about Black Liberation and was escorted out of the class for being "hostile... We need to end *the school-to-prison pipeline* and equip educators with the proper resources to teach children in a safe inclusive environment."

CT SENATE HEARING TESTIMONIAL

2.3X

CONNECTICUT REFERRED STUDENTS WITH DISABILITIES TO THE POLICE 2.3 TIMES MORE THAN THE OVERALL STATE AVERAGE, AT 8.9 STUDENTS WITH DISABILITIES PER 1000.

For more information visit the link WWW.CTBBSU.COM

1. National Association of School Resource Officers. (2020). To protect and educate: The school resource officer and the prevention of violence in schools. Retrieved from: <https://www.nasro.org/clientuploads/resources/NASRO-Protect-and-Educate.pdf> 3 Kamenez, A. (2020, June 23).

2. Why There's a Push to Get Police Out of Schools. National Public Radio. Retrieved from: <https://www.npr.org/2020/06/23/881608999/why-theres-a-push-to-get-police-out-of-schools> 4 Stokes Hudson.

3. C., Ruth, L., & Waithe Simmons, W. (2019). Policing Connecticut's Hallways: The Prevalence and Impact of School Resource Officers in Connecticut. Connecticut Voices for Children. Retrieved from: <https://ct-voices.org/wp-content/uploads/2019/04/edu19SchoolResourceReport.pdf>

View other Testimonies Here: https://www.cga.ct.gov/asp/CGADisplayTestimonies/CGADisplayTestimony.aspx?bill=SB-01095&doc_year=2023

Submit a Testimony Here: <https://p2a.co/l7201Kc>



WHY THE WORK OF THE CT BBSU IS IMPORTANT



- ALL students deserve to feel safe, secure, and supported in their places of learning. We must end the criminalization of our students
- Research shows that the presence of SROs in schools increases the likelihood of discipline & arrest for Black & Latinx students, without providing measurably better educational or safety outcomes
- We must abolish the school-to-prison pipeline
- We must operate for the **community not punishment**, and invest in more restorative justice practices that include mental health/wellness and better funding for schools

KEY TAKEAWAYS

- METHODS OF CONDUCTING QUALITATIVE AND QUANTITATIVE RESEARCH
- COMMUNITY ORGANIZING AND CAMPAIGN SUPPORT STRATEGIES
- THE STATE OF SCHOOL RESOURCE OFFICERS IN CONNECTICUT
- PROCESS OF PASSING STATE-LEVEL BILLS
- DESIGNING ACCESSIBLE AND PRESENTABLE CONTENT
- RESTORATIVE JUSTICE IS A NEEDED, HOLISTIC APPROACH



CALL TO ACTION

- Submit written testimonies
- Stay informed about campaign updates
- Learn more at www.ctbbsu.com

**Follow the BBSU on all social
media platforms!
@CTBBSU**

CALL TO ACTION



BBSU Linktree



Call your Legislator

HUGE THANK YOU TO SHINEIKA FAREUS!

For your constant guidance, support, and encouragement :)

Shineika Fareus, CT BBSU and Community First
Coalition Organizing Director

"Shinieka is an anti-racist educator, a community organizer, and a transformative leader. A youth organizer since 2014, Shineika has always valued the importance of having access to equitable education.

She is a co-founder of Hearing Youth Voices who became involved with the organization at the age of 15 as a youth researcher working alongside a team of young people on the organization's first official 'We Want to Graduate' Campaign. Shineika is committed to the liberation of Black folks that necessitates the destruction of capitalism and imperialism"





THANK YOU

QUESTIONS/ COMMENTS?

Works Cited:

1. National Association of School Resource Officers. (2020). To protect and educate: The school resource officer and the prevention of violence in schools. Retrieved from: <https://www.nasro.org/clientuploads/resources/NASRO-Protect-and-Educate.pdf> 3 Kamenetz, A. (2020, June 23).
2. Why There's a Push to Get Police Out of Schools. National Public Radio. Retrieved from: <https://www.npr.org/2020/06/23/881608999/why-theres-a-push-to-get-police-out-of-schools> 4 Stokes Hudson, C., Ruth, L., & Waithe Simmons, W. (2019). Policing Connecticut's Hallways: The Prevalence and Impact of School Resource Officers in Connecticut. Connecticut Voices for Children. Retrieved from: <https://ct-voices.org/wp-content/uploads/2019/04/edu19SchoolResourceReport.pdf>
4. Sawchuck, Steven "More School Districts Sever Ties With Police. Will Others Follow?." Education Week. 26 June 2020. <https://www.edweek.org/leadership/more-school-districts-sever-ties-with-police-will-others-follow/2020/06>
5. Jones, Stefanie Dion. "The Prevalence and the Price of Police in Schools." Neag School of Education, University of Connecticut, 27 Oct. 2020, <https://education.uconn.edu/2020/10/27/the-prevalence-and-the-price-of-police-in-schools/>.

<https://www.aclunc.org/blog/racial-disparities-arrests-contributing-education-crisis-oakland-students-color>

<https://www.ctinsider.com/connecticut/article/CT-school-security-investments-17586604.php>

<https://www.census.gov/quickfacts/fact/table/detroitcitymichigan,oaklandcitycalifornia,hartfordcityconnecticut/PST045222>

<https://edsources.org/2021/lessons-from-oaklands-move-to-police-free-schools/661400>