



Testimony Before the District of Columbia Council
Committee on Judiciary and Public Safety
&
Committee of the Whole
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Joint Public Hearing:
The Recommendations of the Police Reform Commission

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Introduction

Thank you, Councilmember Allen, Chairman Mendelson and members of the Committees, for the opportunity to testify. My name is Danielle Robinette. I am a policy attorney at Children’s Law Center and a resident of Ward 6. Additionally, prior to law school, I was a public-school teacher. I am testifying today on behalf of the Children’s Law Center which fights so every DC child can grow up with a loving family, good health and a quality education.¹ With almost 100 staff and hundreds of pro bono lawyers, Children’s Law Center reaches 1 out of every 9 children in DC’s poorest neighborhoods – more than 5,000 children and families each year.

I appreciate this opportunity to testify regarding the recommendations of the Police Reform Commission (PRC). In December 2020, CLC joined the Every Student Every Day Coalition and a number of other youth advocacy organizations in submitting recommendations to the PRC. We were encouraged to see that the PRC included these recommendations into their final report.² These recommendations are consistent with neuroscience which tells us that adolescents are more likely than adults to be impulsive and sensation-seeking, to make decisions based on “immediate” gains rather than “long-term consequences, and to be susceptible to peer pressure.³

Over the past year, on top of a global pandemic, Black and brown young people have seen time and time again that they cannot trust the police to keep them safe. Through social media and the news, they face constant reminders that they are likely to

be treated worse by law enforcement than their white peers. These incidents of police brutality cause racial stress for all Black and brown people. We believe that now is the time to reimagine what a safe and positive school environment looks like. We need to move away from the utilization of police in schools and towards a school environment that supports students. We offer our recommendations on how to make this transition. Additionally, we believe that the involvement of youth voices, educators, parents, administrators, and school staff is fundamental to ensuring an effective transition to police-free schools.

Our testimony and recommendations are largely the same as those we submitted to the Committee on Judiciary and Public Safety for their performance oversight hearing for the Metropolitan Police Department (MPD) and to the Committee of the Whole for their roundtable on school security. We are repeating them here for the record to uplift the PRC's recommendations about police-free schools.

Our testimony today outlines on a two-part strategy which calls for the divestment of local dollars from the MPD School Safety Division and the investment of those dollars into programs that create and reinforce safety in our schools. Our divestment position is drawn from the often-harmful interactions our young clients have had with police in schools. Our investment recommendations highlight programs and partnerships which are already in existence and currently operate to varying degrees within our schools and communities. Our recommendations offer concrete alternatives to police in schools and

support a new vision of school safety that does not contribute to the criminalization of Black and Brown students, but instead enhances their educational experience in DC's public schools.

Beyond the police, the role of civilian security at the schools must be examined. The reimagining of school security must involve community input and reflect the needs of education stakeholders. While there has been a lot of focus on the DCPS security contract, DCPS represents only half of the District's public-school students. Conversations about reimagining security and investments in positive school cultures must not forget the 60+ charter LEAs that educate more than 40,000 children and young people in DC – nearly 75% of whom are Black⁴ and 49% of whom live in Wards 7 and 8.⁵ While our testimony today does not directly address the topic of contracted security guards in DC's public schools, we encourage the Committees to continue this dialogue with respect to all aspects of school security. We believe that school security, in whatever form it ultimately takes, must be trauma-informed and designed to integrate safety into a broader conceptualization of positive school climates and culture.

A. Divesting from MPD's School Safety Division

We believe that schools should be a safe space where students can learn and grow in a trauma-informed environment that supports their educational and socio-emotional learning goals. According to MPD's annual school safety report, the goal of the School Safety Division is "to support a safe learning environment for all students."⁶

Unfortunately, these goals are undercut when students experience negative, even traumatizing, interactions with MPD officers, School Resource Officers (SROs), and contracted security guards during the school day. These are just a few examples of the types of problematic interactions with police at school that our young Black and Brown clients have shared with us:

- An 11-year-old client who refused to get on the school bus and the response was for the DCPS school to call the police.
- A five-year-old client visited by a uniformed MPD officer, not a social worker, and taken away alone to be interviewed about abuse allegations.
- A fifth-grade student who left the school building but remained on campus. The elementary school called MPD who responded by escalating the situation to the point of putting the child into restraints.

Police are too often called when students are having behavioral difficulties. Children often have behavioral outbursts because of trauma they are experiencing outside of school and struggles that they face in school. Children who have become emotionally dysregulated should be helped – not arrested. The response from adults should be to ask, “Why is this child acting out and how can we address the underlying concern?” – rather than to call the police.

Black and Brown children are disproportionately affected by this practice. Students with disabilities are also dramatically affected. National trends show that students with disabilities are nearly three times more likely to be arrested than their general education peers.⁷ When disability and race intersect the impact is compounded. SRO interactions with students with disabilities can be especially problematic. Because

SROs are not school employees, they do not have access to a student's Individualized Education Plan (IEP) and/or Behavior Intervention Plan (BIP). This leads to police officers responding to a behavioral health crisis with little or no information about the child's special needs, triggers, or preferred de-escalation strategies.

Our clients with disabilities have shared stories that illustrate the devastating consequences of what happens when police are called during an episode of emotional or behavioral dysregulation:

- A nine-year-old client who was experiencing a mental health emergency was handcuffed and accompanied by uniformed officers to the Emergency Department
- A 12-year-old client was threatened by staff at their group home that the police would be called when he was having a mental health crisis.
- An 11-year-old student was handcuffed at a DCPS school for running through the halls and then was transported by an SRO in handcuffs to Children's National Hospital for a psychiatric evaluation when a parent could not be reached.

In addition to these sorts of specific incidents with police in schools, many children in DC have negative reactions to police based on their experiences in the community. Many have witnessed friends and family being arrested or hassled by police. For some students, the mere presence of police officers at school can be enough to trigger fear and past trauma. For example, a Children's Law Center lawyer witnessed a child client withdraw and recoil into their sweatshirt after walking into a room at school with police present even though the police officers were not interacting directly with the client. For many students the regular presence of police in schools does not create a safe and secure

learning environment. In fact, due to their negative and traumatic experiences in their communities, the presence of police in schools creates an environment of fear and hostility for many students.

The cumulative effect of these school and community interactions, repeatedly highlighted by videos of police violence circulated on social media, is a sort of race-based traumatic stress⁸ that has no place in a public school. By redirecting local dollar allocations away from MPD's School Safety Division and shifting those funds to critical programs like school-based mental health, we have an opportunity to create an environment where students are supported and not criminalized.

B. Invest Local Dollars to Create Safe Schools

In order for the transition toward police-free schools to be successful, the divestment from MPD's School Safety Division must be paired with investments in programming and supports that will improve school climates and create safe schools without a need for police. The below recommendations are based upon our experiences with and observations of programs that have been implemented to varying degrees in some schools across the District. Our recommendations include expansions of programs to support student behavioral health, alternative discipline practices, and professional development for teachers and other school staff. Additionally, we recommend that community-based programs with established and trusted relationships with young

people be brought into the school setting. These recommendations are consistent with those put forth by the Police Reform Commission in their final report.⁹

Increase investments in our School-Based Behavioral Health (SBBH) Program

The District's SBBH program provides children, youth, and their families with access to high-quality services that promote mental wellness and generate a positive school culture. Local community-based mental health providers partner with schools based on the school's individualized needs. As the SBBH project is implemented at each campus, students are able to access three distinct service tiers: mental health promotion and prevention for all students (Tier 1), focused interventions for students at-risk of developing a mental health problem (Tier 2), and intensive treatment for individual students who already have a mental health problem (Tier 3). The multi-tiered approach is intended to facilitate the effective and efficient use of the District's resources in the service of providing appropriate and reliable school-based behavioral health services to children and youth. This, in turn, makes it easier for students to access key mental health supports and also ensures that teachers and staff benefit from having clinicians available.

The SBBH program is currently in its expansion phase and will need additional local-dollar support in order for expansion to reach all schools in the District. There are several roles at each school to support the integration and expansion of the SBBH program, including the School Behavioral Health Coordinator, Community-Based Organization (CBO) clinician, Department of Behavioral Health (DBH) clinical specialist,

and DBH Clinical Supervisor. With these resources in place, schools have been able to complete the School Strengthening Tool and Work Plan, which are used by each school's administrative or behavioral health team to identify the specific behavioral health needs of each school and create a comprehensive and integrated plan for meeting those needs. At the community level, the DC Community of Practice (CoP) was established to facilitate strategic collaboration between school personnel, community leaders, and CBO clinicians. These various infrastructure components, along with robust interagency communication and coordination, are critical to the continued efficacy and functionality of the District's SBBH program.

Additional investments to the SBBH program in FY21-22 would allow DBH to expand the program to include the 80+ DCPS and public charter schools that are still waiting on vital behavioral health resources. We recommend increasing investments in the SBBH program in order to expand its reach to all public schools in DC.

Provide teachers and staff with trauma-informed training, professional development, and supports

Nationally, roughly one in five children have experienced adverse childhood experiences and traumatic experiences.¹⁰ These traumatic experiences can range from food insecurity, neglect and abuse, and even chronic toxic stress. Trauma may manifest itself in students as absenteeism, performing below grade level in reading and math, and behavior problems.¹¹ Students experiencing these forms of complex trauma can benefit

from teachers and school staff who not only have been trained not only to recognize the signs of trauma in children and youth, but also who are also able to access trauma-informed training, professional development, and supports to assist these students.¹² We recommend that local dollars be allocated in the upcoming budget in order to provide these trainings and professional development opportunities for teachers and staff in our school community.

Expand restorative justice programming in schools and communities

The District has invested in the concept of restorative justice programming for children and youth and has supported its use within the community. Currently, SchoolTalk DC has provided restorative justice supports to both DCPS and DC public charter schools.¹³ These supports range from individual training sessions for students and staff, facilitation of important restorative conversations, restorative justice conferencing, classroom circles, and dialogue circles.¹⁴ We recommend that the District continue to invest in restorative justice programming for children and youth in schools and communities.

Invest in school-based violence interrupter programming and training and expand community-based violence interrupters

We recommend that the District continue to invest in and expand violence interrupter programs. Currently, the District is supporting violence interrupter programs through the Office of the Attorney General and the Office of Neighborhood Safety and

Engagement. The model takes a public health approach in addressing community violence by interrupting violence, identifying and treating those at highest risk for committing violent crimes, and changing community ideas around the normalization of violence.¹⁵ In order to continue to build on a culture of school safety, we recommend that the District bring this model into the school community and provide students the opportunity to interact with violence interrupters and engage in training provided to violence interrupters.

Explore funding the expansion of credible messengers in communities and schools

We recommend that the District explore the expansion of credible messengers into communities and schools broadly. The Credible Messenger Initiative is a program for youth committed to the Department of Youth Rehabilitation Services (DYRS) that blends individual mentorship programming with restorative justice processes.¹⁶ This program helps to connect young people with members of the community who share similar experiences (like being court-involved), are skilled in mentorship and community building, and demonstrate integrity and transformation. Expansion of this program would ensure that all students, beyond those who are involved with DYRS, would be able to access the benefits of the program, which include:

- Promoting family and community engagement
- Connecting young people to caring adults in their communities
- Enhancing city-wide violence intervention services
- Improving services to youth in the community
- Connecting youth to resources and relationships

In addition, expansion of this program would create job opportunities for DC residents who already serve as community leaders and could serve as credible messengers in schools.

Ensure adequate investments in socio-emotional learning curriculum and implementation

We recommend that the District remain committed to adequately funding a socio-emotional learning curriculum for students across all grade levels. Socio-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, maintain positive relationships, and make responsible decisions.¹⁷ DCPS is already implementing and integrating a socio-emotional learning curriculum with supports from the Collaborative for Academic, Social and Emotional Learning. We recommend that the District continue to fund socio-emotional learning in FY21.

Ensure fidelity in Positive Behavioral Intervention and Supports (PBIS) programs at schools

PBIS programs are evidence-based strategies that help to improve individual student classroom behavior and create safe schools by focusing on preventing problem behaviors rather than punishing students.¹⁸ Studies have shown that schools that implement school-wide PBIS programs show a decrease in the number of suspensions, improved perceptions of safety, and improvements in academic performance.¹⁹ In order to implement PBIS programs with fidelity, schools will need additional financial

resources to be sure that these programs are being properly implemented and evaluated. We recommend that local dollars be set aside for implementing PBIS programs in both DCPS and charter schools.

Adequately fund behavioral intervention support staff, administrative staff, and behavioral support technicians at each school

Many of the functions of security personnel could be replicated by existing and newly hired school staff if the District were to adequately fund behavioral intervention support staff, administrative staff, and behavioral support technicians at each school. We envision administrative staff being available to assist with checking-in parents, reviewing paperwork, and helping the registrar with attendance issues. Behavioral intervention support staff and behavioral support technicians can be key partners in ensuring school safety by using their training to assist classroom teachers and administrators with any behavioral issues before they escalate.

C. Models from Other Jurisdictions

The moment we are in calls for transformative, bold investments in students' and educators' behavioral health. Black and brown youth and educators have been especially traumatized as they are grappling with two pandemics: the coronavirus and the systemic racism that has been dramatically highlighted this past year. DC is not the only jurisdiction working to address these dual crises. Across the country, we have seen states, cities, and school districts pursue alternatives to law enforcement in schools. Earlier this

month, the Alexandria City Council voted to reallocate nearly \$800,000 away from the SRO program and invest those funds in student mental health resources.²⁰

We acknowledge that there are limitations in examining any plans that arose in response to the calls for racial justice following the murder of George Floyd in Summer 2020. Because so few students have returned to classrooms in-person, many of the newest police-free schools plans have not yet been implemented. However, a number of districts began removing SROs from schools before the activism we have seen over the last year. Below we examine those districts that removed police from schools prior to the COVID-19 pandemic. While no one model will work for every school district, we believe that there are lessons to be learned from those who have been doing this work in recent years. We encourage the Council to collaborate with all education stakeholders – especially parents and students – to decide which approach will be best for DC.

Minneapolis, MN

In 2017, Intermediate School District 287 (ISD 287) in Minneapolis, Minnesota replaced SROs with Student Safety Coaches. These Student Safety Coaches specialize in mental health, de-escalation, restorative justice and safe physical interventions.²¹ Their primary focus is to build trusting relationships with students to ward off and mitigate behavior issues. Early evaluations of this model are largely positive. In the period between program implementation in 2017 and the pandemic-related transition to distance learning, ISD 287 saw “positive culture and safety on the rise, stronger

relationships, incidents with police involvement decreased by half over two years, significantly fewer arrests, and [limited] use of physical holds.”²²

Elsewhere in city, the school board Minneapolis Public School District unanimously voted to terminate its contract with police in June 2020. As an alternative, the district hired 11 “public safety support specialists” who are intended to act as a bridge between in-school intervention and law enforcement. The specialists will serve a security function but be trained to build relationships with students and de-escalate conflicts. Notably, this plan has faced criticism from activists stemming from reports that 14 of the 24 finalists for these positions have a background in law enforcement.²³ CLC strongly encourages the DC Council to be wary of proposed alternatives that simply create SROs by some other name.

Los Angeles, CA

The trustee of the Los Angeles Unified School District (LSUSD) recently approved a plan to cut 133 police positions from their schools. This reduction in force would remove 70 sworn officers with arrest powers, 62 nonsworn officers, and one support staff member.²⁴ Notably, this leaves in place 211 officers who will continue to monitor school and be available for emergencies. This reduction in police presence is paired with the implementation of School Climate Coaches who are individuals drawn from the community who are responsible for mentoring students, using socio-emotional learning strategies to strengthen student engagement, applying effective de-escalation strategies

to support conflict resolution, building positive relationships, eliminating racial disproportionality in school discipline practices, and understanding and addressing implicit bias.²⁵

Furthermore, the reduction in school police officers frees up \$25 million in the district's budget. This money has been redirected to fund, in part, a \$36.5 million Black Student Achievement Program that aims to provide supplemental services to 53 high schools with a high proportion of Black students and high need indicators (below-average test scores and above-average suspension rates). The Black Student Achieve Program aims to:²⁶

- Ensure that materials and instruction are culturally responsive to Black students and provide additional support and intervention to students to close literacy and numeracy skill gaps;
- Work with community groups that have demonstrated success with Black students and families; and
- Reduce the over-identification of Black students in suspensions, discipline and other measures through targeted intervention to address students' academic and social-emotional needs.

This model is the most similar to the two-prong divest-invest strategy that we outlined above. This removal of police reduces the harms that students suffer, and the investment in student supports will help repair the damage that has already been done.

Maryland

Beyond the district-level changes that have been described above, there are also two pieces of legislation under consideration by the Maryland General Assembly – the

Police Free Schools Act (PFSA)²⁷ and the Counselors Not Cops Act (CNCA).²⁸ Combined, these bills are designed to remove police from schools and redirect funding for mental health services, wraparound supports, and restorative approaches.

Specifically, these bills:

- Prohibit school districts from contracting with police departments;
- Repeal the creation of the Baltimore City Public Schools standalone police force;
- Require reporting on the use of force by school security and on calls to City or County police for incidents in school;
- Include families impacted by school-based arrest and experts in student mental health and conflict resolution to the School Safety Subcabinet Advisory Board; and
- Redirect the \$10 million/year SRO fund to schools to be used only to (i) hire mental and behavioral health specialists, (ii) hire restorative approaches coordinators and expand restorative approaches in schools, (iii) hire community school coordinators, develop community schools, and provide wraparound services, and (iv) develop trauma-informed schools.

Importantly, these bills do NOT:

- Prohibit school districts from calling City or County police in an emergency;
- Prohibit school districts from developing “adequate law enforcement coverage” plans with City or County police;
- Remove school security guards who are unarmed and do not have the power to arrest students; and
- Prevent schools from installing door locks or other non-personnel safety measures.

The legislators leading the charge on these bills have specifically sought to dispel the fears of parents and other stakeholders regarding the purported benefits of SROs – namely that schools without cops will not be safe. Specifically, they argued that “SROs have not deterred or stopped school shootings. Active shooters do not avoid schools with armed

police, and it is extremely rare for police to successfully intervene when shootings occur. Police presence in schools hasn't reduced any other school-based violence. A study of approximately 3,000 schools nationwide found 'no evidence suggesting that SRO or other sworn law-enforcement contribute to school safety.'"²⁹

D. Youth Policing Beyond the School Safety Division

Beyond our recommendations regarding the School Safety Division and SROs, we are also concerned by the ways in which MPD practices affect youth differently than adults and can contribute to school avoidance. To this end, we would like to uplift recommendations included in the Police Reform Commission's (PRC) report regarding developmentally appropriate policing.³⁰ Moreover, we believe this position is consistent with the District's sanctuary values that have historically protected students from enforcement actions by Immigration and Customs Enforcement on school grounds.³¹ DC schools must be a sanctuary for students. To that end, in addition to the elimination of the School Safety Division,³² DC should: 1) discontinue the practice of serving warrants on school grounds; 2) prohibit the arrest of youth in schools for non-school based offenses or custody orders; 3) prohibit the interviewing or interrogation of youth in schools; 4) prohibit youth and adults from carrying firearms in schools;³³ and 5) implement non-law-enforcement-driven crisis response and expand safe passage systems.

Conclusion

Thank you for this opportunity to testify, and I welcome any questions.

¹ Children’s Law Center fights so every child in DC can grow up with a loving family, good health and a quality education. Judges, pediatricians and families turn to us to advocate for children who are abused or neglected, who aren’t learning in school, or who have health problems that can’t be solved by medicine alone. With almost 100 staff and hundreds of pro bono lawyers, we reach 1 out of every 9 children in DC’s poorest neighborhoods – more than 5,000 children and families each year. And we multiply this impact by advocating for city-wide solutions that benefit all children.

² *Id.*

³ See *J.D.B. v. North Carolina*, 564 U.S. 261, 273 (2011); see also Steinberg, Laurence, et. al., *Are Adolescents Less Mature than Adults? Minors’ Access to Abortion, the Juvenile Death Penalty, and the Alleged APA “Flip-Flop”*, 64 AM. PSYCHOL. 583, 592 (2009). Available at: [https://pubmed.ncbi.nlm.nih.gov/19824745/#:~:text=Simmons%20\(2005\)%2C%20which%20abolished,are%20as%20mature%20as%20adults.](https://pubmed.ncbi.nlm.nih.gov/19824745/#:~:text=Simmons%20(2005)%2C%20which%20abolished,are%20as%20mature%20as%20adults.)

⁴ DC Public Charter School Board, “School Enrollment: PCS Demographics,” available at: <https://dcpcs.org/student-enrollment> (reporting that, in SY18-19, 73.66% of students enrolled in public charter schools identified as Black or African American).

⁵ *Id.*, at “Enrollment by Ward Where Students Live” (reporting that, in SY18-19, 22% of charter students lived in Ward 7 and 27% percent lived in Ward 8.)

⁶ Metropolitan Police Department, *School Safety and Security in the District of Columbia: SY 2019-2020*, 1, available at: <https://mpdc.dc.gov/sites/default/files/dc/sites/mpdc/publication/attachments/MPD%20School%20Safety%20Annual%20Report%20Year%202019-2020%20Final.pdf>.

⁷ See ACLU, *Cops and No Counselors, How the Lack of School Mental Health Staff is Harming Students*, 5, available at: <https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors>.

⁸ See Kristin N. Henning, *The Reasonable Black Child: Race, Adolescence, and the Fourth Amendment*, 57 American Univ. L. Rev. 1513, 1561, n. 313 (2018). Available at: <http://www.aulawreview.org/au-law-review/wp-content/uploads/2018/08/675-%E2%80%9302-Henning.pdf>.

⁹ District of Columbia Police Reform Commission, *Decentering Police to Improve Public Safety*, at 69, (Apr. 1, 2021), available at: <https://img1.wsimg.com/blobby/go/dd0059be-3e43-42c6-a3df-ec87ac0ab3b3/DC%20Police%20Reform%20Commission%20-%20Full%20Report.pdf>

¹⁰ Sparks, S.D., *Some FAQs for Educators on Children’s Trauma*. Education Week, (Aug. 9, 2019), available at: <https://www.edweek.org/ew/articles/2019/08/21/some-faqs-for-educators-on-childrens-trauma.html>.

¹¹ Blodgett, Christopher, and Jane D. Lanigan, *The association between adverse child experience (ACE) and school success in elementary school children*, *Sch Psychol Q.*, doi: 10.1037/spq0000256, 37-146, (March 2018). Available at: <https://pubmed.ncbi.nlm.nih.gov/29629790/>.

¹² There are many robust reports and training materials available to support teachers and staff. For a non-exhaustive list, please visit: Trauma Sensitive Schools, *Helping Traumatized Children Learn*, available at: <https://traumasensitiveschools.org/reports-and-resources/>.

¹³ See SchoolTalk, *Restorative DC*, available at: <https://www.schooltalkdc.org/restoratedc1/>.

¹⁴ See RestorativeDC, *Restorative Practices*, available at: <http://www.restoratedc.org/restorativepractices/>.

¹⁵ Office of the Attorney General for the District of Columbia, *Investing in OAG’s Violence Interrupter Program* (Feb. 7, 2019), available at: <https://oag.dc.gov/blog/investing-oags-violence-interruption-program>.

¹⁶ Department of Youth Rehabilitation Services, *Credible Messenger Initiative*, available at: <https://dyrs.dc.gov/page/credible-messenger-initiative>.

¹⁷ The definition of socio-emotional learning can be found at <https://casel.org/what-is-sel/>.

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- ¹⁸ Lee, Andrew J., *PBIS: What You Need to Know*, Understood.org, available at: <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior>.
- ¹⁹ See Bradshaw, Catherine P., et. al., *Examining the Effects of Schoolwide Positive Behavioral interventions and Supports on Student Outcomes: Results From a Randomized Controlled Effectiveness Trial in Elementary School*, *Journal of Positive Behavior Interventions*, (April 2009). Available at: <https://journals.sagepub.com/doi/10.1177/1098300709334798>; Horner, Robert H., and George Sugai, *Defining and Describing Schoolwide Positive Behavioral Support*, *Handbook of Positive Behavioral Support*, (2009). Available at: https://link.springer.com/chapter/10.1007/978-0-387-09632-2_13; and Nelson, J. Ron, et. al., *Maximizing student learning: The effects of a comprehensive school-based program for preventing problem behaviors*. *Journal of Emotional and Behavioral Disorders*, *Journal of Emotional and Behavioral Disorders*, 136–148, (July 1, 2002). Available at: <https://doi.org/10.1177/10634266020100030201>.
- ²⁰ See Hannah Natanson, *Alexandria will remove police from public school hallways*, *Washington Post*, (May 16, 2021), available at: https://www.washingtonpost.com/local/education/alexandria-police-middle-high-school/2021/05/15/55308846-b3fb-11eb-9059-d8176b9e3798_story.html
- ²¹ Hicks, Rachel, *287 Student Safety Coach Model*, *Intermediate District 287*, (July 10, 2020), available at: <https://www.district287.org/287-student-safety-coach-model/>.
- ²² *Id.*, at Wilder Research Report and Data.
- ²³ See Keierleber, Mark, *Here are the People Minneapolis Schools Hired to Replace Campus Police After George Floyd's Death – And Why Some Are Raising New Red Flags*, *The74*, (Nov. 9, 2020), available: <https://www.the74million.org/article/here-are-the-people-minneapolis-schools-hired-to-replace-campus-police-after-george-floyds-death-and-why-some-are-raising-new-red-flags/>.
- ²⁴ See Cowan, Jill, et. al., *Protestors Urged Defunding the Police. Schools in Big Cities Are Doing It.*, *New York Times*, (February 18, 2021), available at: <https://www.nytimes.com/2021/02/17/us/los-angeles-school-police.html>.
- ²⁵ *Id.*
- ²⁶ Board of Education of the City of Los Angeles, *Minutes from Special Meeting Order of Business*, (Feb. 16, 2021), available at: <http://laschoolboard.org/sites/default/files/02-16-21SpclBdOBWithMaterialsColor.pdf>.
- ²⁷ Police Free Schools bills in Maryland have not been formally introduced but on the way. See McCord, Joel, *Bills Aim to Get Cops Out of Schools*, *WYPR*, (Feb. 3, 2021), available at: <https://www.wypr.org/post/bills-aim-get-cops-out-schools>.
- ²⁸ *Primary and Secondary Education – Mental Health Services – Expansion (Counselors Not Cops Act)*, House Bill 496, (January 15, 2021), available at: <http://mgaleg.maryland.gov/2021RS/bills/hb/hb0496f.pdf>.
- ²⁹ Acevero, Gabriel, and Jheanelle Wilkins, *Reimagining school safety in Maryland*, *Washington Post*, (Jan. 29, 2021) available at: https://www.washingtonpost.com/opinions/local-opinions/reimagining-school-safety-in-maryland/2021/01/28/6de4299a-5b38-11eb-8bcf-3877871c819d_story.html (quoting Na, Chongmin, and Denise C. Gottfredson, *Police Officers in Schools: Effects on School Crime and the Processing of Offending Behaviors*, 30 *Justice Quarterly* 619 (2013)). Available at: <https://www.tandfonline.com/doi/full/10.1080/07418825.2011.615754>).
- ³⁰ See *Decentering Police to Improve Public Safety*, *supra* note 9 at 128.
- ³¹ See, e.g., Office of Attorney General, *A Message from the Attorney General*, (May 11, 2017), available at: <https://oag.dc.gov/sites/default/files/2018-02/Guidance-for-Schools-Re-Immigration-Concerns-English.pdf>.
- ³² Currently, the District spends at least \$14 million on MPD's School Security Division. This division should be eliminated, and the money saved should be reinvested directly in youth and family in a manner consistent with the recommendations proposed in Part D *infra*.

³³ Specifically, officers of all types should disarm prior to stepping foot on a school campus unless they are specifically responding to the *very rare* report of a shooting or armed individual on campus. See Ropeik, David, *School Shootings are Extraordinarily Rare. Why is Fear of Them Driving Policy?*, Washington Post, (March 8, 2018), available at: https://www.washingtonpost.com/outlook/school-shootings-are-extraordinarily-rare-why-is-fear-of-them-driving-policy/2018/03/08/f4ead9f2-2247-11e8-94da-ebf9d112159c_story.html (finding that the statistical likelihood of any given public-school student being killed by a gun, in school, on any given day since 1999 was roughly 1 in 614,000,000).