

ON THESE GROUNDS

A person with short, curly hair and large hoop earrings is shown from the back, looking out over a city skyline under a cloudy sky. The person's hair is dark and curly, and they are wearing large, metallic hoop earrings. The background shows a city with buildings and a body of water, all slightly out of focus.

DISCUSSION GUIDE

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WELCOME

LETTER FROM VIVIAN ANDERSON

I was living in Brooklyn, NY when the video of Shakara's assault at the hands of a Spring Valley High School police officer went viral. As I braced myself to watch, I also came across a news clip of Shakara's classmate, Niya Kenny, who stood up for Shakara in that classroom and was later arrested for it. Why? Because she knew Shakara had no one else, Niya told a reporter.

I just wanted to hug both of them. This was the world adults had created. Black girls still felt like nobody else will stand for them, that they have to stand for each other. No child should ever have to say that they have no one else to support them but another child. Niya and Shakara didn't have to walk this walk alone — no young person should.

I uprooted my life, moved to South Carolina and in 2016 founded EveryBlackGirl, Inc., a national campaign and program that centers and supports Black girls. What happened to Niya and Shakara was not an anomaly; it's the expected result of decades upon decades of racism and misogyny that has harmed Black girls in this country. School, a place from which a Black girl was historically excluded, is a microcosm of what's happening in our world.

Thank you for watching *On These Grounds*, and for being willing to spend 101 minutes of your time to truly see Black girls.

As you review this guide and join community conversations, I encourage you to release your own knowing and be open to looking at the biases you may have. We all have them. But being willing to let them go, to truly witness the harm that's happening to our Black girls, is how we can collectively cultivate the courage to take action and ensure this doesn't happen again.

Vivian Anderson

Founder, EveryBlackGirl, Inc.



LETTER FROM THE FILMMAKERS

Thank you for watching *On These Grounds* and participating in a national conversation about what's happening in our schools. Although our history of structural racism is deeply entrenched, the time for change is now.

We made *On These Grounds* because Shakara and Niya in South Carolina, Brianna in San Diego, and so many other courageous Black children have refused to be pushed out of classrooms and labeled as criminals by the very people responsible for their education and safety. We made the film because caring adults like Vivian Anderson and so many other organizers, activists, and community members refused to accept the harm and oppression of our youth. And, we made the film because too many white perpetrators and bystanders in America still prefer to bury the past and blame children, even when they can see injustice with their own eyes.

We hope *On These Grounds* shows that we must get the criminal justice system out of the education system. Bias remains the driving force behind policies rooted in intersectional issues of race, gender, class, and disability. We hope the film can be a tool in the passionate work already being done for police-free schools and restorative healing practices. We hope it can provide a new perspective to some viewers and reflect a true lived experience for others. We hope each of you will discover your own way to connect what happened at Spring Valley High School to the new world we want to build together.

Garrett Zevgetis, *Director*
Ariana Garfinkel, *Producer*
Jeff Consiglio, *Producer*
Chico Colvard, *Producer*
On These Grounds





ABOUT THE FILM

SYNOPSIS

A video goes viral, showing a white police officer in South Carolina pull a Black teenager from her school desk and throw her across the floor. Healer-Activist Vivian Anderson uproots her life in New York City to move to South Carolina to support the girl and dismantle the system behind the assault, including facing the police officer. Adding context, geographer Janae Davis treks the surrounding swamps and encounters the homes of formerly enslaved people of African descent, connecting the past to the present. Against the backdrop of a racial reckoning and its deep historical roots, one incident illuminates how Black girls, with the support of organizers, are creating a more just and equitable future for themselves and our entire education system.

TOTAL RUNTIME: 101 minutes

RATING: The film is not yet rated, and we suggest the film is suitable for audiences 13 years and older. However, we recommend viewing the film in advance of planning a screening to determine the fit for your audience.

FILM PARTICIPANTS

Filmmakers

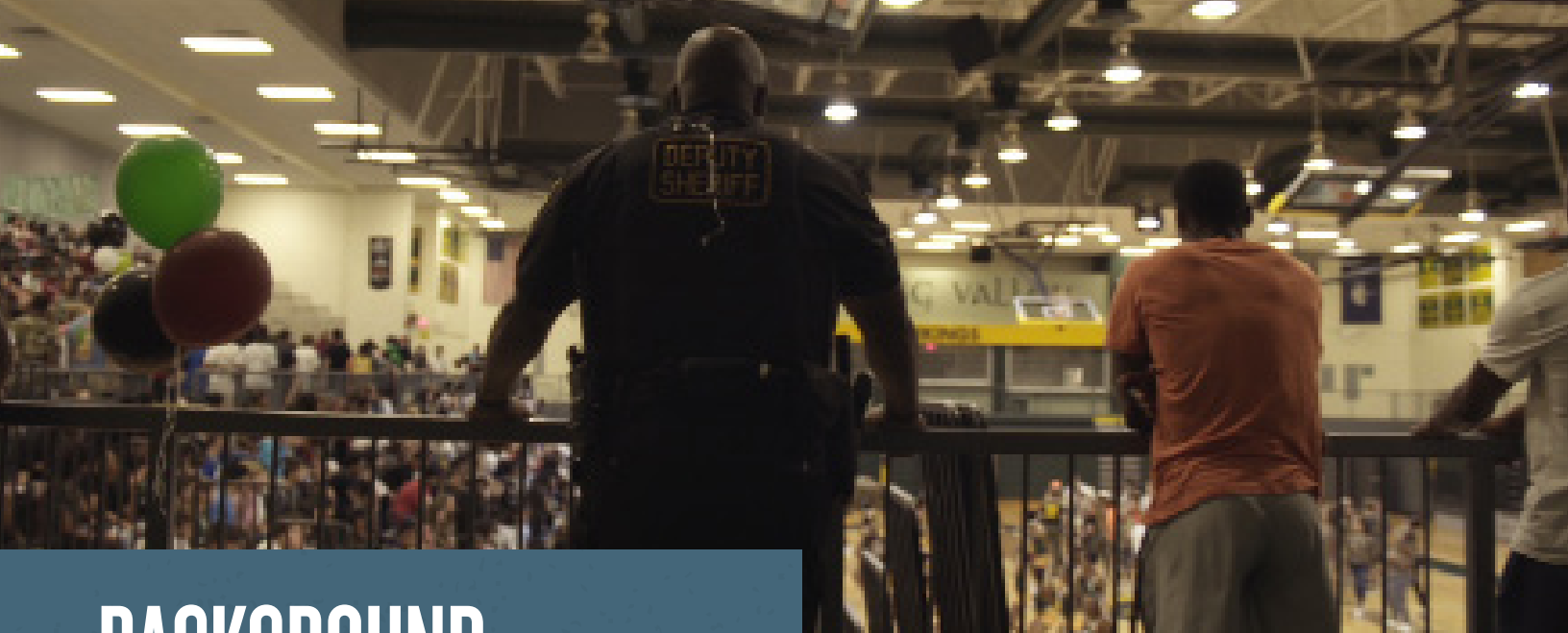
- Directed by Garrett Zevgetis
- Produced by Ariana Garfinkel, Jeff Consiglio, Chico Colvard
- Edited by Jeff Consiglio
- Co-Editor Chrystie Martinez Gouz
- Original Music by Chanda Dancy

Key Participants

- Shakara
- Niya Kenny
- Vivian Anderson, Founder of EveryBlackGirl, Inc.
- Ben Fields

Additional Participants

- Geoffrey Alpert, Professor of Criminology and Criminal Justice, University of South Carolina
- Brianna Bell
- Shauna Bell, Teacher
- Aneatra Brown Spann, Shakara's GED Teacher, Workforce Instructor
- Chris Crolley, Coastal Expeditions Tour
- Janae Davis, Geographer
- Carrie Dennison Elliott, Educator
- Robin DiAngelo, Author, *White Fragility*
- Dr. Bobby Donaldson, Professor of History, University of South Carolina
- Max Eden, Manhattan Institute
- Aairamique Glass Blake, Director, Generation Justice
- Josh Gupta-Kagan, Professor of Law, University of South Carolina
- Susan Finley & Marc Bartley, Co-Owners, Spud Inc. Gym
- Catherine Lhamon, Chair, US Commission on Civil Rights
- Leon Lott, Sheriff, Richland County
- Judy Kidd, Classroom Teachers of NC
- Shawn McDaniels, Master Sergeant, Richland County School Resource Officers
- Bree Newsome, Activist
- Amanda Ripley, Journalist



BACKGROUND

POLICING IN SCHOOLS

The origins of police presence in schools dates back to the 1940s, and in 1953, the first School Resource Officers (SROs) were permanently assigned to Flint, MI schools with the intention of improving the relationship between the young people of Flint and the city's police.¹ This led to a domino effect across the country, and by the mid-1970s, school districts in 40 states had some form of policing within their schools.

The increased prevalence of policing in schools also dovetailed with a rise in “tough on crime” values and policies, which were often aimed at young people of color. The Safe Streets Act of 1968, for example, offered millions of dollars in grants to law enforcement to create programming targeting youth, leading to the establishment of school gang databases and youth crime prevention programs that inevitably increased the criminalization of Black and brown youth. The Juvenile Justice and Delinquency Prevention Act that followed in 1974 allowed law enforcement to label children as young as nine as “pre-delinquents” and work with schools to monitor their behavior. Such policies were bolstered by the War on Drugs of the 1980s, philosophies like “broken windows policing” and the D.A.R.E. program, all of which legitimized pathways to criminalize Black and Brown youth.²

In 2018, after decades of expanding policing in schools, about 58% of schools reported having a police presence.³ And the reality is that this

approach to school safety has disrupted young people's growth and equitable access to education. Today, policing in schools is often tied to protecting students from school shootings, but the presence of armed police officers does not protect students from injury, and is instead associated with a higher rate of injury for students.⁴ Crucially, police officers based in schools lead to worse educational outcomes for students. In Texas, police presence in schools has been found to lower graduation rates, and in New York, an increase in police presence in the neighborhoods of Black youth led to a drop in their test scores.

**IN 2018, AFTER DECADES
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SCHOOL-TO-PRISON PIPELINE

The rise in and reliance on police officers in schools is inextricably tied to the rise of mass incarceration. We saw this boom in the 1990s, where the increasing crime rate among young people — peaking at 413 instances of violent crime per 100,000 youth — fed the proliferation of the racialized “superpredator” label.⁵ Politicians and the public were encouraged to see a generation of young Black and brown youth as violent, predatory, and a threat to public safety, instead of young people who had been failed by the schools and institutions that were meant to support them. This justified a rise in zero-tolerance policies, and students — most often students of color, students with disabilities, and LGBTQ+ students — were now receiving infractions from police officers for behaviors that historically were addressed by school administrators, increasing the rate of youth arrests and ushering in the era of the school-to-prison pipeline. And, because serious crime rarely occurs on campus, SROs spend the bulk of their time investigating and responding to minor incidents. One study from 2011 of police interactions with youth in cities found that a quarter of the charges filed against youth were school-related, and one out of every six charges occurred where no crime was committed but an SRO was present.

School disturbance laws, which exist in over 20 states, prohibit students from interrupting the operations of a school, often with no specific definitions or guidance to enforce the laws, opening the door to expansive use and very uneven application of such laws.⁶ In recent years, students have been charged with “disorderly conduct” at growing rates, and the majority of students charged with disorderly conduct are students of color. In Florida, for example, 70% of girls arrested for disorderly conduct are Black.⁷

Children do not surrender their civil rights when they enter school grounds. And yet, school officials have a lower standard to justify searching students than law enforcement applies outside of schools.⁸ Similarly, school officials can interrogate students without providing a Miranda warning — the legally required notice of the right to remain silent or have legal counsel that police must give when they have someone in custody.⁹ The presence of police officers in schools can also enable officers to bypass legal protections that exist outside of schools.

Excessive disciplinary policies that address low-level offenses with suspensions, expulsions, and arrests disproportionately target Black youth. Black boys are three times more likely to be suspended than white boys, and Black girls are six times more

likely to be suspended than white girls,¹⁰ even though Black children do not act out or engage in misconduct more than white children.¹¹ This starts early, too. In 2014, 48% of preschool-aged children who were suspended more than once were Black.¹² Excessively punitive and exclusionary disciplinary policies also increase the likelihood of continued interaction with the justice system into adulthood.

THE U.S. HAS ALREADY POURED OVER \$1 BILLION OF FEDERAL FUNDING INTO HIRING POLICE IN PUBLIC SCHOOLS.

SAFETY IN SCHOOLS

Our country has already poured over \$1 billion of federal funding into hiring police in public schools, yet there is little evidence to indicate that police presence in schools actually makes schools safer.¹³ It's time to listen to the data and to our students: Schools that employ more mental health providers see improved attendance rates, graduation rates, and lower rates of expulsion, suspension, and other disciplinary incidents. Meanwhile, schools that received federal funding to hire more police experienced decreases in both graduation and college enrollment rates.

Over years of student-led advocacy, a movement has been underway to redirect the resources offered to law enforcement toward services that would support the wellbeing of students and truly contribute to a safer school environment. Communities in Oakland, Denver, Portland, Minneapolis, Alexandria, Milwaukee, and other cities across the country have organized to take police out of schools and implement proven alternatives.

Alternatives include having adequate counselors and mental health staff on site equipped to support both students and educators. Instead of punitive responses like suspensions, expulsions, and arrests, school administrators can operate from a model of restorative or transformative justice to address conflict and disciplinary issues and incentivize student behavior. Schools can involve families in school structures and offer community-based support for students outside of the classroom, because we know that their life outside of school has a significant impact on their education.



DISCUSSION

CREATING SPACE THROUGH CONVERSATION

On These Grounds depicts instances of racialized violence that may be difficult or triggering to watch. Given the sensitive nature of the film, we encourage screening organizers to create space for reflection, conversation, and connection after viewing the film. Before your event, consider your approach to leading an inclusive and thoughtful discussion.



STEP AWAY

Encourage your audience members to step away from the film or the conversation as needed.



YOUNG PEOPLE TO THE FRONT

Prioritize creating space for the young people in your group to reflect on their own experiences and to share their ideas.



ESTABLISH COMMUNITY AGREEMENTS

Setting boundaries and expectations when sharing space will build trust and help to ensure a tolerant, civil, and open-hearted conversation. Consider offering a few boundaries and expectations — like confidentiality, take space/make space, and speak from your own experience — and invite participants to add their own.



GROUNDING BREATH

Before launching into a conversation, invite audience members to join you in a few deep, grounding breaths to ease the transition into post-film reflection. Box breathing is a good option: you breathe in for four counts, hold for four counts, and exhale for four counts.



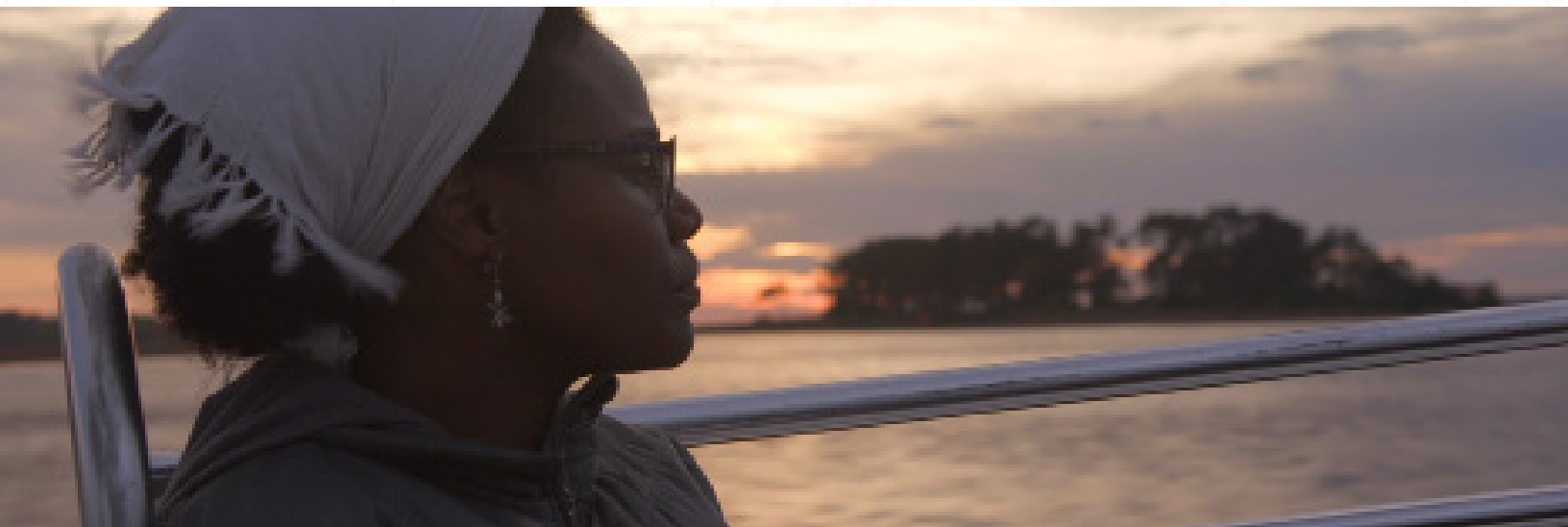
ACTIVE LISTENING

To ensure audience members are heard and held in the post-film discussion, it's important for a facilitator to practice active listening. Mirroring is a simple and effective technique to help ensure people are being heard when they share. To mirror, a facilitator can acknowledge a speaker's emotions, opinions, and perception by repeating key ideas they have shared.

INTENTIONAL LANGUAGE

We encourage you to use person-first language when hosting or participating in screening conversations. The language we use plays a role in shaping the narratives we consume, and the societal and cultural beliefs we adopt. Presently, much of the language used to describe people who've been arrested and incarcerated is dehumanizing and stigmatizing. Words and phrases like "juvenile offender," "delinquent," and "inmate," are far from neutral. They bias us against system-impacted people, perpetuate dangerous stereotypes, and cloud the public's ability to truthfully assess necessary critiques of institutions and systems.¹⁴

To respect people's humanity and counter these stigmas, opt to use "person-first" language. Refer to the individual first, and their trait, condition, or status second. This allows us to fully acknowledge the value of someone's personhood, instead of defining them by circumstances. This can look like: using "incarcerated person" instead of "inmate" or "criminal;" using "youth" instead of "juvenile offender"; and using "person on parole/probation" instead of "parolee;" etc.



DISCUSSION QUESTIONS



Sparking a National Response: The Assault at Spring Valley High School

1. Before seeing *On These Grounds*, were you familiar with the assault at Spring Valley High School? Do you recall seeing the video when it went viral in 2015, and do you remember any news coverage you encountered or conversations you had at the time?
2. Niya describes seeing Deputy Ben Fields at her classroom door, and her immediate response was to start filming and call out what was happening, and encourage other students to do the same. Reflect on her courage, as well as the trauma she has experienced. What can we do to protect and support people who witness and document police violence?
3. Shakara and Niya were both arrested by Deputy Fields and charged with the crime of "disturbing school." Discuss the difference between addressing routine student behaviors in schools through school-based discipline and addressing student behaviors with policing and surveillance, and how these approaches impact individual students like Shakara and Niya, as well as the overall environment of classrooms and schools.
4. Shakara reflects on the extreme toll of the trauma she experienced on her wellbeing, and her efforts to take care of herself and to be a role model to others. What are the burdens Shakara and others shoulder when they are thrust into the national spotlight? Why do you think Shakara feels a duty to protect others from the harm she has experienced?



5. Vivian started the organization EveryBlackGirl, Inc. as a campaign to drop the charges against Shakara and Niya, address the school culture of pushout, and end South Carolina's disturbing school law. After a year, the charges were dropped, and Niya became the lead plaintiff in an ACLU lawsuit to repeal the disturbing school law. Are people organizing in your city or town for police-free schools or educational and racial justice? What changes are they asking for? What are some of the challenges facing those organizers?



Personal Reflections on Policing and School Pushout

6. For current students, educators, school staff and/or parents of students, are police present in your school? For others, were police present in your schools during your education?
7. In a CNN news clip, Sunny Hostin says, "I think people should look at this video and ask themselves: Is this appropriate? What if this were my child?" Reflect on your own experience witnessing viral videos documenting police violence. What steps do you take to protect your wellbeing when disturbing and difficult to watch videos are shared in news media?
8. Niya withdrew from Spring Valley High School the day after she was arrested by Deputy Fields. Consider the different ways that students, and in particular Black girls, are pushed out of schools. Have you experienced or witnessed students being pushed out of school?
9. Today in South Carolina, Black girls are three times as likely to be arrested in schools

as white girls,¹⁵ despite the fact that Black students do not act out any more than their peers. Given this, consider the ways Black girls are more likely than other students to be punished harshly for routine behaviors. Have you experienced or witnessed the overcriminalization of Black girls in your own life?

10. As Ben Fields says of his own training and experience, school police by any name are still police, with the authority to arrest and use force. They also function as school personnel, but are not hired or supervised by school principals. What does learning safely in school look like to you? What are the consequences of embedding police and surveillance in schools for students? For parents? For educators?



Land, History, and Culture

11. The film opens with Geographer Janae Davis describing "thick places" as landscapes or locations with layers of history that you can feel. In what ways does this concept resonate with you, and with the geography of where you live today?
12. Dr. Bobby Donaldson, Professor of History at the University of South Carolina, notes that you have to look to history to understand the current challenges of policing in schools. Reflect on the historical context for policing in schools in South Carolina and the rest of America.
13. Janae Davis describes how physical spaces reflect years of disinvestment. In what ways has society invested or disinvested in our educational system? What are the physical signs of these choices today?

14. In 2015, the year Shakara and Niya were arrested, 300,000 students were arrested or referred to law enforcement in schools. How is school discipline as well as policing depicted or not depicted in popular culture, including the press, television, and movies? Are there common themes you notice? What is missing from popular depictions?
15. Vivian Anderson focuses on addressing the system of policing in schools, and has worked alongside organizers and activists for years to demand and create change. Do you believe we are at a tipping point in the movement for police-free schools? Consider some of the challenges facing the movement, and how organizers are working to meet these challenges.



Systems, Biases, and School Environments

16. Shawn McDaniels, Master Sergeant of Richland County School Resource Officers, describes South Carolina's disturbing school law as a harmful but lawful form of structural violence. He also notes that they received formal complaints that 88% of their arrests are of Black students, and that they were engaging with students with disabilities from an uninformed position. Reflect on the disproportionate impact of policing in schools on Black and brown students, as well as students with disabilities. What are the consequences for students?
17. Schools are not the only way young people are pushed into jail and prison. Decades of research and advocacy have shown how young people are pushed from the child welfare system into juvenile and adult justice systems, often called the foster care-to-prison pipeline. Consider the connections between our educational systems and child welfare systems. What are the challenges facing young people in both institutional settings?
18. Shawn McDaniels says the most dangerous people who use implicit biases unknowingly are those who don't believe they have biases. Based on his interviews and actions, does Ben Fields recognize his own implicit biases?
19. Catherine Lhamon, Chair of the US Commission on Civil Rights, notes how disruptive the assault at Spring Valley High School was to students' education in the days, weeks, and months afterwards. In contrast, what do you believe contributes to a positive learning environment for students?

20. Vivian shares the impact a social worker made in her life when she was a student. How can school staff including counselors, social workers, and health professionals support students individually and collectively? Consider your own interactions with counselors and social workers during your education.



A Growing Movement and the Future of School Safety

21. Vivian shares her long term goal to remove police from schools and ensure kids have access to social supports. Are you aware of alternatives in your school or in your community to calling the police in response to mental health concerns? In response to routine student behaviors? What resources do you think should exist in your school to support student health and wellbeing?
22. How can schools help remedy the oppression and harmful experiences that students and educators have faced, both inside and outside of school? What do you feel is the role of our education system in creating a more just and equitable society?
23. How can schools as communities of educators, staff, students, and their families recognize the agency of young people in how they want to learn?
24. Vivian says that children are born whole, perfect, and complete, and it's the responsibility of adults to allow them to remain that way. Reflect on what this means to you. For young people, how can adults listen to and support your mental health needs? For adults, how can you work within your own areas of interest and/or professional expertise to support the mental health and wellbeing of children?
25. Vivian says we shouldn't have a law where kids are being arrested in schools for behaviors they cannot be arrested for outside of schools. What do you think accountability for their behavior looks like for students? For children outside of school?
26. At the end of the film, we hear from students speaking at protests and asking for immediate change within their schools. How are students organizing or taking action in your town or city? Have you participated in protests and other forms of organizing? What motivates you to do so? If there have not been protests in your community, what would you like to see change for young people in your area and who would need to be involved to make it happen?

TAKE ACTION

Below, you will find suggestions for local and national calls to end the over policing of students, and invest our resources in social services and support for students.

LEARN MORE AT WWW.REPRESENTJUSTICE.ORG/TAKE-ACTION-OTG

SUPPORT EVERYBLACKGIRL, INC. TO HELP YOUNG PEOPLE HEAL

EveryBlackGirl, Inc. was founded by Vivian Anderson to lead the campaign to drop the charges against Shakara and Niya, address the school culture of pushout, and end South Carolina's disturbing school law. Today, EveryBlackGirl, Inc. is a non-profit that hosts healing circles for Black girls who have experienced trauma, as well as training sessions for adults to help equip them with tools to support and empower Black girls. EveryBlackGirl, Inc. and other vital organizations like it are instrumental in the movement for school safety and student wellbeing around the country.

Donate to EveryBlackGirl, Inc. at <https://www.representjustice.org/support-everyblackgirl-inc>.

Your donation allows EveryBlackGirl, Inc. to support Black girls around the country who continue to experience school-based trauma due to police officers in their educational environments.

EveryBlackGirl, Inc. is a 501(c)(3) organization, with an IRS ruling year of 2016, and donations are tax-deductible to the extent allowable by law.

HOST A SCREENING

To start the conversation around policing in schools in your community, you can host a screening for students, educators, local decision makers or even just your neighbors. Find out more about how to host a screening of your own at www.representjustice.org/on-these-grounds-screenings.

LOOK UP DATA IN YOUR SCHOOL DISTRICT, ADVOCATE WITH YOUR VOICE, AND VOTE

Safety does not exist when students of color, students with disabilities, and LGBTQ+ students are forced to interact with a system of policing that views them as a threat and not as students. During the 2015-2016 school year, Black students made up only 15% of the school population, but 31% of students arrested or referred to law enforcement.¹⁶

You can have a positive impact in your city or town by supporting non-punitive discipline practices. Learn more about what's happening in your school district: use a guide from the [Education Civil Rights Alliance](#) to look up your school district's data on racial and disability disparities in discipline, including suspensions, expulsions, and referrals to law enforcement. You can also ask your superintendent or police department about the training police officers in schools are receiving, the alternative resources available to students, and the use of force guidelines in your district.

Your school district may have a memorandum of understanding (MOU) with your local police department to outline the roles of police officers in your schools. You can search to see if an MOU exists in your district, and read the agreement to see if it aligns with your state's regulations.

You can also attend your local school board meeting and participate in school board elections. Before casting your vote, find out candidates' positions on police in schools and vote accordingly. You can also encourage and support young people who participate in school board meetings and decision-making.

CONNECT WITH ORGANIZERS

School districts across the country have made decisions to discontinue funding and staffing police in schools, and in many cases, to reinvest those resources in counselors, social workers, and other services to meet students' and educators' needs to make schools safer. Organizers have worked for years to lay the groundwork for a groundswell of changes in 2020 and 2021, and their work continues today.

Connect with the community organizations and chapters of national organizations in your town or city that are already working on police-free schools, racial justice, educational justice, and youth-led organizing. Visit the [National Campaign for Police Free Schools](#), convened by the Advancement Project and Alliance for Educational Justice, to learn more about the youth-led movement to end policing in schools in cities across the country, and find out more about their [partners](#)—local organizations leading these efforts.

Work with others to build a base for organizing in your area by talking and listening to everyone involved, including educators, students, parents, community members, and school officials. For example, the [Black Organizing Project](#) in Oakland held listening sessions to hear from teachers about their concerns with policing. In New York, [Girls for Gender Equity](#) conducted participatory research with girls and transgender and gender nonconforming youth of color to study their experiences with policing in schools.

Organizers from across the country are working alongside national organizations to end the widespread overcriminalization of young people, and to build an inclusive and affirming vision of safety and justice within our schools and communities. You can join national organizations working to address racial disparities and the overcriminalization of children by the justice system, such as the [Campaign for the Fair Sentencing of Youth](#), which leads efforts to ban life without parole and other extreme sentences for children, and to dismantle the racial disparities, social injustices, and residual harms caused by the legal system.



CONTACT YOUR REPRESENTATIVES

Today, there are 14 million students in schools with police officers but no counselors, social workers, nurses, or mental health staff. Through this disparity, we are over-criminalizing young people.

Tell your elected officials to support The Counseling Not Criminalization in School Act, which would prohibit the use of federal funds for maintaining police in schools and help schools hire counselors, social workers, and other support personnel instead of police.

<https://p2a.co/pmgfa2c>

LEARN MORE AT
WWW.REPRESENTJUSTICE.ORG/TAKE-ACTION-OTG

RESOURCES

Below are additional works to learn more and stay engaged.

BOOKS

- Kristin Henning, *The Rage of Innocence: How America Criminalizes Black Youth*
- Mariame Kaba, *We Do This 'Til We Free Us: Abolitionist Organizing and Transforming Justice*
- Monique W. Morris, *Pushout: The Criminalization of Black Girls in Schools*
- Andrea J. Ritchie, *Invisible No More: Police Violence Against Black Women and Women of Color & Invisible No More Study & Discussion Guide*

GUIDES, REPORTS & ARTICLES

- Black Girls Matter: Pushed Out, Overpoliced and Underprotected
A 2015 report from African American Policy Forum (AAPF) and the Center for Intersectionality and Social Policy Studies (CISPS) that sparked a national conversation about the punitive disciplinary policies that negatively impact Black girls in our nation's schools. Watch the accompanying webinar: Spring Valley is Everywhere: When Being a Black Girl is Your Only Crime.
- Ending School Contracts with Law Enforcement
An article by Courtney Shannon in the American Bar Association's quarterly magazine *Human Rights* that explores how, over half a century, a knee-jerk response to increased armed law enforcement presence in schools is not making schools safer.
- Cops and No Counselors: How the Lack of School Mental Health Staff Is Harming Students
An ACLU report showing schools with school counselors, nurses, social workers, and psychologists see improved attendance rates, better academic achievement, and higher graduation rates as well as lower rates of suspension, expulsion, and other disciplinary incidents.
- No Police in Schools: A Vision for Safe and Supportive Schools in California
An ACLU of California analysis of data conclusively showing harmful and discriminatory policing patterns in schools. The report recommends that no school in California have a permanent police officer, and reinvestment in positive supports for students.
- The Cost of School Policing: What Florida's Students Have Paid for a Pretense of Security
A 2020 ACLU of Florida report that examines the impact of the 2018 Marjory Stoneman Douglas High School Public Safety Act, which significantly increased the presence of law enforcement in schools in Florida, particularly in elementary schools.
- Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Public Schools
An ACLU of Pennsylvania report by Harold Jordan analyzing state-wide data on exclusionary discipline policies and policing in schools and suggesting evidence-based best practices for schools.
- We Came to Learn: A Call to Action for Police-Free Schools
A robust guide and action kit from the National Campaign for Police Free Schools, coordinated by the Advancement Project and the Alliance for Educational Justice. The resources include the #AssaultAt Map, documenting over 150 acts of school police violence against students since 2007.
- A Better Path Forward for Criminal Justice: Reconsidering Police in Schools
A Brookings Institute report recommending short-term, medium-term, and long-term reforms to removing police from schools and ending the school-to-prison pipeline.
- Fail: School Policing in Massachusetts
A report from Citizens for Juvenile Justice and Strategies for Youth in Massachusetts about the lack of effect of police officers on school safety, and the harmful effects for students with regular interactions with police officers.

- Community Not Cops
Dignity in Schools Campaign resources including a report, model policies, resource guide, and webinar with recommendations from a national coalition of organizations for schools, districts, states and federal policymakers to end the regular presence of law enforcement in schools.
- Police in Schools
A background paper from the Education Civil Rights Alliance and the American Federation of Teachers highlighting data on the issue of police in schools.
- Fear of the Black Child & Cops at the Schoolyard Gate
Two excerpts from *The Rage of Innocence: How America Criminalizes Black Youth* by Kristin Henning.
- People First: Drop the Harmful Labels From Criminal Justice Reporting
A guide from Fwd.us advocating for language that restores dignity and humanity to the people directly impacted by the justice system.
- Policy Brief: School Policing Disparities for Black Girls
A Girls for Gender Equity report on police interventions for girls in New York City public schools and the disproportionate impact on Black girls.
- Sustaining Police-Free Schools Through Practice: A Toolkit for New York City School Communities
A Girls for Gender Equity toolkit for educators to help build and sustain police-free schools.
- Police Free Schools Discussion Guide
A GSA Network guide with activities and resources around Trans and Queer experiences with policing, and organizing to end policing in schools.
- In Our Names Network Report
A 2021 report from the In Our Names Network, which includes 20 organizations across the country working to end police violence against Black women, girls, trans, and gender nonconforming people.
- Police Free Schools
A report from the National Juvenile Justice Network profiling several jurisdictions that removed police from their schools, detailing how communities were able to wage campaigns and the resources schools have implemented for school safety.
- Handcuffs in Hallways: The State of Policing in Chicago Public Schools
A report from the Sargent Shriver National Center on Poverty Law documents that police officers assigned to schools are not required to undergo any specialized training and operate little oversight, which has led to poor outcomes for students.
- Back-to-School Action Guide: Re-Engaging Students and Closing the School-to-Prison Pipeline
A report from The Sentencing Project on the reopening of schools as a critical turning point and an opportunity to end policies that push students out of schools and into the justice system.
- Parents' Checklist for SROs in Your Children's Schools
This list helps parents and caregivers understand the role and scope of authority of a School Resource Officer, and how to ask their school district for more information.

ENDNOTES

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ON THESE GROUNDS

The background of the entire page is a photograph of a person from the back of their head and shoulders. They have short, dark, curly hair and are wearing large, gold-colored hoop earrings. They are looking out over a landscape that appears to be a field or a park, with a line of trees in the distance. The sky is filled with soft, white clouds, and the overall lighting is bright and natural.

Discussion guide materials developed and written by Represent Justice, with advisory support from Vivian Anderson, Founder of EveryBlackGirl, Inc., and *On These Grounds* director Garrett Zevgetis and *On These Grounds* producer Ariana Garfinkel.